

**DEVELOPING INTERACTIVE MULTIMEDIA
FOR SHORT FUNCTIONAL TEXT READING FOR GRADE VIII
OF SMPN 4 YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016**

A Thesis

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



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2016

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**DEVELOPING INTERACTIVE MULTIMEDIA
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A Thesis



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Yogyakarta, 19 April 2016

Penulis,



Sabiqun Nahar

DEDICATIONS

*This thesis is dedicated to
my dearest parents Muzni and Sunarti,
my brothers and sisters Miftah, Ani, Ulfa, and Lukman,
for the support, love, prayer, and everything.*

MOTTO

Dum spiro spero.

ACKNOWLEDGEMENTS

In the name of Allah, the Almighty, the Most Gracious and the Most Merciful. The Lord of everything, who always gives the writer great loving, kindness, blessings, strength and guidance through the process of finishing this thesis.

The writer would like to send much appreciation to these amazing supporters in the process of this thesis writing.

1. Drs. Suharso, M.Pd., as the writer's thesis supervisor, for his continuous help, guidance, feedback, and support from the beginning until this thesis is finished.
2. Ella Wulandari, M.A., as the writer's academic advisor and also thesis product's evaluator, for her willingness and kindness to evaluate the first draft of the research product through the expert judgement.
3. Yuniarti, S.Pd. and Supriyati, S.Pd. as the headmaster and vice-headmaster of SMPN 4 Yogyakarta, and Panca Dewi L., S.Pd., as the English teacher of Grade VIII, who allow and support the researcher to take the needs analysis data in SMPN 4 Yogyakarta.
4. The writer's parents, brothers, sisters, and big family who always love, support, and send prayers from afar.
5. Nurul Marlisa, S.Pd., for the support, laugh, and everything during the best and the worst.
6. The writer's friends in PBI G/O 2011 for the friendship, laugh, and memories all this time.

The writer realizes that this thesis is still far from perfection. Hopefully, this thesis would be useful and inspiring for those who are interested in research and development.

Yogyakarta, April 2016

Sabiqun Nahar

TABLE OF CONTENTS

TITLE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
PERNYATAAN	iv
DEDICATIONS	v
MOTTOS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv

CHAPTER I: INTRODUCTION

A. Background of the Research	1
B. Identification of the Problems	4
C. Limitation of the Problems	6
D. Formulation of the Problems	7
E. Objectives of the Research	7
F. Significances of the Research	7

CHAPTER II: LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review	9
1. Reading Theories	9
a. The Nature of Reading	9
b. Macroskills and Microskills	10
2. Teaching Reading	11
a. Teaching Reading in General	11

b. Teaching Reading in Junior High School	15
c. Assessment and Evaluation	18
3. Short Functional Text	20
a. Definition	20
b. General Features	21
4. Interactive Multimedia	22
a. The Nature of Multimedia	22
b. Elements of Interactive Multimedia	23
c. Types of Interactive Multimedia	24
d. Criteria of Effective Interactive Multimedia	24
e. Advantages of Using Interactive Multimedia	25
5. Interactive Multimedia for Teaching and Learning Reading	26
B. Relevant Studies	29
C. Conceptual Framework	29

CHAPTER III: RESEARCH METHOD

A. Type of Research	31
B. Research Subjects	31
C. Research Procedure	32
D. Data Collection	34
1. Data Collection Techniques	34
2. Data Collection Instruments	35
E. Data Analysis Techniques	37

CHAPTER IV: RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings	39
1. The Results of Needs Analysis	39
a. The Description of the Participants	39
b. Target Needs	39
c. Learning Needs	43
d. The Appearance of the Interactive Multimedia	45

2. Designing the Interactive Multimedia	49
a. Course Grid	49
b. Flowchart	50
c. Storyboard	51
3. Materials Arrangement and Interactive Multimedia Development	51
a. Materials Arrangement	51
b. Interactive Multimedia Development	61
4. The Interactive Multimedia Evaluation	68
a. The Evaluation of Unit 1	69
b. The Evaluation of Unit 2	73
c. The Evaluation of Unit 3	78
B. Discussions	82
1. The Materials	82
2. The Media	85

CHAPTER V: CONCLUSIONS AND SUGGESTIONS

A. Conclusions	87
1. The Target and Learning Needs	87
2. The Appropriate Interactive Multimedia	89
B. Suggestions	91
1. To English Teachers	91
2. To Students	92
3. To Other Researchers	92

REFERENCES	93
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APPENDICES	96
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LIST OF TABLES

Table 1: Macroskills and Microskills of Reading	10
Table 2: Standards of Competence and Basic Competences	18
Table 3: Types of Short Functional Text	21
Table 4: The Organization of the Needs Analysis Questionnaire	35
Table 5: The Organization of the Expert Judgment Questionnaire	36
Table 6: Quantitative Data Conversion	38
Table 7: Research Participants	39
Table 8: Target Needs	40
Table 9: Learning Needs	43
Table 10: Learning Media Experience and Preference	45
Table 11: Multimedia Design	47
Table 12: The Description of Activities in Unit 1	52
Table 13: The Description of Activities in Unit 2	55
Table 14: The Description of Activities in Unit 3	59
Table 15: The Results of Expert Judgment from Materials Aspect for Unit 1	69
Table 16: The Results of Expert Judgment from Media Aspect for Unit 1	71
Table 17: The Revisions of Unit 1	72
Table 18: The Results of Expert Judgment from Materials Aspect for Unit 2	73
Table 19: The Results of Expert Judgment from Media Aspect for Unit 2	75
Table 20: The Revisions of Unit 2	77
Table 21: The Results of Expert Judgment from Materials Aspect for Unit 3	78
Table 22: The Results of Expert Judgment from Media Aspect for Unit 3	80
Table 23: The Revisions of Unit 3	81

LIST OF FIGURES

Figure 1: Five Elements of Multimedia	23
Figure 2: Main Flowchart	51
Figure 3: First Design of Loading Screen	62
Figure 4: First Design of Main Menu	63
Figure 5: First Design of Introduction	63
Figure 6: First Design Competences	64
Figure 7: First Design of Contents Overview	65
Figure 8: First Design of Unit 1 Overview	65
Figure 9: First Design of Unit 1, Activity 1	66
Figure 10: First Design of User Guide	66
Figure 11: First Design of Settings	67
Figure 12: First Design of About	67
Figure 13: First Design of Credits	68

LIST OF APPENDICES

Appendix 1: The Needs Analysis Questionnaire	97
Appendix 2: Course Grid	104
Appendix 3: Flowchart	112
Appendix 4: Storyboard	114
Appendix 5: The Arrangement of the Materials	134
Appendix 6: First Draft of the Interactive Multimedia	219
Appendix 7: Final Draft of the Interactive Multimedia	258
Appendix 8: Expert Judgment Questionnaire	298
Appendix 9: Permit Letters	307

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ABSTRACT

The objectives of this research were: 1) to find out the target and learning needs of Grade VIII students of SMPN 4 Yogyakarta in learning the short functional text reading through interactive multimedia, and 2) to develop the appropriate interactive multimedia for the short functional text reading for Grade VIII students of SMPN 4 Yogyakarta.

This was a research and development (R&D) study. It involved 62 students of Grade VIII of SMPN 4 Yogyakarta. The procedure adapted a model of multimedia instructional design process by Lee and Owens (2004). The steps were: 1) analysing students' needs, 2) designing the course grid, flowchart, and storyboard, 3) developing the first draft of the interactive multimedia, 4) conducting evaluation through expert judgment for the materials and media aspects, and 5) revising the first draft to be the final draft. The data collection instruments were a needs analysis questionnaire and expert judgment questionnaires. The data from the needs analysis were analysed quantitatively using frequency and percentage and the data obtained from expert judgment were analysed through descriptive analysis.

The findings showed that: 1) the students mainly learned English to be able to communicate using English and to score well in the exam; 2) they considered themselves lacking in pronunciation, vocabulary, grammar and reading comprehension related to short functional texts; 3) they wanted varied learning activities such as true/false statements, multiple choices, ordering activities and fill-in the blanks; 4) they wanted the learning topics related to their surroundings and daily life such as invitations, text messages, and schedules; 5) they needed learning materials that were based on Standards of Competence and Basic Competences; 6) they preferred to learn autonomously or with their friends but still needed guidance from their teacher; 7) they preferred the interactive multimedia to be used in smartphone; 8) the learning inputs for the materials included texts, pictures, audio, and videos; and 9) they expected the interactive multimedia to have bilingual instructions, different background colours for each unit, instrumental music background, easy and simple navigation, and exercises with answer keys. Thus, this research developed an interactive multimedia which can be used in smartphone entitled ELIPS 8 (English Learning through Interactive Multimedia Program using Smartphone for Grade 8 Students). It consisted of three units and each unit had 22 activities. The research findings showed that the developed interactive multimedia was appropriate. The mean score for the whole materials aspect was 3.87 and that for the whole media aspect was 3.82 which were in the range of $3.25 \leq \bar{x} \leq 4$ and fell into the category of "Very Good".

CHAPTER I INTRODUCTION

A. Background of the Research

English is one of the compulsory subjects in Indonesian education. As a compulsory subject, English becomes one of the tested subjects in *Ujian Nasional* or National Examination for both junior and senior high schools. Therefore, students have to master all of the four basic skills in English: listening, speaking, reading, and writing. In junior high schools, teachers mostly teach the basic skills of English in the written forms. Thus, students mostly focus on learning reading and writing skills instead of listening and speaking skills. The latter skills are rarely taught by teachers in school.

Listening and reading are categorized as receptive processes or skills in taking information. On the other hand, speaking and writing are the productive processes or skills in giving out information. Specifically, Johnson (2008: 7) states that reading is not an isolated process and it needs all four language processes work together to enhance the development of each other. Reading skills are essential skills before students are able to write an English text. It is also stated further by Johnson (2008: 7) that reading helps students to become better writers. They need reading skills to know the content of certain texts, to analyse texts structure, to learn the rules of grammar, and to learn new vocabulary.

Reading texts have many kinds in the form of descriptive, narrative, recount, news report, procedure and functional texts. In junior high schools, students learn various types of reading texts. One of them is functional texts or

precisely short functional texts. Short functional text is a kind of text which we encounter on a daily basis. This text helps us, the readers, function and perform in daily life. For example, when we bought a new TV, we read the manual and learn how to operate the TV. Another example is when we travel using plane or train, we look at the flight schedule or train schedule to make sure we are not late or end in the wrong plane or train. Those texts are few examples of short functional texts that we can find around us in daily life.

Short functional texts are different from other types of reading texts. It still has a purpose or a goal, but mostly, short functional texts do not have a structure. Most of these texts depend on text features such as headings, bold or italicized text, numbered lists, captions, a variety of graphics, pictures or illustrations. Every day, students may come across with this type of text whether they are aware or not. For instance, at the morning they look at the lesson schedule. Then, on their way to the school, they might see a billboard which advertise an event, a concert or a product. After they arrived at the school, they might look at the announcement on the information board. Even text message they sent to their parents or friends is an example of short functional texts. Thus are a few examples which students often encounter but they may not well aware that those are short functional texts.

Based on the researcher's personal observation in SMP Negeri 4 Yogyakarta, it was found out that students did not fully comprehend what short functional text is. The exposure of this text was not as much as other types of reading texts such as descriptive or narrative. There were several factors which made the students got less knowledge about short functional texts. The teacher

mostly taught the materials based on the textbook and rarely connected the examples from the textbook with real life examples. The learning process tended to be monotonous with the teacher explaining the text, asking questions to some students, and then the students doing the exercises. The time for learning process in the classroom was also limited. English was taught at most twice a week and each meeting only lasted for 90 minutes. In addition, the teacher had to deliver all the materials for one academic year and divided the time allocation evenly. The class was also a big and crowded classroom with at least 32 up to 34 students in each class. The teacher was busier controlling the class rather than teaching the materials.

Short functional texts, in fact, were important for students. Besides for daily needs, the students will also face short functional texts in the National Examination. Short functional texts are often included in the questions. Usually, the questions will ask the students about the content or the purpose of the text. However, with the monotonous learning process, the students tended to get bored and did not pay attention to what their teacher taught in the class. Furthermore, the students usually rely on learning materials from their teacher, for example from the textbook or *Lembar Kerja Siswa* (LKS) given by their teacher. The students were rarely looking for additional materials by themselves that was resulted from their low motivation of learning.

Teacher actually can help students in guiding them to be more independent if they think the materials given in the classroom are not sufficient for them. For example, the learning process can utilize the existing technology or adapt new

technology. The researcher did an observation related to teaching learning process and school facilities. Based on the observation, the teacher could operate laptop and was able to connect it to the available media in the classroom such as projector. The students also could operate laptop as well as the latest technology such as smartphone. In addition, the school had a language and computer laboratory which could be used in the learning process though in fact it was rarely used in English learning process. As we know, the learning process which utilizes technology is commonly not popular to be used in classroom learning. However, adapting technology into the learning process, such as utilizing computer and smartphone to create an autonomous learning application for students, will benefit the learning process in the future.

Hence, based on the elaborated background, the researcher concluded that the students of Grade VIII of SMP Negeri 4 Yogyakarta needed supplementary materials, aside from the materials given in the classroom learning. The researcher developed learning materials needed by the students which could be opened anywhere and anytime through their smartphone. The consideration for combining the development of technology with the supplementary learning materials was that the students are more likely to bring and always in touch with their smartphone every time and everywhere, unlike textbook or other printed materials.

B. Identification of the Problems

Based on the background of the research explained earlier, there were four main problems related to learning short functional text reading that were found by

the researcher. The problems were limited learning sources, uninteresting teaching method, limited learning time, and the development of technology. Each problem will be explained as follows.

The first problem was related to the learning materials or sources for learning short functional texts. The textbook and LKS used by the teacher had limited learning contents. The sources provided few examples of short functional texts, compared to the variety of this text. Based on the experience of the researcher, the textbook did not provide the students with enough knowledge, mostly the textbook only covered the surface knowledge. In addition, the insufficient learning source for short functional texts also contributed to the students' low achievement. Therefore, the students lacked the knowledge about this kind of texts, although it exists around them in daily life.

The next problem was teaching method. The learning process of short functional texts was mostly teacher-centred, where the teacher spoke a lot and the students sat quietly listening to their teacher. The students rarely participated unless the teacher asked questions or asked them to read some examples of short functional texts in front of their friends. The teacher also depended too much on textbook which has limited examples and explanations. It made the learning process became monotonous and uninteresting.

The third problem was limited time allocation. The teacher only had 90 minutes at most to teach topics related to short functional texts and she only had two meetings in a week. Meanwhile, the class was big and very crowded. The

teacher needed more time to control the students which made the teaching and learning process of short functional texts became ineffective.

The last was the technology development. With the available teaching media and the school's language and computer laboratory, the teacher should utilize them more in the learning process of short functional texts. Moreover, most of the students were able to operate laptops and they had smartphone. It would be more useful and interesting if they could learn short functional texts, for example from their smartphones using a self-learning application. They could learn autonomously, anytime and anywhere they had time to study. Thus, the teacher would not waste time on controlling them in a crowded class and the teaching and learning could be more effective and time efficient.

C. Limitation of the Problems

The researcher limits the problems of the research to the development of interactive multimedia application. It is considered to be the solution to overcome the problems found related to the learning process of short functional text reading. The application was developed and designed to help students learn short functional text reading better. It is expected that the application can enhance students' autonomous learning skills and provide the students with alternative learning source. It is also expected that the students will not be too dependent on their teacher. Thus, they can learn anytime and anywhere, in or outside the classroom.

D. Formulation of the Problems

Based on the limitation of the problems above, the formulations of the problems are as follows.

1. What are the target and learning needs of Grade VIII students of SMP Negeri 4 Yogyakarta in learning short functional text reading using interactive multimedia?
2. What is the appropriate interactive learning multimedia to be developed for learning short functional text reading for Grade VIII students of SMP Negeri 4 Yogyakarta?

E. Objectives of the Research

This research, based on the formulation of the problems above, has the following objectives:

1. To find out the required target and learning needs of Grade VIII students of SMP Negeri 4 Yogyakarta in learning short functional text reading using interactive multimedia.
2. To develop the appropriate interactive multimedia for learning short functional text reading for Grade VIII students of SMP Negeri 4 Yogyakarta.

F. Significances of the Research

The results of this research are expected to give beneficial contributions to the following parties.

1. To English teachers, it is expected that the interactive multimedia can be used well as alternative learning resources and engage them to utilize or even to create the similar learning multimedia with different topics by themselves.
2. To students, it is expected that the result of this research can help them to learn English better and easier. The improvement of their learning motivation and achievement is also expected by the researcher.
3. To the other researchers, it is expected that they can create and develop a better improvement than the results of this research. They can evaluate the product of this research, make improvement or adjustment, and do further research to develop a better learning multimedia, with similar or different themes.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1) Reading Theories

a. The Nature of Reading

Reading is one of the four skills that students must accomplish in learning English. In order to master reading skills, students need to know what reading is and its nature. There are many definitions of reading proposed by some experts. For example, Scott (2000: 1) defines reading as a transforming process where the reader does more than simply decipher the symbols on the page but actively engages with the text, and as a result, they create meanings and understandings for themselves. Silberstein (1994: 12) adds an explanation that reading has goals to develop fluent and independent readers who set their own goals and strategies for reading. The aspects of the reading process are learned by the students through reading. Thus, the students as readers must be active and become a problem solving individual who coordinates a number of skills and strategies to facilitate comprehension in their reading activities.

Reading is a process when a reader tries to comprehend a text after he/she reads it, in the sense of identifying meanings for individual words and working out relationships between them, drawing on the reader's implicit knowledge of English grammar as interpreted by Montgomery et al. (2007: 7). Moreover, if the reader is unfamiliar with the words or idioms, he/she will guess at the words' meaning, using clues presented in the context.

Johnson (2008: 3-5) proposes his idea that reading is a practice of using text to create meaning, a process of integrating visual and nonvisual information and the act of linking one idea to another. He further adds that reading is a constantly developing skill. Besides the integration process, reading is also a process of comprehension as explained by Koda in Grabe (2009: 14). This process occurs when the reader extracts and integrates various information from the text and combines it with what is already have known.

From the definition above, it can be concluded that reading is a process when the readers try to comprehend a text in order to create and integrate meanings and understandings for themselves and it has goals to develop independent and fluent readers. It is a continuous process which combines readers' previous and current knowledge with the new information they gained after reading activity.

b. Macroskills and Microskills

When the readers read, they use reading strategies to acquire several skills in reading. These skills turned out as an essential consideration in assessing readers' reading abilities and performances. Brown (2004: 188) divides the skills of reading into two categories which are macroskills and microskills. Table 1 shows the lists of macroskills and microskills of reading.

Table 1: **Macroskills and Microskills of Reading**

Macroskills	Microskills
1. Recognize the rhetorical forms of written discourse and their significance for interpretation.	1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Recognize the communicative functions of written texts,	2. Retain chunks of language of different lengths in short-term

<p>according to form and purpose.</p> <ol style="list-style-type: none"> 3. Infer context that is not explicit by using background knowledge. 4. From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. 5. Distinguish between literal and implied meanings. 6. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata. 7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts. 	<p>memory.</p> <ol style="list-style-type: none"> 3. Process writing at an efficient rate of speed to suit the purpose. 4. Recognize a core of words, and interpret word order patterns and their significance. 5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization) patterns, rules, and elliptical forms. 6. Recognize that a particular meaning may be expressed in different grammatical forms. 7. Recognize cohesive devices in written discourse and their role in signalling the relationship between and among clauses.
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The macroskills and microskills in Table 1 represent a wide range of possibilities in the assessment of reading comprehension.

2) Teaching Reading

a. Teaching Reading in General

There are a lot of methods and approaches in English language teaching and learning. Richards and Rodgers (2001) give their ideas on the history of approaches and methods in language teaching. To summarize their explanation, the approaches and methods can be divided into three major sections: (1) Major language trends in 20th century language teaching which contain the predecessor

of methods and approaches in language teaching such as The Oral Approach and Situational Language Teaching and The Audiolingual Method; (2) Alternative approaches and methods which include Total Physical Response, The Silent Way, Community Language Learning, Suggestopedia, Whole Language, Multiple Intelligences, Neurolinguistic Programming, The Lexical Approach, and Competency-Based Language Teaching; (3) and lastly current communicative approaches like Communicative Language Teaching, The Natural Approach, Cooperative Language Learning, Content-Based Instruction, Task-Based Language Teaching and the post-methods era.

It is valuable to note that not all of the methods and approaches mentioned earlier are suited to teach reading. Each of the methods and approaches has their own characteristics that if it is used to teach other than what it is supposed to use, it might not be suitable for the learning process. Richards (2006: 4) states that earlier language learning primarily focused on the mastery of grammatical competence where language learning viewed as a process of mechanical habit formation, students produce correct sentences through drilling, and the teacher control the learning. Today's learning goals are not only stressing on grammatical competence of a language but also successfully able to use the language for meaningful communication or called as communicative competence, as explained by Richards (2006: 3). Consequently, nowadays language learning is not only achieving language accuracy but also fluency for communication purpose.

Richards (2006) proposes Communicative Language Teaching as a method aimed to develop communicative competence, as well as developing the

mastery of grammatical competence. Generally, CLT can be categorized into two types: Process-Based CLT Approaches which consist of Content-Based Instruction and Task-Based Instruction, and Product-Based CLT Approaches which include Text-Based Instruction and Competency-Based Instruction. Jacobs and Farrell (2003) in Richards (2006: 25) state that CLT has led to eight major changes in approaches to language teaching like giving learners higher autonomy, providing chance of learning through social interaction with others, linking English to other subjects in the curriculum, focusing on meaning as the driving force of learning, diversifying learners' learning style and strength, serving language as critical and creative thinking skills, making new forms of alternative assessment, and viewing teachers as facilitator.

One of the teaching methods suggested by experts for teaching English reading text is Text-Based Instruction (TBI) or also known as Genre-Based Approach (GBA). This method is one of the methods popularly used by Indonesian teachers mainly to teach reading and writing skills. GBA is also similar to the EEK (*elaborasi, eksplorasi, konfirmasi*) method which is suggested by the government as the main teaching method. GBA focuses on the products of learning rather than the process involved which might prevent students' individual creativity and personal expression as stated by Richards (2006: 41). Therefore, to avoid repetitive and boring effect, teachers are suggested not to use GBA to teach all of the four skills.

Furthermore, Feez and Joyce in Richards (2006: 39) give explanation on how to implement text-based lesson in classroom. They are divided into in five

phases. The first phase is building the context. Students are first introduced to the social context of an authentic model of the text type being studied. Then, they explore the general features and social purposes of the texts before they investigate the register of a model text which has been selected based on the course objectives and learners' needs. There are many activities that can be used including presentation using pictures, realia, audio-visual materials, field trips, and guest speaker.

Modelling and deconstructing the text are the second phase of GBA. Students begin to investigate the structural patterns and language features of the model. Then, students compare the model with other examples of the same text type.

The next phase is joint construction of the text. The teacher gradually reduces the contribution to text construction after students start to contribute to the construction of whole examples of text type. In this stage, students are moving closer to being able to independently control text type. The activities can be in the form of discussion, jigsaw, information-gap activities, small-group construction of tests, self-assessment and peer-assessment activities.

The fourth phase is independent construction of the text. In this stage, students are working by themselves with the text. They work independently before their achievement being assessed based on their performances. The reading activities can include comprehension activities in response to written materials. For example, sequencing pictures, performing a task or activity, numbering, ticking, underlining material on a worksheet and answering questions.

The last phase is linking to related text. Students learn how to correlate what they have learnt with other texts in the same or similar context. They also learn how to relate it with future or past cycles of teaching and learning. Students can compare the use of the text type across different fields in this stage. In addition, they can also identify the use of text types in the same field, compare the spoken and written forms of the same text type, do a role-play, and learn how a key language feature in certain text type is used in other text type. Mostly, Indonesian teachers only used the first four of these GBA phases in classroom teaching.

In conclusion, GBA is a suitable approach to be used in teaching and learning reading. The researcher chose GBA with the consideration that students will not only learn about short functional texts in school but also outside the school such as restaurant, store, office, public places, even in their home. The research product, which was interactive multimedia application, only focused on assisting students in learning short functional text reading until they could learn to understand the scope of the text independently. Therefore, it might not be suited to be used in classroom teaching and learning and process. Adjustment is needed to make the product usable for classroom teaching and learning process.

b. Teaching Reading in Junior High School

In Indonesian education context, the Government through the Ministry of Education as the one who regulates all matters of educational activity, had a curriculum system which contains the goals, contents, lesson materials, methods and approaches of teaching and learning process, to achieve certain educational

goals. Indonesian Ministry of Education has arranged a system of curriculum, which is evaluated and changed to new curriculum within a certain period, to guide teachers, educators, and educational practitioners, in teaching students and creating and or developing teaching and learning materials.

Curriculum 2013 is the newest curriculum applied officially and widely in the academic year 2014/2015. However, by the end of the first semester of 2014/2015, the Ministry of Education decided to pull off the new Curriculum and changed it back to *Kurikulum Tingkat Satuan Pendidikan* (KTSP) as stated in *Peraturan Menteri Pendidikan dan Kebudayaan* number 160 year 2014 about *Pemberlakuan Kurikulum Tahun 2006 dan Kurikulum 2013*. The Ministry stated that they need more time to evaluate, improve and develop the Curriculum 2013 in chosen pilot schools which had implemented the new curriculum at least for three semesters. The Ministry then suggested the schools which only used the new curriculum for one semester, to go back to previous curriculum until they are ready to implement the new curriculum. The researcher used KTSP since the researcher's research setting was back using this curriculum.

When teaching using KTSP, Indonesian teachers should follow *Standar Proses* as stated in *Peraturan Menteri Pendidikan Nasional* number 41 year 2007 issued by *Badan Standar Nasional Pendidikan* (BSNP). BSNP here is an independent organization which has roles to develop educational standards, to monitor the implementation, and to evaluate the accomplishment of the standards. Moreover, *Standar Proses* is a part of eight pillars in *Standar Nasional Pendidikan* in Indonesian educational system as stated in *Peraturan Pemerintah*

number 19 year 2005, which consists of *Standar Isi*, *Standar Proses*, *Standar Kompetensi Lulusan*, *Standar Pendidik dan Tenaga Kependidikan*, *Standar Sarana dan Prasarana*, *Standar Pengelolaan*, *Standar Pembiayaan*, and the last *Standar Penilaian Pendidikan*. These standards are required in teaching and learning process. *Standar Proses* explains what teachers should do and what method they should use in teaching-learning process.

Mainly, the teaching and learning process consists of three processes which are opening activity, main activity, and closing activity. In the main activity, teachers can use EEK method, which stands for *eksplorasi* (exploration), *elaborasi* (elaboration), and *konfirmasi* (confirmation). The EEK method, which is suggested as the main method of teaching and learning process, can be used for all kinds of subjects but it can be suited to the characteristics of each lesson. In short, it is not designed specifically for language learning.

In comparison to EEK method, the steps in GBA which are proposed by Feez and Joyce in Richards (2006: 39) can be used in English teaching and learning process since both of them have similar steps and learning goals. Based on the previous explanation of English teaching methods and approaches by experts, the researcher did not apply EEK method in this research. Instead, the researcher used GBA since it is more suited to use this method in English language learning, especially for teaching and learning written forms of English such as reading skills.

In the junior high school level, students of Grade VIII learn various kinds of texts such as descriptive, recount, narrative and also short functional texts.

Based on the background of the research, identification of problems and limitation of the problems, this research focused on short functional text reading. Table 2 shows *Standar Kompetensi* (Standards of Competence) and *Kompetensi Dasar* (Basic Competence) of reading skills for Grade VIII students of junior high schools according to *Badan Nasional Standar Pendidikan* (BNSP).

Table 2: **Standards of Competence and Basic Competences**

<i>Standar Kompetensi</i>	<i>Kompetensi Dasar</i>
<i>Membaca</i> 5. <i>Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan recount yang berkaitan dengan lingkungan sekitar.</i>	5.1 <i>Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</i> 5.2 <i>Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.</i>

c. Assessment and Evaluation

Reading performance has various types and each type of reading performance has various assessment tasks. Brown (2004: 190-215) provides lists of assessment tasks which can be used for each type of reading performance. They are as follows.

- a. Perceptive reading assessment in the form of reading aloud, written responses, multiple-choices, and picture-cued items.
- b. Selective reading assessment tasks in the form of multiple-choices (for form-focused criteria), matching tasks, editing tasks, picture-cued tasks and gap-filling tasks.

- c. Interactive reading using the following assessment tasks: cloze tasks, impromptu reading plus comprehension questions, short-answer tasks, editing (longer texts), scanning, ordering tasks, and information transfer (reading charts, maps, graphs, diagrams).
- d. Extensive reading in the form of skimming tasks, summarizing and responding, note taking and outlining.

Similarly, Alderson (2000: 207-270) explains several reading tests which can be used to measure students' reading achievement. They are the cloze tests, gap-filling tests and multiple choice techniques. Furthermore, Alderson adds alternative objective techniques such as matching techniques, ordering tasks, dichotomous items, editing tests, the C-tests, the cloze elide tests, short-answer tests, free-recall tests, the summary and gapped summary tests, and information-transfer techniques. Lastly, Alderson also suggests informal methods of assessment in the form of casual conversations, observations of students' reading, records book of what students' had been read, and group reviews or meetings. To conclude, Alderson states that there is no one best method for testing reading,

Ministry of Education has a regulation related to assessing and evaluating the teaching and learning process. Based on *Peraturan Menteri Pendidikan Nasional* Number 41 Year 2007 about *Standar Proses*, the evaluation of learning process is done by teachers. The goals are to measure the students' competence achievement, as the basis for final report, and to improve the learning process. It is done consistently, systemically, and programmed. There are many kinds of assessment that can be used to measure students' achievement. As suggested in

the regulation from the Ministry, teachers can use test and non-test method which can be in form of written or spoken, performance observation, attitude measurement, assessment of work results (tasks, project/product), portfolio, and self-assessment.

In assessing students' achievement, the researcher adapted several types of reading assessment to test and measure students' reading performances. Since the program was developed to assist learner's autonomy, the assessment will be done through the application. They were in the form of multiple choices, short-answer tests, matching items, gap-filling tests, true-false statements, and the last is self-assessment in the form of reflection or review.

3) Short Functional Text

a. Definition

Grade VIII students of junior high schools learn many types of texts. Short functional text is one of the texts they learned. According to Cameron and Myers (2013: iii), functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day-to-day task. Humphries (2005: 65) adds that besides providing information about real-world tasks or situations, the word functional means usable. It implies that functional text is generally a text used for a specific purpose.

Anderson and Anderson (1997: 3) state that functional text is used for everyday information. It presents information or ideas and aims to show, to tell or to persuade the readers. It is called functional because it helps the readers function

in their day-to-day life. Lastly, Fauziati et al. (2013: 203) define short functional text as types of informational texts which help the information receivers or readers grasp the information quickly.

From the explanation above, short functional text can be described as a kind of text which has specific information or ideas and helps the reader in specific topics or areas, in their daily life. This kind of text can be found anywhere in the school, streets, even around the house. However, students may not be well aware since they do not have much exposure and knowledge to this kind of text.

b. General Features of Short Functional Text

In general, there are several aspects of short functional text such as characteristics and the various types of it. Fauziati et al. (2013: 203) explain the characteristics of short functional text. The text uses clear, simple, and concise sentences. In addition, it can contain pictures or symbols, and uses particular words or letter. Humphries (2005: 65) states that some types of short functional texts are meant to give the reader information or instructions, or ask the reader to provide information, while some do both.

There are many kinds of short functional text which can be found around us. Cameron and Myers (2013: 1) give types or examples of functional texts.

Table 3: Types of Short Functional Text

Types of Short Functional Texts		
Advertisements	Instructions	Recipes
Announcements	Internet websites	Schedules
Bank statements	Invitations	Search engines
Brochures	Labels	Signs
Bus schedules	Letters	Surveys
Diagrams	Manuals	Television guides
Directories	Maps	Text messages
Emails	Memos	Traffic signs

Food labels Game directions	Menus Pamphlets	Warranties Yellow Pages
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Humphries (2005: 65-68) also adds business forms, job applications, and order forms as the other examples of functional text.

Related to the types of short functional texts used in the product of this research, the researcher took into account two things. Firstly, to see the relevant materials, the researcher analysed the existing materials of short functional texts available in the various textbooks for Grade VIII students. Secondly, the researcher accommodated the students' wants on what types of short functional texts they wished to learn by allowing the students to choose the types in the analysis stage. The existing materials of short functional texts in the textbooks and the students' choices in the analysis stage become the consideration of the topics of the learning in the design and development stage.

4) Interactive Multimedia

a. The Nature of Multimedia

England and Finney (2002) propose the definition of interactive media as the integration of digital media including combinations of electronic text, graphics, moving images, and sounds, into a structured digital computerised environment that allows people to interact with the data for appropriate purposes. The digital environment here can include the internet, telecoms and interactive digital television.

Similarly, Vaughan (2011: 1) states multimedia as any combination of text, graphic art, sound, animation, and video elements that is delivered by computer.

Meanwhile, interactive multimedia can be explained as a condition when we allow the user, the viewer of the project, to control what and when these elements are delivered. Interactive multimedia becomes hypermedia when it provides a structure of linked elements through which the user can navigate. Deliyannis (2012) adds that interactive multimedia implies the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability.

It can be concluded that interactive multimedia is a combination of multiple media; such as texts, graphics, moving images, audio, and video; that is structured into a digital computerized environment used for expression or communication for appropriate purposes controlled by a user.

b. Elements of Interactive Multimedia

As the name suggests, multimedia is a combination of several media into a single program called multimedia. Several experts have their views about the elements which are arranged into a multimedia program. Senn (1998) proposes that multimedia has five elements such as text, audio, image, video, and animation.

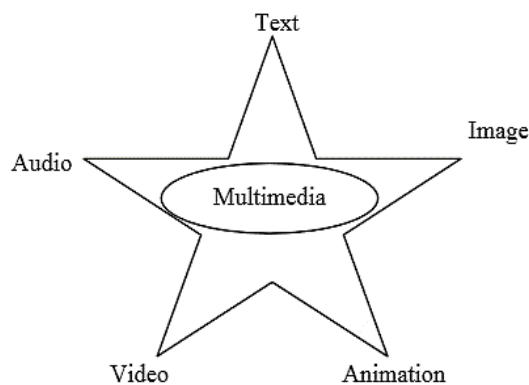


Figure 1: **Five Elements of Multimedia**

Fahy in Mishra and Sharma (2005: 4-5) also states similarly. According to Fahy, multimedia can be designed by using the elements of sound, music, synthetic speech, graphics and colour, animation, video, hypermedia, and hypertext. However, packing a lot of elements does not necessarily mean it is better. Fahy further states that when media used together, their effects can interact but sometimes it can be unpredictable.

c. Types of Interactive Multimedia

Besides consisting of many elements, multimedia also has several types. Dain (2015) explains several types of interactive media. They could be websites, digital video recorders (DVRs), computer games, online forums, email and even social networks. It can even include things like board games or print dictionaries that make the user engages with the content in an active manner. Furthermore, video games are another strong example because the players must take active action to play the game by making decisions and manipulating the game character.

d. Criteria of Effective Interactive Multimedia

There are certain criteria for interactive multimedia to be called as effective interactive multimedia. Bates and Poole (2003: 61) mention several points about well-designed interactive multimedia. The criteria are as follows.

- 1) Enable learners to come to understanding more quickly than through conventional verbal/textual media.
- 2) Help learners have an image construction that is far richer than as abstract verbal understanding.
- 3) Help learners develop and practice skills.
- 4) Enable learners to move from concrete and specific examples into more general abstractions.

Besides the criteria which should be fulfilled, there are some principles to follow in order to make a good interactive multimedia. Lohr and Gall in Spector et

al. (2008: 90) propose several principles of a good interactive multimedia. They are as follows.

- 1) Using words and pictures rather than words alone.
- 2) Placing words and visual close together.
- 3) Simultaneously presenting words, pictures, and sounds.
- 4) Using animations and narrations rather than animations and on-screen text or animation, on-screen text, and narrations.
- 5) Using visuals for low knowledge and high spatial learners.

From the explanation above, it can be summarized that interactive multimedia should have different experience for students compared to when they are using textbook or printed materials. It should attract their attention; for example, cheerful design, clear on-screen text, audio and narration, easy navigation; effective and interactive content, and importantly help students to practice and develop their skills autonomously.

e. Advantages of Using Interactive Multimedia

After we learn about the criteria of a good and effective interactive multimedia, there are a great deal of advantages we can gain from using interactive multimedia in the teaching and learning process. Roblyer and Edwards and Jonassen et. al. in Neo and Neo (2001) state that using multimedia in the teaching and learning environment enables students to become critical thinkers, problem-solvers, more apt to seek information, and more motivated in their learning processes. It can be a way for students to represent the knowledge they get in class and then constructing their own interpretation of the information they acquire. Moreover, it also fosters collaborative and cooperative learning between and among students, which will result in a better preparation skill set for real-life work situations.

According to Khoo (1994), there are some benefits of using interactive multimedia in the classroom. They are as follows.

- 1) Reducing learning time
- 2) Reducing cost
- 3) Instructional consistency and fairness
- 4) Increasing retention
- 5) Mastery of learning
- 6) Increasing motivation
- 7) More interactive learning
- 8) Privacy individual learning styles
- 9) Flexibility

Hick (1997) proposes that learning using interactive multimedia courseware will give several benefits. Those benefits are as follows.

- 1) Improves learning
- 2) Interactive
- 3) Flexible
- 4) Modular
- 5) Consistent
- 6) Timely
- 7) Engaging
- 8) Cost-effective

The advantages mentioned by experts can be a consideration in integrating interactive multimedia in teaching and learning process. However, before the integration, the Ministry of Education as the regulator of education in Indonesia has to plan and do a comprehensive research before applying it in schools.

5) Interactive Multimedia for Teaching and Learning Reading

Based on the experts' explanation above, the researcher conducted a research which focused on the use of interactive multimedia in teaching and learning process of reading. Mainly, the interactive multimedia served as an assistant to help students learning better and richer than learning based on textbook only. As a supplementary, the program was designed to develop and

practice students' reading skill. It is hoped that students will be an independent learner rather than relying too much on their teacher or textbook.

Commonly, multimedia in teaching and learning process is associated with CALL, which stands for Computer Assisted Language Learning. According to Warschauer (1996), the development of CALL can be grouped into three phases which are behaviouristic CALL, communicative CALL, and integrative CALL. Other terms for CALL might be computer-assisted language instruction, computer aided language learning, or computer assisted instruction. Interactive multimedia or interactive multimedia instruction can be said as the latest CALL integration between two important technological developments; multimedia technology, and the internet. They are all used on the same education field. The use of computer and technology is meant to be a self-study software for the students or as the supplement for face-to-face language learning, not to fully replace it. As stated by Garret in Warschauer (1996), the use of the computer does not constitute a method. It is a medium with variety of methods, approaches, and pedagogical philosophies, which may be implemented.

Learning reading through interactive multimedia has been proved as an effective multimedia in helping students learn and improving their achievement. Duhaney (2000: 67) proposes that newer forms of technology such as computer discs interactive (CD-i), videodiscs, desktop videoconferencing, and internet, are capable of promoting educational activities (synchronous or asynchronous) which are not confined to specific time and/or place. This is in line with the researcher's

intention in making an interactive multimedia application which can help the students in learning outside the classroom.

Vaughan (2011: 4) adds that multimedia can change the teaching and learning process, especially when smart students discover they can go beyond the limits of traditional teaching methods. Students can move away from passive-learner and become active learner. They will be the core of teaching and learning process while teachers, which previously being primary providers of information, may become more like guide and mentors, or facilitator of learning.

For instance, in learning reading, there was a study by Tariq Muhammad Bhatti entitled Teaching Reading through Computer-Assisted Language Learning. The research conducted in two randomly selected groups of 9th grade students of a public sector secondary school of District Khairpur Mir's, Sindh, Pakistan, for about 24 lessons. One class is an instructor-led class while another is computer-assisted language learning (CALL) class. Students' reading skills were measured by pre- and post-test by a panel of three examiners. To analyse the test scores, a paired one-tailed t-test was used which showed that CALL class was 35% more effective than the traditional instructor-led class.

In conclusion, interactive multimedia can be used more effectively in aiding teaching and learning process, compared to traditional teaching method. It is proved by previous research and also several experts. This research developed an interactive multimedia for learning short functional text reading to be used in mobile phone or specifically smartphone. It was developed based on the needs analysis results which students chose in their preference of learning media.

B. Relevant Studies

Concerning the topic of this research, other researchers had carried out research on the similar topic. For instance, a study by Nurhana (2014) proved that using interactive multimedia could improve students' reading skills. Students made a good improvement in several aspects of reading skills such as grammatical words classes, system, particular meaning, and task achievement. Students also became more active during teaching and learning process and they were more confident to read aloud.

Another researcher, Wijaya (2013), had also previously done a study with the similar theme. The research showed that it is appropriate to use the product of interactive multimedia in teaching reading. With the means score of the data from the try-out ranged from 3.94 to 4.42, the developed interactive multimedia could facilitate English teaching and learning process. It can also be used by students at schools or homes for learning purposes.

C. Conceptual Framework

The development of new technology influences an increasing number of learning multimedia usage in educational field. The problem in traditional teaching method lies on how the teacher teach the students in classroom as occurred in SMP Negeri 4 Yogyakarta. The teacher used textbook too often and rarely had alternative learning source. In this situation, interactive multimedia could be used as an alternative in assisting classroom teaching and learning process.

By utilizing interactive multimedia, the teacher and students would not rely too much on textbook as the sole source of learning. The students would be more active and they played important role in their own learning process. It would also trigger students' autonomy towards learning in or outside the classroom. As an alternative, it gave the users freedom for creativity and effectiveness. For teacher, she could guide the students if they faced any problems in their learning process. It could shift the teaching and learning process from teacher-centred to students-centred. The similar research showed that using interactive multimedia in teaching and learning process could improve students' achievement. It boosted students' confidence that they were able to read aloud during teaching and learning process.

In this research, the researcher focused on developing interactive multimedia for learning short functional text reading. The subjects were Grade VIII students of SMP Negeri 4 Yogyakarta. It is expected that the interactive multimedia could assist students in learning short functional text reading so that they could be independent learners. They would not rely too much on their teacher and textbook since they could learn through the interactive multimedia anytime and anywhere they want.

CHAPTER III RESEARCH METHODS

A. Type of Research

This research was classified as research and development (R & D). As stated by Gall, Gall, and Borg (2003: 569), R & D is a type of research used to design new products and procedures, which then are systematically field-tested, evaluated, and refined until they meet the specified criteria of effectiveness, quality, or similar standards.

This research focused on developing interactive learning multimedia for short functional text reading for Grade VIII students of SMP Negeri 4 Yogyakarta. The result of this research was a product in the form of interactive multimedia application. The product was designed particularly for students to be used in their smartphones.

The product served as an alternative source for learning short functional texts and assisting students to help them learn autonomously. It is expected that the students can learn anytime and anywhere they like so that they could become less dependent on their teacher.

B. Research Subjects

This research was conducted at SMP Negeri 4 Yogyakarta which is located at Jalan Hayam Wuruk 18, Yogyakarta. The subjects of the research were 62 students of Grade VIII A and Grade VIII B of SMP Negeri 4 Yogyakarta.

C. Research Procedure

This research adapted a model of multimedia instructional design process by Lee and Owens (2004), which generally has the following steps: Analysis, Design, Development, Implementation, and Evaluation. However, the researcher omitted the implementation step and modified the research steps which is explained as follows.

1. Analysis

In the analysis stage, the researcher analysed the students as the subjects of the research and gathered as much information about their needs as possible. The data were collected using needs analysis questionnaire which was explained in **Chapter IV**. The gathered data consisted of target needs, learning needs, and preferences related to interactive multimedia. The results of the analysis stage were then become the basis of the interactive multimedia development.

2. Design

After the analysis stage had done, the researcher then began to design the interactive multimedia. The first step was developing the course grid. The needs analysis results, the School-Based Curriculum, and the Genre-Based Approach became the bases in developing the course grid. After the course grid had been developed, the researcher then constructed the flowchart, which served as the roadmap of the program. The last step was designing the storyboard of the interactive multimedia. It showed the appearance, template, contents selection, colour schemes, and buttons placement of every screen or page of the interactive multimedia.

3. Development

In the third stage, the researcher began with the development process by arranging the materials which became the content of the interactive multimedia. The materials consisted of various short functional texts, pictures, illustrations, audio, videos, icons and buttons. The developed materials consisted of three units. After the arrangement of the materials was done, the researcher was then integrating and developing the materials into the interactive multimedia.

The researcher used Adobe Flash Professional as the main program with additional programs such as CorelDRAW and Adobe Photoshop, to design the interactive multimedia. In this stage, the researcher constantly tested, reviewed and corrected the developed interactive multimedia to see if there were any bugs or errors. The result of the development stage was considered as the first draft of the interactive multimedia. The researcher then consulted the first draft with the thesis supervisor to get feedback before proceeded to the next step.

4. Evaluation

The researcher omitted the implementation because of the time constraint. Since the students have been learning the materials related to short functional texts at the beginning of the semester, the researcher could not implement the developed interactive multimedia directly in the current learning process. If the developed interactive multimedia is being implemented in the new academic year, the research subjects will have been in the Grade IX and the developed materials might not be suitable anymore. Therefore, the researcher substituted the implementation stage with evaluation using expert judgment questionnaires. The

expert tested, analysed, and evaluated the first draft of the developed interactive multimedia from the materials and media aspects. The expert also gave feedbacks, suggestions, and validations whether the first draft of the interactive multimedia was appropriate or not to be used by the students. The results of the expert judgment were then used to improve the first draft.

5. Revision

The researcher analysed the expert judgment results and noted what the researcher should revise on the first draft of the interactive multimedia. The scores of the questionnaires were calculated to figure out whether the first draft was appropriate or not. The comments and suggestions from the expert also became the consideration in revising the first draft. Thus, as the needed revision had been reviewed and corrected, the developed interactive multimedia was considered as the final draft.

D. Data Collection

The researcher used the following data collection techniques and instruments in conducting the research.

1. Data Collection Techniques

This research collected the quantitative data using survey. There were two types of questionnaires used in the survey. The first questionnaire was filled by the students to gather needs analysis data. The second questionnaire was given to the expert to evaluate the first draft of the product.

2. Data Collection Instruments

The data collection instrument of this research was questionnaire. It was used to collect quantitative data through closed-ended questions. There were two kinds of questionnaires used in this research, the first was for the students to gather needs analysis data, while the other one was for the expert to evaluate the product. The needs analysis questionnaire was distributed to Grade VIII A and Grade VIII B of SMP Negeri 4 Yogyakarta to get the target and learning needs data.

Table 4: **The Organization of the Needs Analysis Questionnaire**

No.	Aspects	Item Number	The Purpose of The Questions	References
Students' Profile				
1.	General information of the students	Part A	To find out the students' general information.	Graves (2000: 103)
Learning Needs				
2.	Goals	1, 2	To identify the students' opinion and interest of learning English.	Nunan (2004: 41) Graves (2000: 103)
3.	Lacks	3-5	To find out the gap between students' current competences and target competences.	Hutchinson and Waters (1987: 56)
4.	Wants	6, 7	To find out students' wants related to the topics of the materials.	Hutchinson and Waters (1987: 56)
Target Needs				
5.	Input	8, 11	To find out the information about students' preferences related to kinds of input texts.	Nunan (2004: 47-49)
6.	Teacher's role	12	To find out the teacher's role in the teaching-learning process.	Nunan (2004: 64-70)
7.	Learners' role	13	To find out the students'	Nunan

			role in the teaching-learning process.	(2004: 64-72)
Development of Interactive Multimedia				
8.	Students' experience	9, 10	To find out the student's experience and preference towards interactive multimedia.	Graves (2000: 103-104)
9.	Learning media	14	To find out the English learning reading media that students' need.	Vaughan (2008: 2-9)
10.	Multimedia design	15 – 20	To find out students' preferences for the interactive multimedia design.	Stemler (1997: 339-359) Hutchinson and Waters (1987: 56)

Meanwhile, the second questionnaire was distributed to the expert. The questionnaire was divided into two parts which were materials and media aspects. The questionnaire was distributed to the expert to get the evaluation, suggestion and validation for revising the first draft of the interactive multimedia. Table 5 shows the organization of the expert judgment questionnaire.

Table 5: The Organization of the Expert Judgment Questionnaire

No.	Aspects	Item Number	The Objective of The Questions	References
Materials Aspects				
1.	Content appropriateness	1-10	To evaluate the appropriateness of the developed materials.	BSNP (2006)
2.	Language appropriateness	11-14	To evaluate the appropriateness of the language of the developed materials..	BSNP (2006)
3.	Presentation appropriateness	15-25	To evaluate the appropriateness of the presentation of the developed materials.	BSNP (2006)
Multimedia Aspects				
4.	Screen display	1-4	To evaluate the appropriateness of the	Stemler (1997: 340-

			developed interactive learning multimedia in terms of its screen appearance.	343)
5.	Multimedia element	5-9	To evaluate the appropriateness of the multimedia elements used in the interactive learning multimedia.	Stemler (1997: 348-350)
6.	Program navigation	10-13	To evaluate the appropriateness of the developed interactive learning multimedia in terms of its navigation system.	Stemler (1997: 344-346)
7.	Interaction and feedback	14, 15	To evaluate the appropriateness of the user's interaction and feedback when they use the program.	Stemler (1997: 343-344)

E. Data Analysis Techniques

In analysing the data, the researcher used frequency and percentage to analyse the needs analysis questionnaire which was distributed to the students. To calculate the percentages, the researcher divided of the frequency by the total of participants which was multiplied by 100%.

$$P = f/N \times 100$$

P = percentage

N = the number of participants

f = frequency

100 = fixed number

The second questionnaire, which was given to the expert, used 4-point Likert scale. The scale was coded as follows: 1 for strongly disagree (SDA), 2 for disagree (DA), 3 for agree (A), and 4 for strongly agree (SA). The interval mean

range of the Likert scale in the data conversion was calculated using the formula proposed by Suharto (2006: 52-53) as follows.

$$R = \frac{Xh - Xl}{4}$$

R = Range

Xl = The lowest score

Xh = The highest score

4 = Range of Likert scale

After that, the calculation of the total score was converted into descriptive analysis that the measurement indicator is the mean (\bar{x}). The means were calculated using the following formula by Suharto (2006: 52-53).

$$M = \frac{\sum fx}{n}$$

M (\bar{x}) = Mean

f = Frequency of each Likert scale

x = Score

n = Total number of questionnaire items

As the mean of each unit evaluation score was determined, the means were then converted into descriptive analysis based on the conversion table on Table 6 as follows.

Table 6: **Quantitative Data Conversion**

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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Results of Needs Analysis

To get the information of target and learning needs, the needs analysis was conducted by distributing the needs analysis questionnaire to the students of Grade VIII A and Grade VIII B of SMP Negeri 4 Yogyakarta. The questionnaire was in the form of multiple choice questions, which students were allowed to choose more than one answer and/or write their own answer for several questions. The needs analysis results are presented as follows.

a. The Description of the Participants

The needs analysis process was conducted on 19th September 2015 by distributing the needs analysis questionnaire to the students. The participants were 62 students of Grade VIII A and Grade VIII B in the academic year 2015/2016. The participants of this research consisted of 22 male students and 40 female students. Their ages ranged between twelve and fourteen years old.

Table 7: Research Participants

Group of Participants	Sex		Age		
	Male	Female	12	13	14
Grade VIII A students	6	23	3	23	3
Grade VIII B students	16	17	2	26	5

b. Target Needs

Target needs are what students need to do or achieve in the target situation. They consisted of goals, lacks, and wants, which are presented in Table 8.

Table 8: **Target Needs**

Goals			
Statement	N	F	%
My goal in learning English is generally			
a. because it is a compulsory subject	62	3	4.84
b. to get a good mark in exam		16	25.81
c. to get rank in class		4	6.45
d. to be able to communicate using English, orally or in written, in daily life		33	53.23
e. others: 1) because English is an international language 2) to be able to talk with foreigner 3) to be able to communicate & to get a good mark		3 1 1	4.84 1.61 1.61
My goals in learning reading in English class are			
a. to improve reading fluency	62	36	58.06
b. to improve reading comprehension and answer questions correctly		42	67.74
c. to improve grammar ability		34	54.84
d. to enrich vocabulary		42	67.74
e. to improve how to pronounce words		45	72.58
f. others: 1) I can make an English story		1	1.61
Lacks			
Statements	N	f	%
In my opinion, the process of learning reading in my class is			
a. easy to understand	62	13	20.97
b. quite easy to understand		39	62.90
c. hard to understand		9	14.52
d. very hard to understand		1	1.61
Short functional text is one type of texts which is learned in English reading class. Based on my experience, the conditions of current learning process of reading short functional text are			
a. learning materials are not sufficient and varied	62	26	41.93
b. learning media (LCD, speaker, computer) are not fully used		17	27.42
c. teacher's teaching method is monotonous		41	66.13

d. learning environment is not enjoyable		27	43.55
e. allocated time in the class is not sufficient		4	6.45
f. learning sources are limited (books, LKS)		8	12.90
g. others: 1) the teacher was out of topic 2) teacher’s voice was not loud and clear enough		1 1	1.61 1.61
My difficulties in learning short functional text reading are			
a. identifying and differentiating text types and structure	62	15	24.19
b. identifying contents, main idea, communicative purpose, and implicit information of a text		20	32.26
c. finding word reference or word/phrase/sentence meaning of a text		13	20.97
d. understanding the sentence structure/grammar		20	32.26
e. understanding vocabulary		24	38.71
f. correct pronunciation		27	43.55
g. others: 1) none		2	3.22
Wants			
Statements	N	f	%
In the learning process of short functional text reading, I want learning activities like			
a. reading aloud with correct pronunciation	62	31	50
b. reading a text and answering questions in multiple choice/short-answer questions		29	46.77
c. matching word with its meaning		28	45.16
d. fill-in the blank sentence/paragraph		22	35.48
e. ordering jumbled words/sentences		24	38.71
f. true/false statements		30	48.39
g. others: 1)		0	0
In learning process of short functional text reading, the topics I want to learn are			
a. related to schools (meeting invitation, formal letter, announcement, lesson schedule, competition poster, etc.)	62	26	41.93
b. related to personal matters (short message, birthday/new year party invitation, greeting card, personal letter, email, memo, etc.)		34	54.84
c. symbols in public (notice/caution/warning, traffic		26	41.93

sign)			
d. general matters (maps, advertisement, brochure, pamphlet, train/bus/flight schedule, food menu, recipe, label, etc.)		28	45.16
e. others: 1) related to music		1	1.61

From Table 8, it can be concluded that more than 50% of the students wanted to learn English because of the necessity to be able to use English in daily communication, orally or in written. Forty five students wanted to improve their pronunciation, while 42 students wanted to enrich their vocabulary and improve their reading comprehension to answer questions correctly in reading learning process. The rest of the students wanted to improve their reading fluency and grammar.

Table 8 also shows that two third of the students thought that the process of learning reading in the class was quite easy to follow and understand. Two third of the students stated that the teacher's teaching method was the biggest lack of the current teaching and learning process of reading. The rest of them stated that the learning environment was not enjoyable for learning process and the learning materials were also not sufficient and varied enough. Twenty seven students were not confident with their pronunciation when they read a text, while 24 students found it was hard to understand vocabulary when they read a text. The table also shows that 20 students found difficulties in understanding the sentence structure/grammar and identifying the contents, main idea, communicative purpose, and implicit information of a text.

Related to their wants, students preferred learning activities like reading aloud with correct pronunciation, deciding true-false statements, and answering

multiple choices or short-answer questions after they have finished reading a text. It is also identified that 34 students would like to learn topics related to personal matters, for example short message, birthday or New Year party invitation card, and email. Moreover, other students wanted to learn other topics such as related to school, general matters, and related to signs or symbols in public such as schedule, recipe, and advertisement.

c. Learning Needs

What the students required to do something or to learn something can be called as the learning needs. There are several components of learning needs such as input, teacher's role and learners' role which are presented in Table 9.

Table 9: **Learning Needs**

Input			
Statements	N	f	%
In learning process of short functional text reading, the learning inputs I want are			
a. variation of text types related to learning topics	62	21	33.87
b. pictures, table, charts, or diagrams related to texts		30	48.39
c. vocabulary being used with the correct pronunciation and explanation		35	56.45
d. grammar related to texts		26	41.93
e. correct pronunciation related to text		33	53.22
f. others: 1)		0	0
If there is a development of learning short functional text reading using interactive multimedia, the learning materials should be			
a. taken from the text book/LKS used in the class	62	5	8.06
b. authentic materials like brochure, original recipe, or from internet		4	6.45
c. based on Standards of Competence and Basic Competence		27	43.55
d. simplified to make it easier to understand		16	25.81
e. adding new materials which never learned in the		10	16.13

class			
f. others: 1)		0	0
Teacher's Role			
Statement	N	f	%
In the learning process of short functional text reading using interactive multimedia, I want the teacher to			
a. give explanation on how to use and operate the application	62	9	14.52
b. give examples how to do activities and exercises in the application		9	14.52
c. help me when I have difficulties in using the application		26	41.93
d. give me freedom to learn and explore the activities and exercise available in the application by myself		15	24.19
e. monitor my learning activities from the teacher's desk		1	1.61
f. others: 1) help and explain how to use the application		2	3.23
Learners' Role			
Statement	N	f	%
In the learning process of short functional text reading using interactive multimedia, I prefer to			
a. write all the information I got from the application	62	9	14.52
b. do all the activities and exercises available in the application		8	12.90
c. open the topic and activities which are interesting		7	11.29
d. do the activities together with my classmates so that we can discuss it		35	56.45
e. wait for the teacher's instruction		1	1.61
f. others: 1) write all information and do together with friends		2	3.23

Based on Table 9, fifty six percent of the students wanted vocabulary with explanation and correct pronunciation as the input of the learning. It is supported by 53% of the students who wanted to learn the correct pronunciation of a text. Then, 48% of the students wanted the inputs to be pictures, charts, diagrams, or

tables, related to the text. The materials of short functional text learning using interactive multimedia were developed based on Standards of Competence and Basic Competences, as chosen by 27 students.

According to 26 students, the teacher should help them when they had difficulties in learning using interactive multimedia. Apart from the majority, 15 students wanted the teacher to give them freedom to learn by themselves. The rest of the students wanted the teacher to give an example and explanation first how to learn and use the application. Meanwhile, almost two third of the students wanted to do the activities together with their friends. They preferred to discuss the materials with their friends rather than depending on their teacher.

d. The Appearance of the Interactive Multimedia

1. Learning Media

Teacher needs to know students' interest and learning preference in order to engage the learning process. Table 10 shows students experience and preference related to learning short functional text reading using interactive multimedia.

Table 10: Learning Media Experience and Preference

Statements	N	f	%
The learning media and technology (computer, LCD, speaker) is in the process of learning reading in my class.			
a. never used	62	1	1.61
b. rarely used		21	33.87
c. sometimes used		27	43.55
d. frequently used		13	20.97
In my opinion, the use of interactive multimedia and technology in process of learning reading is			
a. strongly not needed	62	0	0

b. not needed		0	0
c. needed		40	64.52
d. strongly needed		22	35.48
I want to learn short functional text reading using interactive multimedia through			
a. PC in school	62	4	6.45
b. Laptop/PC at home		9	14.52
c. Hand phone/smartphone		25	40.32
d. Internet website		24	38.71

From Table 11, it can be concluded that the teacher sometimes uses the technology and learning media available in the class. Furthermore, 40 students thought that the use of interactive multimedia was needed in reading learning process and surprisingly no students stated that the use of interactive multimedia was not necessary. Related to the use of interactive multimedia, 40% of the students preferred to learn through their mobile phones or smartphone, two percent higher than students who chose to learn via internet website. It was a good sign that students wanted to be able to learn independently outside the classroom, whenever and wherever they want.

2. Multimedia Design

Multimedia covers what should be put in the interactive multimedia including the media input, background colours, navigation button, instruction language, background music, and the content itself. In short, it is about how the interactive multimedia will look like. Table 11 shows the students' view about multimedia design.

Table 11: **Multimedia Design**

Statements	N	f	%
The learning inputs I want for learning short functional text reading using interactive multimedia are			
a. reading texts	62	31	50
b. pictures/photos/illustration		37	59.68
c. audio		16	25.81
d. video		49	79.03
e. others: 1)		0	0
The suitable language for instruction and explanation of the interactive multimedia is			
a. English	62	3	4.84
b. Indonesian		5	8.06
c. Bilingual (English and Indonesian)		54	87.10
The background colours for the interactive multimedia should be			
a. same background for every page/unit	62	2	3.23
b. different background for every page/unit		30	48.39
c. bright colours		23	37.09
d. dark colours		2	3.23
e. others: 1) different background with bright colours 2) same background with bright colours 3) nature BG 4) adjusting the text to make it clear to see		1 2 1 1	1.61 3.23 1.61 1.61
The background music for the interactive multimedia is			
a. not needed at all	62	4	6.45
b. in front page only		1	1.61
c. sound effect only when pressing navigation button		17	27.42
d. instrumental music		31	50
e. others: 1) sometimes needed 2) needed 3) needed, not bored when learning 4) needed, when playing video/conversation 5) needed, when taking notes 6) needed, to give motivation & enjoyment		2 1 1 2 1 2	3.23 1.61 1.61 3.23 1.61 3.23

The navigation button for the interactive multimedia should be			
a. easy to use and simple navigation button	62	26	41.93
b. symbol/icon which functions right		29	46.77
c. easy to find in the same position		7	11.30
d. others: 1)		0	0
The availability of exercises and the answer sheet in the interactive multimedia is			
a. strongly required	62	14	22.58
b. required		41	66.13
c. not required		7	11.29
d. strongly not required		0	0

Almost 80% of the students wanted video to be available on the interactive multimedia. Fifty nine percent of them wanted photos, picture, illustrations, and of course texts input, as the materials input besides video. Meanwhile for the instruction language, 54 out of 62 students preferred it to be bilingual between English and Indonesian. For the background colours, 48.39% of the students wanted different background colours for every page/unit.

Furthermore, half of the students wanted instrumental music to be the background music to accompany them learning. Twenty nine students wanted the navigation button for interactive multimedia in the form of symbols or icons which can function right, supported by 26 students who wanted easy and simple navigation button. Lastly, two third of the students thought that the availability of the exercises with the answer sheet is required in the interactive multimedia.

2. Designing the Interactive Multimedia

The next step after conducting needs analysis and analysing the results of needs analysis was designing the interactive multimedia. There were three parts in designing the interactive multimedia. They were developing the course grid, designing the flowchart, and creating the story board. The detailed explanation is as follows.

a. Course Grid

The course grid is a guideline to design the units of the interactive learning multimedia. The Genre-Based Approach theory, needs analysis results, Standards of Competence, and Basic Competences became the consideration in designing the course grid. The developed course grid consisted of seven points which were standards of competence, basic competences, unit/title, indicators, learning materials, learning activities and evaluation. There were 3 units developed in the interactive multimedia. Each unit was derived from Standards of Competence 5 and Basic Competences 5.1 and 5.2. The brief elaborations of the course grid for each unit are as follows while the detailed course grid is presented in **Appendix 2**.

1) The Course Grid for Unit 1

The title of the first unit is “Can you come to the meeting?” The topics of this unit were invitation and email. The unit provided students with various examples of these types of short functional texts. It also covered vocabulary and pronunciations related to the texts. The grammar item presented in Unit 1 was simple present tense.

2) The Course Grid for Unit 2

The second unit is entitled “Please reply this message ASAP!” Text message and recipe were the topics of this unit. Various examples of text messages and recipes, vocabulary and pronunciations related to those texts, and grammar items in the form of pronouns and action verbs were provided for the students.

3) The Course Grid for Unit 3

The third unit covered two types of short functional texts which are advertisement and schedule. This unit is entitled “Buy 1, Get 1 Free!” This unit provided students with various texts input, vocabulary, pronunciations, and grammar items in the form of adjectives and temporal conjunctions.

b. Flowchart

In developing the application of interactive multimedia, the researcher used two types of flowchart. They were used for guiding the researcher in arranging and developing materials and activities into the application. There were two types of flowchart, main flowchart and unit flowchart. The main flowchart, which is the general map of the application, consisted of six main menus. They were Introduction, Competences, Contents, Help, About, and Credits. Meanwhile, the unit flowchart illustrated the arrangement for developing each unit based on the learning method used by the researcher. There were four main parts in each unit which are Overview, Activity, Reflection, and Summary. The following flowchart is the main flowchart. The full flowchart is presented in **Appendix 3**.

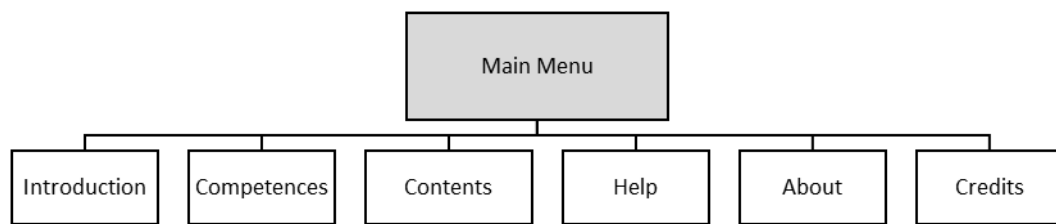


Figure 2: **Main Flowchart**

c. Storyboard

Storyboarding is an important part in the development process. It reflects the whole design of the application, how the look of each slide, what kind of learning activities arranged within each unit, what input texts and learning input should be there, and how the design of the the navigation of each page. The detailed explanation of storyboard is presented in **Appendix 4**.

3. Materials Arrangement and Interactive Multimedia Development

The next step after designing the course grid, the flowchart and the storyboard, was arranging the materials and developing the arranged materials into an interactive multimedia. The descriptions of the materials arrangement for each activity in each unit are as follows.

a. Materials Arrangement

1) Materials Arrangement for Unit 1

The first unit, entitled “Can you come to the meeting?” covered two types of short functional texts in the form of invitation and email. In this unit, students are expected to be able to: 1) recognize the written short functional texts related to your daily life in the form of invitations and emails, 2) read the written short

functional texts fluently with the correct pronunciations, 3) identify the structure or components of the texts, 4) determine the general or main idea of the texts, 5) determine the social function or communicative goal of the texts, 6) determine specific or implicit information within the texts, 7) determine phrase reference or the meaning of words/phrases within the texts, and 8) use the simple present tense correctly.

This unit was completed with various texts, related pictures or illustrations, relevant information, grammar explanation, vocabulary, and pronunciation practices to enrich students' skills and knowledge. Unit 1 consisted of 22 activities, 11 activities for each text type with two breaks after Activity 11 and 22. This unit was completed with overview, reflection, and summary of the unit. The complete description for each activity is presented in the following table.

Table 12: The Description of Activities in Unit 1

Activity	Instruction	Description
Overview	-	In this part, students prepare to learn by knowing what they will learn and will achieve at the end of the unit.
1	Study the following invitations. Then, answer the questions and keep the answers for yourself.	Students read two invitations to introduce them to the topic.
2	Below are some more examples of invitation. Put a tick mark (✓) on the invitations you have ever received. Now, classify the invitations into formal and informal invitations by dragging them into the correct group.	Students tick any invitations they have ever received. Then, they group the invitations into formal and informal invitations. They also learn how to pronounce each invitation correctly.
3	Study the explanation of the Simple present tense. Choose the correct verb by tapping one of the options for each sentence. Number 1 has been done for you.	Students learn the explanation of simple present tense. After that, they do an exercise by choosing the correct verbs.

4	Read the following invitation. Then, complete the invitation by typing the correct words in the blank spaces using the provided options below. Number 1 has been done for you.	Students complete the missing words in a birthday invitation.
5	Read the following invitation. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.	Students read another invitation, reunion invitation, and state true or false based on the content of the invitation.
6	Study the following explanation of invitation.	Students learn the definition, types, and structure of invitation.
7	Read the following invitation carefully. Then, answer the questions correctly.	Students read a wedding invitation and answer multiple choice questions. They also learn about RSVP.
8	Read the following invitation. Then, complete the invitation by typing the correct options into the provided spaces. Number 1 has been done for you.	Students read another invitation about fieldtrip meeting and complete the missing information with the correct answers.
9	Match the following words related to invitation by tapping the words first then the correct synonyms.	Students learn words related to invitation and match them with the correct synonyms. They can learn how to pronounce each word.
10	Read the following case carefully. Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.	Students read a case. They have to arrange jumbled sentences to make the correct meeting invitation by giving the correct number from 1-9.
11	Did you know?	Students learn another form of invitation which is spoken invitation.
Time Out	-	Students take a break by reading fun English fact about a sentence contains seven identical words which still makes sense.
12	Read the following email carefully. Then, answer the questions and keep the answers for yourself.	Students read an email to introduce them to the topic.
13	Based on Activity 12, tick the words related to email. An example has been shown for you.	Students tick which words are related to email. They also learn how to pronounce each word.
14	Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences	Students use the words they learn in Activity 12 to complete blank sentences in this activity.

	aloud once you have finished. Number 1 has been done for you..	
15	Read the following email again and answer the questions correctly. Number 1 has been done for you.	Students read an email, a confirmation email, and answer multiple choice questions.
16	Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.	Students read another email, an email sent from England, and state true or false based on the content of the email.
17	Study the following explanation of email.	Students learn the definition and structure of email. They also learn how they address someone in email.
18	Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.	Students read an email which is asking for information and then they answer multiple choice questions.
19	Read the email below carefully. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.	Students then read the next email, a reminder about information session of a university, and state true or false based on the content of the email.
20	Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend.	Students arrange jumbled letters into the correct words using the given clues. They also learn how to pronounce each word.
21	Read the following case carefully. Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply-email. Based on the email you have just arranged, answer the following questions correctly.	Students read a case. They have to arrange a correct reply email for email in Activity 18 using the jumbled options by giving the correct number from 1-8. They then answer multiple choice questions based on the email they have arranged.
22	Did you know?	Students learn that email and handwritten letter are similar.
Extra Time	-	Students take a break by solving random fun-riddle.
Reflection	To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.	Students are reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.
Summary	-	Students learn a brief summary of

		the unit to highlight what they have learned.
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2) Materials Arrangement for Unit 2

Entitled as “Can you come to the meeting?”, Unit 2 consisted of two types of short functional texts in the form of text message and recipe. In this unit, students are expected to be able to: 1) recognize the written short functional texts related to your daily life in the form of text messages and recipes, 2) read the written short functional texts fluently with the correct pronunciations, 3) identify the structure or components of the texts, 4) determine the general or main idea of the texts, 5) determine the social function or communicative goal of the texts, 6) determine specific or implicit information within the texts, 7) determine phrase reference or the meaning of words/phrases within the texts, 8) identify and use pronouns correctly, and 9) identify and use action verbs correctly.

Unit 2 was completed with various texts, related pictures or illustrations, relevant knowledge, grammar explanations, vocabulary, and pronunciation practices to enlarge students’ reading skills and knowledge. Unit 2 consisted of 22 activities, 11 activities for each text type with two breaks after Activity 11 and 22. This unit was also completed with overview, reflection, and summary of the unit. The complete description for each activity is presented in Table 13.

Table 13: The Description of Activities in Unit 2

Activity	Instruction	Description
Overview	-	In this part, students prepare to learn by knowing what they will learn and will achieve at the end of the unit.
1	Study the following text messages. Then, answer the questions and	Students read two texts messages to introduce them to the topic.

	keep the answers for yourself.	
2	Find and tick the words related to text message below. An example has been shown for you.	Students then tick the correct words related to text message.
3	Study the following explanation. Fill the box before each sentence with the correct pronoun. Once you have done, read each sentence aloud. Number 1 has been done for you as an example.	Students learn about pronouns, as subject and object. After that, they do an exercise by substituting the bold nouns in the sentences with the correct pronouns.
4	Read the following text message. Then complete the sentences with the correct answers. Number 1 has been done for you.	Students read a text message and do an exercise by completing the sentences with the correct information.
5	Match the following words related to text messages by tapping the words first then the correct definitions.	Students learn words related to text message, learn to pronounce them correctly, and match them with the correct definitions. They also learn how to pronounce each word.
6	Learn the explanation of text message.	Students learn about text message's definition, goals, and structure.
7	Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.	Students read a message and answer multiple choice questions.
8	Read the following message carefully. Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.	Students read another message and state true or false based on the content of the message.
9	Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.	Students learn about abbreviations used in text message. They then do an exercise by completing the missing longer forms of several abbreviations with the correct answers.
10	Read the following case carefully. Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud. Based on the message you have just arranged, answer the following questions correctly.	Students read a case. They have to arrange a meeting invitation sent through a text message by numbering the jumbled sentences from 1-9. Then, they answer multiple choice questions.

11	Did you know?	Students learn the other ways to leave a message or information through memo, short message, and note.
Time Out	-	Students take a break by reading fun English fact related to English numbers.
12	Read the following message again. Then, answer the questions and keep the answers for yourself.	Students read a shopping list to introduce them to the topic.
13	Look at the following pictures. Tick the pictures which are needed to be bought based on the shopping list in Activity 12. An example has been shown for you.	They then tick the correct ingredient pictures based on the shopping list they have read.
14	You have completed the shopping list which contains the ingredients needed to make Chocolate & Banana Brownies. Now, read the recipe of Chocolate & Banana Brownies below. Identify the verbs which are used in the recipe of Chocolate & Banana Brownies. Tick the verbs you have found in the table below. An example has been done for you.	Students read the complete recipe of Chocolate and Banana Brownies and learn about action verbs. They then identify the verbs used in the recipe.
15	Read the following recipe. Then complete the recipe with the correct verbs provided below. Number 1 has been done for you.	Students read Wingko Babat recipe and complete the missing verbs in the steps of making Wingko Babat.
16	Learn the explanation of recipe.	Students learn the definition, goal, and structure of recipe.
17	Read the following recipe carefully. Based on the recipe you have read, state whether the following statements are True (T) or False (F). You can do it with your friend.	Students read recipe of Es Cendol and state true or false based on the content of the recipe.
18	Do you know what “tbsp” stands for? Study the following list of abbreviations which are usually found in recipe. Then, match the abbreviations by tapping the abbreviations first then the correct longer form. You can do it with your friend.	Students learn the abbreviations used in recipe and do an exercise by matching the abbreviations with what they stand for. They also learn how to pronounce each longer form.
19	Read the following recipe. Answer the questions by choosing the correct answers.	Students read another recipe about Jackfruit Stew and answer multiple choice questions.
20	You have learned about the action	Students then match the verbs

	verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.	related to recipe they have learned with the correct meanings. They also learn how to pronounce each verb.
21	Read the following case carefully. Help Reina's dad in making this special Chocolate Banana Sushi. First, choose the ingredients needed by ticking the box of each correct picture. After all the ingredients are ready, help Reina's dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.	Students read a case. First, they choose the correct ingredients based on the given case. Then, students have to arrange the correct steps of a recipe by numbering from 1-8.
22	Did you know?	Students learn that recipe is similar to procedure text.
Extra Time	-	Students take a break by solving random fun-riddle.
Reflection	To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.	Students are reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.
Summary	-	Students learn a brief summary of the unit to highlight what they have learned.

3) Materials Arrangement for Unit 3

The third unit, entitled “Buy 1, Get 1 Free!”, covered two types of short functional texts in the form of advertisement and schedule. In this unit, students are expected to be able to: 1) recognize the written short functional texts related to your daily life in the form of advertisements and schedules, 2) read the written short functional texts fluently with the correct pronunciations, 3) identify the structure or components of the texts, 4) determine the general or main idea of the texts, 5) determine the social function or communicative goal of the texts, 6) determine specific or implicit information within the texts, 7) determine phrase

reference or the meaning of words/phrases within the texts, 8) identify and use adjectives correctly, and 9) identify and use temporal conjunctions correctly.

This unit was completed with various texts, related pictures or illustrations, video inputs, relevant information, grammar explanations, vocabulary, and pronunciation practices to enrich students' skills and knowledge. Unit 3 consisted of 22 activities, 11 activities for each text type with two breaks after Activity 11 and 22. This unit was also completed with overview, reflection, and summary of the unit. Table 14 shows the complete description for each activity.

Table 14: The Description of Activities in Unit 3

Activity	Instruction	Description
Overview	-	In this part, students prepare to learn by knowing what they will learn and will achieve at the end of the unit.
1	Watch the following advertisement video. Then, answer the questions and keep the answers for yourself.	Students watch a video advertisement to introduce them to the topic.
2	Based on the video in Activity 1, identify the adjectives used. You can replay the video and write the adjectives on a piece of paper if necessary. Then, tick the adjectives you have found in the provided table below. An example has been done for you.	Students then identify the adjectives used in the video by ticking the words they found. They also learn how to pronounce each adjective.
3	Complete the following sentences by typing the correct adjectives into the provided spaces. Number 1 has been done for you.	Students do an exercise by completing the blank sentences using the adjectives they have learned in the previous activity.
4	Read the following advertisement and answer the questions correctly. Number 1 has been done for you.	Students read a job vacancy advertisement. Then they answer multiple choice questions.
5	Read the following advertisement and answer the questions correctly.	Students read a food festival advertisement and answer multiple choice questions.
6	Study the following explanation of advertisement.	Students learn the definition, goals, and type of advertisement.
7	Watch the following video	Students watch a video

	advertisement of a DSLR camera. Pay attention to the content. Then, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you	advertisement about a DSLR camera. After that, they have to complete the parts' name of a camera.
8	Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.	Students then state true or false based on the content of the video they have watched in the previous activity.
9	You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements by tapping the words first then their correct definitions. You can do it with your friend.	Students match different types of advertisement with their correct definitions.
10	Read the following case and solve the problem. Based on the case you have read, arrange the advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud. Based on the advertisement you have just arranged, answer the following questions correctly.	Students read a case. They have to arrange the correct advertisement based on the given case by numbering the jumbled sentences from 1-6. Then, they answer multiple choice questions.
11	Did you know?	Students learn that products placement or brands in movies is also one kind of advertisements.
Time Out	-	Students take a break by reading fun English fact about the toughest tongue-twister.
12	Study the following schedule. Then, answer the questions but keep the answer for yourself.	Students read a lesson schedule to introduce them to the topic.
13	Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.	Students tick the correct pictures of the school textbooks based on the schedule.
14	Study the following explanation. Based on the schedule in Activity 12, complete the sentences below with the correct temporal conjunctions you have learned. Number 1 has been done for you.	Students learn about temporal conjunctions which are closely related to schedule. They then do an exercise by completing the blank sentences using temporal conjunctions they have learned.

15	Study the following schedule carefully. Then, answer the questions correctly. Number 1 has been done for you.	Students read a dormitory daily schedule. They answer multiple choice questions.
16	Read the following schedule. State whether the statements are True (T) or False (F). Number 1 has been done for you.	Students read a rundown of a jazz festival and state true or false based on the content of the schedule.
17	Learn the explanation of schedule.	Then, they learn the definition, goals, and examples of schedule.
18	Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.	Students read a train schedule and answer multiple choice questions.
19	Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.	Students read a flight schedule, then they answer multiple choice questions.
20	Match the English Words by tapping the words first then their correct Indonesian equivalents. You can do it with your friend.	Students match English words related to schedule with the correct Indonesian equivalents.
21	Read the following case carefully. Complete the missing schedule based on the case you have read by typing the correct activity provided below in the blank spaces.	Students read a case. They have to complete a blank schedule with the correct options based on the given case.
22	Did you know?	Students learn the difference between agenda, itinerary, timetable and schedule which are closely related.
Extra Time	-	Students take a break by solving random fun-riddle.
Reflection	To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.	Students are reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.
Summary	-	Students learn a brief summary of the unit to highlight what they have learned.

b. Interactive Multimedia Development

After the contents of the application were ready, the researcher then began to develop the first draft of the materials into the interactive multimedia. The

interactive multimedia is called as English Learning through Interactive Multimedia Program for Smartphone for Grade 8, or shortened as ELIPS 8. It is a flash based interactive multimedia designed to be used on Android smartphone. As the result of the development process, below are the samples of the first draft or the first design of the product which was taken from the researcher's smartphone.

1) Main Menu

Before the students, as users, enter the main menu of the application, there is a loading screen to welcome the students. Here is the first design of the loading screen.

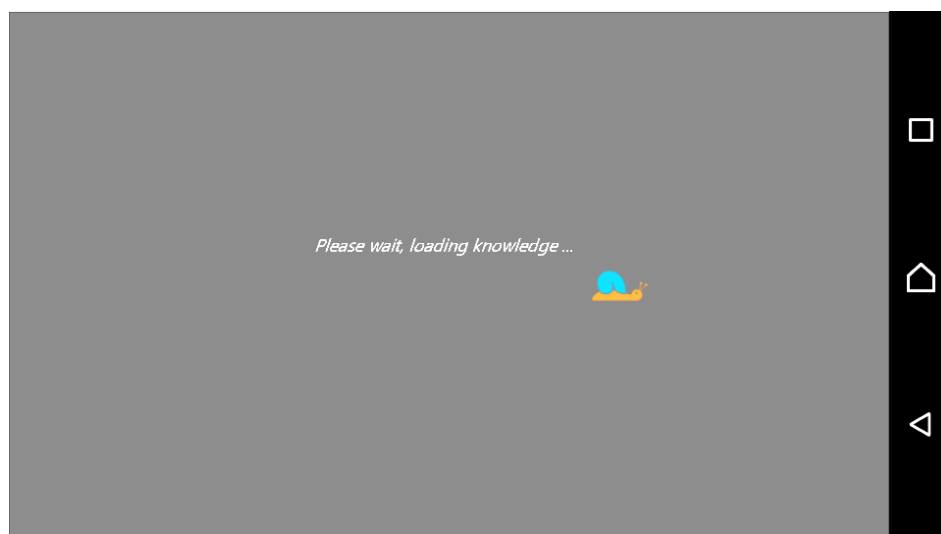


Figure 3: **First Design of Loading Screen**

In the main menu, there are six menus which consist of Introduction, Competence, Contents, Help, About, and Credits. Students can open each menu by tapping the menu they want. To go back to main menu, students click home icon which is located at top-left corner. It will open side navigation menu, then

they tap Main Menu. Students can also go directly to any menu through this side navigation menu. Figure 4 presents the first design of the main menu.

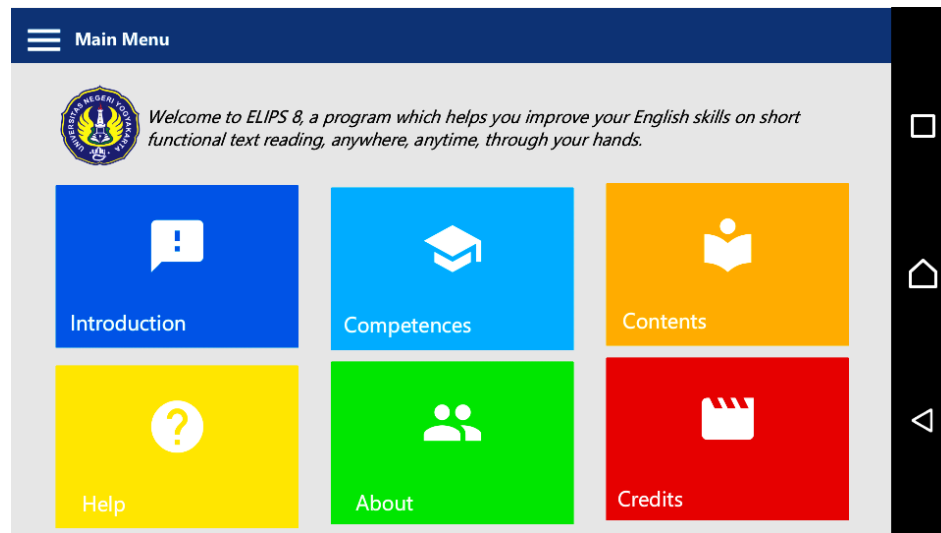


Figure 4: **First Design of Main Menu**

2) Introduction

Introduction shows the description of the application, why it is developed and the benefits students can get by using the application. Here is the first design of introduction section.

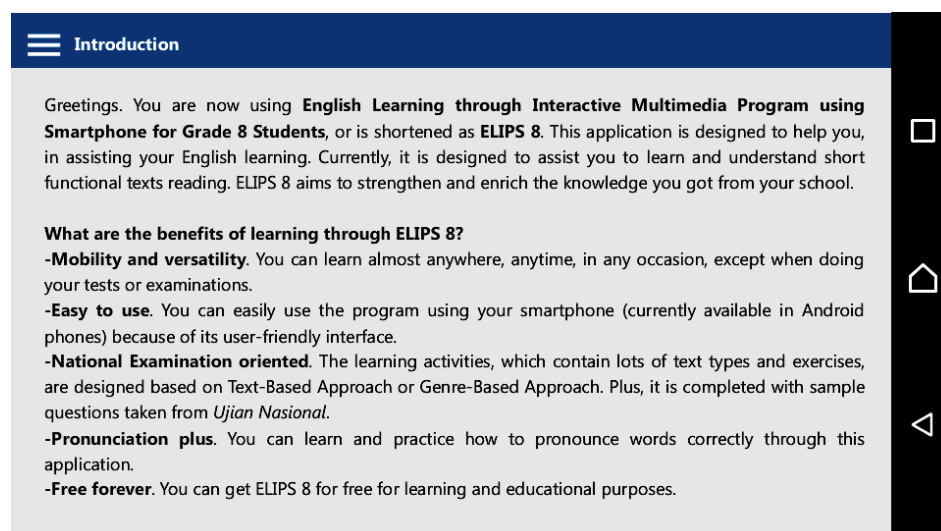


Figure 5: **First Design of Introduction**

3) Competences

Before the students start learning, they need to know the basis of the development of this application. It is developed based on Standards of Competence 5 and Basic Competences 5.1 and 5.2. Here is the first design of competences, consisted of two sections.

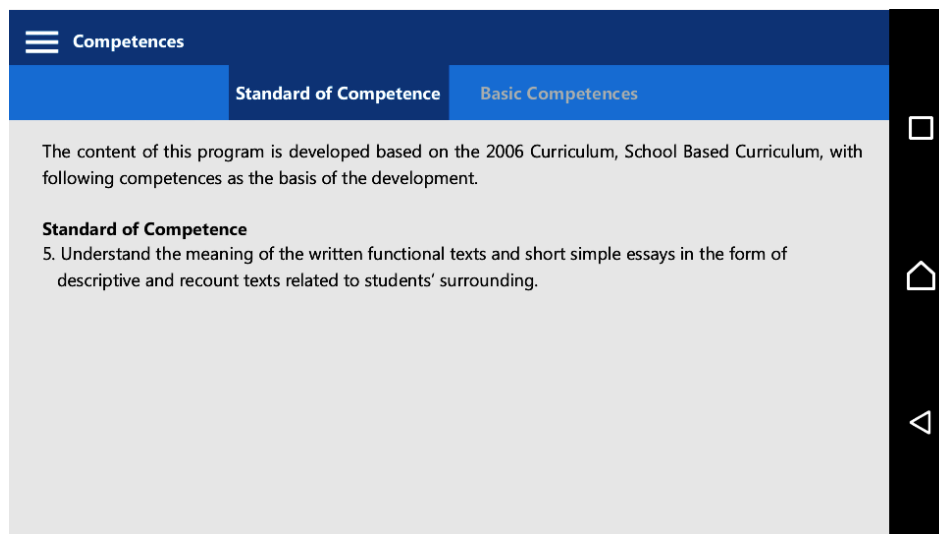


Figure 6: **First Design of Competences**

4) Contents

There are currently 3 units available. Students can choose freely which unit they want to try first, although it is suggested to start from Unit 1. Figure 7 shows the first design of Contents, consisted of 5 parts. Students open each unit from this menu.

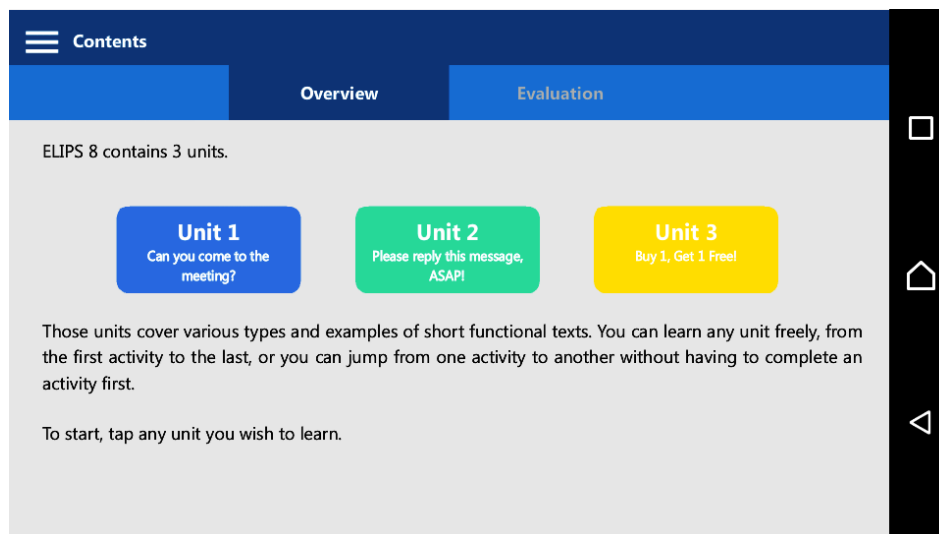


Figure 7: **First Design of Contents Overview**

Each unit consists of 22 activities. Before start learning, students can learn about the unit objectives. After they have finished, they can check their learning progress in Reflection. They can review what they have learned in Summary. Here is the first design of the Unit 1, consisted of 4 sections.

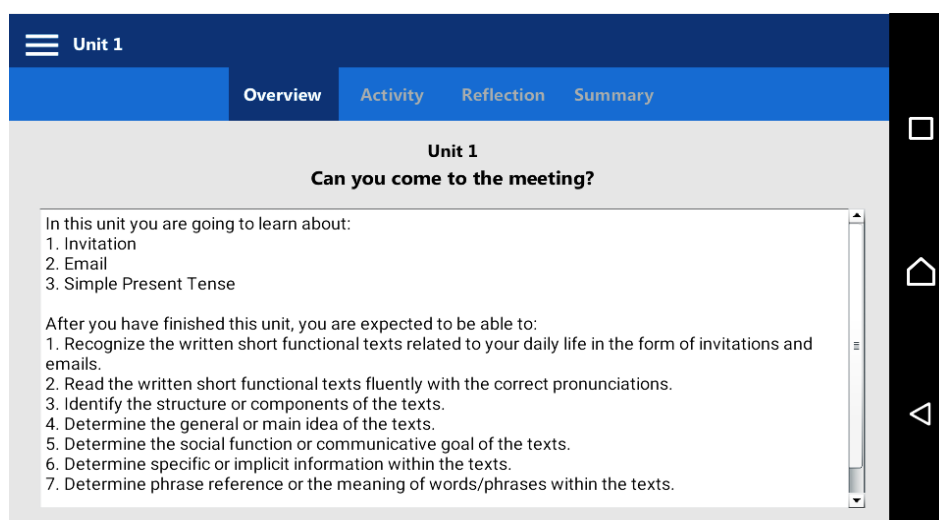


Figure 8: **First Design of Unit 1 Overview**

Meanwhile, Figure 9 shows the first design of Activity in Unit 1. It consists of 21 activities and students can open any activities without a requirement to complete an activity first.

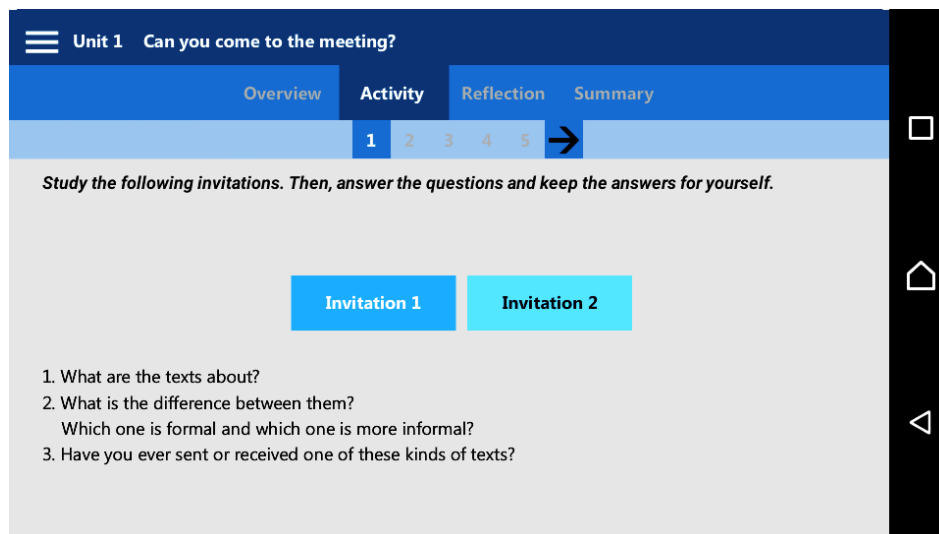


Figure 9: **First Design of Unit 1, Activity 1**

5) Help

The students can learn how to operate the application in User Guide. They can also change the settings of the application such as instruction language, sound effects, and music background in Settings. Here is the first design of Help.

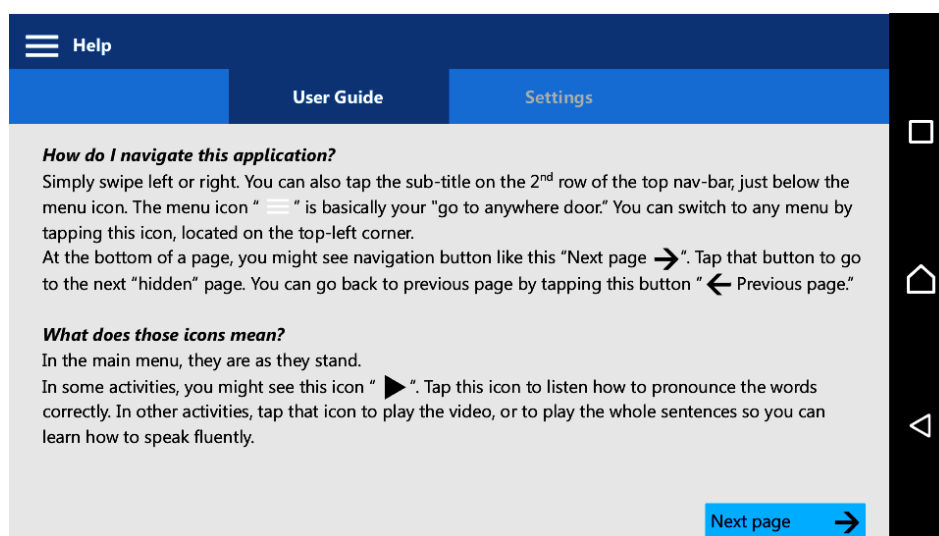


Figure 10: **First Design of User Guide**

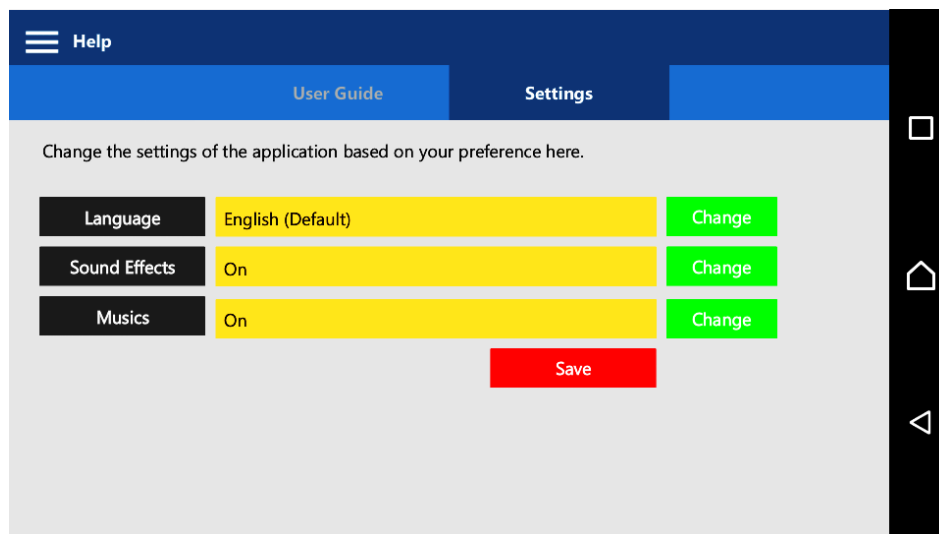


Figure 11: **First Design of Settings**

6) About

It contains the author of the application, including the developer who the author worked with in developing the interactive learning multimedia. It also shows the supervisor who helped the author from the thesis proposal up to the development stage of this application. And lastly, the validator, who tried out and evaluated the application so that it can be used by students as the end-user. Here is the first design of About.

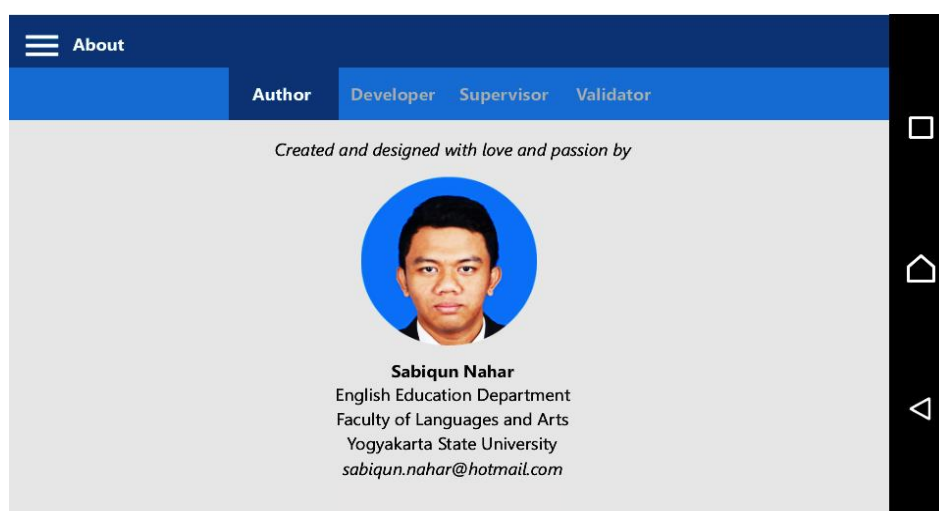


Figure 12: **First Design of About**

7) Credits

Credits page features acknowledgment of the author to many parties. It includes the application used, the background music used, the icons, pictures, photos, videos, and texts. Figure 12 presents Credits menu.

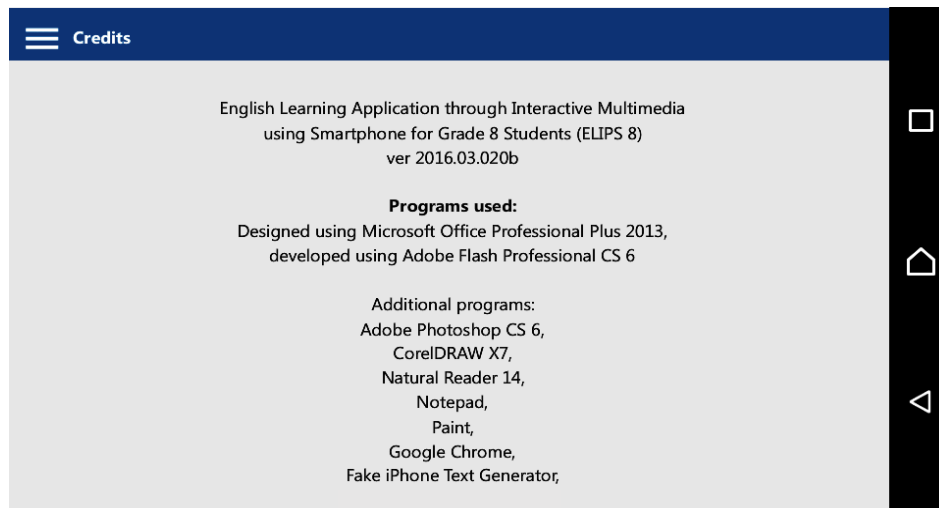


Figure 13: **Credits**

The full visual of the interactive multimedia first design is available in **Appendix 6**. Meanwhile, the arrangement of the materials before developed into interactive multimedia is available in **Appendix 5**.

4. The Interactive Multimedia Evaluation

Before the product is finalized and used by the students, the first draft, which was divided into materials and media aspects, was tested and evaluated by expert to improve the quality of the product. The first draft of the application was evaluated by distributing the expert judgement questionnaires to an expert. The expert was an M.A. holder with 10 years of working experience in the field of TESOL and FLT (Foreign Language Teaching), and currently is a lecturer in

English Education Department at Faculty of Languages and Arts, Yogyakarta State University. The results of the expert judgment were then analysed and became the bases to revise the first draft. The following sections are the elaboration of the results of first draft evaluation through expert judgment questionnaires, validations with reviews of the first draft, and revision of the first draft.

a. The Evaluation of Unit 1

1) The Results of the Expert Judgment

The expert judgment was divided into two aspects, materials and media aspect. There were three points that were evaluated by the expert. These points covered the content, language, and presentation appropriateness of the materials. The following table presents the results of the expert judgment from the materials aspect for Unit 1.

Table 15: **The Results of Expert Judgment from Materials Aspect for Unit 1**

No.	Statements	Score
Content Appropriateness		
1.	The developed materials in the learning application based on interactive multimedia for Grade 8 students are in accordance with Standards of Competence and Basic Competences of School-Based Curriculum issued by BSNP.	4
2.	The developed materials meet the course grid.	4
3.	The topic of the unit is relevant with the context of students' surroundings and daily life.	4
4.	The developed materials (texts, illustrations, audio, tables, etc.) are relevant to the topic of the unit.	4
5.	The developed materials help the students to practice and develop their skills in reading aloud, responding and understanding the meaning of the short and simple written functional texts, accurately, fluently, and appropriately.	4
6.	The developed materials include vocabulary learning activities which are relevant to the texts related to students surroundings	4

	and daily life.	
7.	The developed materials include pronunciation learning activities which are relevant to the texts related to students surroundings and daily life.	4
8.	The developed materials include grammar learning activities which are relevant to the texts related to students surroundings and daily life.	4
9.	The developed materials help the students in identifying and understanding the language features of the texts related to their surroundings and daily life.	4
10.	The developed materials help the students in developing and using various reading strategies to interpret the meaning of the texts.	3
Language Appropriateness		
11.	The language used is suitable with the level of language understanding of Grade 8 students.	4
12.	The language used in the learning materials is understandable, clear, and grammatically correct.	4
13.	The language used in the instructions and explanations is effective, clear, and understandable.	4
14.	The translation of the instructions language from English to Indonesian is understandable and grammatically correct according to Indonesian language grammar rule.	4
Presentation Appropriateness		
15.	The developed materials are presented accordingly based on the learning steps of Text-Based Instruction/Genre-Based Approach which are building the context, modelling and deconstructing the text, joint construction of the text, individual construction of the text, and linking to related text.	3
16.	The learning activities are arranged systematically, from the easiest to the most difficult.	4
17.	The learning activities are organized accordingly and systemically, started with guided activities and ended with free activities.	4
18.	The learning activities are arranged to support students to be able to learn individually, in pairs, or in groups.	4
19.	The developed materials are arranged well balanced in the form of texts, audio, tables, pictures, or video.	3
20.	The learning activities are arranged to support students to read, identify, and understand the written short functional texts related to their surroundings and daily life.	4
21.	The developed materials are completed with vocabulary, grammar, and pronunciation related to the topic of the unit.	4
22.	Each unit is completed with the preview of the learning materials and the goals of the learning.	4

23.	Each unit is completed with reflection and evaluation to measure students understanding of the topic they have learned.	4
24.	Each unit is completed with the summary of the learning materials.	4
25.	Each unit is completed with answer keys to help students check their answer correctly and autonomously.	3
Total Score		96
Mean		3.84

As presented in Table 15, the mean value of the evaluation results from the materials aspect for Unit 1 is 3.84. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which falls into the category of “Very Good”.

In addition, Table 16 shows the results of the expert judgment from the media aspect for Unit 1. There were four aspects that were evaluated by the expert which were screen display, multimedia elements, program navigation, and interaction and feedback.

Table 16: The Results of Expert Judgment from Media Aspect for Unit 1

No.	Statements	Score
Screen Display		
1.	The colours and background composition in the learning application based on interactive multimedia are suitable.	3
2.	The type and size of the font used are appropriate and readable.	4
3.	The combination between font and background is suitable and clearly readable.	3
4.	The icons usage and function are understandable.	4
Multimedia Elements		
5.	The placement of texts, pictures or illustrations, video, and etc. is appropriate and efficient.	4
6.	Pictures or illustration used are effective and relevant to the topic of the unit.	3
7.	The use of video is appropriate and relevant to the topic of the unit.	4
8.	Audio can be played appropriately and can be heard clearly.	4
9.	The music background is appropriate and not disturbing the learning process.	4

Program Navigation		
10.	The learning application based on interactive multimedia is easy to understand and operate by the user.	4
11.	The navigation buttons are placed consistently and easy to use.	4
12.	The size of navigation buttons has appropriate and suitable size, not too big or too small.	4
13.	The audio and video provided can be played well.	4
Interaction and Feedback		
14.	The user can operate the application autonomously with ease.	4
15.	Direct feedbacks and answers check are appropriate and work well.	4
Total Score		57
Mean		3.8

As shown in Table 16, the mean value of the evaluation results from the media aspect for Unit 1 is 3.8. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which belongs to the category of “Very Good”.

2) Revisions

Generally, the expert stated that Unit 1 in terms of materials had a very good quality. However, there was a misplaced arrangement of materials in Activity 2. Furthermore, from the media aspect, the expert suggested that several activities still lacked feedbacks. As the follow-up, the researcher had fixed the misplaced arrangement of the materials and added feedback in several activities as shown in Table 17. Then, as the needed revision had been made, the materials were considered as the final draft.

Table 17: **The Revisions of Unit 1**

Parts of the Unit	Points to Revise	Revision
Activity 1	-	-
Activity 2	Wedding invitation belongs to formal invitation group.	Adding new box in formal invitation group.
Activity 3	-	-
Activity 4	No feedback, whether the	Adding “✓” mark for

	answer is correct or wrong.	correct answers, and “X” mark for wrong answers.
Activity 5	-	-
Activity 6	-	-
Activity 7	-	-
Activity 8	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 9	-	-
Activity 10	-	-
Activity 11	-	-
Activity 12	-	-
Activity 13	-	-
Activity 14	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 15	-	-
Activity 16	-	-
Activity 17	-	-
Activity 18	-	-
Activity 19	-	-
Activity 20	-	-
Activity 21	-	-
Activity 22	-	-

b. The Evaluation of Unit 2

1) The Results of Expert Judgment

As in the previous sections, there were three points that were evaluated by the expert in the evaluation of the materials aspect. These points cover the content, language, and presentation appropriateness of the materials. The following table presents the results of the expert judgment from the materials aspect for Unit 2.

Table 18: **The Results of Expert Judgment from Materials Aspect for Unit 2**

No.	Statements	Score
Content Appropriateness		
1.	The developed materials in the learning application based on interactive multimedia for Grade 8 students are in accordance with Standards of Competence and Basic Competences of	4

	School-Based Curriculum issued by BSNP.	
2.	The developed materials meet the course grid.	4
3.	The topic of the unit is relevant with the context of students' surroundings and daily life.	4
4.	The developed materials (texts, illustrations, audio, tables, etc.) are relevant to the topic of the unit.	4
5.	The developed materials help the students to practice and develop their skills in reading aloud, responding and understanding the meaning of the short and simple written functional texts, accurately, fluently, and appropriately.	4
6.	The developed materials include vocabulary learning activities which are relevant to the texts related to students surroundings and daily life.	4
7.	The developed materials include pronunciation learning activities which are relevant to the texts related to students surroundings and daily life.	4
8.	The developed materials include grammar learning activities which are relevant to the texts related to students surroundings and daily life.	4
9.	The developed materials help the students in identifying and understanding the language features of the texts related to their surroundings and daily life.	4
10.	The developed materials help the students in developing and using various reading strategies to interpret the meaning of the texts.	4
Language Appropriateness		
11.	The language used is suitable with the level of language understanding of Grade 8 students.	4
12.	The language used in the learning materials is understandable, clear, and grammatically correct.	3
13.	The language used in the instructions and explanations is effective, clear, and understandable.	4
14.	The translation of the instructions language from English to Indonesian is understandable and grammatically correct according to Indonesian language grammar rule.	4
Presentation Appropriateness		
15.	The developed materials are presented accordingly based on the learning steps of Text-Based Instruction/Genre-Based Approach which are building the context, modelling and deconstructing the text, joint construction of the text, individual construction of the text, and linking to related text.	3
16.	The learning activities are arranged systematically, from the easiest to the most difficult.	4
17.	The learning activities are organized accordingly and systemically, started with guided activities and ended with free	4

	activities.	
18.	The learning activities are arranged to support students to be able to learn individually, in pairs, or in groups.	4
19.	The developed materials are arranged well balanced in the form of texts, audio, tables, pictures, or video.	3
20.	The learning activities are arranged to support students to read, identify, and understand the written short functional texts related to their surroundings and daily life.	4
21.	The developed materials are completed with vocabulary, grammar, and pronunciation related to the topic of the unit.	4
22.	Each unit is completed with the preview of the learning materials and the goals of the learning.	4
23.	Each unit is completed with reflection and evaluation to measure students understanding of the topic they have learned.	4
24.	Each unit is completed with the summary of the learning materials.	4
25.	Each unit is completed with answer keys to help students check their answer correctly and autonomously.	4
Total Score		97
Mean		3.88

Table 18 shows that the mean value of the evaluation results from the materials aspect for Unit 2 is 3.88. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which falls into the category of “Very Good”.

As in the previous sections, there were four aspects that were evaluated by the expert in the evaluation of the media aspect. They were screen display, multimedia elements, program navigation, and interaction and feedback. Table 19 shows the results of the expert judgment from the media aspect for Unit 2.

Table 19: The Results of Expert Judgment from Media Aspect for Unit 2

No.	Statements	Score
Screen Display		
1.	The colours and background composition in the learning application based on interactive multimedia are suitable.	4
2.	The type and size of the font used are appropriate and readable.	4
3.	The combination between font and background is suitable and clearly readable.	3

4.	The icons usage and function are understandable.	4
Multimedia Elements		
5.	The placement of texts, pictures or illustrations, video, and etc. is appropriate and efficient.	4
6.	Pictures or illustration used are effective and relevant to the topic of the unit.	3
7.	The use of video is appropriate and relevant to the topic of the unit.	4
8.	Audio can be played appropriately and can be heard clearly.	4
9.	The music background is appropriate and not disturbing the learning process.	4
Program Navigation		
10.	The learning application based on interactive multimedia is easy to understand and operate by the user.	4
11.	The navigation buttons are placed consistently and easy to use.	4
12.	The size of navigation buttons has appropriate and suitable size, not too big or too small.	4
13.	The audio and video provided can be played well.	4
Interaction and Feedback		
14.	The user can operate the application autonomously with ease.	4
15.	Direct feedbacks and answers check are appropriate and work well.	3
Total Score		57
Mean		3.8

As shown in Table 19, the mean value of the evaluation results from the media aspect for Unit 2 is 3.8. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which belongs to the category of “Very Good”.

2) Revisions

Based on the results of the evaluation, the expert stated that Unit 2 in terms of materials had a very good quality. However, there was a little grammar mistake found. Furthermore, from the media aspect, the expert commented that several activities still lacked feedbacks. Therefore, the researcher had fixed the grammar mistake and added feedback in several activities as shown in Table 20.

Then, as the needed revision had been made, the materials were considered as the final draft.

Table 20: **The Revisions of Unit 2**

Parts of the Unit	Points to Revise	Revision
Activity 1	-	-
Activity 2	-	-
Activity 3	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 4	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 5	Grammar mistake: “ ... a message yet to send ...”	Fixing the mistake: “ ... a message <u>is</u> yet to send ...”
Activity 6	-	-
Activity 7	-	-
Activity 8	-	-
Activity 9	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 10	-	-
Activity 11	-	-
Activity 12	-	-
Activity 13	-	-
Activity 14	-	-
Activity 15	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 16	-	-
Activity 17	-	-
Activity 18	-	-
Activity 19	-	-
Activity 20	-	-
Activity 21	No feedback, whether the sentence order is correct or wrong.	Adding “ Good! Correct order. ” for correct answers, and “ Incorrect order. Try again! ” mark for wrong answers.
Activity 22	-	-

c. The Evaluation of Unit 3

1) The Results of Expert Judgment

Just like two previous units, there were three points that were evaluated by the expert in the evaluation of the materials aspect. These points covered the content, language, and presentation appropriateness of the materials. The following table presents the results of the expert judgment from the materials aspect for Unit 3.

Table 21: **The Results of Expert Judgment from Materials Aspect for Unit 3**

No.	Statements	Score
Content Appropriateness		
1.	The developed materials in the learning application based on interactive multimedia for Grade 8 students are in accordance with Standards of Competence and Basic Competences of School-Based Curriculum issued by BSNP.	4
2.	The developed materials meet the course grid.	4
3.	The topic of the unit is relevant with the context of students' surroundings and daily life.	4
4.	The developed materials (texts, illustrations, audio, tables, etc.) are relevant to the topic of the unit.	4
5.	The developed materials help the students to practice and develop their skills in reading aloud, responding and understanding the meaning of the short and simple written functional texts, accurately, fluently, and appropriately.	4
6.	The developed materials include vocabulary learning activities which are relevant to the texts related to students surroundings and daily life.	4
7.	The developed materials include pronunciation learning activities which are relevant to the texts related to students surroundings and daily life.	4
8.	The developed materials include grammar learning activities which are relevant to the texts related to students surroundings and daily life.	4
9.	The developed materials help the students in identifying and understanding the language features of the texts related to their surroundings and daily life.	4
10.	The developed materials help the students in developing and	4

	using various reading strategies to interpret the meaning of the texts.	
Language Appropriateness		
11.	The language used is suitable with the level of language understanding of Grade 8 students.	4
12.	The language used in the learning materials is understandable, clear, and grammatically correct.	3
13.	The language used in the instructions and explanations is effective, clear, and understandable.	4
14.	The translation of the instructions language from English to Indonesian is understandable and grammatically correct according to Indonesian language grammar rule.	4
Presentation Appropriateness		
15.	The developed materials are presented accordingly based on the learning steps of Text-Based Instruction/Genre-Based Approach which are building the context, modelling and deconstructing the text, joint construction of the text, individual construction of the text, and linking to related text.	3
16.	The learning activities are arranged systematically, from the easiest to the most difficult.	4
17.	The learning activities are organized accordingly and systemically, started with guided activities and ended with free activities.	4
18.	The learning activities are arranged to support students to be able to learn individually, in pairs, or in groups.	4
19.	The developed materials are arranged well balanced in the form of texts, audio, tables, pictures, or video.	3
20.	The learning activities are arranged to support students to read, identify, and understand the written short functional texts related to their surroundings and daily life.	4
21.	The developed materials are completed with vocabulary, grammar, and pronunciation related to the topic of the unit.	4
22.	Each unit is completed with the preview of the learning materials and the goals of the learning.	4
23.	Each unit is completed with reflection and evaluation to measure students understanding of the topic they have learned.	4
24.	Each unit is completed with the summary of the learning materials.	4
25.	Each unit is completed with answer keys to help students check their answer correctly and autonomously.	4
Total Score		97
Mean		3.88

As presented in Table 21, the mean value of the evaluation results from the materials aspect for Unit 3 is 3.88. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which falls into the category of “Very Good”.

Meanwhile, Table 22 shows the results of the expert judgment from the media aspect for Unit 3. There were four aspects that were evaluated by the expert which were screen display, multimedia elements, program navigation, and interaction and feedback.

Table 22: The Results of Expert Judgment from Media Aspect for Unit 3

No.	Statements	Score
Screen Display		
1.	The colours and background composition in the learning application based on interactive multimedia are suitable.	4
2.	The type and size of the font used are appropriate and readable.	3
3.	The combination between font and background is suitable and clearly readable.	3
4.	The icons usage and function are understandable.	4
Multimedia Elements		
5.	The placement of texts, pictures or illustrations, video, and etc. is appropriate and efficient.	4
6.	Pictures or illustration used are effective and relevant to the topic of the unit.	4
7.	The use of video is appropriate and relevant to the topic of the unit.	4
8.	Audio can be played appropriately and can be heard clearly.	4
9.	The music background is appropriate and not disturbing the learning process.	4
Program Navigation		
10.	The learning application based on interactive multimedia is easy to understand and operate by the user.	4
11.	The navigation buttons are placed consistently and easy to use.	4
12.	The size of navigation buttons has appropriate and suitable size, not too big or too small.	4
13.	The audio and video provided can be played well.	4
Interaction and Feedback		
14.	The user can operate the application autonomously with ease.	4

15.	Direct feedbacks and answers check are appropriate and work well.	4
Total Score		58
Mean		3.87

As depicted in Table 22, the mean value of the evaluation results from the media aspect for Unit 3 is 3.87. This value is in the range of $3.25 \leq \bar{x} \leq 4$ which belongs to the category of “Very Good”.

2) Revisions

In general, the expert stated that Unit 3 in terms of materials had a very good quality. However, from the media aspect, the expert suggested that several activities still lacked feedbacks. Therefore, the researcher was suggested that he should add feedbacks in several activities as shown in Table 23. Then, as the needed revision had been made, the materials were considered as the final draft.

Table 23: **The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revision
Activity 1	-	-
Activity 2	-	-
Activity 3	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 4	-	-
Activity 5	-	-
Activity 6	-	-
Activity 7	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 8	-	-
Activity 9	-	-
Activity 10	No feedback, whether the sentence order is correct or wrong.	Adding “ Good! Correct order. ” for correct answers, and “ Incorrect order. Try again! ” mark for wrong answers.
Activity 11	-	-

Activity 12	-	-
Activity 13	-	-
Activity 14	No feedback, whether the answer is correct or wrong.	Adding “✓” mark for correct answers, and “X” mark for wrong answers.
Activity 15	-	-
Activity 16	-	-
Activity 17	-	-
Activity 18	-	-
Activity 19	-	-
Activity 20	-	-
Activity 21	-	-
Activity 22	-	-

B. Discussions

After the findings of the research have been elaborated, the following is the discussion of the research. The discussion is divided into two sections, which are materials and media aspects.

1. The Materials

The materials of the interactive multimedia application were developed from the results of the needs analysis and arranged based on Genre-Based Approach. In terms of target needs, this section covered the students' goals, lacks, and wants in learning English.

The first is about the students' goals. Students wanted to learn English so that they can communicate using English in daily life, orally or in written. Consequently, the developed materials were included with various text samples which can be found in students' daily life, such as invitation and email in Unit 1, text message and recipe in Unit 2, and advertisement with schedule in Unit 3. They also wanted to get a good mark in exam. In this case, after students read the texts, there were various exercises where students can practice their reading skills

related to short functional texts (as in Unit 1 Activity 5, Unit 1 Activity 7, Unit 2 Activity 15, Unit 3 Activity 7). There was also a separated section called Evaluation, which contained multiple choice exercises taken from National Examination. Moreover, students' goals in learning reading were to improve their pronunciation, enrich vocabulary, improve reading comprehension to answer questions correctly, and grammar ability. To accommodate students' needs in terms of pronunciation and vocabulary, there were some activities which provided the students with words related to the texts and how to pronounce the words (as in Unit 1 Activity 9, Unit 2 Activity 5, Unit 3 Activity 2). For the grammar items, the students were given simple present tense (as in Unit 1 Activity 3), action verbs (as in Unit 2 Activity 14), and temporal conjunctions (as in Unit 3 Activity 14).

Second, to accommodate learning lacks such as unvaried learning materials, the developed materials provided various learning inputs such as texts, pictures, and videos. The other lacks were teacher's monotonous teaching method and unenjoyable learning environment. Consequently, the interactive multimedia gave students freedom to learn by themselves, or with their friends, anytime and anywhere through their smartphones. Related to various students' difficulties, the developed materials provided pronunciation activities like in Unit 1 Activities 2 and 9, vocabulary activities such as in Unit 2 Activities 2 and 9, and grammar activities like in Unit 1 Activity 3 and Unit 3 Activity 14.

Third, students wanted various learning activities to be available in the interactive multimedia. Related to this, the developed materials provided learning activities such as true/false statements (as in Unit 1 Activity 5, Unit 2 Activity 8),

matching activities (as in Unit 1 Activity 9, Unit 2 Activity 5), multiple choices (as in Unit 1 Activity 7, Unit 3 Activity 5), fill-in the blanks (as in Unit 1 Activity 4, Unit 3 Activity 14), ordering jumbled words/activities (as in Unit 1 Activity 10, Unit 2 Activity 21), and pronunciation practices (as in Unit 1 Activity 2, Unit 3 Activity 20). Furthermore, the developed materials were developed into three units with each unit contained various topics. For instance, Unit 1 covered topics related to school such as invitation, Unit 2 covered personal matters such as text message, and Unit 3 covered general matters such as advertisement and schedule.

This section covered the learning needs of students which were input, teacher's role, and learner's role. In terms of learning inputs, the developed materials had been completed with various text types (as in invitation and email in Unit 1, text message and recipe in Unit 2, and advertisement with schedule in Unit 3), various pictures or illustrations (as in Unit 1 Activity 22, Unit 2 Activity 3), vocabulary with pronunciation (as in Unit 1 Activity 20, Unit 2 Activity 5), and grammar (as in Unit 1 Activity 3 and Unit 3 Activity 14). Students preferred the learning materials to be based on Standards of Competence and Basic Competences. Therefore, the learning objectives for each unit were derived from the Standards of Competence and Basic Competences which were shown on the first page entitled Overview of each unit.

Related to teacher's role and students' role, the developed interactive multimedia satisfied both parties. Students can learn autonomously using the interactive multimedia anytime and anywhere. They can also learn in pairs with their friend (as in Unit 1 Activities 18 and 19, Unit 2 Activities 8 and 9). For

classroom learning, the teacher can guide the students on how to use the application, or utilize the application during the teaching and learning process.

2. The Media

The students preferred the interactive multimedia which can be used in smartphone. The interactive multimedia is currently available for the Android smartphones with Adobe AIR application installed. Meanwhile, for learning inputs, the developed interactive multimedia provided various text inputs for each unit, pictures and illustrations, audio (as in Unit 1 Activity 2, Unit 2 Activity 18), and videos as well (as in Unit 3 Activities 1 and 7).

For instruction languages, the students preferred bilingual instructions. Thus, the instruction language can be changed between English and Indonesian through Help menu, then choose Settings tab. Student wanted the background colours of the developed interactive multimedia to have different background for each unit (blue for Unit 1, green for Unit 2, and yellow for Unit 3). Furthermore, the students preferred the background music to be instrumental music. The developed interactive multimedia provided two instrumental songs, which can be turn on or turn off through Help menu and then choose Settings tab.

As for the navigation button, the students preferred easy and simple navigation. The developed interactive multimedia used hamburger button, which displayed as three parallel horizontal lines (\equiv), a button which is popularly used on Android. The students can use this menu button which was placed on top-left corner move from one menu to another. To move from one section or page to

another, the students can use navigation tab, just below the hamburger button. Other navigation buttons were placed in the bottom of the page, such as Check Answers, Clear, Previous page, and Next page. The Check Answers button functioned just like a shortcut to the answer key. The students can directly check their answers by tapping this button. They can also redo the exercises if they feel that their answers were still wrong by tapping Clear button.

In relation with the distribution of the interactive multimedia, the researcher put a copy of the interactive multimedia in a compact disk (CD) which is given to the school. The school through the English teachers can use the interactive multimedia using their laptops in the classroom learning process. The school can also install the interactive multimedia in the computer laboratory or in the students' laptop. It is expected that the interactive multimedia can be an alternative and additional learning source for students to learn short functional texts.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The conclusions of this research, aiming to answer the research questions in the first chapter, were generated from the findings and discussions presented in the previous chapter. This research was conducted to find the following objectives: 1) the target and learning needs of Grade VIII students of SMP Negeri 4 Yogyakarta in learning the written short functional texts through interactive multimedia, and 2) the appropriate interactive multimedia to be developed for learning the written short functional texts for Grade VIII students of SMP Negeri 4 Yogyakarta.

1. The Target and Learning Needs

a. Target Needs

Based on the results of the needs analysis, it is shown that most of the students' goal is that they wanted to learn and to be able to communicate using English in daily life, orally or in writing. They also wanted to pass the exam and get a good mark. In reading learning, the students wanted to improve how to pronounce words correctly, enrich their vocabulary, improve reading comprehension to answer questions correctly and improve their grammar ability, to make them able to read fluently.

The students thought that the process of reading learning in their classroom was quite easy to understand. However, they pointed out that the teacher's monotonous teaching method needed to be improved. They also

suggested that the learning environment was not comfortable, the materials were not sufficient and varied enough, and the learning media were not fully used. Most of them had difficulties in pronouncing the words correctly, mastering vocabulary, and identifying information related to texts such as the content, main idea, communicative purpose, and implicit information of a text.

The students stated that they wanted the short functional text reading activities such as reading aloud with correct pronunciation, true/false statements, multiple choice or short answer questions, matching, fill-in the blank, and ordering jumbled words/sentences. They preferred the learning topics to be related to personal matters (in the form of short message, invitation, email), related to schools (in the form of invitation, schedule), and related to general matters (such as advertisement, recipe).

b. Learning Needs

In terms of the learning needs, the needs analysis results showed that students needed the learning inputs including vocabulary used in the text with the correct pronunciation and explanation. They also wanted pictures, tables, charts, or diagrams related to texts, grammar, and also variation of text types related to learning topics.

The learning materials for the interactive multimedia then should be developed based on the Standards of Competence and Basic Competence. They preferred the teacher to help them when they faced difficulties in using the interactive multimedia application. The students also would prefer to do the activities and discuss them together with their classmates.

In relation with the experience with the learning media or specifically multimedia and technology such as computers, projectors, or speakers, students stated that those learning aids are rarely used in the process of learning reading. Therefore, in their opinion, the use of interactive multimedia and technology in the process of learning reading is needed. Furthermore, they wanted to be able to learn short functional text reading through their smartphone.

Students preferred the contents of the interactive multimedia to use learning inputs such as video, pictures/photos/illustrations, texts, and audio inputs as well. They also preferred the instruction language used in the interactive multimedia to be bilingual, so that they can change from English to Indonesian or vice versa. Students wanted the background colours or schemes to be different in each unit. They thought that background music for the interactive multimedia should be added in the form of instrumental music, to accompany them while learning. Students preferred the navigation buttons to be simple and easy to use, and to have the correct functions. And the last, they wanted the interactive multimedia to provide exercises and answer keys to help them checking their works.

2. The Appropriate Interactive Multimedia

The interactive multimedia was developed based on the needs of the students of SMP Negeri 4 Yogyakarta. The developed interactive multimedia was categorized as appropriate since it had fulfilled the following aspects.

- a. The developed interactive multimedia was developed based on the students' target and learning needs, Standards of Competence and Basic Competence.
- b. The developed interactive multimedia emphasized on developing students' skills on short functional text reading.
- c. The developed interactive multimedia stressed on developing students' skills and knowledge on pronunciation, vocabulary, and grammar.
- d. The developed interactive multimedia included activities to improve, practice, and develop students' pronunciation, vocabulary, grammar, and reading comprehension in identifying contents, main idea, communicative purposes, implicit information, and answering questions.
- e. The developed interactive multimedia contained varied types of learning activities such as true/false statements, multiple choices, and fill-in the blanks.
- f. The developed interactive multimedia provided topics related to students' surroundings and daily life such as invitation, text messages, and schedule.
- g. The developed interactive multimedia provided learning inputs like various texts with vocabulary related to texts, pronunciation audio, relevant videos, pictures, illustrations, and grammar practices.
- h. The developed interactive multimedia facilitated students to learn autonomously, in pairs, or with their teacher.
- i. The developed interactive multimedia was designed for smartphone that can easily be used by the students anytime and anywhere.

- j. The developed interactive multimedia used bilingual language instructions (English and Indonesian) that can be changed based on the students' preference.
- k. The developed interactive multimedia was designed with different background colours for each unit.
- l. The developed interactive multimedia was equipped with background music and sound effects.
- m. The developed interactive multimedia was completed with answer keys for each exercise.

B. Suggestions

After drawing the conclusions of the research, the researcher also wanted to propose some suggestions to the following parties.

1. To English Teachers

English teachers are suggested that they should utilize alternative learning resources such as interactive multimedia. For example, they can implement the available interactive multimedia which suits the needs of the learning process, or develop another interactive multimedia with similar or different topics. Hence, they can use the result of this research in the classroom learning process with modified steps. The teachers need to learn how to operate the application so they can give the students examples and solutions if they face any problems.

2. To Students

The students are expected to be able to operate this application autonomously or with a guidance from their teacher. They can also learn and discuss together with their friends. The application is intended to help them to learn English better, more easily, and more efficiently. It can help them practice and develop their skills and knowledge in written short functional text reading. They can learn anywhere and anytime from their smartphone. Thus, they can leave their thick textbooks at home.

3. To Other Researchers

Other researchers are welcome to improve the results of this research and develop a better result. They can make improvement or adjustment, and do a deeper research with similar or different themes. However, they need to pay attention to the content. It should be clear, more varied, and grammatically correct. Furthermore, the interactive multimedia should provide sufficient feedbacks for the students so they can check their work results easily. Other researchers can also develop the similar theme with different skills such as writing, speaking or listening.

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APPENDICES

APPENDIX 1

NEEDS ANALYSIS QUESTIONNAIRE



KUESIONER MEDIA PEMBELAJARAN INTERAKTIF *SHORT FUNCTIONAL TEXT READING*

Kuesioner ini ditujukan untuk mengetahui kebutuhan belajar siswa Kelas VIII SMP Negeri 4 Yogyakarta, yang diperlukan untuk pengembangan media pembelajaran Bahasa Inggris berbasis multimedia interaktif.

A. Data Diri

Nama : _____

Kelas : _____

Usia : _____ tahun

Jenis Kelamin : L / P (*lingkari salah satu*)

B. Kuesioner

Petunjuk Pengisian:

- Pilih salah satu (atau lebih dari satu jawaban untuk soal tertentu bertanda "*jawaban boleh lebih dari satu*") dari alternatif pilihan jawaban yang disediakan dan sesuai dengan kebutuhanmu sendiri, dengan memberikan tanda silang (X).
- Jika memilih jawaban "Lainnya", isikan jawaban dengan ringkas dan jelas.
- Jika sudah selesai, pastikan setiap item pertanyaan sudah terdapat jawaban yang sesuai dengan pilihan dan kebutuhanmu.

❖❖❖❖❖

1. Tujuan saya belajar Bahasa Inggris di kelas secara umum adalah
 - a. karena merupakan mata pelajaran wajib
 - b. memperoleh hasil yang maksimal pada ulangan/UAS
 - c. mendapat nilai bagus di rapor sehingga mendapat peringkat di kelas
 - d. mampu berkomunikasi menggunakan bahasa Inggris secara lisan dan tertulis dengan baik di kehidupan sehari-hari
 - e. lainnya, sebutkan: _____
2. Tujuan yang ingin saya capai dalam kegiatan pembelajaran *reading* (membaca) di kelas Bahasa Inggris adalah (*jawaban boleh lebih dari satu*)
 - a. meningkatkan kemampuan membaca teks dengan lancar
 - b. meningkatkan kemampuan memahami teks kemudian menjawab semua

pertanyaan mengenai isi teks dengan benar

- c. meningkatkan kemampuan memahami struktur kalimat (*grammar*)
- d. meningkatkan kemampuan kosa kata (*vocabulary*) Bahasa Inggris
- e. meningkatkan kemampuan pengucapan kata (*pronunciation*) dengan benar
- f. lainnya, sebutkan:

3. Kegiatan pembelajaran *reading* (membaca) di kelas Bahasa Inggris menurut saya

- a. mudah untuk dimengerti
- b. cukup mudah untuk dimengerti
- c. sulit untuk dimengerti
- d. sangat sulit untuk dimengerti

4. *Short functional text* (teks fungsional pendek) adalah salah satu jenis teks yang dipelajari dalam pembelajaran *reading* (membaca) di kelas Bahasa Inggris.

Menurut saya, kekurangan pembelajaran *reading short functional text* (membaca teks fungsional pendek) yang pernah saya alami adalah
(*jawaban boleh lebih dari satu*)

- a. materi belajar yang kurang mencukupi dan kurang bervariasi
- b. media pembelajaran (LCD, *speaker*, komputer) yang ada tidak digunakan secara maksimal
- c. teknik mengajar guru yang cenderung monoton
- d. lingkungan belajar yang kurang kondusif
- e. waktu belajar di kelas yang kurang
- f. sumber belajar (buku, LKS) yang terbatas
- g. lainnya, sebutkan:

❖❖❖❖❖

5. Selama ini, kesulitan yang sering saya alami dalam kegiatan pembelajaran *reading short functional text* (membaca teks fungsional pendek) adalah
(*jawaban boleh lebih dari satu*)

- a. mengetahui dan membedakan jenis dan struktur teks
- b. menentukan isi, pikiran/gagasan utama, tujuan komunikatif, serta informasi tersirat suatu teks
- c. menentukan rujukan kata atau makna kata/frasa/kalimat dalam suatu teks
- d. memahami struktur kalimat (*grammar*) Bahasa Inggris
- e. memahami kosa kata (*vocabulary*) Bahasa Inggris
- f. mengucapkan kata (*pronunciation*) dengan benar
- g. lainnya, sebutkan:

-
-
6. Dalam kegiatan pembelajaran *reading short functional text* (membaca teks fungsional pendek), saya menginginkan kegiatan seperti (*jawaban boleh lebih dari satu*)
- membaca nyaring dengan pengucapan yang benar
 - membaca teks kemudian menjawab pertanyaan berbentuk pilihan ganda atau esai pendek
 - menjodohkan kata dengan artinya yang telah disediakan
 - melengkapi kalimat/paragraf rumpang
 - mengurutkan kata/kalimat acak menjadi kata/kalimat yang benar
 - menentukan sebuah pernyataan benar/salah berdasarkan isi teks
 - lainnya, sebutkan:
-
-

7. Topik yang saya sukai dan saya inginkan dalam belajar *reading short functional text* (membaca teks fungsional pendek) adalah (*jawaban boleh lebih dari satu*)
- yang berkaitan dengan sekolah (undangan rapat, surat resmi, pengumuman, jadwal pelajaran, poster lomba, dll)
 - hal-hal pribadi (pesan pendek, undangan ulang tahun/pesta tahun baru/pernikahan, kartu ucapan selamat, surat pribadi, *email*, memo, dll)
 - simbol-simbol di tempat umum (larangan/peringatan/pemberitahuan, rambu lalu lintas, dll)
 - hal-hal umum (peta, iklan, brosur, pamflet, jadwal kereta/pesawat/bus, menu makan, resep makanan, label,)
 - lainnya, sebutkan:
-
-

8. Input pembelajaran yang saya inginkan untuk kegiatan pembelajaran *short functional text reading* (membaca teks fungsional pendek) adalah dalam bentuk (*jawaban boleh lebih dari satu*)
- variasi model teks yang dipelajari sesuai dengan topik
 - gambar, tabel, grafik, atau diagram yang bersangkutan dengan teks
 - kosakata (*vocabulary*) disertai cara pengucapannya yang benar yang akan digunakan dalam teks dan disertai dengan penjelasannya
 - tata bahasa (*grammar*) yang berkaitan dengan teks
 - cara pengucapan kata (*pronunciation*) yang benar yang berkaitan dengan teks

f. lainnya, sebutkan:



9. Pemanfaatan media pembelajaran interaktif serta teknologi (komputer, proyektor, *speaker*) dalam pembelajaran *reading* (membaca) di kelas Bahasa Inggris selama ini menurut saya

- | | |
|---------------------------|----------------------------|
| a. tidak pernah digunakan | c. kadang-kadang digunakan |
| b. jarang digunakan | d. sering digunakan |

10. Menurut saya, penggunaan media pembelajaran interaktif serta teknologi dalam pembelajaran *reading* (membaca) di kelas Bahasa Inggris

- | | |
|----------------------------|----------------------|
| a. sangat tidak dibutuhkan | c. dibutuhkan |
| b. tidak dibutuhkan | d. sangat dibutuhkan |

11. Jika ada pengembangan media pembelajaran interaktif dalam pembelajaran *reading short functional text* (membaca teks fungsional pendek), materi pembelajaran sebaiknya

- diambil dari buku paket/LKS yang digunakan di kelas
- materi otentik seperti brosur, resep asli, atau diambil dari internet
- sesuai dengan Standar Kompetensi dan Kompetensi Dasar
- disederhanakan agar mudah dimengerti
- ditambah materi baru yang belum pernah dipelajari di kelas
- lainnya, sebutkan:

12. Dalam pembelajaran *reading short functional text* (membaca teks fungsional pendek) menggunakan media pembelajaran interaktif, saya menginginkan guru

- memberikan penjelasan mengenai cara menggunakan dan mengoperasikan media pembelajaran interaktif
- memberikan contoh dalam mengerjakan aktivitas dan kegiatan yang ada di dalam media pembelajaran interaktif
- membantu menjelaskan ketika saya mengalami kesulitan belajar lewat media pembelajaran interaktif
- memberikan kebebasan kepada saya untuk belajar dan mengeksplorasi sendiri aktivitas dan kegiatan yang ada di dalam media pembelajaran interaktif

- e. mengawasi kegiatan belajar saya dari tempat duduk guru
- f. lainnya, sebutkan:

13. Dalam proses pembelajaran *reading short functional text* (membaca teks fungsional pendek) menggunakan media pembelajaran interaktif, saya lebih menyukai
- a. menulis segala informasi yang saya peroleh dari materi yang ada dalam media pembelajaran interaktif
 - b. mengerjakan setiap aktivitas dan kegiatan yang ada dalam media pembelajaran interaktif
 - c. membuka topik dan mengerjakan aktivitas yang menurut saya paling menarik
 - d. mengerjakan bersama-sama teman kelas agar bisa saling mengajari dan berdiskusi
 - e. menunggu instruksi guru dalam menggunakan media pembelajaran interaktif
 - f. lainnya, sebutkan:

14. Saya ingin belajar *reading short functional text* (membaca teks fungsional pendek) melalui media pembelajaran interaktif yang bisa digunakan melalui
- a. perangkat komputer (PC) di sekolah
 - b. laptop/PC di rumah
 - c. *handphone/smartphone*
 - d. situs internet



15. Input penjelasan materi untuk media pembelajaran interaktif untuk *reading short functional text* (membaca teks fungsional pendek) yang saya inginkan adalah (*jawaban boleh lebih dari satu*)
- a. teks bacaan
 - b. gambar/foto/illustrasi
 - c. audio
 - d. video
 - e. lainnya, sebutkan:

16. Bahasa yang dipergunakan dalam instruksi maupun penjelasan untuk media pembelajaran interaktif *reading short functional text* (membaca teks fungsional pendek) sebaiknya

- a. Bahasa Inggris
- b. Bahasa Indonesia
- c. *bilingual* (Bahasa Inggris disertai Bahasa Indonesia)

17. Tampilan latar (*background*) media pembelajaran interaktif sebaiknya

- a. *background* yang sama setiap halaman/unit
- b. *background* yang berbeda setiap halaman/unit
- c. warna-warna cerah
- d. warna-warna gelap
- e. lainnya, sebutkan:

18. Musik latar/pengiring (*background music*) dalam media pembelajaran interaktif menurut saya

- a. tidak diperlukan sama sekali
- b. hanya di halaman depan saja
- c. hanya sekedar *sound effect* ketika meng-klik tombol navigasi
- d. musik instrumental
- e. lainnya, sebutkan:

19. Dalam media pembelajaran interaktif, tombol navigasi yang saya inginkan

- a. menggunakan sistem yang mudah dan sederhana
- b. menggunakan simbol/ikon yang sesuai dengan fungsinya
- c. dapat ditemukan dengan mudah di satu posisi yang sama
- d. lainnya, sebutkan:

20. Adanya latihan soal-soal yang disertai dengan kunci jawaban dalam media pembelajaran interaktif bagi saya

- | | |
|----------------------|----------------------------|
| a. sangat diperlukan | b. tidak diperlukan |
| c. diperlukan | d. sangat tidak diperlukan |

APPENDIX 2

COURSE GRID

COURSE GRID

Subject : English

Grade : VIII

Standards of Competence : Reading

5. Understand the meaning of the written functional texts and short simple essays in the form of descriptive and recount texts related to students' surroundings.

Basic Competence : 5.1 Reading aloud meaningfully the written functional texts and short simple essays in the form of short and simple descriptive and recount texts with correct and appropriate spelling, stress, and intonation related to students' surroundings.

5.2 Responding meaning in the written short and simple functional texts accurately, fluently, and appropriately related to students' surroundings.

Unit/Title	Indicators	Learning Materials	Learning Activities	Evaluation
Unit 1 Title: Can you come to the meeting? Text types: Invitation and Email	Students are able to: <ul style="list-style-type: none"> - recognize the written short functional texts related to students' daily life in the form of invitations and emails, - read the written short functional texts fluently with the correct pronunciations, - identify the structure or components of the texts, - determining the general or main idea of the texts, - determining the social function or communicative goal of the texts, - determining specific or implicit information of the texts, - determine phrase reference or the meaning of words/phrases within the texts, and - use simple present tense correctly. 	a. Invitation Input texts: <ol style="list-style-type: none"> 1. Birthday invitation 2. The White House Conference Invitation 3. Kim's 14th Birthday Party 4. Reunion invitation 5. Wedding invitation 6. Fieldtrip meeting invitation 7. School anniversary meeting invitation (jumbled) b. Email Input Texts: <ol style="list-style-type: none"> 8. Office 365 Registration Confirmation 9. Hello from England 10. Hello Diana 11. Queen's University Belfast Information Session 12. Reply: Hello Diana (jumbled) 	Overview Students prepare learning by knowing what they will learn and what they will achieve at the end of this unit. Text: Invitation <ol style="list-style-type: none"> a. Building the Context Activity 1-3 <ul style="list-style-type: none"> - Students read two invitations to introduce them to the topic. Then, they tick any invitations they have ever received and group them into formal and informal invitations. - Students learn about simple present tense and choose which the correct verbs are. b. Modelling and Deconstructing the Text Activity 4-6 <ul style="list-style-type: none"> - Students complete the missing words in a birthday invitation. Then they read another text, reunion invitation, and state true or false based on the content of the text. - Students learn the definition, types, and structure of invitation. 	Multiple Choice: 10 questions taken from <i>Ujian Nasional Bahasa Inggris SMP</i> for each text type.

		<p>c. Vocabulary & pronunciation Words related to invitation and email with the correct pronunciations, synonyms, and Indonesian Equivalents such as invite, join, come, attachment, send, and so forth.</p> <p>d. Grammar 1. Simple present tense S + V1 (s/es) Example: The headmaster <u>postpones</u> the meeting until 3 p.m.</p>	<p>c. Joint Construction of the Text Activity 7-9</p> <ul style="list-style-type: none"> - Students read wedding invitation and answer multiple choice questions. They learn about RSVP. - Then, students read another text, fieldtrip meeting invitation and complete the missing information with the correct answers. - Students learn words related to invitation and match them with their synonyms. They can learn how to pronounce each word. <p>d. Independent Construction of the Text Activity 10</p> <ul style="list-style-type: none"> - Students read a case. They arrange jumbled sentences to make the correct meeting invitation. <p>e. Linking to Related Texts Activity 11</p> <ul style="list-style-type: none"> - Students learn another form of invitation which is spoken invitation. <p>Time Out</p> <ul style="list-style-type: none"> - Students take a break by reading fun English fact. <p><i>Text: Email</i></p> <p>f. Building the Context Activity 12-14</p> <ul style="list-style-type: none"> - Students read an email to introduce them to the topic. Then, they tick which words are related to email. - They use those words to complete blank sentences in the next activity. <p>g. Modelling and Deconstructing the Text Activity 15-17</p> <ul style="list-style-type: none"> - Students read an email and answer multiple choice questions. Then, they read another email and state true or false. - Students learn the definition and structure of email. They also learn how they address someone in email. <p>h. Joint Construction of the Text Activity 18-20</p>	
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			<ul style="list-style-type: none"> - Students read an email and answer multiple choice questions. They then read the next email and state true false. - Students arrange jumbled letters into the correct words using given clues. <p>i. Independent Construction of the Text Activity 21</p> <ul style="list-style-type: none"> - Students read a case. They arrange a correct reply email using the jumbled options. They then answer multiple choice questions based on the email they have arranged. <p>j. Linking to Related Texts Activity 22</p> <ul style="list-style-type: none"> - Students learn that email and handwritten letter are similar. <p>Extra Time</p> <ul style="list-style-type: none"> - Students take a break by solving fun riddle. <p>Reflection Students reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.</p> <p>Summary Learning summary of the unit to highlight what students have learned.</p>	
<p>Unit 2 Title: Please reply this message ASAP! Text types: Text Message and Recipe</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> - recognize the written short functional texts related to students' daily life in the form of text messages and recipes, - read written short functional texts fluently with the correct pronunciations, - identify the structure or components of the texts, - determining the general or main idea of the texts, - determining the social function or 	<p>a. Text Message Input texts:</p> <ol style="list-style-type: none"> 1. Mom's shopping list message 2. Andy's message 3. Free Balance Bonus message 4. Official Info message 5. Ryan's message 6. IDCC preparation's invitation (jumbled) <p>b. Recipe Input Texts:</p> <ol style="list-style-type: none"> 7. Shopping list 	<p>Overview Students prepare learning by knowing what they will learn and what they will achieve at the end of this unit.</p> <p>Text: Memo</p> <p>a. Building the Context Activity 1-3</p> <ul style="list-style-type: none"> - Students read two texts messages to introduce them to topic. Then, they tick words related to text message. - Students learn about pronouns, as subject and object, and substitute the bold nouns in the sentences with the correct pronouns. 	<p>Multiple Choice: 10 questions taken from <i>Ujian Nasional Bahasa Inggris SMP</i> for each text type.</p>

	<p>communicative goal of the texts,</p> <ul style="list-style-type: none"> - determining specific or implicit information of the texts, - determine phrase reference or the meaning of words/phrases within the texts, - identify and use pronouns correctly, and - identify and use action verbs correctly. 	<ol style="list-style-type: none"> 8. Chocolate & Banana Brownies Recipe 9. Wingko Babat Recipe 10. Es Cendol Recipe 11. Yogyakarta Jackfruit Stew Recipe 12. Chocolate Banana Sushi Recipe (jumbled) <p>c. Vocabulary & pronunciation Words and abbreviations related to text message and recipe with correct pronunciations, synonyms, and Indonesian Equivalents such as send, message, reply, ingredients, steps, serve, cut, boil, and so forth.</p> <p>d. Grammar</p> <ol style="list-style-type: none"> 1. Pronouns Subject pronouns: I, you, we, they, he, she, it. Object pronouns: me, you, us, them, him, her, it. 2. Action verbs Example: read, cut, chop, boil, etc 	<p>b. Modelling and Deconstructing the Text Activity 4-6</p> <ul style="list-style-type: none"> - Students read a text message and complete the sentences with the correct answers. Then, they learn words related to text message, learn to pronounce them correctly, and match them with the correct definitions. - Students learn about text message's definition, goals, and structure. <p>c. Joint Construction of the Text Activity 7-9</p> <ul style="list-style-type: none"> - Students read a message and answer multiple choice questions. Then, they read another message and state true or false. - Students learn about abbreviations used in text message and complete the missing longer forms of several abbreviations with the correct answers. <p>d. Independent Construction of the Text Activity 10</p> <ul style="list-style-type: none"> - Students read a case. They have to arrange a meeting invitation sent through text message. Then, they answer multiple choice questions. <p>e. Linking to Related Texts Activity 11</p> <ul style="list-style-type: none"> - Students learn other ways to leave message or information through memo, short message, and note. <p>Time Out</p> <ul style="list-style-type: none"> - Students take a break by reading fun English fact. <p>Text: Email</p> <p>f. Building the Context Activity 12-14</p> <ul style="list-style-type: none"> - Students read a shopping list to introduce them to topic. They then tick the correct ingredients pictures based on the shopping list. - Students read the complete recipe and learn about action verbs. They identify the verbs used in the recipe. 	
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			<p>g. Modelling and Deconstructing the Text Activity 15-16</p> <ul style="list-style-type: none"> - Students read a recipe and complete the missing verbs. - Students learn the definition, goal, and structure of recipe. <p>h. Joint Construction of The Text Activity 17-20</p> <ul style="list-style-type: none"> - Students read a recipe and state true or false. They then learn the abbreviations used in recipe and match the abbreviations with what they stand for. - Students read another recipe and answer multiple choice questions. They then match the verbs related to recipe they have learned with the correct meanings. <p>i. Independent Construction of the Text Activity 21</p> <ul style="list-style-type: none"> - Students read a case. They choose the correct ingredients and then arrange the correct steps of a recipe. <p>j. Linking to Related Texts Activity 22</p> <ul style="list-style-type: none"> - Students learn that recipe is similar to procedure text. <p>Extra Time</p> <ul style="list-style-type: none"> - Students take a break by solving fun riddle. <p>Reflection Students reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.</p> <p>Summary Learning summary of the unit to highlight what students have learned.</p>	
Unit 3 Title: Buy 1, Get 1	Students are able to: - recognize the written short functional texts related to	a. Advertisement Input texts: 1. Sony Xperia C4 ads	Overview Students prepare learning by knowing what they will learn and what they will achieve at the end of this unit.	Multiple Choice: 10 questions taken from <i>Ujian</i>

<p>Free!</p> <p>Text types:</p> <p>Advertisement and Schedule</p>	<p>students' daily life in the form of advertisements and schedules,</p> <ul style="list-style-type: none"> - read written short functional texts fluently with the correct pronunciations, - identify the structure or components of the texts, - determining the general or main idea of the texts, - determining the social function or communicative goal of the texts, - determining specific or implicit information of the texts, - determine phrase reference or the meaning of words/phrases within the texts, - identify and use adjectives correctly, and - identify and use temporal conjunctions correctly. 	<ol style="list-style-type: none"> Teachers job vacancy Choco Candy Festival Nikon D5300 ads Camera rent services ads (jumbled) <p>b. Schedule</p> <p>Input Texts:</p> <ol style="list-style-type: none"> Lesson schedule Dormitory daily schedule International Kampongeng Jazz rundown Gambir Station train schedule Flight schedule My Sunday schedule (jumbled) <p>c. Vocabulary & pronunciation</p> <p>Words related to advertisement and schedule with the correct pronunciations, synonyms, and Indonesian Equivalents such as promote, endorsement, sponsorship, departure, arrival, delay, and so forth.</p> <p>d. Grammar</p> <ol style="list-style-type: none"> Adjectives For example: best camera, superior quality, etc. Temporal conjunctions For example: after, before, next, now, etc. 	<p>Text: Memo</p> <ol style="list-style-type: none"> Building the Context Activity 1-3 Students watch an advertisement in the form of video to introduce them to topic. They then identify the adjectives used in the video and complete the exercises using the adjectives they found. Modelling and Deconstructing the Text Activity 4-6 Students read a job vacancy and food festival advertisement. Then they answer multiple choice questions. Students learn the definition, goals, and type of advertisement. Joint Construction of the Text Activity 7-9 Students watch a video advertisement and complete the parts' name of a camera. They then state true or false based on the content of the video. Students match different types of advertisement with their correct definitions. Independent Construction of the Text Activity 10 Students read a case. They arrange the correct advertisement based on the given clue. Then, they answer multiple choice questions. Linking to Related Texts Activity 11 Students learn that products placement or brand in movies is also a kind of advertisements. <p>Time Out</p> <ul style="list-style-type: none"> Students take a break by reading fun English fact. <p>Text: Email</p> <ol style="list-style-type: none"> Building the Context Activity 12-14 Students read a lesson schedule to introduce them to topic. Then, they tick the correct pictures based on the schedule. 	<p><i>Nasional Bahasa Inggris SMP</i> for each text type.</p>
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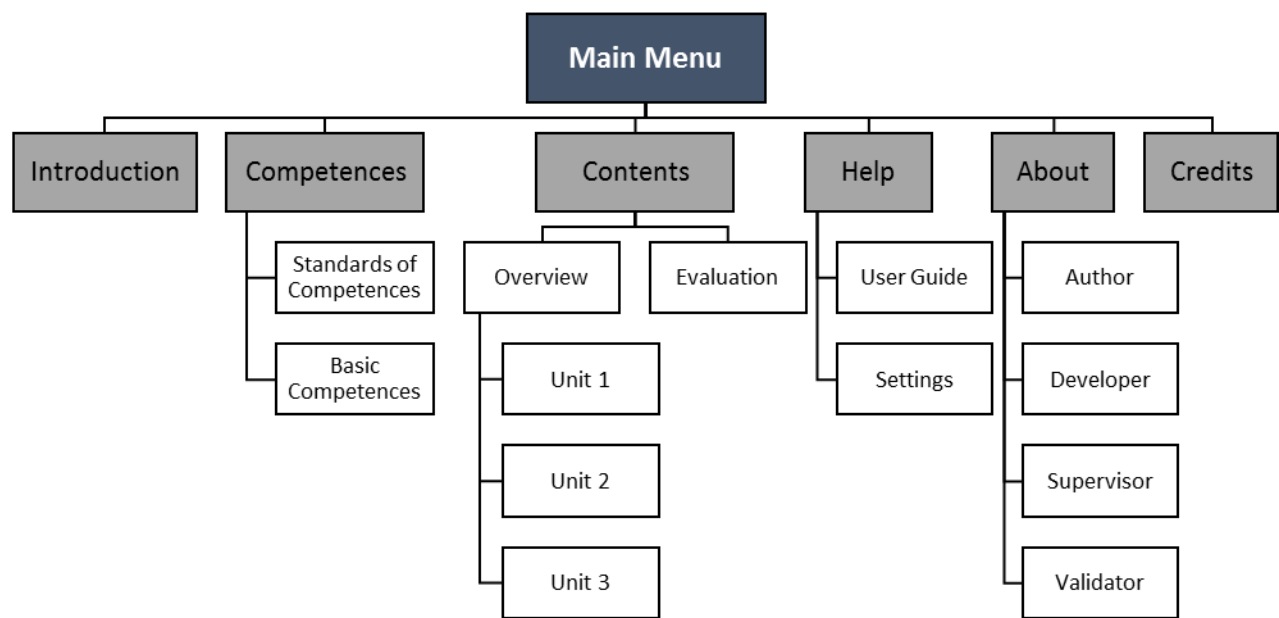
			<ul style="list-style-type: none"> - Students learn about temporal conjunctions which is closely related to schedule. They then complete the exercises with temporal conjunctions they have learned. <p>g. Modelling and Deconstructing the Text Activity 15-17</p> <ul style="list-style-type: none"> - Students read a dormitory daily schedule. They answer multiple choice questions. - Students read a rundown of jazz festival and state true or false. Then, they learn the definition, goals, and examples of schedule. <p>h. Joint Construction of the Text i. Activity 18-20</p> <ul style="list-style-type: none"> - Students read a train schedule and flight schedule, then they answer multiple choice questions. - Students match English words related to schedule with the correct Indonesian equivalents. <p>j. Independent Construction of the Text Activity 21</p> <ul style="list-style-type: none"> - Students read a case. They complete a blank schedule with the correct options. <p>k. Linking to Related Texts Activity 22</p> <ul style="list-style-type: none"> - Students learn the difference between timetable and schedule. <p>Extra Time</p> <ul style="list-style-type: none"> - Students take a break by solving fun riddle. <p>Reflection Students reflecting upon themselves, what they have learned and able to do or to understand through the unit, by ticking checkboxes of statements.</p> <p>Summary Learning summary of the unit to highlight what students have learned.</p>	
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APPENDIX 3

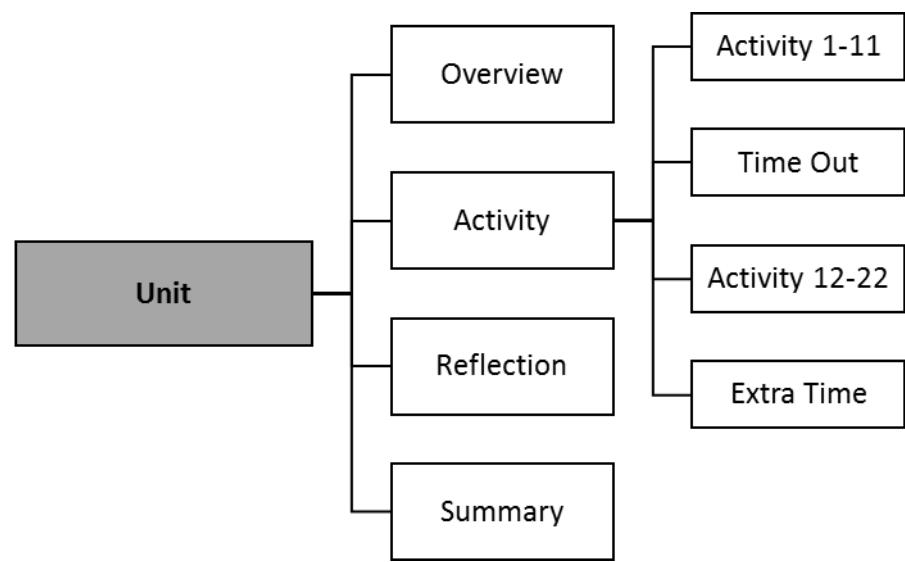
FLOW CHART

FLOW CHART

Main Flow Chart



Unit Flow Chart

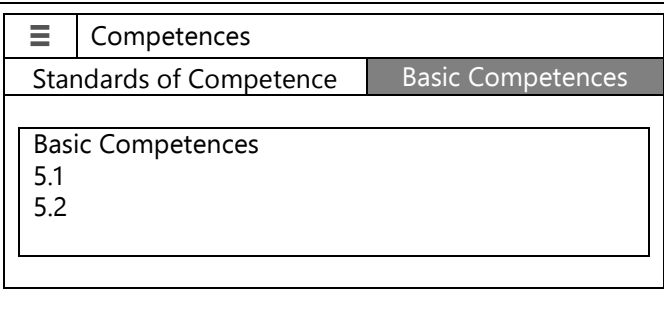
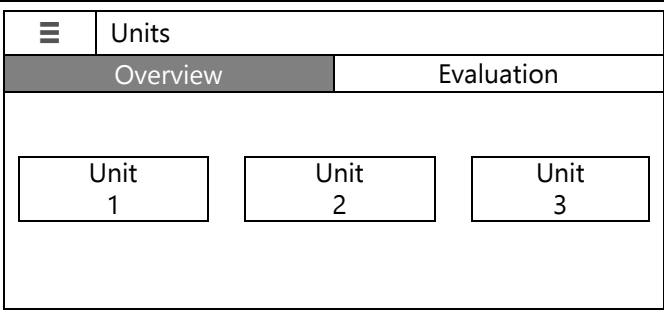
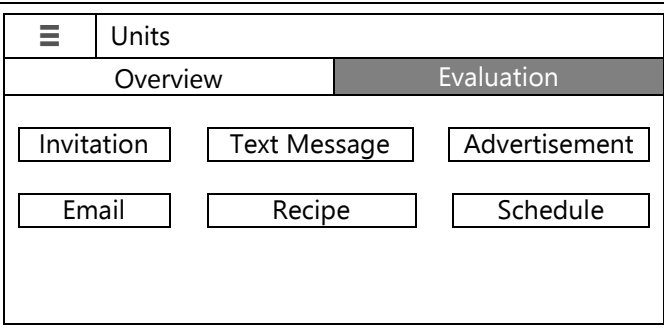
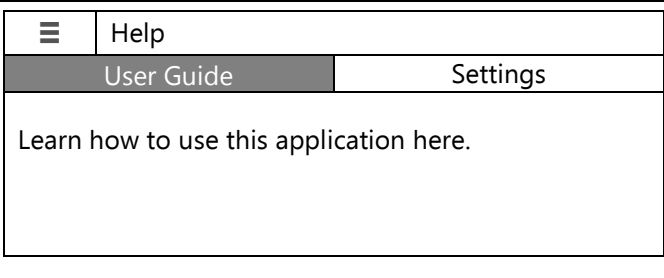
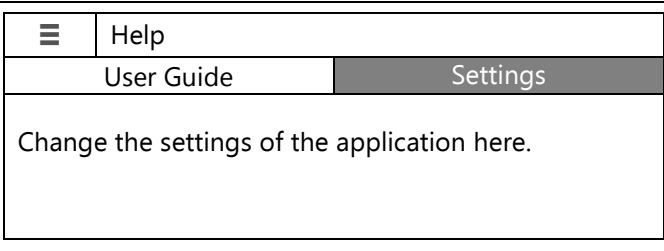


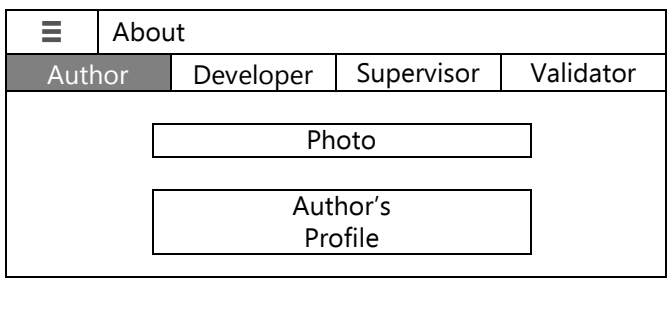
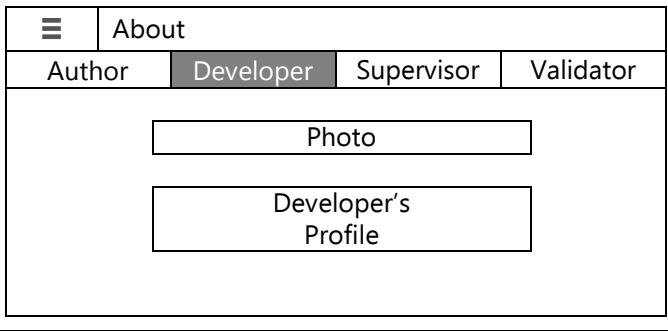
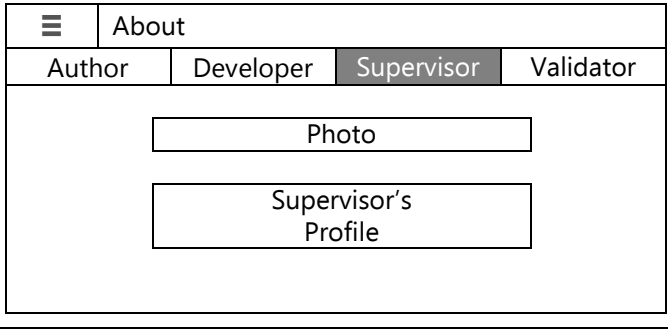
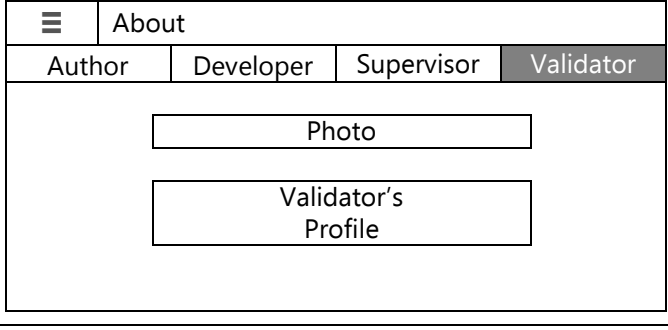
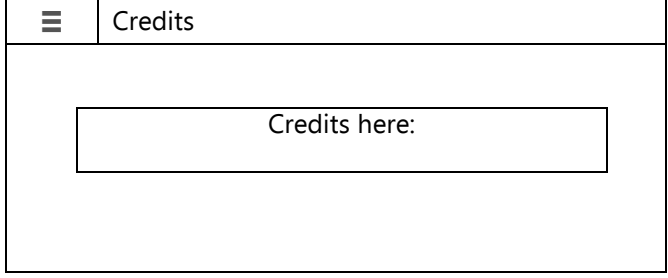
APPENDIX 4

STORYBOARD

STORYBOARD MAIN MENU

Slide	Visual	Notes
Slide 1 Loading Screen	<i>Please wait, loading knowledge ...</i>	Loading screen.
Slide 2 Welcome Screen	<h1 style="text-align: center;">ELIPS 8</h1> <p style="text-align: center;"><i>English Learning through Interactive Multimedia Program using Smartphone for Grade 8 Students</i></p>	Welcome screen.
Slide 3 Main Menu	<div> <div>☰</div> <div>Main Menu</div> </div> <div> <div>Welcome</div> <div> <div>Introduction</div> <div>Competences</div> <div>Contents</div> <div>Help</div> <div>About</div> <div>Credits</div> </div> </div>	There are six menus available, Introduction, Competences, Contents, Help, About, and Credits.
Slide 4 Introduction	<div> <div>☰</div> <div>Introduction</div> </div> <div> <div>Description of the application</div> </div>	Introduction consists of the description and benefits of the application.
Slide 5 Competences – Standards of Competences	<div> <div>☰</div> <div>Competences</div> </div> <div> <div>Standards of Competence</div> <div>Basic Competences</div> </div> <div> <div>Standards of Competence 5</div> </div>	It contains the Standards of Competence 5.

Slide 6 Competences – Basic Competences		It contains the Basic Competences 5.1 and 5.2.
Slide 7 Units – Overview		It contains the overview of the three units (Unit 1, 2, 3).
Slide 8 Units – Evaluation		It contains the evaluation for all topics (invitation, email, text message, recipe, advertisement, schedule)
Slide 9 Help – User Guide		It shows how to operate the application and the icons' explanation.
Slide 10 Help – Settings		It contains the application settings (language, sound effects, music background)

Slide 11 About – Author		It contains the profile of the author of the application.
Slide 12 About – Developer		It contains the profile of the developer of the application.
Slide 13 About – Supervisor		It contains the profile of the supervisor of the author's thesis and application.
Slide 14 About – Validator		It contains the profile of the validator of the application.
Slide 15 Credits		It contains the credits (programs, images, videos, icons, musics, etc)

STROYBOARD

UNIT 1

Slide	Visual	Notes
Slide 16 Unit 1 – Overview	<div> <div>≡</div> <div>Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>Learning Topics</div> <div>Learning Objectives</div> </div> </div>	It contains the topics and the objectives of the unit.
Slide 17 Unit 1 – Activity 1	<div> <div>≡</div> <div>Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>→</div> <div>🔍</div> </div> <div>Study the following invitations. Then, answer the questions and keep the answers for yourself.</div> <div> <div>Invitation 1</div> <div>Invitation 2</div> </div> <div>Questions</div> </div>	It consists of 2 invitations to introduce to topic.
Slide 18 Unit 1 – Activity 2	<div> <div>≡</div> <div>Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>→</div> <div>🔍</div> </div> <div>Below are some more examples of invitation. Put a tick mark (✓) on the invitations you have ever received. Tap ▶ to listen how to pronounce the words correctly.</div> <div>Various Invitations</div> <div>Now, classify the invitations into formal and informal invitations by dragging them into the correct group.</div> <div> <div>Formal</div> <div>Informal</div> </div> </div>	It consists of various types of invitations and two group of invitations (formal and informal).
Slide 19 Unit 1 – Activity 3	<div> <div>≡</div> <div>Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>→</div> <div>🔍</div> </div> <div>Study the explanation of simple present tense.</div> <div>Simple Present Tense</div> <div>Choose the correct verb by tapping one of the options for each sentence. Number 1 has been done for you.</div> <div>Exercises</div> </div>	It consists of explanation and 6 exercises of Simple Present Tense.
Slide 20 Unit 1 – Activity 4	<div> <div>≡</div> <div>Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>→</div> <div>🔍</div> </div> <div>Read the following invitation. Then, complete the invitation by typing the correct words in the blank spaces using the provided options below. Number 1 has been done for you.</div> <div>Blank birthday invitation</div> </div>	It consists of an invitation with several blank spaces.

Slide 21 Unit 1 – Activity 5	<div> <div>≡ Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>3</div> <div>4</div> <div>5</div> <div>7</div> <div>8</div> <div>9</div> <div>→</div> <div>🔍</div> </div> <p>Read the following invitation. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.</p> <div> <div>Reunion Invitation</div> <div>T/F Statements</div> </div> </div>	It consists of 5 T/F statements.
Slide 22 Unit 1 – Activity 6	<div> <div>≡ Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>4</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>→</div> <div>🔍</div> </div> <p>Study the following explanation of invitation.</p> <div> <div>Invitation</div> <div>Definition</div> <div>Types</div> <div>Structure</div> </div> </div>	It consists the explanation of invitation; definition, types, and structure.
Slide 23 Unit 1 – Activity 7	<div> <div>≡ Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>5</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>→</div> <div>🔍</div> </div> <p>Read the following invitation carefully. Then, answer the questions correctly.</p> <div> <div>Wedding invitation</div> <div>Multiple choice questions</div> <div>What is RSVP?</div> </div> </div>	It consists of 4 multiple choice questions.
Slide 24 Unit 1 – Activity 8	<div> <div>≡ Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>6</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>→</div> <div>🔍</div> </div> <p>Read the following invitation. Then, complete the invitation by typing the correct options into the provided spaces. Number 1 has been done for you.</p> <div> <div>Fieldtrip meeting invitation</div> <div>Multiple choice questions</div> </div> </div>	It consists of 4 exercises on completing the missing information with the correct answers.
Slide 25 Unit 1 – Activity 9	<div> <div>≡ Unit 1</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div> <div>←</div> <div>7</div> <div>8</div> <div>9</div> <div>10</div> <div>11</div> <div>12</div> <div>→</div> <div>🔍</div> </div> <p>Match the following words related to invitation by tapping the words first then the correct synonyms. Tap ▶ to listen how to pronounce the words correctly.</p> <div> <div>Words</div> <div>Synonyms</div> </div> </div>	It consists of matching 5 words with their synonyms.

Slide 26 Unit 1 – Activity 10	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Read the following case carefully.</td></tr><tr><td colspan="11">Case</td></tr><tr><td colspan="11">Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.</td></tr><tr><td colspan="11">Jumbled options</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	8	9	10	11	12	13	→			🔍	Read the following case carefully.											Case											Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.											Jumbled options											It consists of jumbled options to arrange the correct invitation.
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Jumbled options																																																																															
Slide 27 Unit 1 – Activity 11	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Did you know?</td></tr><tr><td colspan="11">Spoken invitation</td></tr><tr><td colspan="5">Accepting invitation</td><td colspan="6">Declining invitation</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	9	10	11	12	13	14	→			🔍	Did you know?											Spoken invitation											Accepting invitation					Declining invitation						It explains spoken invitation which is related to written invitation.											
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Overview			Activity				Reflection		Summary																																																																						
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Spoken invitation																																																																															
Accepting invitation					Declining invitation																																																																										
Slide 28 Unit 1 – Time Out	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>10</td><td>11</td><td>TO</td><td>12</td><td>13</td><td>14</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Time Out</td></tr><tr><td colspan="11">Fun English fact</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	10	11	TO	12	13	14	→			🔍	Time Out											Fun English fact											It contains fun English fact while students take a break.																						
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Time Out																																																																															
Fun English fact																																																																															
Slide 29 Unit 1 – Activity 12	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>11</td><td>TO</td><td>12</td><td>13</td><td>14</td><td>15</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Read the following email carefully. Then, answer the questions and keep the answers for yourself.</td></tr><tr><td colspan="11">Sample email</td></tr><tr><td colspan="11">Questions</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	11	TO	12	13	14	15	→			🔍	Read the following email carefully. Then, answer the questions and keep the answers for yourself.											Sample email											Questions											It consists of a sample email to introduce students to topic.											
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Overview			Activity				Reflection		Summary																																																																						
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Slide 30 Unit 1 – Activity 13	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Based on Activity 12, tick the words related to email. An example has been shown for you.</td></tr><tr><td colspan="11">Tap ► to listen how to pronounce the words correctly.</td></tr><tr><td colspan="11">Various words related to email</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	11	12	13	14	15	16	→			🔍	Based on Activity 12, tick the words related to email. An example has been shown for you.											Tap ► to listen how to pronounce the words correctly.											Various words related to email											It consists of 8 mixed words.											
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Slide 31 Unit 1 – Activity 14	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>→</td><td colspan="2"></td><td>🔍</td></tr><tr><td colspan="11">Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences aloud once you have finished. Number 1 has been done for you.</td></tr><tr><td colspan="11">Completing sentences</td></tr></table>	≡	Unit 1										Overview			Activity				Reflection		Summary		←	12	13	14	15	16	17	→			🔍	Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences aloud once you have finished. Number 1 has been done for you.											Completing sentences											It consists 4 blank sentences.																						
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Completing sentences																																																																															

Slide 32 Unit 1 – Activity 15	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Read the following email again and answer the questions correctly. Number 1 has been done for you.</td></tr><tr><td colspan="11">Office 365 registration confirmation email</td></tr><tr><td colspan="11">4 multiple choice questions</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	13	14	15	16	17	18	→	🔍			Read the following email again and answer the questions correctly. Number 1 has been done for you.											Office 365 registration confirmation email											4 multiple choice questions											It consists of 4 questions.																						
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Slide 33 Unit 1 – Activity 16	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.</td></tr><tr><td colspan="11">Hello from England email</td></tr><tr><td colspan="11">T/F statements</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	14	15	16	17	18	19	→	🔍			Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.											Hello from England email											T/F statements											It consists of 5 T/F statements.																						
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T/F statements																																																																																											
Slide 34 Unit 1 – Activity 17	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Study the following explanation of email.</td></tr><tr><td colspan="11">Email</td></tr><tr><td colspan="11">Definition</td></tr><tr><td colspan="11">Structure</td></tr><tr><td colspan="11">How do I address someone when I send them email?</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	15	16	17	18	19	20	→	🔍			Study the following explanation of email.											Email											Definition											Structure											How do I address someone when I send them email?											It consists the explanation of email; definition and structure; and the explanation on how to address people when sending them email.
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Slide 35 Unit 1 – Activity 18	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td colspan="4">🔍</td></tr><tr><td colspan="11">Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.</td></tr><tr><td colspan="11">Hello Diana email</td></tr><tr><td colspan="11">Multiple choice questions</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	16	17	18	19	20	21	🔍				Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.											Hello Diana email											Multiple choice questions											It consists of 4 multiple choice questions.																						
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Slide 36 Unit 1 – Activity 19	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td colspan="4">🔍</td></tr><tr><td colspan="11">Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.</td></tr><tr><td colspan="11">Information Session email</td></tr><tr><td colspan="11">T/F statements</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	17	18	19	20	21	22	🔍				Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.											Information Session email											T/F statements											It consists of 6 T/F statements.																						
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Overview			Activity			Reflection			Summary																																																																																		
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Information Session email																																																																																											
T/F statements																																																																																											
Slide 37 Unit 1 – Activity 20	<table><tr><td>≡</td><td colspan="10">Unit 1</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>ET</td><td colspan="4">🔍</td></tr><tr><td colspan="11">Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend. Tap ▶ to listen how to pronounce the words correctly.</td></tr><tr><td colspan="4">Jumbled words</td><td colspan="4">Answers</td><td colspan="3">Definitions</td></tr></table>	≡	Unit 1										Overview			Activity			Reflection			Summary			←	18	19	20	21	22	ET	🔍				Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend. Tap ▶ to listen how to pronounce the words correctly.											Jumbled words				Answers				Definitions			It consists of 5 jumbled words related to email.																																	
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Overview			Activity			Reflection			Summary																																																																																		
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Jumbled words				Answers				Definitions																																																																																			

Slide 38 Unit 1 – Activity 21	<table><tr><td>≡</td><td colspan="6">Unit 1</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>19</td><td>20</td><td>21</td><td>22</td><td colspan="2">ET</td><td>🔍</td></tr><tr><td colspan="8">Read the following case carefully.</td></tr><tr><td colspan="8">Case</td></tr><tr><td colspan="8">Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply email.</td></tr><tr><td colspan="8">Jumbled options</td></tr><tr><td colspan="8">Multiple choice questions</td></tr></table>	≡	Unit 1						Overview		Activity		Reflection		Summary		←	19	20	21	22	ET		🔍	Read the following case carefully.								Case								Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply email.								Jumbled options								Multiple choice questions								It consists of jumbled options to compose the correct reply email with 4 multiple choice questions.
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Overview		Activity		Reflection		Summary																																																											
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Read the following case carefully.																																																																	
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Slide 39 Unit 1 – Activity 22	<table><tr><td>≡</td><td colspan="6">Unit 1</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>20</td><td>21</td><td>22</td><td colspan="2">ET</td><td colspan="2">🔍</td></tr><tr><td colspan="8">Did you know?</td></tr><tr><td colspan="8">Handwritten letter and email</td></tr></table>	≡	Unit 1						Overview		Activity		Reflection		Summary		←	20	21	22	ET		🔍		Did you know?								Handwritten letter and email								It explains handwritten letter which is similar to email.																								
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Did you know?																																																																	
Handwritten letter and email																																																																	
Slide 40 Unit 1 – Extra Time	<table><tr><td>≡</td><td colspan="6">Unit 1</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>21</td><td>22</td><td>ET</td><td colspan="2"></td><td colspan="2">🔍</td></tr><tr><td colspan="8">Extra Time</td></tr><tr><td colspan="8">Fun English riddle</td></tr></table>	≡	Unit 1						Overview		Activity		Reflection		Summary		←	21	22	ET			🔍		Extra Time								Fun English riddle								It shows fun English riddles while students take a break.																								
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Extra Time																																																																	
Fun English riddle																																																																	
Slide 41 Unit 1 – Reflection	<table><tr><td>≡</td><td colspan="6">Unit 1</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="8">Congratulations, you have finished Unit 1! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.</td></tr><tr><td colspan="8">After finishing this unit, I am confident that I am able to:</td></tr><tr><td colspan="8">Learning achievements</td></tr></table>	≡	Unit 1						Overview		Activity		Reflection		Summary		Congratulations, you have finished Unit 1! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.								After finishing this unit, I am confident that I am able to:								Learning achievements								It shows the unit reflection to check students understanding and achievement of the unit.																								
≡	Unit 1																																																																
Overview		Activity		Reflection		Summary																																																											
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Learning achievements																																																																	
Slide 42 Unit 1 – Summary	<table><tr><td>≡</td><td colspan="6">Unit 1</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="8">In this unit, you have learned about:</td></tr><tr><td colspan="8">1. Invitation</td></tr><tr><td colspan="8">2. Email</td></tr><tr><td colspan="8">3. Simple Present Tense</td></tr></table>	≡	Unit 1						Overview		Activity		Reflection		Summary		In this unit, you have learned about:								1. Invitation								2. Email								3. Simple Present Tense								It shows the summary of the unit to highlight what students have learned in brief.																
≡	Unit 1																																																																
Overview		Activity		Reflection		Summary																																																											
In this unit, you have learned about:																																																																	
1. Invitation																																																																	
2. Email																																																																	
3. Simple Present Tense																																																																	

STROYBOARD UNIT 2

Slide	Visual	Notes
Slide 43 Unit 2 – Overview	<div> <div>≡ Unit 2</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div>Learning Topics</div> <div>Learning Objectives</div> </div>	It contains the topics and the objectives of the unit.
Slide 44 Unit 2 – Activity 1	<div> <div>≡ Unit 2</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div>1 2 3 4 → 🔍</div> <div>Study the following text messages. Then, answer the questions and keep the answers for yourself.</div> <div>Text message 1 , Text message 2</div> <div>Questions</div> </div>	It consists of two text messages samples to introduce students to topic.
Slide 45 Unit 2 – Activity 2	<div> <div>≡ Unit 2</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div>1 2 3 4 5 → 🔍</div> <div>Find and tick the words related to text message below. An example has been shown for you.</div> <div>Word Search List of words</div> </div>	It consists of 9 mixed words. Students need to find the correct words.
Slide 46 Unit 2 – Activity 3	<div> <div>≡ Unit 2</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div>1 2 3 4 5 6 → 🔍</div> <div>Study the following explanation.</div> <div>Pronouns + pronouns table</div> <div>Fill the box before each sentence with the correct pronoun. Once you have done, read each sentence aloud. Number 1 has been done for you as an example.</div> <div>Pronouns exercises</div> </div>	It consists of 7 pronouns exercises.
Slide 47 Unit 2 – Activity 4	<div> <div>≡ Unit 2</div> <div> <div>Overview</div> <div>Activity</div> <div>Reflection</div> <div>Summary</div> </div> <div>← 2 3 4 5 6 7 → 🔍</div> <div>Read the following text message. Then, complete the sentences with the correct answers. Number 1 has been done for you.</div> <div>Free balance bonus message</div> <div>Completing sentences</div> </div>	It consists of 5 sentences with missing information.

Slide 48 Unit 2 – Activity 5	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td colspan="2">←</td><td>3</td><td>4</td><td>5</td><td>7</td><td>8</td><td>9</td><td colspan="2">→</td><td>🔍</td></tr><tr><td colspan="11">Match the following words related to text messages by tapping the words first then the correct definitions. Tap ▶ to listen how to pronounce the words correctly.</td></tr><tr><td colspan="6">Words</td><td colspan="5">Definitions</td></tr></table>	≡	Unit 2										Overview			Activity			Reflection			Summary			←		3	4	5	7	8	9	→		🔍	Match the following words related to text messages by tapping the words first then the correct definitions. Tap ▶ to listen how to pronounce the words correctly.											Words						Definitions					It consists of 5 words to match with their definition.																																	
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Slide 49 Unit 2 – Activity 6	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td colspan="2">←</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td colspan="2">→</td><td>🔍</td></tr><tr><td colspan="11">Learn the explanation of text message.</td></tr><tr><td colspan="11">Text Message</td></tr><tr><td colspan="11">Definition</td></tr><tr><td colspan="11">Goals</td></tr><tr><td colspan="11">Structure</td></tr></table>	≡	Unit 2										Overview			Activity			Reflection			Summary			←		4	5	6	7	8	9	→		🔍	Learn the explanation of text message.											Text Message											Definition											Goals											Structure											It explain the definition, goals, and structure of text message.
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Slide 50 Unit 2 – Activity 7	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td colspan="2">←</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td colspan="2">→</td><td>🔍</td></tr><tr><td colspan="11">Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.</td></tr><tr><td colspan="11">Official Info message</td></tr><tr><td colspan="11">Multiple choice questions</td></tr></table>	≡	Unit 2										Overview			Activity			Reflection			Summary			←		5	6	7	8	9	10	→		🔍	Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.											Official Info message											Multiple choice questions											It consists of 4 multiple choice questions.																						
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Slide 51 Unit 2 – Activity 8	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td colspan="2">←</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td colspan="2">→</td><td>🔍</td></tr><tr><td colspan="11">Read the following message carefully.</td></tr><tr><td colspan="11">Text message from Ryan</td></tr><tr><td colspan="11">Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.</td></tr><tr><td colspan="11">T/F Statements</td></tr></table>	≡	Unit 2										Overview			Activity			Reflection			Summary			←		6	7	8	9	10	11	→		🔍	Read the following message carefully.											Text message from Ryan											Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.											T/F Statements											It consists of 5 T/F statements.											
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Slide 52 Unit 2 – Activity 9	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td colspan="2">←</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td colspan="2">→</td><td>🔍</td></tr><tr><td colspan="11">Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.</td></tr><tr><td colspan="6">Abbreviations</td><td colspan="5">What they stand for</td></tr></table>	≡	Unit 2										Overview			Activity			Reflection			Summary			←		7	8	9	10	11	12	→		🔍	Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.											Abbreviations						What they stand for					It consists of 12 abbreviations with 6 of them are missing the meaning/longer forms.																																	
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Slide 53 Unit 2 – Activity 10	<table><tr><td>≡</td><td colspan="11">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="3">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="2">←</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td colspan="2">→</td><td colspan="2">🔍</td></tr><tr><td colspan="13">Read the following case carefully.</td></tr><tr><td colspan="13">Case</td></tr><tr><td colspan="13">Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud.</td></tr><tr><td colspan="13">Jumbled options</td></tr><tr><td colspan="13">Multiple choice questions</td></tr></table>	≡	Unit 2											Overview			Activity				Reflection			Summary		←		8	9	10	11	12	13	→		🔍		Read the following case carefully.													Case													Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud.													Jumbled options													Multiple choice questions													It consists of jumbled sentences to be arranged into a correct text message. Students also answer multiple choice questions.
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Slide 56 Unit 2 – Activity 12	<table><tr><td>≡</td><td colspan="11">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="3">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="2">←</td><td>11</td><td>TO</td><td>12</td><td>13</td><td>14</td><td>15</td><td colspan="2">→</td><td colspan="2">🔍</td></tr><tr><td colspan="13">Read the following text again. Then, answer the questions and keep the answers for yourself.</td></tr><tr><td colspan="13">Text messages</td></tr><tr><td colspan="13">Questions</td></tr></table>	≡	Unit 2											Overview			Activity				Reflection			Summary		←		11	TO	12	13	14	15	→		🔍		Read the following text again. Then, answer the questions and keep the answers for yourself.													Text messages													Questions													It contains a sample of text message to introduce students to topic.																										
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Slide 58 Unit 2 – Activity 14	<table><tr><td>≡</td><td colspan="11">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="3">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="2">←</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td colspan="2">→</td><td colspan="2">🔍</td></tr><tr><td colspan="13">You have completed the shopping list which are needed to make Chocolate & Banana Brownies. Now, read the recipe of Chocolate & Banana Brownies below.</td></tr><tr><td colspan="13">Chocolate & Banana Brownies recipe</td></tr><tr><td colspan="13">Action verb explanation</td></tr><tr><td colspan="13">Action verb exercises</td></tr></table>	≡	Unit 2											Overview			Activity				Reflection			Summary		←		12	13	14	15	16	17	→		🔍		You have completed the shopping list which are needed to make Chocolate & Banana Brownies. Now, read the recipe of Chocolate & Banana Brownies below.													Chocolate & Banana Brownies recipe													Action verb explanation													Action verb exercises													It consists of a recipe, and action verbs explanation. Students then tick the verbs they can find in the recipe.													
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Multiple choice questions																																																																																																	
Slide 64 Unit 2 – Activity 20	<table><tr><td>≡</td><td colspan="10">Unit 2</td></tr><tr><td colspan="3">Overview</td><td colspan="4">Activity</td><td colspan="3">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>ET</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">You have learned about action verb. Match the following verbs related to recipe with their correct definitions. You can do it with your friend. Tap ▶ to listen how to pronounce the words correctly.</td></tr><tr><td colspan="6">Verbs</td><td colspan="6">Meanings</td></tr></table>	≡	Unit 2										Overview			Activity				Reflection			Summary		←	18	19	20	21	22	ET				🔍	You have learned about action verb. Match the following verbs related to recipe with their correct definitions. You can do it with your friend. Tap ▶ to listen how to pronounce the words correctly.												Verbs						Meanings						It consists of 10 verbs related to recipe with their meanings.																																					
≡	Unit 2																																																																																																
Overview			Activity				Reflection			Summary																																																																																							
←	18	19	20	21	22	ET				🔍																																																																																							
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Verbs						Meanings																																																																																											

Slide 65 Unit 2 – Activity 21	<table><tr><td>≡</td><td colspan="6">Unit 2</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>19</td><td>20</td><td>21</td><td>22</td><td colspan="2">ET</td><td>🔍</td></tr><tr><td colspan="8">Read the following case carefully.</td></tr><tr><td colspan="8">Case</td></tr><tr><td colspan="8">Help Reina’s dad in making this special Chocolate Banana Sushi. First, choose the ingredients needed by ticking the box of each correct picture.</td></tr><tr><td colspan="8">Random ingredients</td></tr><tr><td colspan="8">After all the ingredients are ready, help Reina’s dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.</td></tr><tr><td colspan="8">Jumbled steps</td></tr></table>	≡	Unit 2						Overview		Activity		Reflection		Summary		←	19	20	21	22	ET		🔍	Read the following case carefully.								Case								Help Reina’s dad in making this special Chocolate Banana Sushi. First, choose the ingredients needed by ticking the box of each correct picture.								Random ingredients								After all the ingredients are ready, help Reina’s dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.								Jumbled steps								It consists of jumbled ingredients and steps. Students choose the correct ingredients and arrange the jumbled steps to make a correct recipe.
≡	Unit 2																																																																								
Overview		Activity		Reflection		Summary																																																																			
←	19	20	21	22	ET		🔍																																																																		
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Jumbled steps																																																																									
Slide 66 Unit 2 – Activity 22	<table><tr><td>≡</td><td colspan="6">Unit 2</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>20</td><td>21</td><td>22</td><td colspan="2">ET</td><td colspan="2">🔍</td></tr><tr><td colspan="8">Did you know?</td></tr><tr><td colspan="8">Recipe and procedure text</td></tr></table>	≡	Unit 2						Overview		Activity		Reflection		Summary		←	20	21	22	ET		🔍		Did you know?								Recipe and procedure text								Students learn that recipe and procedure text are similar.																																
≡	Unit 2																																																																								
Overview		Activity		Reflection		Summary																																																																			
←	20	21	22	ET		🔍																																																																			
Did you know?																																																																									
Recipe and procedure text																																																																									
Slide 67 Unit 2 – Extra Time	<table><tr><td>≡</td><td colspan="6">Unit 2</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td>←</td><td>21</td><td>22</td><td>ET</td><td colspan="2"></td><td colspan="2">🔍</td></tr><tr><td colspan="8">Extra Time</td></tr><tr><td colspan="8">Fun English riddle</td></tr></table>	≡	Unit 2						Overview		Activity		Reflection		Summary		←	21	22	ET			🔍		Extra Time								Fun English riddle								It shows fun English riddles while students take a break.																																
≡	Unit 2																																																																								
Overview		Activity		Reflection		Summary																																																																			
←	21	22	ET			🔍																																																																			
Extra Time																																																																									
Fun English riddle																																																																									
Slide 68 Unit 2 – Reflection	<table><tr><td>≡</td><td colspan="6">Unit 2</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="8">Congratulations, you have finished Unit 2! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.</td></tr><tr><td colspan="8">After finishing this unit, I am confident that I am able to:</td></tr><tr><td colspan="8">Learning achievements</td></tr></table>	≡	Unit 2						Overview		Activity		Reflection		Summary		Congratulations, you have finished Unit 2! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.								After finishing this unit, I am confident that I am able to:								Learning achievements								It shows the unit reflection to check students understanding and achievement of the unit.																																
≡	Unit 2																																																																								
Overview		Activity		Reflection		Summary																																																																			
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Learning achievements																																																																									
Slide 69 Unit 2 – Summary	<table><tr><td>≡</td><td colspan="6">Unit 2</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td colspan="2">Reflection</td><td colspan="2">Summary</td></tr><tr><td colspan="8">In this unit, you have learned about:</td></tr><tr><td colspan="8">1. Text message</td></tr><tr><td colspan="8">2. Recipe</td></tr><tr><td colspan="8">3. Pronouns</td></tr><tr><td colspan="8">4. Action verb</td></tr></table>	≡	Unit 2						Overview		Activity		Reflection		Summary		In this unit, you have learned about:								1. Text message								2. Recipe								3. Pronouns								4. Action verb								It shows the summary of the unit to highlight what students have learned in brief.																
≡	Unit 2																																																																								
Overview		Activity		Reflection		Summary																																																																			
In this unit, you have learned about:																																																																									
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4. Action verb																																																																									

STROYBOARD

UNIT 3

Slide	Visual	Notes
Slide 70 Unit 3 – Overview	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div></div><div>Learning Topics</div><div></div></div><div><div></div><div>Learning Objectives</div><div></div></div></div>	It contains the topics and the objectives of the unit.
Slide 71 Unit 3 – Activity 1	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div></div><div>1</div><div>2</div><div>3</div><div>4</div><div>→</div><div></div><div>🔍</div></div><div>Watch the following advertisement video. Then, answer the questions and keep the answers for yourself.</div><div><div>Sony Xperia C4 ads</div></div><div><div>Questions</div></div></div>	It contains a sample advertisement video to introduce students to the topic.
Slide 72 Unit 3 – Activity 2	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div></div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>→</div><div></div><div>🔍</div></div><div>Based on the video in Activity 1, identify the adjectives used. You can replay the video and write the adjectives on a piece of paper if necessary. Then, tick the adjectives you have found in the provided table below. An example has been done for you. Tap ▶ to listen how to pronounce the words correctly.</div><div><div>List of adjectives</div></div><div><div>What is adjective?</div></div></div>	It contains 15 adjectives found in the ads video.
Slide 73 Unit 3 – Activity 3	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div></div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>→</div><div></div><div>🔍</div></div><div>Complete the following sentences by typing the correct adjectives into the provided spaces. Number 1 has been done for you.</div><div><div>Completing sentences using adjectives</div></div></div>	It consists of 4 sentences which missing the adjectives.
Slide 74 Unit 3 – Activity 4	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div>←</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>→</div><div></div><div>🔍</div></div><div>Read the following advertisement and answer the questions correctly. Number 1 has been done for you.</div><div><div>Job vacancy ads</div></div><div><div>Multiple choice questions</div></div></div>	It consists of an advertisements with 3 multiple choice questions.
Slide 75 Unit 3 – Activity 5	<div><div><div>≡</div><div>Unit 3</div></div><div><div>Overview</div><div>Activity</div><div>Reflection</div><div>Summary</div></div><div><div>←</div><div>3</div><div>4</div><div>5</div><div>7</div><div>8</div><div>9</div><div>→</div><div></div><div>🔍</div></div><div>Read the following advertisement and answer the questions correctly. Number 1 has been done for you.</div><div><div>Food festival ads</div></div><div><div>Multiple choice questions</div></div></div>	It consists of an advertisements with 4 multiple choice questions.

Slide 76 Unit 3 – Activity 6	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Study the following explanation of advertisement.</td></tr><tr><td colspan="11">Advertisement</td></tr><tr><td colspan="11">Definition</td></tr><tr><td colspan="11">Goals</td></tr><tr><td colspan="11">Types</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	4	5	6	7	8	9	→	🔍			Study the following explanation of advertisement.											Advertisement											Definition											Goals											Types											It consists of definition, goals, and types of advertisement.
≡	Unit 3																																																																																										
Overview			Activity			Reflection			Summary																																																																																		
←	4	5	6	7	8	9	→	🔍																																																																																			
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Definition																																																																																											
Goals																																																																																											
Types																																																																																											
Slide 77 Unit 3 – Activity 7	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Watch the following video advertisement of a DSLR camera. Pay attention to the content. Then, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you.</td></tr><tr><td colspan="11">Nikon D5300 ads</td></tr><tr><td colspan="11">Tap ▶ to listen how to pronounce the words correctly.</td></tr><tr><td colspan="11">Completing camera parts' name</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	5	6	7	8	9	10	→	🔍			Watch the following video advertisement of a DSLR camera. Pay attention to the content. Then, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you.											Nikon D5300 ads											Tap ▶ to listen how to pronounce the words correctly.											Completing camera parts' name											It consists of a video advertisement. Students complete the missing camera parts' name.											
≡	Unit 3																																																																																										
Overview			Activity			Reflection			Summary																																																																																		
←	5	6	7	8	9	10	→	🔍																																																																																			
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Slide 78 Unit 3 – Activity 8	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.</td></tr><tr><td colspan="11">T/F statements</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	6	7	8	9	10	11	→	🔍			Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.											T/F statements											It consists of 5 T/F statements.																																	
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Overview			Activity			Reflection			Summary																																																																																		
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T/F statements																																																																																											
Slide 79 Unit 3 – Activity 9	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements by tapping the words first then their correct definitions. You can do it with your friend.</td></tr><tr><td colspan="11">Tap ▶ to listen how to pronounce the words correctly.</td></tr><tr><td colspan="5">Types of ads</td><td colspan="6">Definitions</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	7	8	9	10	11	12	→	🔍			You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements by tapping the words first then their correct definitions. You can do it with your friend.											Tap ▶ to listen how to pronounce the words correctly.											Types of ads					Definitions						It consists of 10 types of ads with their definitions.																						
≡	Unit 3																																																																																										
Overview			Activity			Reflection			Summary																																																																																		
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Slide 80 Unit 3 – Activity 10	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>→</td><td colspan="3">🔍</td></tr><tr><td colspan="11">Read the following case and solve the problem.</td></tr><tr><td colspan="11">Case</td></tr><tr><td colspan="11">Based on the case you have read, arrange an advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud.</td></tr><tr><td colspan="11">Jumbled options</td></tr><tr><td colspan="11">Multiple choice questions</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	8	9	10	11	12	13	→	🔍			Read the following case and solve the problem.											Case											Based on the case you have read, arrange an advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud.											Jumbled options											Multiple choice questions											It consists of jumbled options to arrange the correct advertisement based on the given clue with 4 multiple choice questions.
≡	Unit 3																																																																																										
Overview			Activity			Reflection			Summary																																																																																		
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Jumbled options																																																																																											
Multiple choice questions																																																																																											

Slide 81 Unit 3 – Activity 11	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>→</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">Did you know?</td></tr><tr><td colspan="12">Covert and transit advertising</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	9	10	11	12	13	14	→				🔍	Did you know?												Covert and transit advertising												It explains other type of advertisement in the form of covert and transit advertisement.																								
≡	Unit 3																																																																																				
Overview			Activity			Reflection			Summary																																																																												
←	9	10	11	12	13	14	→				🔍																																																																										
Did you know?																																																																																					
Covert and transit advertising																																																																																					
Slide 82 Unit 3 – Time Out	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>10</td><td>11</td><td>TO</td><td>12</td><td>13</td><td>14</td><td>→</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">Time Out</td></tr><tr><td colspan="12">Fun English fact</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	10	11	TO	12	13	14	→				🔍	Time Out												Fun English fact												It contains a fun English fact to give students break time.																								
≡	Unit 3																																																																																				
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Time Out																																																																																					
Fun English fact																																																																																					
Slide 83 Unit 3 – Activity 12	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>11</td><td>TO</td><td>12</td><td>13</td><td>14</td><td>15</td><td>→</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">Study the following text. Then, answer the questions but keep the answer for yourself.</td></tr><tr><td colspan="12">Lesson schedule</td></tr><tr><td colspan="12">Questions</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	11	TO	12	13	14	15	→				🔍	Study the following text. Then, answer the questions but keep the answer for yourself.												Lesson schedule												Questions												It consists of a sample schedule to introduce students to the topic.												
≡	Unit 3																																																																																				
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Lesson schedule																																																																																					
Questions																																																																																					
Slide 84 Unit 3 – Activity 13	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>→</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.</td></tr><tr><td colspan="12">Various textbooks pictures</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	11	12	13	14	15	16	→				🔍	Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.												Various textbooks pictures												It consists 8 various textbooks pictures.																								
≡	Unit 3																																																																																				
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Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.																																																																																					
Various textbooks pictures																																																																																					
Slide 85 Unit 3 – Activity 14	<table><tr><td>≡</td><td colspan="10">Unit 3</td></tr><tr><td colspan="3">Overview</td><td colspan="3">Activity</td><td colspan="3">Reflection</td><td colspan="3">Summary</td></tr><tr><td>←</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>→</td><td colspan="3"></td><td>🔍</td></tr><tr><td colspan="12">Study the following explanation.</td></tr><tr><td colspan="12">Temporal conjunctions</td></tr><tr><td colspan="12">Based on the schedule in Activity 12, complete the sentences below with the correct temporal conjunction you have learned. Number 1 has been done for you.</td></tr><tr><td colspan="12">Temporal conjunction exercises</td></tr></table>	≡	Unit 3										Overview			Activity			Reflection			Summary			←	12	13	14	15	16	17	→				🔍	Study the following explanation.												Temporal conjunctions												Based on the schedule in Activity 12, complete the sentences below with the correct temporal conjunction you have learned. Number 1 has been done for you.												Temporal conjunction exercises												It consists of temporal conjunctions explanation and 5 exercises.
≡	Unit 3																																																																																				
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Slide 95 Unit 3 – Reflection	<table><tr><td>≡</td><td colspan="5">Unit 3</td></tr><tr><td colspan="2">Overview</td><td colspan="2">Activity</td><td>Reflection</td><td>Summary</td></tr><tr><td colspan="6">Congratulations, you have finished Unit 3! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.</td></tr><tr><td colspan="6">After finishing this unit, I am confident that I am able to:</td></tr><tr><td colspan="6">Learning achievements</td></tr></table>	≡	Unit 3					Overview		Activity		Reflection	Summary	Congratulations, you have finished Unit 3! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.						After finishing this unit, I am confident that I am able to:						Learning achievements						It shows the unit reflection to check students understanding and achievement of the unit.												
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STORYBOARD EVALUATION

Slide 97 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Invitation</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Invitation</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Invitation				Instruction		Invitation		Multiple choice questions		It consists of 5 invitations and 10 multiple choice questions taken from <i>Ujian Nasional</i> .
≡	Unit													
Evaluation: Invitation														
Instruction														
Invitation														
Multiple choice questions														
Slide 98 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Email</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Email</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Email				Instruction		Email		Multiple choice questions		It consists of 4 emails and 10 multiple choice questions taken or adapted from <i>Ujian Nasional</i> .
≡	Unit													
Evaluation: Email														
Instruction														
Email														
Multiple choice questions														
Slide 99 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Text Message</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Text Message</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Text Message				Instruction		Text Message		Multiple choice questions		It consists of 6 text messages and 10 multiple choice questions taken or adapted from <i>Ujian Nasional</i> .
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Evaluation: Text Message														
Instruction														
Text Message														
Multiple choice questions														
Slide 100 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Recipe</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Recipe</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Recipe				Instruction		Recipe		Multiple choice questions		It consists of 3 recipes and 10 multiple choice questions taken from <i>Ujian Nasional</i> .
≡	Unit													
Evaluation: Recipe														
Instruction														
Recipe														
Multiple choice questions														
Slide 101 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Advertisement</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Advertisement</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Advertisement				Instruction		Advertisement		Multiple choice questions		It consists of 5 advertisements and 10 multiple choice questions taken from <i>Ujian Nasional</i> .
≡	Unit													
Evaluation: Advertisement														
Instruction														
Advertisement														
Multiple choice questions														
Slide 102 Unit – Evaluation	<table><tr><td>≡</td><td>Unit</td></tr><tr><td colspan="2">Evaluation: Schedule</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2">Instruction</td></tr><tr><td colspan="2">Schedule</td></tr><tr><td colspan="2">Multiple choice questions</td></tr></table>	≡	Unit	Evaluation: Schedule				Instruction		Schedule		Multiple choice questions		It consists of 5 schedules and 10 multiple choice questions taken from <i>Ujian Nasional</i> .
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Evaluation: Schedule														
Instruction														
Schedule														
Multiple choice questions														

APPENDIX 5

THE ARRANGEMENT OF THE MATERIALS

UNIT 1

Can you come to the meeting?

→ **Overview**

In this unit, you will learn about:

- 1) Invitation
- 2) Email
- 3) Simple Present Tense

After you have finished this unit, you are expected to be able to:

- 1) Recognize the written short functional texts related to your daily life in the form of invitations and emails.
- 2) Read the written short functional texts fluently with the correct pronunciations.
- 3) Identify the structure or components of the texts.
- 4) Determine the general or main idea of the texts.
- 5) Determine the social function or communicative goal of the texts.
- 6) Determine specific or implicit information within the texts.
- 7) Determine phrase reference or the meaning of words/phrases within the texts.
- 8) Use the simple present tense correctly.



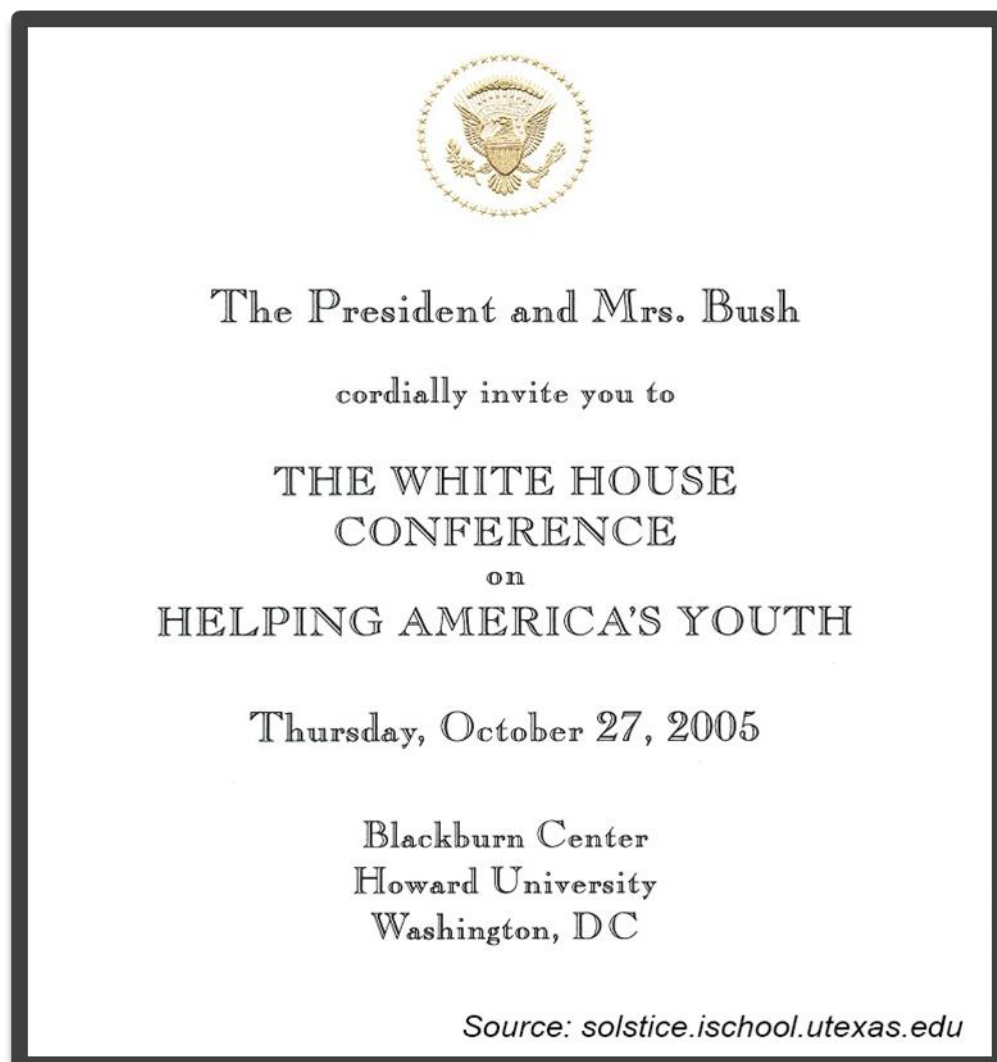
→ **Activity 1**

Study the following invitations. Then, answer the questions and keep the answers for yourself.

Invitation 1

Invitation 2

- 1. What are the texts about?
- 2. What is the difference between them?
Which one is formal and which one is more informal?
- 3. Have you ever sent or received one of these kinds of texts?



→ Activity 2

Below are some more examples of invitation. Put a tick mark (✓) on the invitations you have ever received.

Tap ▶ to listen how to pronounce the words correctly.

- ☐ ▶ Birthday invitation
- ☐ ▶ Meeting Invitation
- ☐ ▶ Wedding invitation
- ☐ ▶ Seminar invitation
- ☐ ▶ Conference invitation

- ☐ ▶ Party invitation
- ☐ ▶ Anniversary invitation
- ☐ ▶ Graduation invitation
- ☐ ▶ Reunion invitation
- ☐ ▶ New Year's Eve invitation

Now, classify the invitations into formal and informal invitations by dragging them into the correct group.

Formal Invitations

- | | |
|------------|----------------|
| Birthday | New Year's Eve |
| Meeting | Anniversary |
| Graduation | Wedding |
| Party | Conference |
| Reunion | Seminar |

Informal Invitations

Check answers **Clear**

→ Activity 3

Study the explanation of the Simple present tense.

Invitation usually uses the simple present tense. The simple present tense is used to state habitual action, a repeated or continuous action, general truth, and future events.

Formula: S + V1 (s/es)

You add –s/es to the verb if only the subject is singular. For example:

- The President of the United States** cordially **invites** you to the White House Conference on Helping American Youth.
- The President and Mrs. Bush** cordially **invite** you to the White House Conference on Helping American Youth.

Choose the correct verb by tapping one of the options for each sentence. Number 1 has been done for you.

1. The headmaster (postpone/**postpones**) the meeting until 3 p.m.
2. The guests (wear/wears) colourful dress tonight as the dress code.
3. The chairperson (start/starts) the meeting after all the invited guests are present.
4. Linda (ask/asks) Bertha and Eliana to do the English assignment together at her home.
5. The conference (run/runs) late because of the haywire discussion.
6. My brother (celebrate/celebrates) his graduation party at Hilltown Hotel.

Check answers

Clear



→ Activity 4

Read the following invitation. Then, complete the invitation by typing the correct words in the blank spaces using the provided options below. Number 1 has been done for you.

You are (1) **invited** to

Kim's 14th Birthday Party

on Saturday, March 1st

(2) _____ 4.00 pm

At Kim's House

(3) _____ us for cake & ice cream!

Lots of (4) _____ you will never (5) _____!

(Taken from English Language Learning Kit Year 8)

at	on	fun	join
forget	funny		invited

Check answers

Clear

→ Activity 5

Read the following invitation. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

One day, Riana received an invitation for his brother. He is an alumnus of SMPN 1 Kolombo, the school which Riana goes right now. Here is the invitation.



(Adapted from When English Rings the Bell for Grade VIII)

1. The invitation is sent to Mr. Sebastian Notonegoro.	T	
2. The reunion is held after 15 years of their graduation.	T	F
3. Besides reunion, there will be bazaar, games, and donation.	T	F
4. The reunion will take place in SMPN 1 Kolombo.	T	F
5. If Riana's brother would come, he should contact Miss Olive.	T	F

Clear

→ Activity 6
Study the following explanation of invitation.

INVITATION	
Definition	<p>Oxford Advanced Learner’s Dictionary describes invitation as a card or piece of paper used to invite somebody to something.</p> <p>Invitation is used to invite someone to attend an event or occasion like birthday party, wedding, ceremony, meeting, dinner, and so on.</p>
Types	<p>There are two types of invitation:</p> <ol style="list-style-type: none">1. Formal invitation<ul style="list-style-type: none">- It is used in company, public institution such as school or government office.- It uses formal language.2. Informal invitation<ul style="list-style-type: none">- It is used to invite friends or family to informal occasion such as birthday, wedding, New Year party, doing assignment, etc.- The language is more casual and personal.
Structure	<p>Commonly, invitation text has the following structure:</p> <ol style="list-style-type: none">1. Heading (usually used in formal invitation from a company, school, or government institution)2. Name of the guest or the invited person3. Greeting4. Content<ul style="list-style-type: none">- Date- Time- Place- Agenda/event5. Closing6. Name of the host or the inviter7. Additional information such as RSVP or dress code



→ Activity 7

Read the following invitation carefully. Then, answer the questions correctly.

TOGETHER WITH THEIR FAMILIES

Surya Suseno
&
Susy Susanti

REQUEST THE HONOR OF YOUR PRESENCE
AT THEIR WEDDING

SATURDAY
JUNE 25 2016
HALF PAST FOUR IN THE AFTERNOON

PENDOPO WISMA KAGAMA
UGM BOUVELARD BLOCK G-6, YOGYAKARTA

Dinner & dancing to follow

PLEASE SAY YOU'LL JOIN US

NAME(S) Bambang Atmojo

☒ JOYFULLY ACCEPTS

☐ REGRETFULLY DECLINES

Adapted from: www.etsy.com

- The invitation tells us about
 - wedding invitation
 - dinner invitation
 - dancing invitation
 - birthday invitation
- The wedding will be held at
 - 3.30 am
 - 4.30 am
 - 3.30 pm
 - 4.30 pm
- Besides wedding, there will be
 - traditional dance
 - dinner and dancing
 - standing party
 - live music
- Based on the RSVP, Mr. Bambang Atmojo
 - is able to come to the wedding
 - is unable to come to the wedding
 - maybe will come to the wedding
 - did not reply the RSVP

Check answers

Clear

What is RSVP?

What is RSVP?



R.S.V.P. stands for a French phrase, "répondez, s'il vous plaît," which means "please reply." In the other words, when you received an invitation and there is a RSVP on it, the sender asked you whether you want to come or not. You should contact the RSVP number and confirm your attendance (along with how many guests will come).

Why should I confirm I would come or not?

For hosts who are planning a dinner party, a wedding or a reception, this is important, because they need to know how many people to count on and how much food and drink to buy.

(Adapted from <http://people.howstuffworks.com/question450.htm>)

→ Activity 8

Read the following invitation. Then, complete the invitation by typing the correct options into the provided spaces. Number 1 has been done for you.

Students Council SMP N 1 Kolombo Jalan Kolombo 7, Yogyakarta		
No	: 004/OSIS/II/16	Yogyakarta, January 20, 2016
Attachment	:-	
Subject	: Preparation for Fieldtrip	
To:	[1] All Captains & Secretary of Class 8A to G	
We invite you to attend our meeting that will be held on:		
Date	: [2]	
Time	: [3]	
Place	: [4]	
Agenda	: [5]	
Because of the importance of this meeting, we are expecting you to attend the meeting on time.		
Thank you.		
Johan Lucky		
Chairperson		
<input type="checkbox"/> Student Council Room	<input type="checkbox"/> 1.00 p.m. – 3.00 p.m.	<input type="checkbox"/> Saturday, January 23, 2016
[1] All Captains & Secretary of Class 8A to G		<input type="checkbox"/> Fieldtrip preparation and Committee making

Check answers

Clear

→ Activity 9

Match the following words related to invitation by tapping the words first then the correct synonyms.

Tap ► to listen how to pronounce the words correctly.

►	sender	►
►	recipient	►
►	greeting	►
►	place	►
►	agenda	►

◀	►	invitee
◀	►	inviter
◀	►	occasion
◀	►	salutation
◀	►	venue

Clear



→ Activity 10

Read the following case carefully.

Reina, as the secretary of the Students Council of her school, is asked by the President of the Students Council to make an invitation. It is addressed to All Class Captains and Secretary from Grade 7 to 9. The invitation is from Students Council of SMPN 72 Yogyakarta. The meeting will discuss the preparation for School Anniversary which falls on March 25. The meeting will be held on the last Saturday of February 2016, at 1 p.m. It will take place in Class 9A room. The invitation must be sent a week before the meeting. Coming late is not permitted since this meeting is very important.

Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.

.....	Students Council SMPN 72 YOGYAKARTA	.....	Thank you.
.....	To: All Class Captains & Secretary Grade 7, 8 & 9		
.....	Chairperson, Alexia Amartha	Secretary Reina Candeva	..... Day/date: Saturday, Feb 26, 2016 Time: 1 p.m. Place: Class 9A Room
.....	The Students Council of SMPN 72 Yk invites you to join the meeting on:		

.....	Yogyakarta, February 20, 2016	.....	Agenda: The School Anniversary Preparation
.....	Because of the importance of this meeting, please come on time.		

Check answers

Clear



→ Activity 11

Did you know?

Besides using written invitation, we can also invite people to attend something using the spoken invitation. You can call the people or talk to them directly. Below are some expressions used to invite someone directly through spoken invitation. Pay attention to the bold phrases.

Let's join the English Club!	More polite ↓
Let's go camping at Pok Tunggal Beach!	
I'd like to invite you to my birthday party.	
Can you drop by my house after school to do our homework?	
Would you like to go to Mr. Kharisma's house?	
I wonder if you would like to come to my brother's wedding party.	

The table below contains the expressions you can use to accept or decline the invitation from someone else.

Accepting Invitation	Declining Invitation
<ul style="list-style-type: none"> ▪ All right. ▪ I'd love to. ▪ I'd be happy/glad to accept. ▪ Yes, I'd be delighted to. ▪ Yes, that would be nice. 	<ul style="list-style-type: none"> ▪ Sorry, I ▪ I am sorry, I can't. ▪ I'd like to, but ▪ I am afraid I can't. ▪ No, let's not do it. ▪ I'd like to, but I can't. ▪ I'm afraid I'm busy.

(Adapted from: Detik-Detik Ujian Nasional Bahasa Inggris)



→ Time Out

The following sentence contains seven identical words in a row and still makes sense.

"It is true for all that that that that that that that refers to is not the same that that that that refers to."

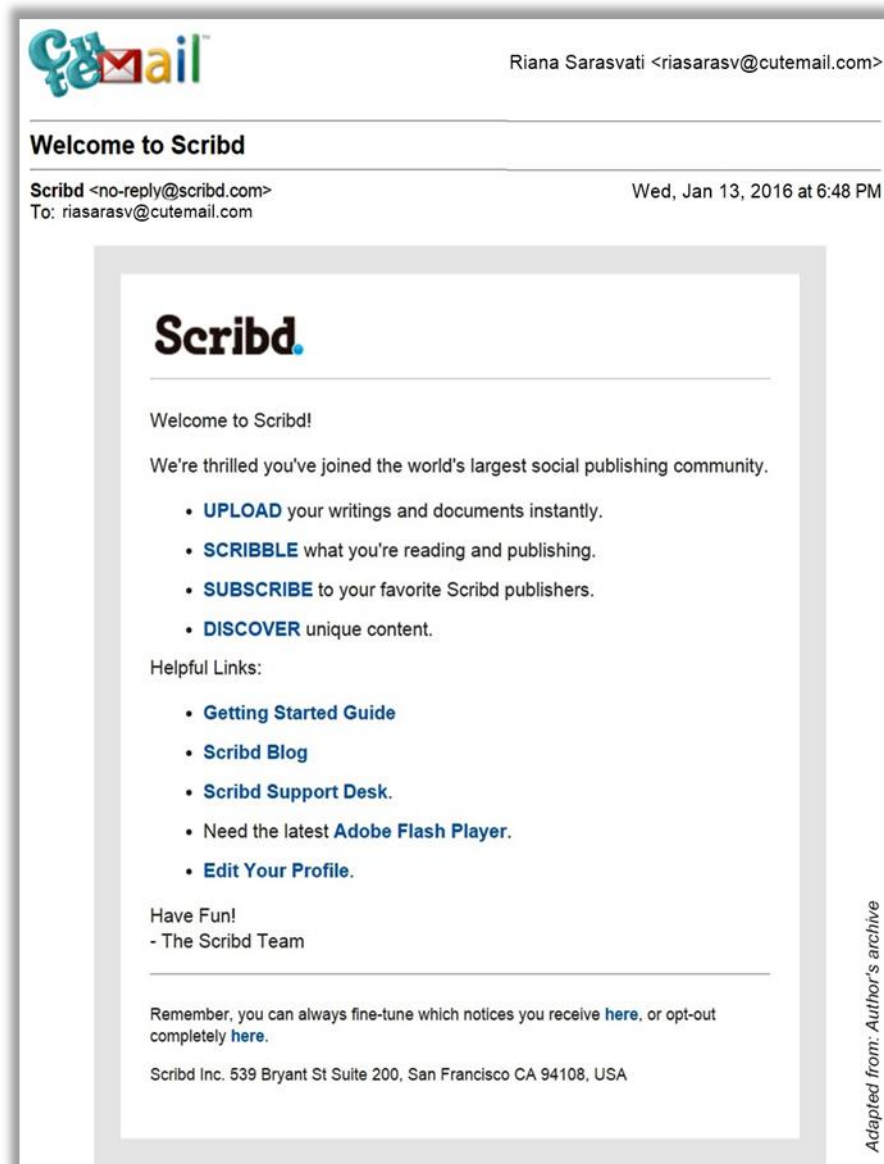
Meaning:

It is true for all that, that that "that" which that "that" refers to is not the same "that" which that "that" refers to.

(Source: <https://www.englishclub.com/interesting-facts/>)

→ Activity 12

Read the following email carefully. Then, answer the questions and keep the answers for yourself.



1. Have you ever received or sent one?
2. If you ever sent or received one, what was the content of it?
3. How many emails are in your inbox now?
Are they mostly spams or real emails?

→ Activity 13

Based on Activity 12, tick the words related to email. An example has been shown for you.

Tap ► to listen how to pronounce the words correctly.

<input type="checkbox"/> ► envelope	<input type="checkbox"/> ► subject
<input checked="" type="checkbox"/> ► attachment ✓	<input type="checkbox"/> ► carbon copy
<input type="checkbox"/> ► email address	<input type="checkbox"/> ► postal address
<input type="checkbox"/> ► postage stamp	<input type="checkbox"/> ► spam

Check answers **Clear**

→ Activity 14

Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences aloud once you have finished. Number 1 has been done for you.

1. In email, filling the **subject** is important for the reader to indicate what the content is.
2. To send an email, someone needs to have an _____ first.
3. _____ mail is a kind of emails sent to people who never asked for it.
4. If you want to send an email to more than one recipient, you can use _____.
5. Besides sending a text, email can also be used to send pictures, documents, and other files through _____.

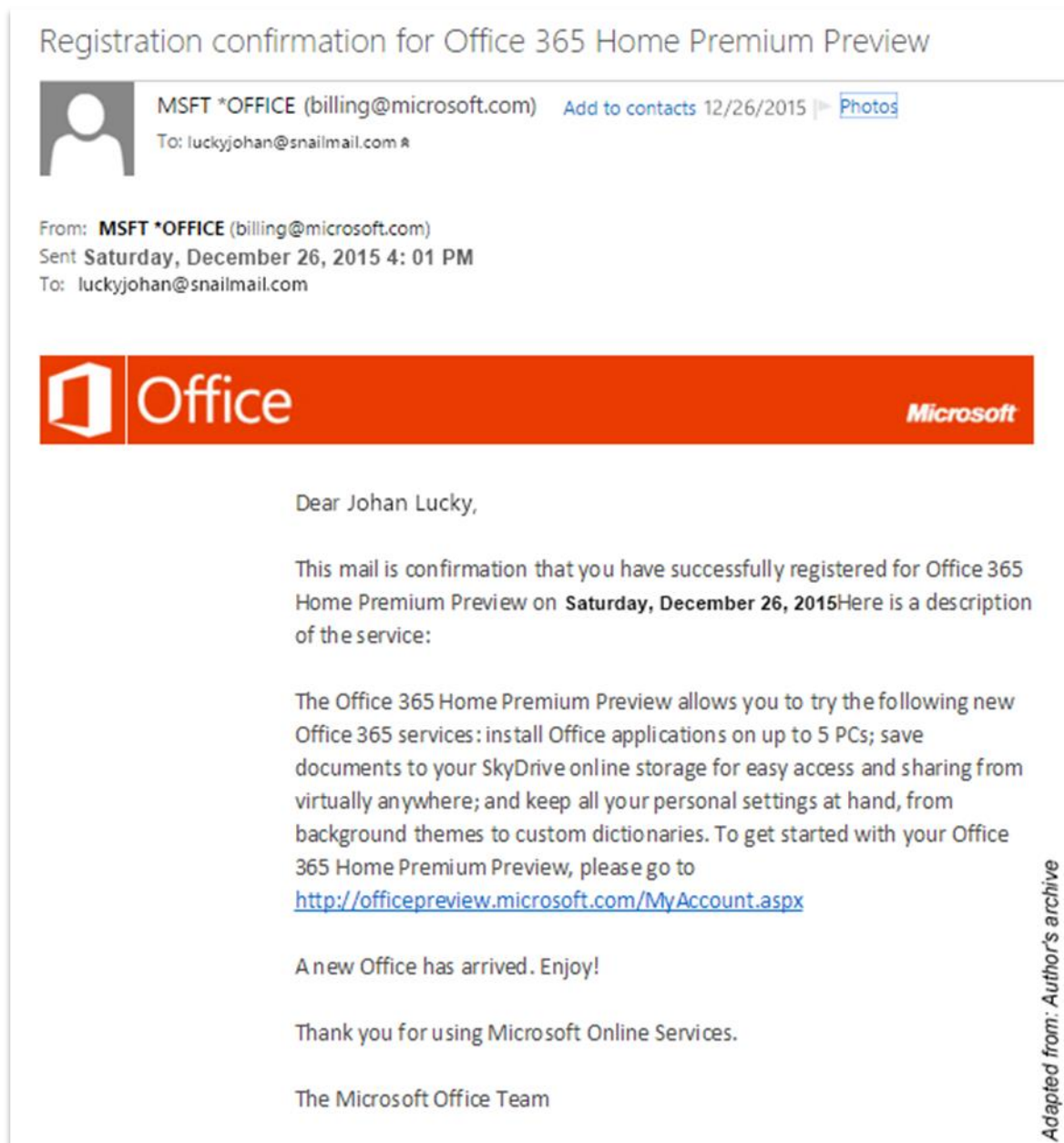
attachment	email address	carbon copy	spam	subject
------------	---------------	-------------	------	---------

Check answers **Clear**



→ Activity 15

Read the following email again and answer the questions correctly. Number 1 has been done for you.



1. The email is about
 - a. a registration confirmation
 - b. a billing information
 - c. an offer from Microsoft
 - d. a job application on Microsoft
2. The recipient of the email is
 - a. Microsoft
 - b. billing@microsoft.com
 - c. Microsoft Office
 - d. luckyjohan@snailmail.com

3. Based on the email, we can install Office applications on up to
 - a. 1 PC
 - b. 2 PCs
 - c. 4 PCs
 - d. 5 PCs
4. We can also get the following features, **except**
 - a. saving document to SkyDrive Online
 - b. accessing our documents online from anywhere
 - c. sharing our documents virtually from anywhere
 - d. enjoying free 365 days of online services

Check answers

Clear

→ Activity 16

Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

Hello from England

From: Deshinta@yahoo.com

To: Hanna@iamyours.com

Date: Fri, 17 May 2015 09:18:14 +0700

Hi Hanna, how are you? I haven't heard from you for a long time.

I've just arrived in England. The weather is cold here. It snows every day. Luckily I brought a coat and jacket with me, thanks for your advice.

By the way, how is the weather in our country? Is it in the middle of summer or rainy season? Is it hot or wet? You have to tell me about the weather in our country when you reply to my e-mail, OK?

Hope to hear from you soon.

Deshinta

(Adapted from: English In Focus for Grade VIII)

1. The sender of the email is Deshinta.
2. Deshinta had arrived in England since long time ago.
3. Deshinta bought a new coat and jacket in England as suggested by Hanna.
4. In England, the weather is cold because the snow falls every day.
5. Hanna is expected to tell the weather condition in Indonesia when she replies to Deshinta's email.

T

T

F

T

F

T

F

T

F

Clear

→ Activity 17

Study the following explanation of email.

EMAIL	
Definition	Email is derived from electronic mail. According to Oxford Advanced Learner's Dictionary, email is a way of sending messages and data to other people through computers connected together in a network. Nowadays, you can also send email through your mobile phone, as long as you are connected to the Internet.
Structure	<p>Email has the similar structure to a handwritten letter. The structure generally consists of:</p> <ol style="list-style-type: none"> 1. Heading (sender, recipient, date and time, subject) 2. Greeting 3. Body 4. Closing 5. Sender's full/nick name

How do I address people when I send them email?

When you send an email or invitation to someone, pay attention to his or her title. Study the following explanation.

Mr.	is for	man (both married or single).
Mrs.	is for	woman (married).
Miss	is for	woman (single).
Ms.	is for	unknown marital status.

And then followed by nick name:

Dear Mr. Haryanto

Dear Ms. Riana

Dear Mrs. Vanessa

If you do not know his/her nickname, use the following salutation:

Dear Sir,

Dear Madam,

Dear Sir or Madam,

To whom it may concern (if you do not know their sex, male or female)

(Adapted from <http://www.ef.co.id/englishfirst/englishstudy/courses/menulissuratresmidalambahasainggrisbagian1.aspx> and http://www.kuliahbahasainggris.com/cara_mudah_menulis_surat_email_dalam_bahasa_inggris/)



→ Activity 18

Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.

Hello Diana 😊

From: bayu.sutiono@mymail.co.id

To: ladydianarose@gmail.com

Date: January 29, 2016 at 06:51 pm

Hello, Diana. How are you? It's been 5 years since you moved to Jogja and our daughter, Siska, really missed you.

Anyway, I need your help. My wife and I plan to visit Jogja at the end of February by plane. We would like to see Ramayana Ballet in Prambanan since we have never seen one. Can you give us a hand?

We'd like to know the schedule of Ramayana Ballet for February and March if available. And the ticket price or contact info if any. I'd like to book a ticket for you to watch Ramayana Ballet with us if you don't mind. Siska will also come with us.

We are waiting for your reply soon. Thank you.

Bayu

1. The sender of the email is
 - a. Diana
 - b. Mr. Bayu
 - c. Mrs. Bayu
 - d. Siska
2. When does Mr. Bayu plan to visit Jogja?
 - a. At the end of January.
 - b. In the beginning of February.
 - c. At the end of February.
 - d. At the end of March.
3. Mr. Bayu needs a help from Diana to get him the information about, **except**
 - a. how to go to Prambanan
 - b. Ramayana Ballet ticket price
 - c. the schedule of Ramayana Ballet
 - d. the ticket for flight to Prambanan
4. "We also want to know the schedule " (Paragraph 3)
The underlined word refers to
 - a. Diana
 - b. Mr. Bayu
 - c. Mr. Bayu and his wife
 - d. Mr. Bayu, his wife, and their daughter

Check answers

Clear

→ Activity 19

Read the email below carefully. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.


Mr. Haryo B. Lukito <hblukito@smpn1kolombo.sch.id>

[Reminder] Queen's University Belfast Information Session

British Council Indonesia <information@britishcouncil.or.id>
Reply-To: information@britishcouncil.or.id
To: Mr. Haryo B. Lukito <hblukito@smpn1kolombo.sch.id>

Fri, Jan 22, 2016 at 2: 20 PM

Is this email displaying properly?
If not, read it in your browser in [English](#)



Indonesia

**QUEEN'S UNIVERSITY BELFAST
INFORMATION SESSION**

Queen's University Belfast, top 1% globally and a prestigious Russell Group institution, invites you to attend an information session. Hear from world-leading academics from Engineering, Life Sciences and Arts & Humanities and find out about our scholarships for 2016 intake.

Learn more about world-class education at Queen's: www.qub.ac.uk

KEY UK RANKINGS:

Ranked 8th in the UK for research intensity, Queen's has 25 subjects in the UK top 20, including Accounting & Finance (3) and Pharmacy (2). Queen's is on LPDP list of approved UK institutions.

Come and meet our academic team from:
Queens University Management School, Law School, School of Education, School of Chemistry and Chemical Engineering, School of Pharmacy.

DAY & DATE : Monday, 25 January 2016
TIME : 3 - 5pm
VENUE : Chil In Café, STC Senayan
Ground Floor no. 29
Jl. Asia Afrika, Jakarta Pusat



HOTLINE : 021 (5793 6386)

RSVP Needed : bit.ly/QUBSUN

www.qub.ac.uk

Adapted from: Author's archive

- | | | |
|---|---|---|
| 1. The email is about Queen's University Belfast information session. | T | F |
| 2. The session will be held in January 22, 2016. | T | F |
| 3. It will last for 2 hours, from 3 to 5 pm. | T | F |
| 4. The session will be held at Main Hall of Queen's University Belfast. | T | F |
| 5. Queen's University Belfast is ranked 8 th for research intensity in UK. | T | F |
| 6. The recipient can book a seat by calling the hotline 021 57936386. | T | F |

Clear

→ Activity 20

Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend.

Tap ► to listen how to pronounce the words correctly.

t-h-a-t-c-a-t-m-e-n	►		a document that you send somebody using email
c-r-o-p-c-o-y-b-a-n	►		used on emails to show that a copy is being sent to another person
c-o-i-n-m-e-t-o	►		a short set of keyboard symbols that represents the expression on somebody's face, used in email, etc.
f-o-r-d-w-a-r	►		to send or pass information on the email to somebody
b-o-x-i-n	►		the place on a computer where new email messages are shown

Check answers

Clear



→ Activity 21

Read the following case carefully.

In Activity 18, Diana received an email from her childhood neighbour, Mr. Bayu. In his email, Mr. Bayu wants to go to Ramayana Ballet with his wife and their daughter, Siska. He needs the information on Ramayana Ballet's schedule, ticket price, and contact info.

Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply-email.

.....	Dear, Mr. and Mrs. Bayu, and Siska.	.....	To: bayu.sutiono@mymail.co.id
.....	I'd suggest you to watch indoor theatre Trimutri since it is still in rainy season.		
.....	I'm fine. It's really been long time, Sir. I want to meet Siska too. I really miss her.		
.....	Ticket prices: special class IDR 275K, first class IDR 200K, second class IDR 125K.		
.....	You can call the information center at +62 274 496 208 / 497 771.		
.....	The possible schedule for February: 20, 23, 25, 27 or March: 1, 3, 4, 8, 10.		
.....	That's all I can get. Hope to see you soon, Sir. See you in Jogja.		

Check answers

Clear

Based on the email you have just arranged, answer the following questions correctly.

1. The email is sent for
 - a. Diana
 - b. Mr. Bayu
 - c. Mr. and Mrs. Bayu
 - d. Siska

2. The nearest schedule of Ramayana Ballet to end of February is
 - a. February 24, 2016
 - b. February 26, 2016
 - c. February 27, 2016
 - d. February 29, 2016

3. The cheapest ticket for indoor theatre is for category
 - a. VIP Class
 - b. Special Class
 - c. Second Class
 - d. First Class

4. If Mr. Bayu, his wife, Siska, Gladia, and Diana are going to see Ramayana Ballet and book a ticket in First Class category, they would spend
 - a. IDR 125.000
 - b. IDR 200.000
 - c. IDR 475.000
 - d. IDR 800.000

[Check answers](#)[Clear](#)

→ Activity 22

Did you know?

Email is very similar to handwritten letter sent through post office or mail, or also called "snail mail". In fact, email which stands for electronic mail can be said as the electronic version of the handwritten letter. Both of email and letter sent through mail almost

have the same structure. However, although sending letters using conventional mail is slowly decreasing, letters still have fans.

According to an article on CNN (edition.cnn.com/2010/LIVING/05/27/letters.irpt/), some people said that letter is a way to express thoughts and feelings on something which can be touched, smelled, and felt. There are excitement and thrill when they receive and open a personal letter. So, when did the last time you receive or write a letter?



→ Extra Time

Which letter of the alphabet has the most water?

The C.

Why did the man throw the butter out the window?

Because he wanted to see butterfly.

Why did the chicken cross the road?

To get to the other side.

Why did the boy bury his flashlight?

Because the batteries died.

(Source: <http://www.funenglishgames.com/funstuff.html>)

→ Reflection

Congratulations, you have finished **Unit 1!** To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

<input type="checkbox"/>	Recognize the written short functional texts related to my daily life in the form of invitations and emails.
<input type="checkbox"/>	Read the written short functional texts fluently with the correct pronunciations.
<input type="checkbox"/>	Identify the structure or components of the texts.
<input type="checkbox"/>	Determine the general or main idea of the texts.
<input type="checkbox"/>	Determine the social function or communicative goal of the texts.
<input type="checkbox"/>	Determine specific or implicit information within the texts.
<input type="checkbox"/>	Determine phrase reference or the meaning of words/phrases within the texts.
<input type="checkbox"/>	Use the simple present tense correctly.

→ Summary

In this unit, you have learned about:

1) Invitation

Invitation is a card or piece of paper that you use to invite somebody to something such as birthday parties, weddings, ceremonies, meetings, dinners, and so on.

→ **Two types of invitation:** formal invitation (used in companies, public institutions) and Informal invitation (used to invite friends, family, or close relation).

→ **The structure:** the guest, greeting, content (date, time, place, event/agenda), closing, the host, additional information (RSVP or dress code)

2) Email

Email is a way of sending messages and data to other people through computers connected together in a network.

→ **The structure generally:** heading (from, to, date, subject), greeting, body, closing, sender's name

3) Simple Present Tense

It is used to state habitual action, a repeated or continuous action, general truth, and future events.

→ **Formula:** S + V1 (s/es)

UNIT 2
Please reply this message ASAP!

→ **Overview**

In this unit, you will learn about:

- 1) Text Message
- 2) Recipe
- 3) Pronouns
- 4) Action Verbs

After you have finished this unit, you are expected to be able to:

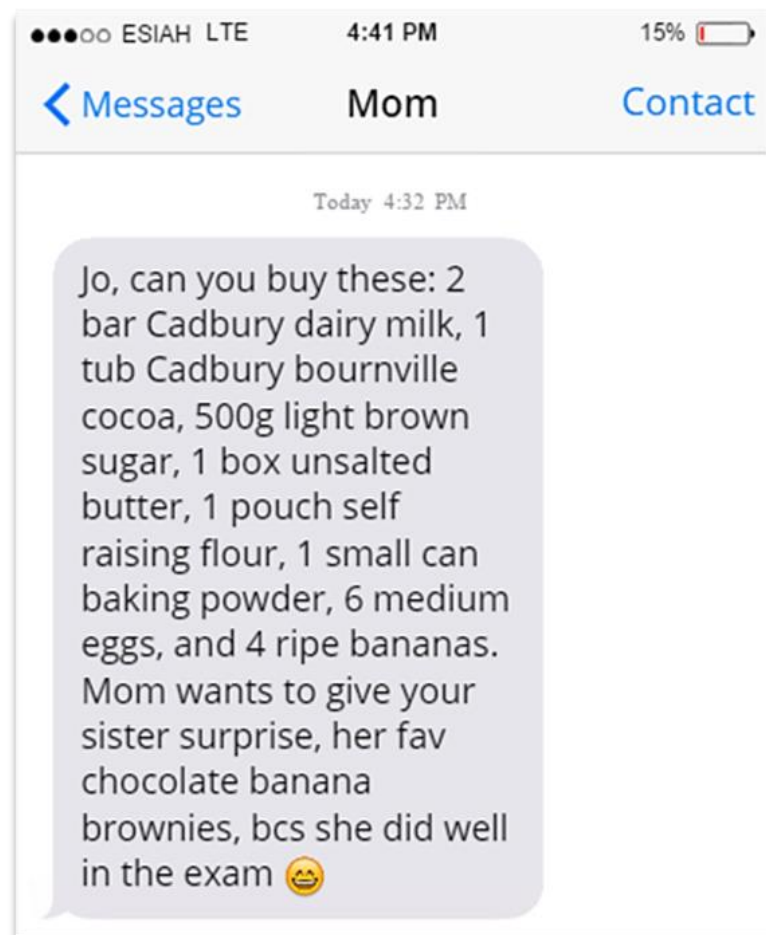
- 1) Recognize the written short functional texts related to your daily life in the form of text messages and recipes.
- 2) Read the written short functional texts fluently with the correct pronunciations.
- 3) Identify the structure or components of the texts.
- 4) Determine the general or main idea of the texts.
- 5) Determine the social function or communicative goal of the texts.
- 6) Determine specific or implicit information within the texts.
- 7) Determine phrase reference or the meaning of words/phrases within the texts.
- 8) Identify and use pronouns correctly.
- 9) Identify and use action verbs correctly.



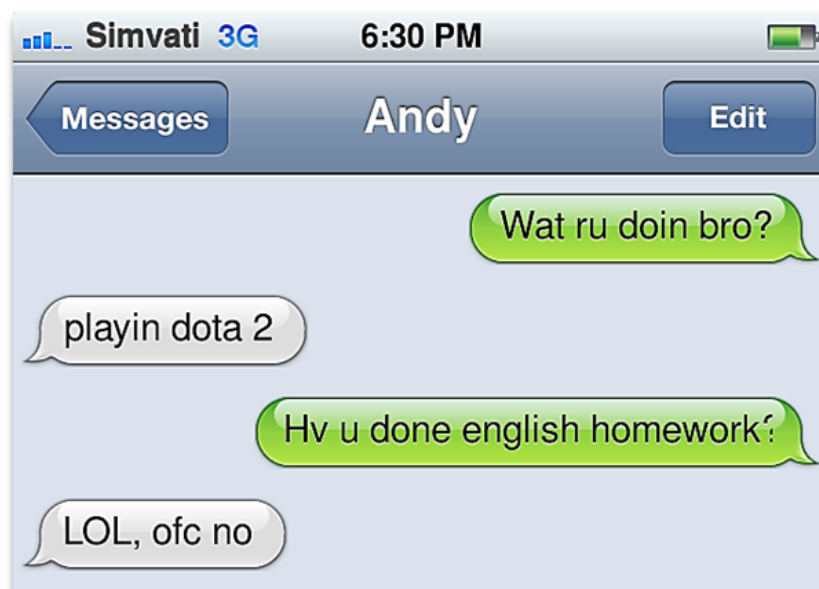
→ **Activity 1**

Study the following text messages. Then, answer the questions and keep the answers for yourself.

Have you ever received a message like this one from your mother?



Or a conversation like this one with your friend, maybe?



1. How many text messages do you send or receive in one day?
2. To whom do you usually send or from whom do you receive text messages?
3. What do you usually write in text messages?

→ Activity 2

Find and tick the words related to text message below. An example has been shown for you.

☒ sender

☐ online

☐ sticker

☐ voice note

☐ recipient

☐ reply

☐ message

☐ video call

☐ phone number

Check answers

Clear

→ Activity 3

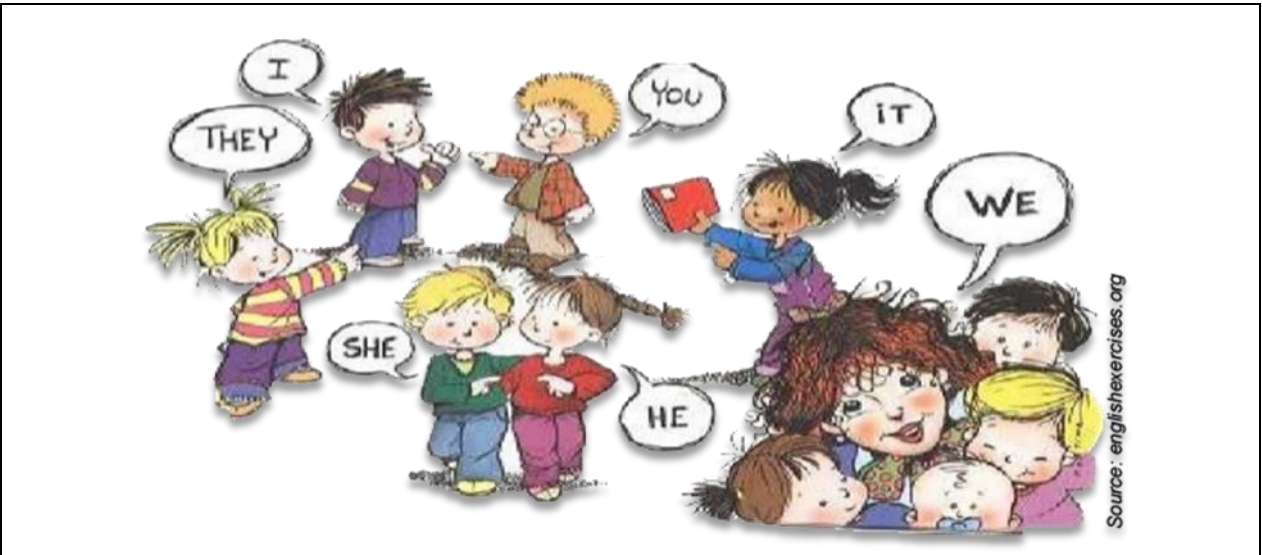
Study the following explanation.

"Jo, can you buy these"

The underlined word in the sentence above is an example of pronoun.

What are pronouns? Pronouns are words used to substitute nouns in order to avoid repetition. They refer to both people and objects.

Take a look at the following pronouns table.



Number	Subject Pronouns	Object Pronouns	References
Singular	I	me	Yourself
	you	you	Another person
	he	him	A man

	she	her	A woman
	it	it	A thing
Plural	we	us	Yourself and other people
	they	them	Other people (more than one)

Examples

Pronoun as subject:

1. **Mr. Brown** does not come to teach the class today. **He** is ill.
2. **Dani and I** are in the library. **We** are looking for Math books.

Pronoun as object:

1. Today is **Sinta's** birthday. Dania gives **her** a special gift.
2. **Hanif and Hanim** are twins. Their parents really love **them**.

Fill the box before each sentence with the correct pronoun. Once you have done, read each sentence aloud. Number 1 has been done for you as an example.

He	1. <u>Anwari</u> is a junior high school student.
	2. <u>Diana</u> is the first female Students Council president in her school.
	3. <u>Johan and Lelya</u> are not in the classroom.
	4. <u>Elan and I</u> always study together.
	5. <u>The cat</u> is sleeping on the table.
	6. Bondan is having a meeting with <u>Miss Cantika</u> in the library.
	7. I ride <u>my bicycle</u> to school.
	8. I always meet <u>Leonardo</u> at the bus-stop.

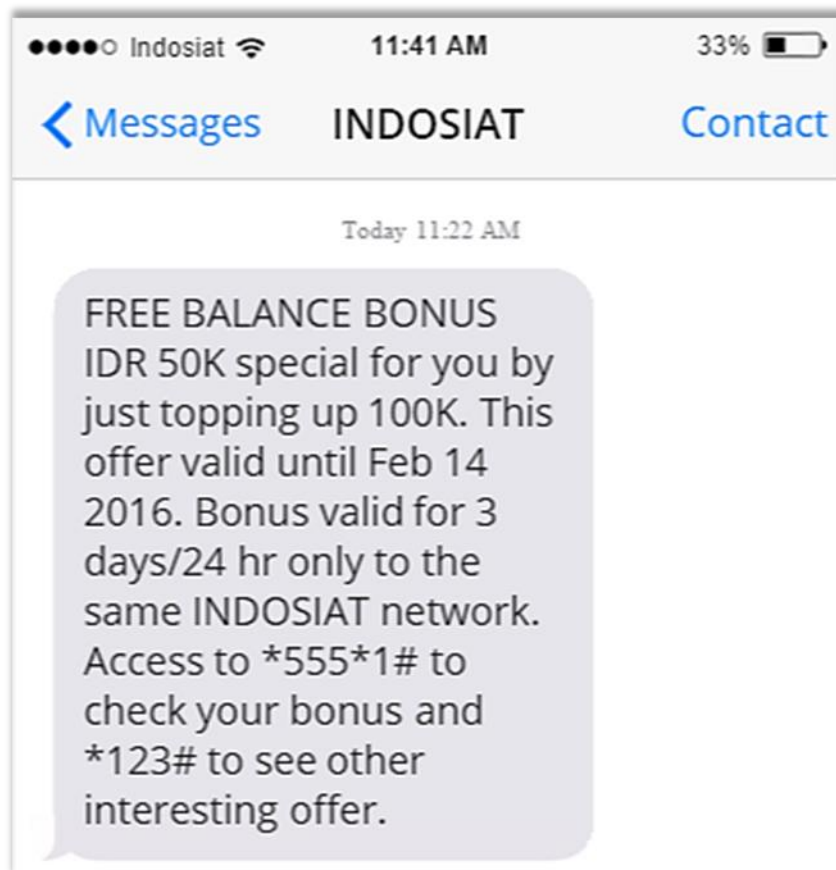
Check answers

Clear



→ Activity 4

Read the following text message. Then complete the sentences with the correct answers. Number 1 has been done for you.



1. The sender of the message is **INDOSIAT**
2. The message is sent at
3. The message contains
4. To get the bonus, first you need to refill your balance
5. The bonus is valid for

11:14 AM	INDOSIAT		11:13 AM	100 K	
an offer	50 K	11:13 AM	3 days	Feb 14, 2016	

[Check answers](#)
[Clear](#)

→ Activity 5

Match the following words related to text messages by tapping the words first then the correct definitions.

Tap ► to listen how to pronounce the words correctly.

► Sender ►	◀ 1) a situation in which a message is yet to send because of the network problem
► Recipient ►	◀ 2) an answer or message sent by the recipient of a message
► Reply ►	◀ 3) a person who receives a message
► Content ►	◀ 4) the information or other materials contained in a message
► Pending ►	◀ 5) a person who sends a message

Check answers

Clear

→ Activity 6

Learn the explanation of text message.

TEXT MESSAGE	
Definition	Oxford Advanced Learner's Dictionary defines text message as a written message sent using a mobile/cell phone. In this situation, the sender cannot communicate directly with the receiver so he/she sends a text message.
Goals	<ul style="list-style-type: none"> - Send a message/information to someone - To communicate in brief
Structure	<ol style="list-style-type: none"> 1. Sender (name/phone number) 2. Recipient 3. Time and date 4. Message/content/information



→ Activity 7

Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.

One day, Andy received a message stating that he just won a prize. However, Andy never entered or joined any event. Moreover, the sender was using a normal phone number, not provider's name just like he received those ads or offers.



1. The message is sent by
 - a. Esiah
 - b. +62 666 023.....
 - c. Esiah Poin Vaganza
 - d. Official Info
2. The message above tells us about
 - a. the recipient's balance top up
 - b. Esiah Poin Vaganza lottery
 - c. the recipient just won IDR 100 billion
 - d. the winning PIN
3. "...., you need to claim it at our"

The underlined word refers to

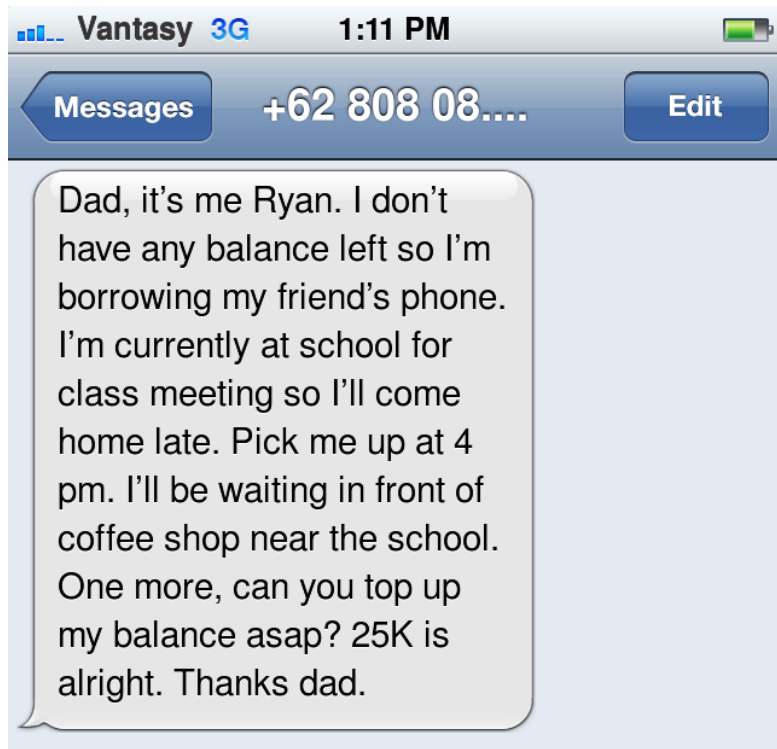
 - a. balance top up
 - b. winning PIN
 - c. the prize
 - d. IDR 100 billion
4. If you are the recipient of this message, you should
 - a. claim the prize right away without any suspicion
 - b. tell my parents
 - c. tell my friends
 - d. ignore the message since it is fake

Check answers

Clear

→ Activity 8

Read the following message carefully.



Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.

1. Ryan borrows phone from his friend to send his dad a message.	T	F
2. Ryan cannot send his dad a message because he lost his phone.	T	F
3. Ryan will come home late because he still has a class meeting.	T	F
4. Ryan asked his dad to pick him up at 5 p.m.	T	F
5. Ryan will be waiting in front of his school while having a cup of coffee.	T	F

Check answers

Clear

→ Activity 9

Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.

K	.....
C	see
B4	before
BRB	.....
FYI	.....

IKR	I know right
L8R	.....
LOL	laughing out loud
ASAP	as soon as possible
TYSO	.....

GR8 great

YGTBKM

Adapted from: *Interchange Student's Book 1*,
Daily Mail Online (<http://www.dailymail.co.uk/news/article-2656924/>),
ECEnglish (<http://www.ecenglish.com/learnenglish/lessons/sms-english-text-speak-a-z>)

later	thank you so much	for your information
You've got to be kidding me	okay	I will be right back

Check answers

Clear



→ Activity 10

Read the following case carefully.

Davina as the secretary of Student Organization, was asked by Johan, the President of Student Organization, to notify every member of the Student Organization in their school to attend a monthly meeting through text message. The agenda is the preparation for Independence Day Cup and Carnival.

Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud.

....	Reply this message to confirm your attendance.	....	Please come on time.
....	Time: 1:30 pm	....	Regards, Student Organization
....	Agenda: Preparation for IDCC 2016	....	Day/date: Sat, Feb 20, 2016
....	Place: Student Organization Room A	....	Please attend our monthly meeting on:
....		....	To: All members of Student Organization

Check answers

Clear

Based on the message you have just arranged, answer the following questions correctly.

- The message is sent by
 - Johan
 - Davina
 - IDCC Committee
 - Student Organization Committee

2. The message is sent for
 - a. Davina
 - b. Johan
 - c. IDCC Committee
 - d. All Student Organization Members

3. The meeting will be held on ... at
 - e. Feb 15, 2016 7:30 p.m.
 - f. Feb 15, 2016 7:44 p.m.
 - g. Feb 20, 2016 1:30 p.m.
 - h. Feb 20, 2016 7:30 p.m.

4. From the message above, it can be concluded that ...
 - e. the meeting will be held in Student Hall A.
 - f. the recipients did not have to confirm if they want to come to the meeting.
 - g. there will be a prize for those who comes first.
 - h. there will be a punishment for those who come late.

Check answers

Clear



→ Activity 11

Did you know?

There are other ways to send information or to inform something to someone if you cannot send a text message. If you are in an organization, say OSIS, you can leave a message using a formal way through a **memorandum**, or memo. Or, to make it more personal, for example to your friends, parents, family, or someone close to you, just leave a **short message** or a **note** in a piece of paper.



→ Time Out

If you were to write out every number name in full (one, two, three, four, and so on), you wouldn't use a single letter B until you reached one billion.

Want to prove? Start counting then!

(Source: http://www.huffingtonpost.com/paul-anthony-jones/66-facts-you-may-not-have_b_5508623.html)

→ Activity 12

Read the following message again. Then, answer the questions and keep the answers for yourself.



You still remember about this message, right? This message contains a shopping list, which is also one kind of short functional texts. It contains a list of ingredients to make something based on a recipe.

- ✓ How many items does Johan need to buy?
- ✓ Where do you think Johan will get those items?
- ✓ What is going to be made based on those lists?

→ Activity 13

Look at the following pictures. Tick the pictures which are needed to be bought based on the shopping list in Activity 12. An example has been shown for you.



Check answers

Clear

→ Activity 14

You have completed the shopping list which contains the ingredients needed to make Chocolate & Banana Brownies.

Now, read the recipe of Chocolate & Banana Brownies below.

Chocolate & Banana Brownies

Necessaries:

- ☐ 175 g Cadbury Dairy Milk, broken into pieces
- ☐ 2 tbsp Cadbury Bournville Cocoa
- ☐ 200 g Light Brown Sugar
- ☐ 175 g unsalted butter, diced
- ☐ 100 g self-raising flour
- ☐ 1 tbsp baking powder
- ☐ 3 Medium eggs, beaten
- ☐ 2 medium ripe banana, mashed



Preparation:

1. Preheat oven to 180°C, gas mark 4. Grease and line a 30x20cm Swiss roll tin with baking parchment.
2. Melt the sugar, chocolate and butter in a bowl over a pan of simmering water. When melted, remove from the heat and mix well to combine the melted

ingredients.

3. Sift the flour cocoa and baking powder into a bowl.
4. Add the chocolate mix, eggs and bananas and stir well to combine.
5. Pour into the tin and push the mixture into the edges. Bake for 25-30 minutes until just firm in the centre.
6. Cool in the tin, then turn out and cut into 24 pieces.

(Source: <http://recipes.cadbury.co.uk/HomeCategory/RecipeDetails?r=47203>)

In the recipe, you see this verb:

Preheat oven to 180° C, ...

The word "preheat" is an example of an action verb.

What is action verb?

Action verb is a word that shows what someone or something is doing. For example

- Cesar and his mother cook dinner.
- Julia reads Harry Potter and the Goblet of fire.
- The cat scratches the leg of the table in the dining room.

Identify the verbs which are used in the recipe of Chocolate & Banana Brownies.

Tick the verbs you have found in the table below. An example has been done for you.

<input checked="" type="checkbox"/> preheat	<input type="checkbox"/> remove	<input type="checkbox"/> stir	<input type="checkbox"/> cool
<input type="checkbox"/> grease	<input type="checkbox"/> mix	<input type="checkbox"/> pour	<input type="checkbox"/> turn out
<input type="checkbox"/> line	<input type="checkbox"/> sift	<input type="checkbox"/> push	<input type="checkbox"/> cut
<input type="checkbox"/> melt	<input type="checkbox"/> add	<input type="checkbox"/> bake	

Clear

◆◆◆

→ Activity 15

Read the following recipe. Then complete the recipe with the correct verbs provided below. Number 1 has been done for you.

WINGKO BABAT RECIPE

Ingredients:

500 g glutinous rice flour
3 eggs (separated)
3 cups desiccated coconut

2 cups castor sugar
2 cups Coconut milk
Vanilla essence

Steps:

1. **Beat** the egg whites and sugar until thick and creamy.
2. _____ the coconut milk.
3. _____ the flour, coconut and vanilla fold in until well mixed.
4. _____ into a greased baking tin.
5. _____ the egg yolks and _____ over the top of the cake mixture.
6. _____ in 200° Celsius oven until done and golden brown.

(Adapted from:

http://www.yummly.com/recipe/external/Wingko-Babat-Cake_-_Wingko-Babat_-_Indonesian-Recipes-896258)

add	bake	beat	add	pour	beat	pour
-----	------	------	-----	------	------	------

Check answers
Clear

→ Activity 16


Learn the explanation of recipe.

RECIPE	
Definition	Oxford Advanced Learner's Dictionary describes recipe as a set of instructions that tells you how to cook something and the ingredients (items of food) you need for it.
Goal	To give detailed instructions/directions to create or make something
Structure	<ol style="list-style-type: none"> 1. The recipe name/title 2. Ingredients 3. Preparation instruction (the steps) 4. Additional information (serving, preparation time, cooking time)

◆◆◆

→ Activity 17

Read the following recipe carefully.

ES CENDOL RECIPE	
<p>Serves: 4 Preparation time: 50 minutes Cooking time: 5 minutes Ready in: 55 minutes</p> <p>Ingredients for cendol:</p> <ul style="list-style-type: none"> ▪ 125 gr / 4½ oz rice flour ▪ 50 gr / 2 oz sago flour ▪ 75 cc / 2½ oz pandan leaves water (boil water with pandan leaves until it has green color) ▪ 450 cc / 15 oz water ▪ salt as needed 	 <p>Source: budparbarjarnegara.com</p>

Other ingredients for cendol:

- 200 gr / 7 oz palm sugar, boil with 125 cc / 4 oz of water until it dissolves. Strain the palm sugar water and boil again. Set your cendol aside.
- 500 cc / 17 oz coconut milk. Boil and set aside to cool.
- 1 can of jackfruit in syrup, cut into small bite - sized pieces (optional)

Instructions:

1. Mix rice flour and sago flour, then mix it with some of the water.
2. Boil the rest of the water, add green pandan leaves, water and salt.
3. Put the flour mixtures into the boiled water.
4. Stir well and cook until it thickens (paste - like).
5. Drain with special cendol strainer (usually the strainer has round holes), so when we press the cendol mixture it will go out of the strainer as roundish short cendol.
6. Put these cendol directly into a bowl with water and ice in it.
7. Cendol will be solid and then drain them again. Set aside.

Serving:

- ✓ Put some cendol into a tall glass, pour palm sugar syrup and coconut milk (separate layers).
- ✓ You can add shaved ice or just ice cubes. You can also add some jackfruit to your cendol, cut into small cubes.

(Source: <http://www.belindo.com/indonesia/indonesian-recipes/beverages/es-cendol/183>)

Based on the recipe you have read, state whether the following statements are True (T) or False (F). You can do it with your friend.

1. There are 6 ingredients needed to make the cendol.	T	F
2. We need to boil the water with pandan leaves first until it turns black.	T	F
3. After the rest of water is boiled, you should add green lettuce leaves.	T	F
4. We need to stir the flour mixtures until it thickens like a paste.	T	F
5. We can add shaved ice or ice cubes with some jackfruit to our cendol.	T	F

Clear

→ Activity 18

Do you know what “tbsp” stands for? Study the following list of abbreviations which are usually found in recipe. Then, match the abbreviations by tapping the abbreviations first then the correct longer form. You can do it with your friend.

Tap ► to listen how to pronounce the words correctly.

tbsp	► litre
tsp	► millilitre
oz	► cubic centimetre
l	► teaspoon
ml	► gram
g	► tablespoon
cc	► ounce

Clear

→ Activity 19

Read the following recipe. Answer the questions by choosing the correct answers.

YOGYAKARTA JACKFRUIT STEW RECIPE (GUDEG)

Prep time: 30 mins

Cook time: 5 hours

Total time: 5 hours 30 mins

Serves: 8

Ingredients:

- 6 bay leaves
- 3 kaffir lime leaves
- 1 inch galangal, bruised
- 2 lemongrass, bruised and knotted
- 1 tea bag of black tea (optional)
- 75 gram palm sugar
- 1½ teaspoon salt
- 500 gram young jackfruit, cut into bite size pieces
- 1 liter coconut milk
- 4 hard-boiled eggs (optional)

Grind the following into spice paste:

- 50 gram shallots
- 4 cloves garlic
- 8 candlenuts
- 1 teaspoon coriander seeds



Source: dailycookingquest.com

Instructions

1. Place bay leaves, lime leaves, galangal, lemongrass, tea bag, salt, palm sugar, and spice paste into a soup pot. If you have a clay-pot big enough to cook this, it will be even better.
2. Add jackfruit into the pot. Pour coconut milk into the pot, making sure that everything is submerged, bring to a boil.
3. Reduce heat, add hard boiled eggs (if using), and simmer on the lowest heat setting possible until all liquid is fully absorbed by the jackfruit and eggs. Stir every 30 minutes or so. This process should take about 4 to 5 hours.
4. Turn off heat, adjust seasoning as needed, some people really like their gudeg to be on the sweet side. Remove all the leaves. Transfer to a serving plate and serve warm or at room temperature.

(Source: <http://dailycookingquest.com/by-category/side-dish/gudeg-jogja-yogyakarta-jackfruit-stew>)

1. The recipe will be made for ... people.
 - a. 5
 - b. 6
 - c. 8
 - d. 30
2. The total time to make *gudeg* is
 - a. 30 mins
 - b. 5 hours
 - c. 5 hours 30 mins
 - d. 8 hours
3. Which ingredient needs to be cut into bite size pieces?
 - a. Bay leaves.
 - b. Palm sugar.
 - c. Young jackfruit.
 - d. Hard-boiled eggs.
4. It will be even better if we cook the ingredients of *gudeg* in
 - a. teapot
 - b. clay-pot
 - c. coffee pot
 - d. flowerpot
5. It is best to serve gudeg in a serving plate while
 - a. hot and spicy
 - b. cold and sweet
 - c. warm and salty
 - d. warm at room temperature

Check answers

Clear

→ Activity 20

You have learned about the action verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.

Tap ► to listen how to pronounce the words correctly.

► beat ►	◀ 1) to rub any thick oily substance or fat on something
► drain ►	◀ 2) to make something become liquid as a result of heating
► grease ►	◀ 3) to make a liquid or other substance flow from a container in a continuous stream, especially by holding the container at an angle
► melt ►	◀ 4) to mix something with short quick movements with a fork, etc
► pour ►	◀ 5) to make something empty or dry by removing all the liquid from it
► preheat ►	◀ 6) to cook something by keeping it almost at boiling point
► serve ►	◀ 7) to move a liquid or substance around, using a spoon or something similar, in order to mix it thoroughly
► sift ►	◀ 8) to heat an oven to a particular temperature before you put food in it to cook
► simmer ►	◀ 9) to give somebody food or drink, for example at a restaurant or during a meal
► stir ►	◀ 10) sift something to put flour or some other fine substance through a sieve / sifter

Check answers

Clear



→ Activity 21

Read the following case carefully.

Reina's dad wants to give her daughter a reward because she has helped him to clean and sort his office documents. Therefore, he wants to make a surprise for her by making her favourite snacks, chocolate banana sushi. It is a healthy delicious treat to share with family. The ingredients needed are: bread slices, bananas, honey, white sugar not brown sugar, and Nutella.

Help Reina’s dad in making this special Chocolate Banana Sushi. First, choose the ingredients needed by ticking the box of each correct picture.



Check answers **Clear**

After all the ingredients are ready, help Reina’s dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.

...	Cover the banana roll in honey or golden syrup.	...	Place the banana along one length of the bread and roll.
...	First, cut the edges off the bread.	...	Slice, serve and enjoy!
...	Fourth, cut the ends off the banana.	...	Then, spread the Nutella or peanut butter all over the bread.
...	Finished! You can eat them using chopsticks.	...	Sprinkle the sugar over the bread slice.

Check answers **Clear**



→ Activity 22

Did you know?

A recipe is closely related to procedure text. Both texts have the similar function which is to help readers to do or make something. For example, if you want to make a handmade stuffed doll, you will need several items as “the ingredients” and then you follow the steps one by one just like in a recipe. Can you mention some procedure texts you have known?

How to be a Superman:



→ Extra Time

How many letters are there in the English alphabet?

There are 18: 3 in 'the', 7 in 'English' and 8 in 'alphabet'.

What begins with T, ends with T, and has T in it?

A teapot.

Why do birds fly south for the winter?

Because it's too far to walk.

What goes up slowly and comes down quickly?

An elephant in a lift.

(Source: <http://www.funenglishgames.com/funstuff.html>)

→ **Reflection**

Congratulations, you have finished **Unit 2**! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

<input type="checkbox"/>	Recognize the written short functional texts related to my daily life in the form of text messages and recipes.
<input type="checkbox"/>	Read the written short functional texts fluently with the correct pronunciations.
<input type="checkbox"/>	Identify the structure or components of the texts.
<input type="checkbox"/>	Determine the general or main idea of the texts.
<input type="checkbox"/>	Determine the social function or communicative goal of the texts.

<input type="checkbox"/>	Determine specific or implicit information within the texts.
<input type="checkbox"/>	Determine phrase reference or the meaning of words/phrases within the texts.
<input type="checkbox"/>	Identify and use pronouns correctly.
<input type="checkbox"/>	Identify and use action verbs correctly.

→ Summary

In this unit, you have learned about:

1) Text Message

Text message is written message sent using a mobile/cell phone.

→ **Goals:** to send message or information, to communicate in brief

→ **Structure:** Sender, recipient, time and date, and the message

2) Recipe

Recipe is set of instructions that tells you how to cook something and the ingredients you need for it.

→ **Goal:** to give detailed instructions or directions

→ **Structure:** recipe's name, ingredients, steps, additional information

3) Pronouns

Pronouns are words which used to substitute nouns in order to avoid repetition. They refer to both people and objects.

→ **Example:** Mrs. Fox does not come to teach the class today. She is ill.

("Mrs. Fox" can be changed to subject pronoun "she")

4) Action Verb

Action verb is a word that shows what someone or something is doing.

→ **Examples:**

Cesar reads the autobiography of Sir Alex Ferguson.

Rinda cut the chocolate brownies into ten pieces.

UNIT 3

Buy 1, Get 1 Free!

→ Overview

In this unit, you will learn about:

- 1) Advertisement
- 2) Schedule
- 3) Adjectives
- 4) Temporal conjunctions

After you have finished this unit, you are expected to be able to:

- 1) Recognize the written short functional texts related to your daily life in the form of advertisements and schedules.
- 2) Read the written short functional texts fluently with the correct pronunciations.
- 3) Identify the structure or components of the texts.
- 4) Determine the general or main idea of the texts.
- 5) Determine the social function or communicative goal of the texts.
- 6) Determine specific or implicit information within the texts.
- 7) Determine phrase reference or the meaning of words/phrases within the texts.
- 8) Identify and use adjectives correctly.
- 9) Identify and use temporal conjunctions correctly.



→ Activity 1

Watch the following advertisement video. Then, answer the questions and keep the answers for yourself.

Lisa is interested to buy a new smartphone. One day, she saw an advertisement which had taken her interest and made her want to buy the advertised smartphone.

Tap to play ▶ **Sony Xperia C4 Dual Slim commercial**

(Source: <https://www.youtube.com/watch?v=o2GJAyhKcmA>)

1. What is the video about?
2. Where do you usually see this kind of video?
3. Are you interested in buying the product after watching the video just like Lisa?

→ Activity 2

Based on the video in Activity 1, identify the adjectives used. You can replay the video and write the adjectives on a piece of paper if necessary.

Then, tick the adjectives you have found in the provided table below. An example has been done for you.

Tap ▶ to listen how to pronounce the words correctly.

<input checked="" type="checkbox"/> ▶ anti-scratch	<input type="checkbox"/> ▶ smart	<input type="checkbox"/> ▶ creative	<input type="checkbox"/> ▶ sensational
<input type="checkbox"/> ▶ crisp	<input type="checkbox"/> ▶ social	<input type="checkbox"/> ▶ main	<input type="checkbox"/> ▶ large
<input type="checkbox"/> ▶ elegant	<input type="checkbox"/> ▶ best	<input type="checkbox"/> ▶ extraordinary	<input type="checkbox"/> ▶ superior
<input type="checkbox"/> ▶ ultra slim	<input type="checkbox"/> ▶ unique	<input type="checkbox"/> ▶ amazing	

Clear

What is adjective?

Adjective: Adjective is a word used to describe a person or thing. For example **big** house, **best** car, **smart** student.

→ Activity 3

Complete the following sentences by typing the correct adjectives into the provided spaces. Number 1 has been done for you.

1. This mascara, is the best mascara you can get compared to other products.
2. My new camera took _____ pictures which I love so much.
3. The dress will make you look _____ and stylish.
4. The speakers have _____ sound that will make you feel like in theater while watching movies.
5. The new Galaxus tablet is very _____ with its dual-camera at the back side.

amazing	best	creative	elegant	extraordinary	sensational	unique
---------	------	----------	---------	---------------	-------------	--------

Check answers

Clear



→ Activity 4

Read the following advertisement and answer the questions correctly. Number 1 has been done for you.

Urgently Needed
English & Japanese Teacher

- Male/Female, maximum 30 years old
- S1 in Education
- Fresh graduate with teaching experience preferred
- Full-time
- Has personal vehicle

Send your CV or walk in interview at
SMPN 1 Kolombo
Jalan Kolombo 41 Yogyakarta
Phone 0274-5552061

Valid until February 3rd, 2016

1. The text is about
 - a. a job vacancy in English Education Department
 - b. a job vacancy of English and Japanese teachers for a 30 years old male
 - c. a job vacancy of English and Japanese teachers for a 30 years old female
 - d. **a job vacancy of English and Japanese teachers maximum 30 years old male/female** ✓
2. The following are the requirements of the job, **except**
 - a. male/female, more than 30 years old
 - b. S1 in education
 - c. fresh graduate
 - d. having personal vehicle
3. You can apply the job by
 - a. sending a CV
 - b. phone Interview
 - c. email Interview
 - d. skype interview
4. The word "maximum" is the opposite of
 - a. maximal
 - b. maximize
 - c. minimize
 - d. minimum

Check answers

Clear

→ Activity 5

Read the following advertisement and answer the questions correctly.

LIPPO PLAZA
JOGJA

Choco Candy Fest

18-27 DEC '15
on Ground Floor

Chocolate Cooking Demo
19, 21, 23 & 25 Dec 15,
3 - 5 PM

Chocolate Talkshow
Sat, 26 Dec 15,
11 AM - 1 PM

Kids Colouring Competition
Sun, 27 Dec 15,
1 - 6 PM

Participants :
Artemy Italian Gelato | Cinema Bakery | Chocodot | Fantasy Lolipop | Coklat Ndalem
And Many More....

(Source: <http://twitter.com/lippoplazajogja>)

- The following are the participants of the Choco Candy Fest mentioned in the advertisement above, **except**
 - Coklat Madam
 - Chocodot
 - Fantasy Lolipop
 - Artemy Italian Gelato
- The Choco Candy Fest will last for
 - 9 days
 - 10 days
 - 15 days
 - 18 days
- The kids can join the Kids Colouring Competition on
 - 18 December 2015
 - 21 December 2015
 - 25 December 2015
 - 27 December 2015

4. There will be a demo on cooking chocolate on
- 18 December 2015
 - 21 December 2015
 - 24 December 2015
 - 27 December 2015

Check answers

Clear

→ Activity 6

Study the following explanation of advertisement.

ADVERTISEMENT	
Definition	<p>Advertisement is defined by Oxford Advanced Learner's Dictionary as a notice, picture or film telling people about a product, job or service.</p> <p>It might contain a combination of picture and set of words, slogan, or a short film, used to persuade people to buy a product, use a service, and give information about a job that is available or about an event that is going to happen.</p> <p>Advertisement can also be called as ads or simply ad.</p>
Goals	<ul style="list-style-type: none"> ✓ to promote/advertise/offer a product or service ✓ to persuade people to buy a product or use a service
Type	<ol style="list-style-type: none"> 1. Spoken ads → using radio, or telephone 2. Written ads → newspaper, magazine, tabloid, pamphlet 3. Visual ads → TV, internet, ad board,



→ Activity 7

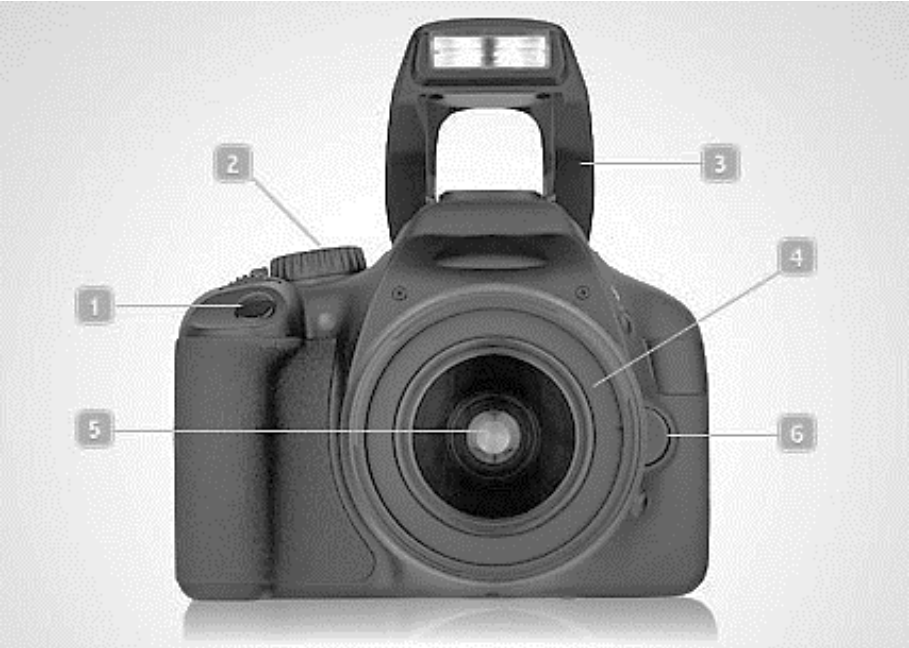
Watch the following video advertisement of a DSLR camera. Pay attention to the content. Then, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you.

**Tap to
play**

▶ **Nikon D5300 product video**

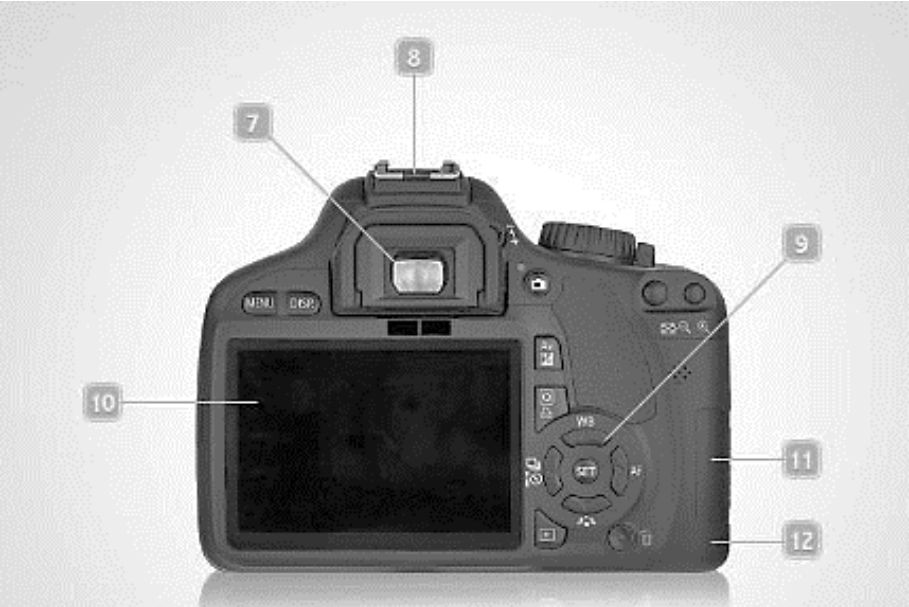
(Source: <https://www.youtube.com/watch?v=Kc1rcGDxVSM>)

Tap ► to listen how to pronounce the words correctly



- | | | |
|-----------------|--------------------|--------------------|
| ... ► Mode dial | ... ► Camera Lens | 1 ► Shutter Button |
| ... ► Aperture | ... ► Lens Release | ... ► Pup-up flash |

Clear answers



- | | | |
|----------------------|-------------------------------|------------------|
| ... ► Storage | ... ► Battery | ... ► Viewfinder |
| ... ► Control Button | ... ► Hot shoe external flash | ... ► LCD Screen |

Check answers Clear

→ Activity 8

Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.

1. The camera being advertised is Nikon D3300.	T	F
2. It is available in 4 colours: black, silver, red, and gold.	T	F
3. The camera has a wireless connection and built-in GPS.	T	F
4. It can record 4K videos and has mono microphone to record the sound.	T	F
5. It has vari-angle 1037k dot high resolution monitor with touchscreen.	T	F

[Check answers](#)
[Clear](#)

→ Activity 9

You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life.

Match the advertisements by tapping the words first then their correct definitions.

You can do it with your friend.

Tap ► to listen how to pronounce the words correctly.

► TV Commercial	1. ads which target audience who listen to a particular station
► Newspaper/magazine ads	2. ads which directly sent to customers with a select audience
► Billboard ads	3. ads which use signs on the road or at sports stadium
► Email/direct mail ads	4. ads which placed in particular sections of a page, can be national or local
► Radio ads	5. promotion of products and service using colour, action, sound and sight
► Text messages	6. a celebrity or famous person paid to promote products or use services
► Internet pop-ups	7. a promotion with a real time audience but have a limited number of characters in the text
► Flyers	8. they can impact a viewer but can be annoying, intrusive and crash your PC/smartphone
► Sponsorship	9. small paper printed with information which handed out to customers face to face

▶ Endorsement

10. companies funding events or competition in return for recognition of brand or products

(Adapted from: <http://ieltsliz.com/advertising-vocabulary-and-pronunciation/>)

Check answers

Clear

◆◆◆


→ Activity 10

Read the following case and solve the problem.

Isyana is asked by his brother to design an advertisement of his action camera rent service. The rent service's name is Gudang Kamera Jogja. The design is described as follows.

At the top, of course the rent service's name. There are 3 types of action cameras for rent they offer, GoPro Hero 3+, Hero 4 Black and Hero 4 Silver. The main highlight is the Hero 4 Silver, which will be showed in the ads just below the rent service's name. The rent charge starts from IDR 125.000 per day. All include memory card 32 GB, 3 pcs of battery plus charger, bag, monopod, and housing. The customer can call +62 899 500 500 or add PIN 224BG67G.

Based on the case you have read, arrange the advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud.

.....	More info: +62 899 500 500 / PIN 224BG67G	
.....	Start from IDR 125K/day		
.....	GoPro Hero 3+, Hero 4 Black/Silver		
.....	OPEN RENT | Gudang Kamera Jogja		
.....	All include: microSD 32GB, battery 3 pcs, charger, bag, monopod, & housing.		
			Hero 4 Silver

Check answers

Clear

Based on the advertisement you have just arranged, answer the following questions correctly.

1. The purpose of the advertisement is
 - a. to promote a camera rent service
 - b. to persuade people to buy GoPro
 - c. to offer people to buy cheap GoPro
 - d. to amuse people with the features of GoPro

2. There are ... GoPro cameras offered by Reina's brother camera rent.
 - a. one
 - b. two
 - c. three
 - d. four

3. Based on the ads, the highlighted camera is
 - a. GoPro Hero 3+
 - b. GoPro Hero Black
 - c. GoPro Hero Silver
 - d. GoPro Hero 4+

4. The following items is included if a customer rent a camera, **except**
 - a. microSD 23 GB
 - b. monopod
 - c. battery 3 pcs
 - d. charger

Check answers

Clear



→ Activity 11

Did you know?

If you see a resemblance of a product or brand within a movie, it is called **covert advertising**. Phone makers, car makers, sportswear companies, or beverages company often put their products in the movie.

Meanwhile, if you saw advertising in cars, buses, or taxis, it is called **transit advertising**. These kinds of ads are sometimes even put in train or planes.



→ Time Out

Ever heard the popular tongue-twister

► ***"She sells seashells on the seashore."***

or

► ***"How much wood would a woodchuck chuck if a woodchuck could chuck wood?"***

Now test your friends, ask them to say

► ***"The sixth sick sheik's sixth sheep's sick"***.

It is known to be the toughest tongue –twister in English language according to the Guinness Book of World Records.

(Adapted from: <http://www.makemegenius.com/cool-facts/interesting-facts-about-english-language>)

→ Activity 12

Study the following schedule. Then, answer the questions but keep the answer for yourself.

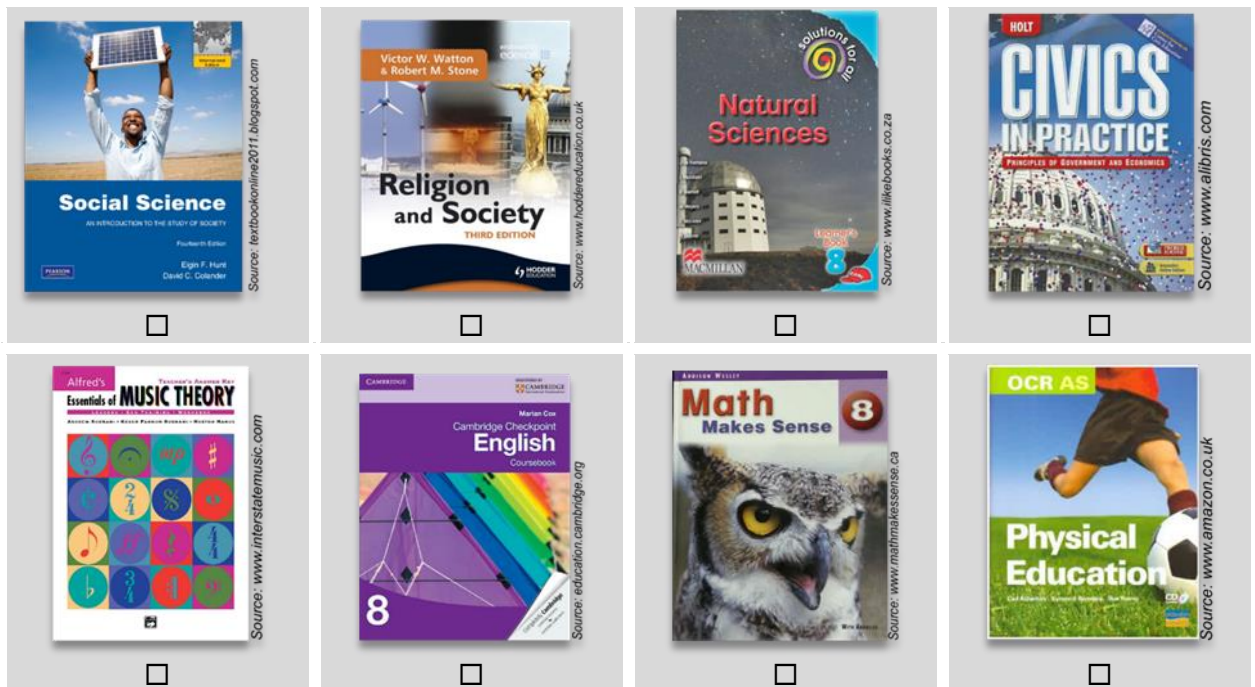
Every Monday to Saturday, Citra checks the lesson schedule to make sure she brings the correct textbook for today's lesson. Take a look at Citra's lesson schedule.

Period		Monday	Tuesday	Wednesday
1	07:00 – 07:45	Ceremony	Physical Education	English
2	07:45 – 08:30	Mathematics		Social Science
3	08:30 – 09:15			
	09:15 – 09:30	Break		
4	09:30 – 10.15	Javanese	Music & Arts	Civics
5	10.15 – 11:00			
6	11:00 – 11:45	Counseling		
	11:45 – 12:00	Break		
7	12:00 – 12:45	Soft Skills	English	Natural Science
8	12:45 – 13:30			
Period		Thursday	Friday	Saturday
1	07:00 – 07:45	Mathematics	Indonesian	Religion Education
2	07:45 – 08:30			
3	08:30 – 09:15			
	09:15 – 09:30	Break		
4	09:30 – 10.15	Indonesian	Natural Science	Social Science
5	10.15 – 11:00			
6	11:00 – 11:45	English	-	
	11:45 – 12:00	Break		
7	12:00 – 12:45	IT	-	Scout
8	12:45 – 13:30		-	

1. Do you happen to see or to have this kind of schedule just like Citra's?
2. Where do you usually place your lesson schedule?
3. Can you mention other kinds of schedule which you usually find?

→ Activity 13

Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.



Check answers

Clear

→ Activity 14

Study the following explanation.

*We will have Physical Education **after** Indonesian class.*

Do you know that the sentence above contains a temporal conjunction? What is meant by temporal conjunction?

Temporal conjunction is a word that connects two parts of a sentence to express the time order of events. For example after, before, next, now, then, until, while, and etc.

Usage examples:

- ✓ **After** the ceremony, we will have Mathematics with Mrs. Siska.
- ✓ On Tuesday, **before** the last period we will have an English quiz.

Based on the schedule in Activity 12, complete the sentences below with the correct temporal conjunctions you have learned. Number 1 has been done for you.

1. On Monday, Citra will have Mathematics **after** the ceremony.
2. _____ the first break, Citra will have Javanese. _____, she will have Counseling.
3. On Tuesday, from the first period _____ the last period, Citra will have 3 subjects.
4. Citra will have 2 periods of Indonesian on Thursday, _____ on Friday she will have 3 periods.
5. Right now is 10 a.m. on Saturday, so _____ Citra still have Social Science class.
6. _____ going home, Citra will have Scout activities starting at 12 p.m.

after	after	before	now	then	until	while
-------	--------------	---------------	------------	-------------	--------------	--------------

Check answers **Clear**



→ Activity 15

Study the following schedule carefully. Then, answer the questions correctly.

Number 1 has been done for you.

Tegar is an 8th grade student in one of private schools in Yogyakarta. He lives in a dormitory. Here is his daily schedule for Wednesday.

PELANGI PUTERA DORMITORY	
06:00 – 06:30 am	Get up, make the bed, have a bath
06:30 – 06:45 am	Breakfast time
06:45 – 07:00 am	Prepare for school
07:00 – 09:15 am	Session I
09:15 – 09:30 am	Break
09:30 – 12:30 pm	Session II
12:30 – 01:00 pm	Lunch time
01:00 – 01:30 pm	Free time
01:30 – 03:00 pm	Take a nap
03:00 – 04:30 pm	Sports
04:30 – 06:00 pm	Personal activities
06:00 – 07:00 pm	Study I
07:00 – 07:30 pm	Dinner time
07:30 – 09:00 pm	Study II
09:00 pm	Go to sleep

(Adapted from English on Sky SMP Book 2 for Year VIII)

1. Based on the schedule, Tegar only have ... to eat his breakfast.
 - a. 10 minutes
 - b. **15 minutes** ✓
 - c. 20 minutes
 - d. 30 minutes
2. How many meals a day does Tegar have?
 - a. 2 meals
 - b. 3 meals
 - c. 4 meals
 - d. 5 meals
3. Excluding break, Tegar is studying at school for
 - a. 4 hours 45 mins
 - b. 5 hours 15 mins
 - c. 5 hours 30 mins
 - d. 5 hours 45 mins
4. At 07:30 pm, Tegar is
 - a. watching TV
 - b. starting his dinner
 - c. starting his study session II
 - d. playing games
5. If at Tuesday night Tegar went to sleep at 9:30 pm, how long did he sleep until Wednesday morning?
 - a. 8 hours.
 - b. 8 hours 30 mins.
 - c. 9 hours.
 - d. 9 hours 30 mins.

Check answers

Clear

→ Activity 16

Read the following schedule. State whether the statements are True (T) or False (F). Number 1 has been done for you.

RUNDOWN OF THE 7 TH INTERNATIONAL KAMPOENG JAZZ		
M A I N S T A G E :		L O U N G E S T A G E :
15.00	SALTY SUGAR	12.30 CHAKRABORTY
15.30	MOCCA AND FRIENDS	13.00 MEP TRIO
16.30	ADHITIA SOFYAN	13.30 BELL BOTTOM
18.00	BABENDJO SAUNG	14.00 DADUNG AND FRIENDS
	MANG UDJO	14.30 REB
18.55	SYAHARANI AND	15.20 BEBEN JAZZ AND FRIENDS
	QUEENFIREWORKS-ESQ:EF	16.00 DRIED CASSAVA
19.40	G-PLUCK BEATLES	17.00 THE BANDOS
20.40	KAHITNA	18.00 BLOTY MAMA
21.40	GIGI JAZZ PROJECT	19.00 YURA
22.50	BONDAX	20.00 ENDAH AND RHESA
		21.00 JIZUE



(Source: kampoengjazz.net)

1. There are two main stages for the Kampoeng Jazz.	T	
2. The earliest show time for Kampoeng Jazz is at the main stage.	T	F
3. Total 21 artists will perform on the 7 th International Kampoeng Jazz.	T	F
4. In the main stage, 10 artists will perform.	T	F
5. Endah and Rhesa will perform on lounge stage after Yura.	T	F

Check answers

Clear

→ Activity 17











Learn the explanation of schedule.

SCHEDULE		
Definition	According to Oxford Advanced Learner's Dictionary, schedule is a list showing the times at which particular events will happen.	
Goals	<ul style="list-style-type: none"> ✓ To remind you ✓ To show information 	
Examples	<ul style="list-style-type: none"> ▪ Lesson schedule ▪ Itinerary ▪ Flight/bus/train schedule 	<ul style="list-style-type: none"> ▪ Show time ▪ Event rundown ▪ Movie schedule

◆◆◆

→ Activity 18

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.

Flight	Destination	Time	Gate	Remark
 RI 173	PEKANBARU	16:35	00	DELAYED 19:30
 AK 1321	KUALA LUMPUR	17:20	01	DELAYED 17:45
 JT 274	LOMBOK	17:40	00	CHECK IN OPEN
 JT 551	JAKARTA	17:40	00	CHECK IN OPEN
 RI 345	JAKARTA	18:00	00	CHECK IN OPEN
 TR 2215	SINGAPORE	18:01	01	TO WAITING ROOM
 GA 215	JAKARTA	18:20	00	CHECK IN OPEN
 JT 555	JAKARTA	18:50	00	
 JT 664	BALIKPAPAN	19:00	00	
 GA 219	JAKARTA	19:25	00	
DEPARTURE				

- The schedule above is a
 - flight departure schedule
 - flight arrival schedule
 - flight destination schedule
 - flight delay schedule
- There are ... which are delayed because of certain reasons.
 - one flight
 - two flights
 - three flights
 - four flights
- The word "delayed" has the similar meaning to
 - postponed
 - cancelled
 - failed
 - continued
- Based on the schedule, the flight that has the longest delay is
 - Mandala Tiger Air RI 137
 - Mandala Tiger Air RI 173
 - Air Asia AK 1321
 - Lion Air JT 274
- The following Lion Air's flight is scheduled to fly to Jakarta, **except**
 - Lion Air JT 274
 - Lion Air JT 551
 - Lion Air JT 555
 - Lion Air JT 664

[Check answers](#)
[Clear](#)

→ Activity 19

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.



Gambir Station Train Schedule



Train Name	Destination	Departure time	Arrival time	Platform	Single ticket*	Return ticket*
Argo Muria	Semarang	7.45	12.30	3	67500	95000
Argo Anggrek	Surabaya	8.15	14.20	1	155000	290000
Argo Gede	Bandung	6.30	15.45	4	75000	99500
Cirebon Express	Cirebon	12.30	18.50	2	47500	80000
Argo Lawu	Solo	13.20	16.40	5	45000	75000

* Ticket prices are in Indonesian Rupiahs

(Adapted from English on Sky SMP Book 2 for Year VIII)

1. The earliest train to leave from Gambir Station is
 - a. Argo Muria
 - b. Argo Anggrek
 - c. Argo Gede
 - d. Cirebon Express
2. Based on the schedule, Argo Anggrek will depart to Surabaya before
 - a. Argo Muria
 - b. Argo Gede
 - c. Argo Lawu
 - d. Cirebon Express
3. The train which has the most expensive single ticket is
 - a. Argo Muria
 - b. Argo Anggrek
 - c. Argo Gede
 - d. Argo Lawu
4. Dinar wants to go to Surabaya by Argo Anggrek. She goes there with one of her friends and they want to go back to Jakarta two days later. She has bought the return ticket to Jakarta but her friend wants to stay longer in Surabaya. How much does Dinar and her friend have to pay for the ticket?
 - a. IDR 155000
 - b. IDR 290000
 - c. IDR 445000
 - d. IDR 545000
5. From the schedule above, it can be concluded that Gambir station has
 - a. 1 platform only
 - b. 2 platforms
 - c. 4 platforms
 - d. 5 platforms

Check answers

Clear

→ Activity 20

Match the English Words by tapping the words first then their correct Indonesian equivalents. You can do it with your friend.

Tap ► to listen how to pronounce the words correctly.

English Words		Indonesian Equivalents
►	arrival	dibatalkan
►	cancelled	ditunda
►	delayed	jam pelajaran
►	departure	jadwal acara
►	gate	karcis
►	period	keberangkatan

▶	platform
▶	rundown
▶	ticket

kedatangan
pintu
peron

[Check answers](#)
[Clear](#)


→ Activity 21

Read the following case carefully.

Lutfia is an 8th grade student at SMPN 11 Yogyakarta. She has planned what to do this weekend. On Sunday, she wakes up at a quarter past five. Then, she takes her bicycles around the housing complex for about 1 hour and 45 minutes.

She then takes a rest while watering plant before eating breakfast and taking a bath. After that, she watches her favorite cartoon on TV for half an hour before going to Kikan's house. In the afternoon, before going to English private, she has one hour lunch with Latifa. After she is done with the private course, she goes to book store.

Around half to five, she does her housework like cleaning her room, her bike, and inside the house. After the housework is done, she takes a bath before having dinner with her family. In the evening, she has a study session to check tomorrow's lesson or homework before going to bed at 9.

Complete the missing schedule based on the case you have read by typing the correct activity provided below in the blank spaces.

MY SUNDAY SCHEDULE ^ ^			
Time	Activities		
		12:00 - 01:00 pm	Lunch with Latifa
05:15 am		01:00 - 03:00 pm	
05:15 - 07:00 am		03:00 - 04:30 pm	
07:00 - 07:30 am		04:30 - 06:00 pm	
07:30 - 08:00 am	Breakfast	06:00 - 06:30 pm	Take a bath
08:00 - 08:30 am	Take a bath	06:30 - 07:30 pm	Dinner & family time
08:30 - 10:00 am		07:30 - 09:00 pm	
10:00 - 12:00 am		09:00 pm	

Cycling	English private	Go to bookstore	Go to Kikan's house	Go to sleep
Housework	Study session	Wake up	Watch TV	Watering plant

[Check answers](#)
[Clear](#)


→ Activity 22

Did you know?

Agenda, schedule, timetable, and itinerary are closely related. However, they are different.

Agenda is a list or program of things to be done. A member of an organization, for example meeting chairperson or Students Council secretary, will often have an agenda meeting – a list of specific topics to discuss, or things to accomplish during the meeting. People also use the word agenda to mean their calendar. For example: if someone asks if you are available for lunch next week, you might say "Let me check my agenda" to find out which day you can have the lunch.

Schedule is as we have learned in this unit.

It contains a list of things to be done at certain time like lesson schedule, camping schedule, meeting schedule; or it contains information for people to read like flight or train schedule. The word schedule can also be used to establish an appointment or action at certain time, for example: "I scheduled my dentist appointment for next Monday."

Timetable has the same meaning with schedule. However, it is usually used in British English while schedule usually used in American English, especially North American English. Meanwhile, **itinerary** is a list or plan of things to do during a trip. The tour travel usually will give the travelers an itinerary describing the different tour places they will go and things they will see.

(Adapted from: <http://www.espressoenglish.net/difference-between-agenda-itinerary-and-schedule/>)



(Source: louisem.com)



→ Extra Time

Which month has 28 days?

All of them of course!

Where do cows go with their friends?

The mooovies!

How do you keep an elephant in suspense?

I'll tell you tomorrow.

What five-letter word becomes shorter when you add two letters to it?

Short.

(Source: <http://www.funenglishgames.com/funstuff.html>)

→ **Reflection**

Congratulations, you have finished **Unit 3**! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

<input type="checkbox"/>	Recognize the written short functional texts related to my daily life in the form of advertisements and schedules.
<input type="checkbox"/>	Read the written short functional texts fluently with the correct pronunciations.
<input type="checkbox"/>	Identify the structure or components of the texts.
<input type="checkbox"/>	Determine the general or main idea of the texts.
<input type="checkbox"/>	Determine the social function or communicative goal of the texts.
<input type="checkbox"/>	Determine specific or implicit information within the texts.
<input type="checkbox"/>	Determine phrase reference or the meaning of words/phrases within the texts.
<input type="checkbox"/>	Identify and use adjectives correctly.
<input type="checkbox"/>	Identify and use temporal conjunctions correctly.

→ **Summary**

In this unit, you have learned about:

1) Advertisement

Advertisement or ads is a notice, picture or film telling people about a product, job or service.

- **Goals:** to promote/advertise/offer a product, service or job; to persuade people to buy a product or use a service.
- **Types:** spoken ads (using radio or telephone), written ads (newspaper, magazine, tabloid, pamphlet), visual ads (TV, internet, ad board)

2) Schedule

Schedule is a list showing the times at which particular events will happen.

- **Goals:** to remind you, to show information
- **Examples:** lesson schedule, itinerary, flight/bus/train schedule, show time, event rundown

3) Adjectives

Adjective is a word used to describe a person or thing.

- **For example:** big house, best car, smart student.

4) Temporal Conjunctions

Temporal conjunction is a word that connects two parts of a sentence to express the time order of events.

- **For example:** after, before, next, now, then, until, while, and etc.
- After break, we will have English with Mrs. Erna.

EVALUATION EXERCISES

Invitation

For questions 1-2, read the following invitation carefully. Then answer the questions by choosing the correct answers.

Students Organization
SMP Negeri 223
Jl. Surilang No. 6 Jakarta 13760, Telp (021) 8403316

Dear Ribka,

We invite you to attend our meeting that will be held:

- on Saturday, April 24th, 2010
- at 1.30 p.m. – 2.30 p.m.
- in the school hall

Agenda: Final preparation for the PORSENI 2010 competition.

Please come on time.

See you there!

Rica
Secretary

Chaca
Chairperson

(Ujian Nasional 2009/2010)

1. What will the meeting discuss?
 - a. The result of PORSENI 2010.
 - b. The final preparation for the PORSENI 2010 competition.
 - c. The competition for PORSENI 2010.
 - d. The competition for the student organization.

2. The meeting will be held
 - a. in the afternoon
 - b. in the evening
 - c. in the morning
 - d. at night

For questions 3-4, read the following invitation carefully. Then answer the questions by choosing the correct answers.

To all the teachers and staff of SMP NUSANTARA

A one-day meeting will be held this week:

When : Tuesday, February 9th, 2010 at 10.00 a.m. to 3.00 p.m.
 Where : Room 109
 Topic : National examination preparation

Due to the importance of the meeting, please be punctual. Bring your ideas, bring your suggestions to make our students successful in the examination.

The head of the national examination committee
 Mr. Adnan Nasution

(Ujian Nasional 2009/2010)

3. What is the meeting for?
 - a. To talk about the preparation for the national examination.
 - b. To give solution to the examination problems.
 - c. To discuss about the national examination items.
 - d. To ask teachers to face the national examination.
4. From the text above we can conclude that
 - a. the national examination has already been done
 - b. all students are successful in the national examination
 - c. the meeting is done before the national examination
 - d. the teacher must be pleased with the result of the national examination

For questions 5-6, read the following invitation carefully. Then answer the questions by choosing the correct answers.

It's a birthday party for
 Lucas Karamoy
 Come and share the joy
 There'll be ice cream and cakes
 for every girl and boy
 Saturday, June, 10th
 2.00 p.m.
 At Karamoy house
 Deluxe apartment 3rd floor

RSVP: May (022 2342276)

(Ujian Nasional 2011/2012)

5. When will the birthday party be held?
 - a. May 3rd
 - b. May 22nd
 - c. June 2nd
 - d. June 10th
6. What is the purpose of the text above?
 - a. To invite people to attend Lucas Karamoy's party.
 - b. To tell about the food in Lucas Karamoy's party.
 - c. To inform Lucas Karamoy's party.
 - d. To make people enjoy party.

For questions 7-8, read the following invitation carefully. Then answer the questions by choosing the correct answers.

Dear Andy,

 You and one of your friends are invited to attend
 Alice Corbet's 15th birthday

 At the Cocino Green House
 On August 24th 2013 at 7.00 PM

 RSVP.
 Ilham, HP 03124964286

(Ujian Nasional 2012/2013)

7. What should the invitee do to come to the party?
 - a. Do not ask other person to join the party.
 - b. Call Ilham to confirm their coming.
 - c. Bring capucino drink to the party.
 - d. Come to the party in the morning.
8. The word "you" in the text refers to the ... of the invitation.
 - a. sender
 - b. addressee
 - c. maker
 - d. writer

For questions 9-10, read the following invitation carefully. Then answer the questions by choosing the correct answers.

Student Organization of SMP 182	
To: All class captains	
Please attend the monthly meeting. It will be held:	
Date	: Saturday, May 11 th 2013
Time	: After school
Place	: OSIS room
We will discuss the farewell party for the grade IX students.	
Your attendance will be highly appreciated.	
OSIS Chairman	OSIS Secretary
<i>(Ujian Nasional 2012/2013)</i>	

9. The monthly meeting is to
 - a. request a monthly meeting
 - b. attend at OSIS room
 - c. discuss the farewell party
 - d. appreciate the grade IX students
10. "We will discuss the farewell party the grade IX students."

The underlined word refers to

 - a. all grade IX students
 - b. OSIS chairman and OSIS secretary
 - c. all teachers and students of the school
 - d. the OSIS committee and all class captains

Email

For questions 1-2, read the following email carefully. Then answer the questions by choosing the correct answers.

To	: Tom <tom@gmail.com>
From	: Rajiv <rajiv@yahoo.com>
Date and Time	: June 5, 2009 21:30
Subject	: Holiday
Hi Tom, how's life? We're going to have a long holiday this summer, aren't we? What are you going to do? You know summer is a good time for camping and hiking. We are planning to go	

to the Devon Mountain. It's a nice place for camping and hiking. It's also a nice place for fishing. There's a river near the campsite, but I'm not really keen on it. At night, we'll sit around the fire and sing songs. Why don't you join us? It'll be more fun if you come. Let me know soon.

Your best friend

Rajiv

(Ujian Nasional 2009/2010)

1. What activities is Rajiv going to do at night in the Devon Mountain?
 - a. Climb and go camping.
 - b. Go camping and fishing.
 - c. Go camping and hiking.
 - d. Sit around the fire and sing.
2. Why are they going to go to Devon Mountain?
 - a. It's the summer season.
 - b. It's a nice place for holidays.
 - c. They're going to camp and hike.
 - d. They're going to fish in the river.

For questions 3-5, read the following email carefully. Then answer the questions by choosing the correct answers.

From : rehan_ca@yahoo.co.id

To : ivan.ganteng@gmail.com

Dear Ivan,

How's life? I know you must be very busy these days since it's the beginning of the term. I hope you are not too tired and still have time for yourself.

I found that the school here is exciting too. I have made a lot of friends, I'll tell you about them later on my next e-mail.

I have a new hobby now. Planting! You won't believe it. I grow so many kinds of fruit here such as guava, mango, orange, and dragon fruit. I usually buy the seed at a nearby shop. I'm crazy about planting now. I guess because it's so easy to get the seeds or young plants, and the soil here seems so nice to plant.

Everything grows easily here. I own a small farm behind my house. I love my farm. It's about two hundreds square meter. My little brother helps me at the farm. We make a great team.

Well, I promise to send you some fruits when they are ripe someday and let me know how they taste.

Bye!

Rehan

(Ujian Nasional 2011/2012)

3. Rehan will give some of his crops to Ivan when
 - a. his brother helps him
 - b. the fruits are ripe

- c. Ivan visits him
 - d. the plants grow well
4. What is the main idea of paragraph one?
- a. Ivan is very busy since it is the beginning of the term.
 - b. Rehan found that his new school is exciting.
 - c. Ivan is very tired these days.
 - d. Rehan is asking about Ivan's life.
5. Rehan mainly tells Ivan about ... in his e-mail.
- a. how to grow plants
 - b. his new hobby
 - c. his new school
 - d. his team work

For questions 6-8, read the following email carefully. Then answer the questions by choosing the correct answers.

From : s.nurbayah@yahoo.co.id
Subject : Great vacation!
<p>Dear Ivan,</p> <p>Hi, mate. How is everything? And how was your holiday? Last holiday, mom, dad, and I visited Thailand. It was one of the most exciting countries in the world. We stayed in a big and clean hotel in Phuket island. We visited many interesting places there. Every day we got up very early to travel to some places.</p> <p>Just like today, we got up early again because we wanted to go to Phi Phi Le island to take some pictures of the beach which was used by The Beach's producer, director and crews to make a film. We went there with Sarah Clark (Film Publicist) and Ross Palmer by a speed boat. It took about forty-five minutes to get there. When we got there, we walked on the beach and took some photos. It was really nice and beautiful. Then we walked to that place they made the film. We went by bare foot because it was easier but it was really hot on our feet. When we got there, we walked around and took some pictures. Then we went back to Phuket and the hotel.</p> <p>In the afternoon, we went to Hat Surin to watch them making the film. We saw Leonardo Di Caprio. My Dad had a problem with Leonardo's bodyguard because he tried to take a picture of Leonardo and director. Fortunately, I could take some pictures of Leonardo and I will show you later.</p> <p>Well, what about your holiday? I really want to hear from you soon. Please mail me.</p> <p>Regards, Dayah</p> <p style="text-align: right;"><i>(Ujian Nasional 2012/2013)</i></p>

6. The text tells us about
- a. A film by Leonardo Di Caprio
 - b. Dayah's great holiday in Thailand
 - c. Bernie's great holiday in Thailand
 - d. The beauty of Phi Phi Le island
7. With whom did the writer and her family go to Phi Phi Le island?
- a. The crews.
 - b. The director.
 - c. The producer.
 - d. The parents.

8. What did Leonardo do at Phi Phi Le island?
- He had vacation with his family.
 - He was involved in a film production.
 - He visited some beautiful beaches.
 - He had discussion with movie producer.

For questions 9-10, read the following email carefully. Then answer the questions by choosing the correct answers.

To : jean.janet@yahoo.co.id
Subject : My Spectacular Holiday in India
<p>Dear Jean,</p> <p>I would like to share my travelling experience. Last holiday, I went to India. If you like walking, Shimla is a great destination. It's located in Himachal. I went there with my family.</p> <p>The most spectacular and beautiful landscape can be found there. Himachal is a traveler's paradise – lofty snow peaks, deep gorges, lush green valleys, fast flowing rivers, enchanting mountain lakes, flower-bedded meadows, and beautiful temples. Himachal is especially famous for snow. It is also a land of gods, goddesses, and saints.</p> <p>We reached the hotel in the morning. We took some rest for a while and then headed for our destination. We visited many places. I can't tell you the detail one by one but I attached many photos.</p> <p>If you want to visit Himachal, please tell me. I will be happy to be your guide. Free. Just send the ticket to me.</p> <p>Rachel</p> <p style="text-align: right;"><i>(Adapted from Ujian Nasional 2011/2012)</i></p>

9. How are the meadows in Himachal?
- Lofty.
 - Beautiful.
 - Flowering.
 - Enchanting.
10. The text generally talks about
- the photos during the travelling
 - the writer's travelling experiences
 - the hotel the writer stayed
 - the best destination for travelling

Text Message

For question 1, read the following message carefully. Then answer the question by choosing the correct answer.

Santi, I've just got the news that our grandmother passed away two hours ago.
We are going to leave for Purworejo soon to attend the funeral.
Please be here before 7 p.m.

Tati

(Adapted from Ujian Nasional 2009/2010)

1. What does Tati tell Santi?
 - a. The death of their grandmother.
 - b. The plan to have a burial ceremony.
 - c. The plan to do it before 7.00 p.m.
 - d. The ceremony for the death person.

For questions 2-3, read the following message carefully. Then answer the questions by choosing the correct answers.

Dear Dimas,

Do you have any plans for next weekend? Tono and I are going to fishing at my uncle's house. It's been a long time since we spent a weekend together. Will you join us? My brother, Tono, will drive us to the village. If you are interested, let me know soon.

Akmal

(Ujian Nasional 2011/2012)

2. Why does Akmal ask Dimas to join them for the weekend?
 - a. Dimas is one of Akmal's best friends.
 - b. Akmal knows that Dimas likes fishing.
 - c. Dimas doesn't have any plans for weekend.
 - d. It's been long since they spent a weekend together.
3. From the message we can conclude that
 - a. all of the boys have the same hobbies
 - b. they will go to the village by car
 - c. both Dimas and Tono are Akmal's best friends
 - d. they always spend their weekend together

For questions 4-5, read the following message carefully. Then answer the questions by choosing the correct answers.

Dear Fitri,

Don't forget to pick up your sister at the English course at 05.00 p.m. Mommy is still in the office now. I'll be home soon.

Thank you dear.

Love
Mum

(Adapted from Ujian Nasional 2010/2011)

4. What is Fitri's mother doing now?
 - a. Working at the office.
 - b. Picking up Fitri's father.
 - c. Waiting for Fitri at home.
 - d. Joining the English course.
5. What is Fitri's mother's purpose to write the message above?
 - a. Ask Fitri to be home soon.
 - b. Help Fitri to remember her job.
 - c. Tell Fitri that she is in the course.
 - d. Remind Fitri to pick up her sister.

For questions 6-7, read the following message carefully. Then answer the questions by choosing the correct answers.

Dear Tara,

Remember, we've had an appointment to go to a swimming pool after school. I'll be waiting for you at home. After having lunch and taking a nap, prepare yourself to go.

Don't forget to bring your swimsuit. We will go there by bicycle.

(Adapted from Ujian Nasional 2011/2012)

6. What should they do before going to swimming pool?
 - a. Make an appointment and prepare everything.
 - b. Have lunch and bring a swimsuit.
 - c. Take a nap and ride a bicycle.
 - d. Have lunch and take a nap.
7. When will they go to the swimming pool?
 - a. In the morning.
 - b. In the afternoon.
 - c. In the evening.
 - d. At night.

For questions 8-9, read the following message carefully. Then answer the questions by choosing the correct answers.

Dear John,

Let me congratulate you on your success as the best pop singer in 2012. I hope you always perform the best in the next show.

Love,
Cindy.

(Adapted from Ujian Nasional 2011/2012)

8. From the text above, we know that
- John performs the best in the show
 - Cindy performs the best in the show
 - Cindy wants to be the best in the show
 - John hopes he will be the best in the next show
9. "I hope you always perform the best"
- The underlined word can be replaced with
- play
 - sing
 - read
 - dance

For question 10, read the following message carefully. Then answer the questions by choosing the correct answers.

Dear Karen,

Congratulations on your appointment as the OSIS chairperson in your school. Do your best.

There are a lot of things that you can do to make your school better. I am sure you can manage it. God bless you.

Best wishes,

Renza

(Adapted from Ujian Nasional 2010/2011)

10. From the text above, we know that
- Renza manages the OSIS well
 - Karen has an appointment with OSIS chairperson
 - Renza congratulates Karen as a new OSIS chairperson
 - Karen and Renza make their school better with OSIS

Recipe

For questions 1-3, read the following recipe carefully. Then answer the questions by choosing the correct answers.

Besengek Daging

Ingredients:

500 gr beef

1 onion
 1 teaspoon shrimp paste
 ½ red chilli pepper
 1 teaspoon coriander (ground)
 ½ teaspoon turmeric
 30 ml tamarind water
 250 ml beef stock
 500 ml coconut milk
 2 teaspoons sugar
 salt to taste
 oil for frying

Preparation:

Place the beef in enough water to cover and boil until tender (about 1 hour). Remove from stock and slice after cooling. Chop the onion and fry with the shrimp paste. Add chilli, pepper, coriander, turmeric, tamarind, sugar, and salt. Sauté for a further ½ minute. Then add the beef and stock. Cover pan and simmer for a further 5 minutes. Uncover pan and add coconut milk. Continue cooking until the sauce thickens. Can be served on its own or with rice.

(Ujian Nasional 2010/2011)

1. How much sugar do we need according to the recipe?
 - a. ½ teaspoon.
 - b. 1 teaspoon.
 - c. 2 teaspoons.
 - d. 2 spoons.
2. Why does the writer write this text?
 - a. To explain the ingredients of the food.
 - b. To describe the taste of *besengek daging*.
 - c. To teach the readers about traditional foods.
 - d. To explain the process of making *besengek daging*.
3. What is the main ingredient of this food?
 - a. Beef.
 - b. Turmeric.
 - c. Tamarind.
 - d. Coriander.

For questions 4-7, read the following recipe carefully. Then answer the questions by choosing the correct answers.

Nasi Lemak

Ingredients:

1 cup rice
 3 screw pine leaves
 Salt to taste
 2 cups thick coconut milk

Method:

- First, clean the rice and drain it.
- Then, add 2 cups of thick coconut milk, screw pine leaves, and salt to the rice.
- If you desire, you can also add in some sliced onions and ginger.
- Cook the rice for one hour.
- Finally, serve this rice with sliced hard-boiled eggs, cucumber, and *sambal ikan Bilis*.

(Ujian Nasional 2012/2013)

4. What should we do after we clean and drain the rice?
 - a. Grated the coconut.
 - b. Add some sliced onions.
 - c. Add the thick coconut milk.
 - d. Serve with egg and cucumber.
5. How many cups of coconut milk do we need?
 - a. One.
 - b. Two.
 - c. Three.
 - d. Four.
6. "... clean the rice and drain it."
The word *clean* has similar meaning with
 - a. sweep
 - b. remove
 - c. rinse
 - d. clear
7. "... clean the rice and drain it."
The word "it" refers to
 - a. pine leaves
 - b. coconut milk
 - c. rice
 - d. salt

For questions 8-10, read the following recipe carefully. Then answer the questions by choosing the correct answers.

Banana Bread Recipe
Ingredients:

3 or 4 ripe bananas, mashed
 1/3 cup melted butter
 1 cup sugar
 1 egg, beaten
 1 teaspoon vanilla
 1 teaspoon baking soda
 pinch of salt
 1½ cups of all-purpose flour

Method:

Preheat the oven to 350° F (175° C). With a wooden spoon, mix butter with the mashed bananas in large mixing bowl. Add sugar, egg and vanilla. Sprinkle the baking soda and salt over the mixture and mix them. Add the flour, then mix it. Pour mixture into a buttered 4x8 inch loaf pan. Bake for 1 hour. Cool on rack then remove it from pan and slice to serve.

(Ujian Nasional 2012/2013)

8. What should we do before we sprinkle the baking soda to the mashed banana?
 - a. Add flour and butter.
 - b. Sprinkle salt to the mixture.
 - c. Add sugar, egg, and vanilla.
 - d. Pour the mixture into a loaf pan.

9. How much vanilla do we need to make Banana Bread?
- 1/3 cup.
 - 1½ cups.
 - 1 teaspoon.
 - 3 teaspoons.
10. "..., mix butter into mashed bananas"
- The underlined word has similar meaning with
- crushed
 - damaged
 - ripen
 - failed

Advertisement

For questions 1-2, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

COLD BREAKER
LIKE YOU NEVER FEEL ANY COLD

Fast relief for:

○ Congestion	100 tablets
○ Runny nose	USP
○ Coughs	200 mg
○ Headache	
○ Fever	

AVAILABLE IN EVERY STORE IN INDONESIA

(Ujian Nasional 2011/2012)

- Which of the following sickness cannot be relieved by this medicine?
 - Headache.
 - Coughs.
 - Cancer.
 - Fever.
- What's the writer's purpose to write the text above?
 - To inform the process of making Cold Breaker.
 - To persuade people to use the product.
 - To explain the ingredients of the product.
 - To describe the illness that can be cured.

For questions 3-4, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

VINA SUN BLOCK
MOISTURING CREAM SPF 30

Effective protection for every sensitive and fair skin

ACTIVE UV CELL PROTECTION

Effective protection for the skin cell against premature skin ageing and UV damage with an innovative UVA-UVB filter system and antioxidant

ACTIVE VINA CARE

Its non-sticky formula perfectly moisturizes the skin leaving it smooth and supple

Skin compatibility dermatologically proven.

(Ujian Nasional 2010/2011)

3. People who use this cream want their skin to be
 - a. wrinkled
 - b. smooth
 - c. tanned
 - d. dry
4. This product is for people with ... skin.
 - a. dry
 - b. oily
 - c. normal
 - d. sensitive

For questions 5-6, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

**EXPERIENCE THE TASTE OF
EAST MEETS WEST DISHES
IN A NEW WORLD AMBIENCE**

Opening hours
11:00 AM to 01:00 AM (Weekdays)
11:00 AM to 01:30 AM (Weekend)
Monday to Saturday (Closed on Sunday)

Reservation:
Tel. (021) 390 3615, 390 3614
Fax. (021) 390 3616

Only at
RINA BAR
Plaza Gani Djemat
Jl. Imam Bonjol 76-78 Jakarta 10310
Tel. (021) 390 3613, 390 3614, 390 3615
Fax. (021) 390 3616

(Ujian Nasional 2012/2013)

5. We can reserve the seat at Rina Bar restaurant by sending a faximile to
 - a. 390 – 3613
 - b. 390 – 3614
 - c. 390 – 3615
 - d. 390 – 3616
6. "... in a new world ambience"
The underlined word means


- a. atmosphere
- b. mood
- c. space
- d. place

For questions 7-8, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Electric Scooter

Save: 72%

All Hot Bargains Price: US \$ 140.00
 Current Retail Price: US \$ 499.00
 1000 pcs ordered/month



(Ujian Nasional 2012/2013)

7. How much is the retail price of the Electric Scooter?
 - a. US \$ 256.00.
 - b. US \$ 359.00.
 - c. US \$ 499.00.
 - d. US \$ 1.000.00.
8. From the text above, we know that
 - a. There are 140 orders for electric scooter every month
 - b. The advertisement offers 72% discount for the product
 - c. The current retail price for public is 140 dollar/pcs
 - d. The minimum order for electric scooter is 1000 items

For questions 9-10, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

**VIDEOCON Projector Phone
 CINEMAGIC V4500
 Touch & Type Phone with Built-in LCD Projector**

Dual SIM Dual Standby
 2.2 large touch screen display
 Digital camera + Bluetooth
 Built in loud speaker
 Memory expandable up to 4GB
 1000 phonebook & 500 SMS memory
 Preloaded full length Hindi movies "Golmaai Returns"
 5 Hollywood and Bolywood movie clips

Accessories:
 2 Batteries + USB Charger + Earphone
 User Manual + Service Center Directory

Order Now 09867748888/ 0999888888
 SMS 'SHOP10' to 5888 or email to: shopping@indiatimes.com



(Ujian Nasional 2012/2013)

9. What is preloaded into the phone?

- a. Hindi movie.
 - b. A user manual.
 - c. Expandable memory.
 - d. Service center directory.
10. How people can buy the item?
- a. They should come directly to the shop.
 - b. They can call, text, or send an e-mail.
 - c. They contact the service center.
 - d. They can leave a message for them.

Schedule

For questions 1-2, read the following schedule carefully. Then answer the questions by choosing the correct answers.

SEMARANG-SURABAYA RAILWAY TIME TABLE

Train	Departure (Semarang)	Arrival (Surabaya)
Eastern Sun	7.30 am	3.00 pm
Arya Twiwangsa	9.30 pm	5.00 am
Fajar Express	5.30 am	1.00 pm
Midnight Express	10.30 pm	6.00 pm

(Ujian Nasional 2012/2013)

1. Which train travels the earliest from Semarang?
 - a. Eastern Sun.
 - b. Arya Triwangsa.
 - c. Midnight Express.
 - d. Fajar Express.
2. From the text, we can conclude that
 - a. three trains leave in the morning
 - b. Midnight Express leaves at midnight
 - c. Fajar Express arrives in the morning
 - d. two trains arrive in the morning

For questions 3-4, read the following schedule carefully. Then answer the questions by choosing the correct answers.

OFFICE TIMETABLE

9.00	ARRIVE AT WORK
9.30	START WORKING
9.45	COFFE BREAK
11.00	CHECK E-MAIL
11.15	PREPARE FOR LUNCH
12.00	LUNCH
2.45	BROWSE THE INTERNET
3.00	TEA BREAK
4.00	PREPARE TO GO HOME
4.30	GO HOME
5.00	FINISHING TIME

(Ujian Nasional 2012/2013)

3. What will the employees do at eleven?
 - a. Have a coffee break.
 - b. Check their e-mail.
 - c. Prepare for lunch.
 - d. Browse the Internet.

4. From the timetable, we can conclude that
- the tea break lasts for one hour
 - the busiest work is browsing the Internet
 - the employees arrive at six in the afternoon
 - there will be much work after taking the break

For questions 5-6, read the following schedule carefully. Then answer the questions by choosing the correct answers.

SMP ALAMKA OUTING	
05.00	: Get up
05.30	: Exercise
06.00	: Take a bath
07.00	: Breakfast
08.00-10.00	: Briefing
10.30	: Hiking
11.00-12.30	: Break
13.00	: Lunch
14.00-15.00	: Games
16.00-18.00	: Group Discussion
19.00	: Dinner
20.00-22.00	: Campfires

(Ujian Nasional 2012/2013)

5. What time will the students have a campfire?
- 8 a.m.
 - 1 p.m.
 - 4 p.m.
 - 8 p.m.
6. What kind of schedule is it?
- Daily activities.
 - Camping agendas.
 - Scout itinerary.
 - Holiday plan.

For questions 7-8, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Terminal 2A International Flight Schedule
Soekarno-Hatta Airport

Flight	No.	Depart	Arrive	Port of embarkation	Port of destination
GA	472	9.25	-	Jakarta	London
SA	635	-	10.05	Singapore	Jakarta
GA	213	12.35	-	Jakarta	Tokyo
NW	317	-	6.30	New York	Jakarta
QA	521	-	7.10	Melbourne	Jakarta

(Ujian Nasional 2012/2013)

7. Which flight departs from New York?
- SA 635.
 - GA 472.
 - NW 317.
 - QA 521.

8. Based on the text, ... Comes to Jakarta earliest of all the flights.
- GA 472
 - NW 317
 - QA 521
 - SA 635

For questions 9-10, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Route	Fare (Baht)	Distance (km)	Time (Hr)	From Bangkok	To Bangkok
Bangkok – Chantanburi	193	249	03:30	05:00, 07:30, 12:00, 17:00, 20:00	07:30, 09:00, 11:45, 17:45, 18:45
Bangkok – Kamphaeng Phet (Klonglan)	274	363	05:00	08:00, 11:30, 20:30	07:30, 09:30, 15:30
Bangkok – Kanchanaburi	122	149	03:00	06:30, 11:00, 17:10	06:30, 11:00, 16:30
Bangkok – Kanchanaburi (Dan Jedi Samaok)	302	384	07:00	05:00	14:00
Bangkok – Nakhon Nayok	207	269	04:00	05:00, 05:30, 06:00, 09:30, 14:30, 16:00	06:30, 10:30, 10:30, 13:00, 13:30, 15:00
Bangkok – Nakhon Nayok (Onkhaluk - Thalalonkkleay)	212	-	04:00	05:00	13:30
Bangkok – Rayong	155	194	03:00	06:30, 12:00, 13:00, 15:00, 17:00, 20:00	05:30, 06:30, 10:30, 16:00, 17:30, 21:00

(Ujian Nasional 2012/2013)

9. The route that has the earliest time to Bangkok is
- Bangkok – Chantanburi
 - Bangkok – Rayong
 - Bangkok – Kanchanaburi
 - Bangkok – Kamphaeng Phet
10. The timetable shows that
- the route Onkhaluk – Thalalonkkleay has one trip
 - there are eight routes from Bangkok to other cities
 - the longest distances is Bangkok – Chantaburi
 - the cheapest fare is route Bangkok – Rayong

ANSWER KEYS

UNIT 1

Act 2

Formal Invitation : Meeting, wedding, seminar & conference invitation

Informal Invitation : Birthday, party, anniversary, graduation, reunion, & New Year's Eve invitation

Act 3

2. wear 3. starts 4. asks 5. runs 6. celebrates

Act 4

2. at 3. join 4. fun 5. forget

Act 5

2. F 3. T 4. F 5. T

Act 7

1. A 2. D 3. B 4. A

Act 8

2. Saturday, January 23, 2016

3. 1.00 – 3.00 p.m.

4. Student Council Room

5. Fieldtrip preparation and Committee making

Act 9

Sender → Inviter

Recipient → Invitee

Greeting → Salutation

Place → Venue

Agenda → Occasion

Act 10

1	Students Council SMPN 72 YOGYAKARTA	8	Thank you.
3	To: All Class Captains & Secretary Grade 7, 8 & 9		
9	Chairperson, Alexia Amarta	Secretary Reina Candeva	5 Day/date: Saturday, Feb 26, 2016 Time: 1 p.m. Place: Class 9A Room
4	The Students Council of SMPN 72 Yk invites you to join the meeting on:		
2	Yogyakarta, February 20, 2016	6	Agenda: The School Anniversary Preparation
7	Because of the importance of this meeting, please come on time.		

Act 13

☒ Email address ☒ Subject ☒ Carbon copy ☒ Spam

Act 14

2. Email address 3. Spam 4. Carbon copy 5. Attachment

Act 15

1. A 2. D 3. C 4. D

Act 16

2. F 3. T 4. T 5. T

Act 18

1. B 2. C 3. D 4. C

Act 19

1. T 2. F 3. T 4. F 5. T 6. F

Act 20

Attachment Carbon copy Emoticon Forward Inbox

Act 21

Part A

- | | | | |
|---|---|---|--|
| 2 | Dear, Mr. and Mrs. Bayu, and Siska. | 1 | To: bayu.sutiono@mymail.co.id |
| 4 | I'd suggest you to watch indoor theatre Trimutri since it is still in rainy season. | | |
| 3 | I'm fine. It's really been long time, Sir. I want to meet Siska too. I really miss her. | | |
| 6 | Ticket prices: special class IDR 275K, first class IDR 200K, second class IDR 125K. | | |
| 7 | You can call the information center at +62 274 496 208 / 497 771. | | |
| 5 | The possible schedule for February: 20, 23, 25, 27 or March 1, 3, 4, 8, 10. | | |
| 8 | That's all I can get. Hope to see you soon, Sir. See you in Jogja. | | |

Part B

1. B 2. C 3. C 4. D

UNIT 2

Act 2

☒ Recipient ☒ Reply ☒ Message ☒ Phone number

Act 3

2. She 3. They 4. We 5. It 6. her 7. it 8. him

Act 4

2. 11:22 AM 3. an offer 4. 100 K 5. 3 days

Act 5

Sender → 5

Recipient → 3

Reply → 2

Content → 4

Pending → 1

Act 7

1. B 2. C 3. C 4. B

Act 8

1. T 2. F 3. T 4. F 5. F

Act 9

K = Okay,

BRB = I will be right back

FYI = For your information

L8R = later

TYSO = Thank you so much

YGTBKM = You've got to be kidding me

Act 10

Part A

8	Reply this message to confirm your attendance.	7	Please come on time.
4	Time: 1:30 pm	9	Regards, Student Organization
6	Agenda: Preparation for IDCC 2016	2	Please attend our monthly meeting on:
5	Place: Student Organization Room A	1	To: All members of Student Organization

Part B

1. B 2. D 3. C 4. B

Act 13

<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

Act 15

2. Add 3. Add 4. Pour 5. Beat, pour 6. Bake

Act 17

1. F 2. F 3. F 4. T 5. T

Act 18

tbsp → tablespoon

tsp → teaspoon

oz → ounce

l → litre

ml → milliliter

g → gram

cc → cubic centimetre

Act 19

1. C 2. C 3. C 4. B 5. D

Act 20

Beat → 4

Drain → 5

Act 21

Part A



Part B

6 Cover the banana roll in honey or golden syrup.**1** First, cut the edges off the bread.**4** Fourth, cut the ends off the banana.**8** Finished! You can eat them using chopsticks.**5** Place the banana along one length of the bread and roll.**7** Slice, serve and enjoy!**2** Then, spread the Nutella or peanut butter all over the bread.**3** Sprinkle the sugar over the bread slice.

UNIT 3

Act 3

2. amazing 3. elegant 4. sensational 5. unique

Act 4

2. A 3. A 4. D

Act 5

1. A 2. B 3. D 4. B

Act 7

2. Mode dial 3. Pop-up flash 4. Camera lens 5. Aperture 6. Camera release

7. Viewfinder 8. Hot shoe external flash 9. Control button 10. LCD Screen

11. Storage 12. Battery

Act 8

1. F 2. F 3. T 4. F 5. F

Act 9

TV Commercial → 5

Radio ads → 1

Sponsorship → 10

Flyers → 9

Newspaper/magazine ads → 3

Email/direct mail ads → 2

Internet pop-ups → 8

Billboard ads → 3

Text messages → 7

Endorsement → 6

Act 10

Part A

6 More info: +62 899 500 500 / PIN 224BG67G

4 Start from IDR 125K/day

3 GoPro Hero 3+, Hero 4 Black/Silver

1 **OPEN RENT** | Gudang Kamera Jogja

5 All include: microSD 32GB, battery 3 pcs, charger, bag, monopod, & housing.

2

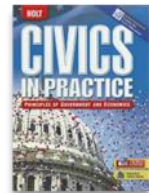


Hero 4 Silver

Part B

1. A 2. C 3. C 4. A

Act 13



Act 14

2. After, Then 3. until 4. while 5. now 6. Before

Act 15

2. B 3. B 4. C 5. B

Act 16

2. T 3. T 4. F 5. T

Act 18

1. A 2. B 3. A 4. B 5. B

Act 19

1. C 2. D 3. B 4. C 5. D

Act 20

arrival → kedatangan
cancelled → dibatalkan
delayed → ditunda

departure → keberangkatan
gate → pintu
period → jam pelajaran

platform → peron
rundown → jadwal acara
ticket → karcis

Act 21

Wake up
Cycling
Watering plant
Watch TV
Go to Kikan's house

English private
Go to bookstore
Housework
Study session
Go to sleep

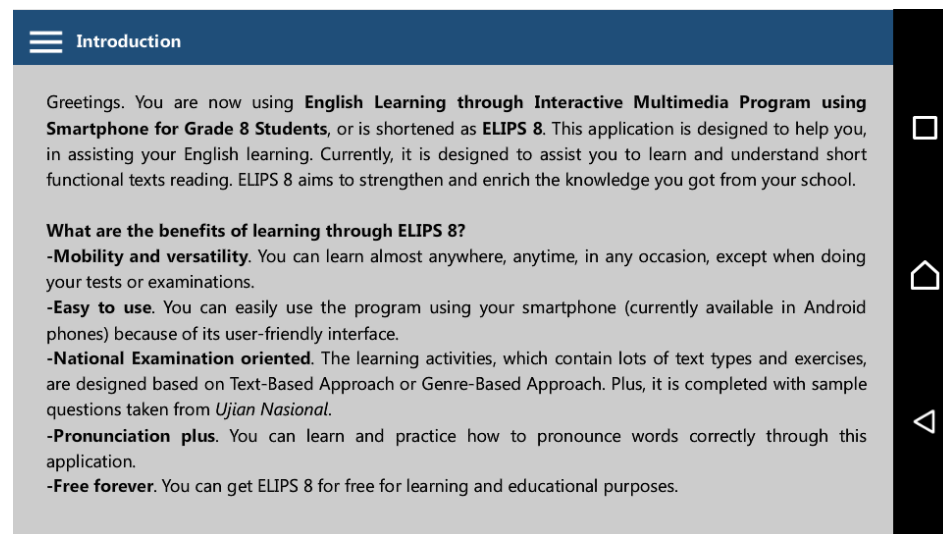
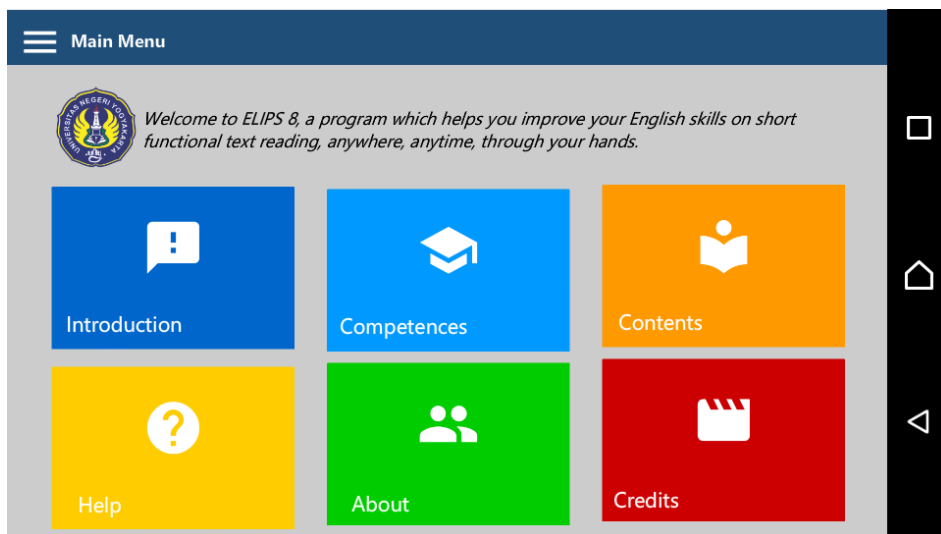
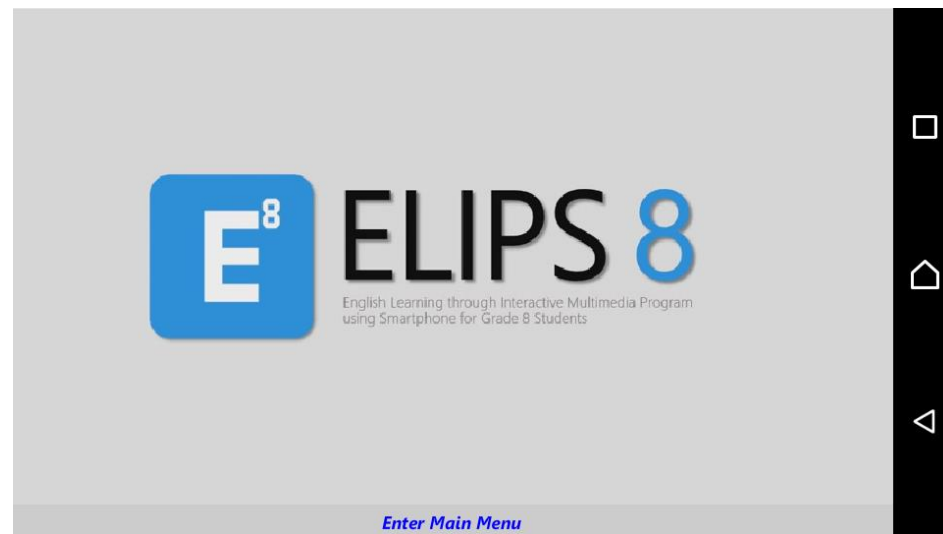
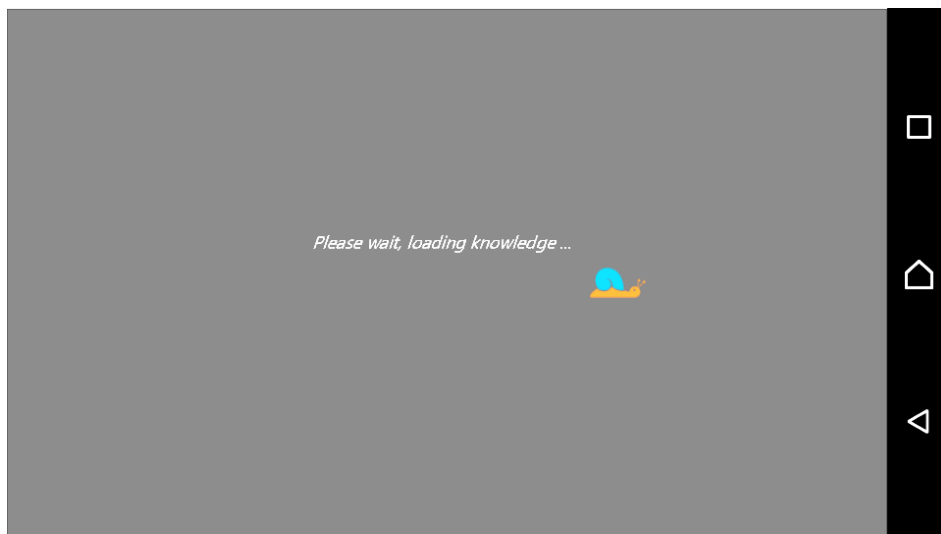
EVALUATION

Email			Recipe		Schedule
1. B	1. D	1. A	1. C	1. C	1. D
2. A	2. C	2. D	2. D	2. B	2. B
3. A	3. B	3. B	3. A	3. B	3. B
4. C	4. D	4. A	4. C	4. D	4. A
5. D	5. B	5. D	5. B	5. D	5. D
6. A	6. B	6. D	6. C	6. A	6. B
7. B	7. D	7. B	7. C	7. C	7. C
8. B	8. B	8. A	8. C	8. B	8. B
9. C	9. C	9. B	9. C	9. A	9. B
10. D	10. B	10. C	10. A	10. B	10. A

APPENDIX 6

FIRST DRAFT OF THE INTERACTIVE MULTIMEDIA

MAIN MENU



Competences

Standard of Competence

Basic Competences

The content of this program is developed based on the 2006 Curriculum, School Based Curriculum, with following competences as the basis of the development.

Standard of Competence

5. Understand the meaning of the written functional texts and short simple essays in the form of descriptive and recount texts related to students' surrounding.

Competences

Standard of Competence

Basic Competences

The content of this program is developed based on the 2006 Curriculum, School Based Curriculum, with the following competences as the basis of the development.

Basic Competences

5.1. Reading aloud meaningfully the written functional texts and short simple essays in the form of short and simple descriptive and recount texts with correct and appropriate spelling, stress, and intonation related to students' surrounding.

5.2. Responding the meaning in the written short and simple functional texts accurately, fluently, and appropriately related to students' surrounding.

Contents

Overview

Evaluation

ELIPS 8 contains 3 units.

Unit 1

Can you come to the meeting?

Unit 2

Please reply this message, ASAP!

Unit 3

Buy 1, Get 1 Free!

Those units cover various types and examples of short functional texts. You can learn any unit freely, from the first activity to the last, or you can jump from one activity to another without having to complete an activity first.

To start, tap any unit you wish to learn.

Contents

Overview

Evaluation

Have you finished all activities in those 3 units? Do you want to test your skills and see your achievement?

Choose the following topics you want and do the exercises **without** seeing the previous units you have done, opening your textbooks and notes, or asking Google for the answers. Do it fairly, by yourself and for yourself. You can check your score after finishing the exercises.

Invitation

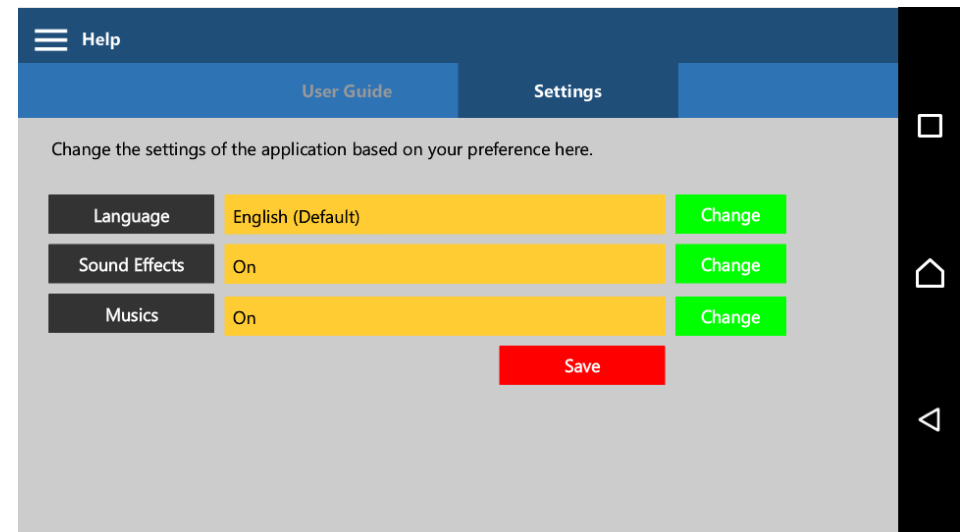
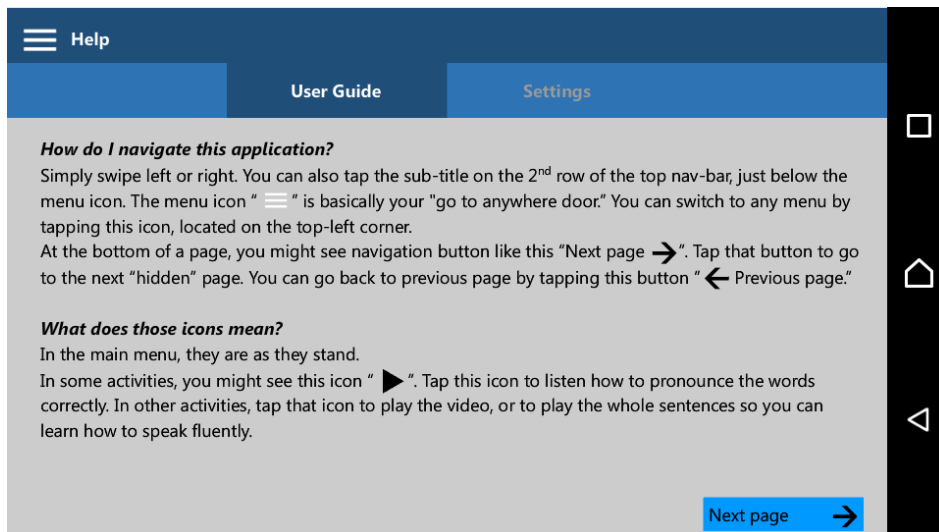
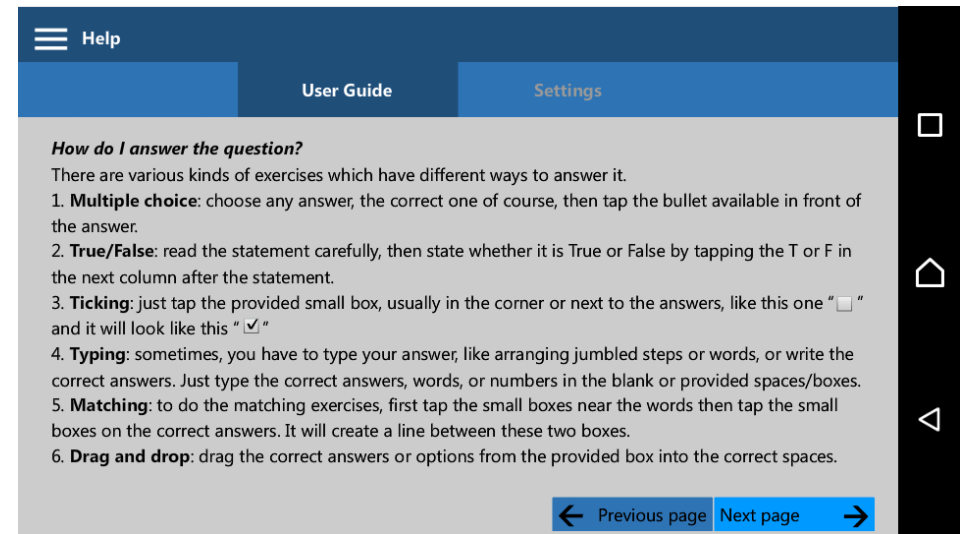
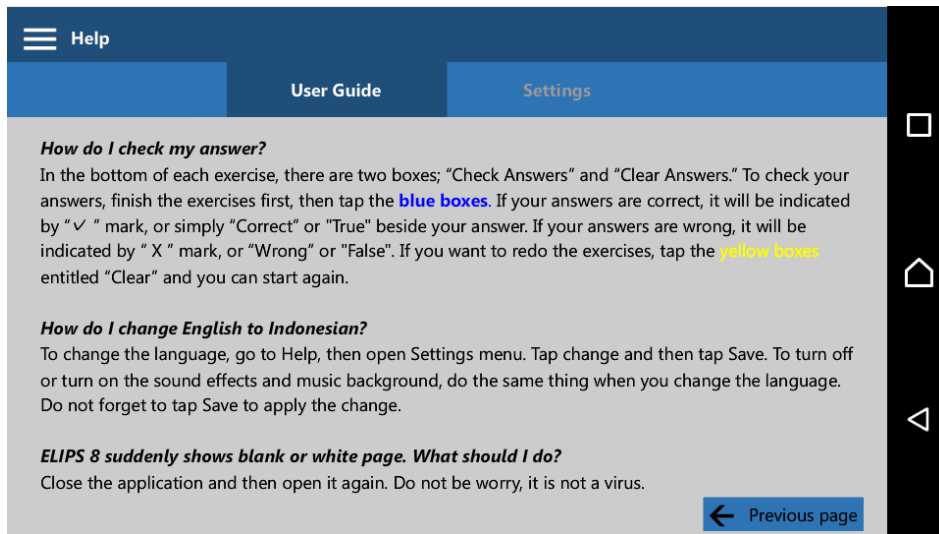
Email

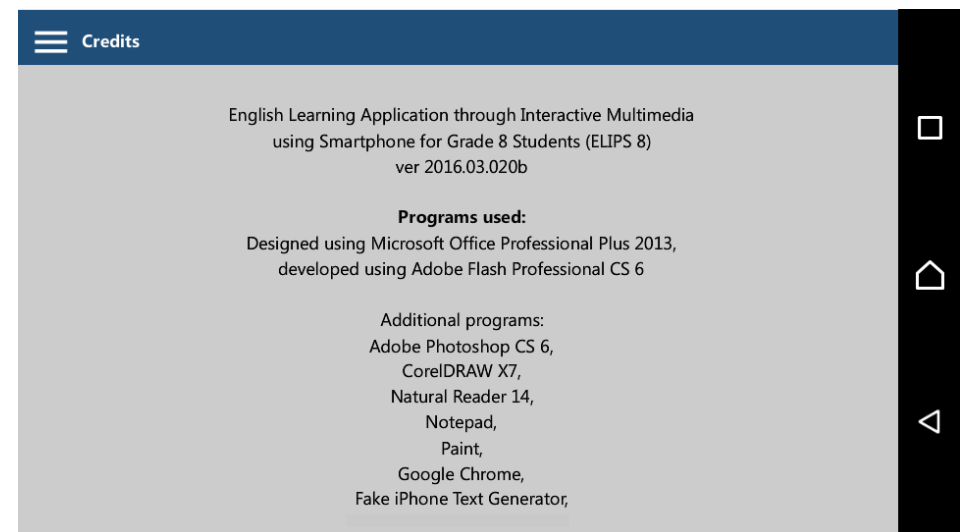
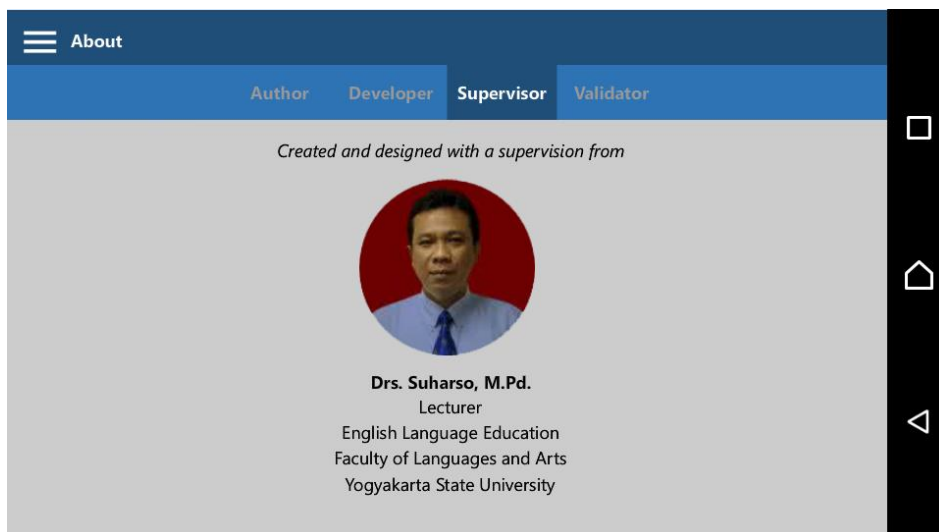
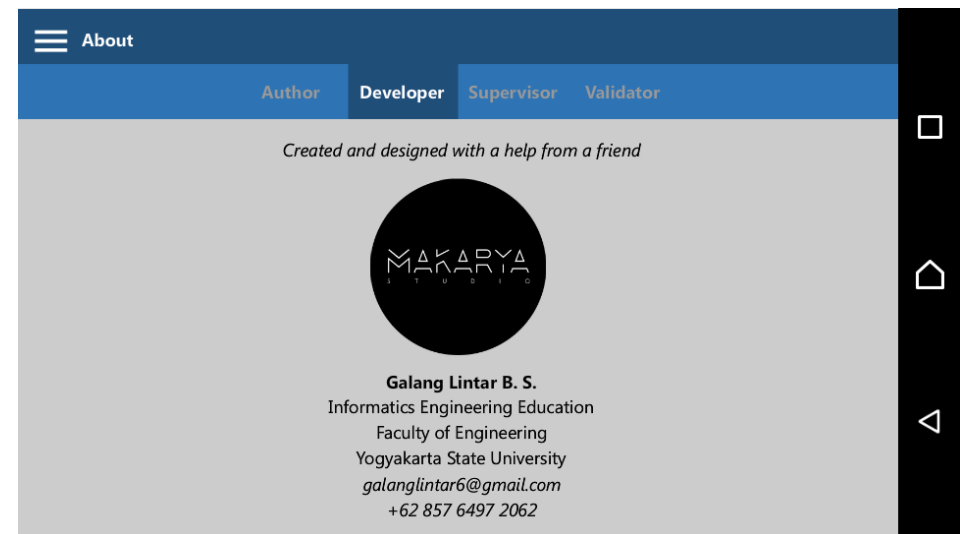
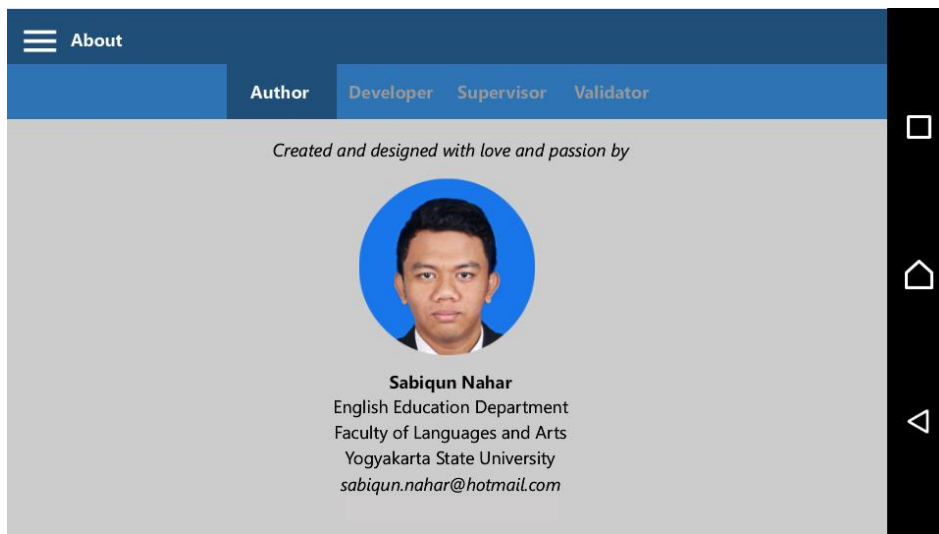
Text Message

Recipe

Advertisement

Schedule





UNIT 1

Unit 1

Overview Activity Reflection Summary

Unit 1
Can you come to the meeting?

In this unit you are going to learn about:

1. Invitation
2. Email
3. Simple Present Tense

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of invitations and emails.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.
7. Determine phrase reference or the meaning of words/phrases within the texts.

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following invitations. Then, answer the questions and keep the answers for yourself.

Invitation 1 Invitation 2

1. What are the texts about?
2. What is the difference between them?
Which one is formal and which one is more informal?
3. Have you ever sent or received one of these kinds of texts?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Below are some more examples of invitation. Put a tick mark (✓) on the invitations you have ever received.

Tap ▶ to listen how to pronounce the words correctly.

<input type="checkbox"/> Birthday invitation	<input type="checkbox"/> Party invitation
<input type="checkbox"/> Meeting Invitation	<input type="checkbox"/> Anniversary invitation
<input type="checkbox"/> Wedding invitation	<input type="checkbox"/> Graduation invitation
<input type="checkbox"/> Seminar invitation	<input type="checkbox"/> Reunion invitation
<input type="checkbox"/> Conference invitation	<input type="checkbox"/> New Year's Eve invitation

CLEAR Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Classify the invitations above into formal and informal invitations by dragging them into the correct group.

Formal Invitation	Informal Invitation
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

New Year's Eve Birthday Meeting Graduation Party Reunion Wedding

CHECK YOUR ANSWER CLEAR Anniversary Conference Seminar ← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the explanation of the Simple present tense.

Invitation usually uses the simple present tense. The simple present tense is used to state habitual action, a repeated or continuous action, general truth, and future events.

Formula: S + V1 (s/es)

You add -s/es to the verb if only the subject is singular. For example:

1. **The President of the United States** cordially **invites** you to the White House Conference on Helping American Youth.
2. **The President and Mrs. Bush** cordially **invite** you to the White House Conference on Helping American Youth.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Choose the correct verb by tapping one of the options for each sentence. Number 1 has been done for you.

1. The headmaster **postpone / postpones** the meeting until 3 p.m.
2. The guests **wear / wears** colourful dress tonight as the dresscode.
3. The chairperson **run / runs** the meeting after all the invited guests are present.
4. Linda **ask / asks** Bertha and Eliana to do the English assignment together at her home.
5. The conference **start / starts** late because of the haywire discussion.
6. My brother **celebrate / celebrates** his graduation party at Hilltown Hotel.

CLEAR ← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following invitation. Then, complete the invitation by typing the correct words in the blank spaces using the provided options below. Number 1 has been done for you.

at on fun
join forget
funny invited

You are (1) **invited** to
Kim's 14th Birthday Party
on Saturday, March 1st
(2) 4.00 pm

At Kim's House

(3) us for cake & ice cream! Lots of
(4) you will never (5) !

CLEAR

(Taken from English Language Learning Kit Year 8)

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following invitation. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

One day, Riana received an invitation for his brother. He is an alumnus of SMPN 1 Kolombo, the school which Riana goes right now. Here is the invitation.

Tap to open invitation

1. The invitation is sent to Mr. Sebastian Notonegoro. **T**
2. The reunion is held after 15 years of their graduation. **T** **F**
3. Besides reunion, there will be bazaar, games, and donation. **T** **F**
4. The reunion will take place in SMPN 1 Kolombo. **T** **F**
5. If Riana's brother would come, he should contact Miss Olive. **T** **F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Study the following explanation of invitation.


Tap to open the explanation

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following invitation carefully. Then, answer the questions correctly.

Tap to open the invitation 

1. The invitation tells us about

☐ a. wedding invitation ☐ c. dancing invitation

☐ b. dinner invitation ☐ d. birthday invitation

2. The wedding will be held at

☐ a. 3.30 am ☐ c. 3.30 pm

☐ b. 4.30 am ☐ d. 4.30 pm

3. Besides wedding, there will be

☐ a. traditional dance ☐ c. standing party

☐ b. dinner and dancing ☐ d. live music

4. Based on the RSVP, Mr. Bambang Atmojo

☐ a. is able to come to the wedding ☐ c. maybe will come to the wedding

☐ b. is unable to come to the wedding ☐ d. did not reply the RSVP

CHECK YOUR ANSWER CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following invitation. Then complete the invitation by matching the numbers with the provided options. Number 1 has been done for you.

Tap to open the invitation

Student Council Room 1.00 – 3.00 p.m. Saturday, January 23, 2016

1 All Captains & Secretary of Class 8A to G Fieldtrip preparation and Committee making

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Match the following words related to invitation by tapping the words first then the correct synonyms.

Tap ▶ to listen how to pronounce the words correctly.

▶ sender	<input type="checkbox"/>	▶ invitee	<input type="checkbox"/>
▶ recipient	<input type="checkbox"/>	▶ inviter	<input type="checkbox"/>
▶ greeting	<input type="checkbox"/>	▶ occasion	<input type="checkbox"/>
▶ place	<input type="checkbox"/>	▶ salutation	<input type="checkbox"/>
▶ agenda	<input type="checkbox"/>	▶ venue	<input type="checkbox"/>

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case carefully.

Reina, as the secretary of the Students Council of her school, is asked by the President of the Students Council to make an invitation. It is addressed to All Class Captains and Secretary from Grade 7 to 9. The invitation is from Students Council of SMPN 72 Yogyakarta. The meeting will discuss the preparation for School Anniversary which falls on March 25. The meeting will be held at the last Saturday of February 2016, at 1 p.m. It will take place in Class 9A room. The invitation must be sent a week before the meeting. Coming late is not permitted since this meeting is very important.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.

<input type="checkbox"/> Students Council SMPN 72 YOGYAKARTA	<input type="checkbox"/> Thank you.
<input type="checkbox"/> To: All Class Captains & Secretary Grade 7, 8 & 9	
<input type="checkbox"/> Chairperson, Secretary,	<input type="checkbox"/> Day/date: Saturday, February 26, 2016
Alexia Amarta Reina Candeva	Time: 1 p.m.
	Place: Class 9A Room
<input type="checkbox"/> The Students Council of SMPN 72 Yogyakarta invites you to join the meeting on:	
<input type="checkbox"/> Yogyakarta, February 20 2016	<input type="checkbox"/> Agenda: The School Anniversary Preparation
<input type="checkbox"/> Because of the importance of this meeting, please come on time.	

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

Besides using written invitation, we can also invite people to attend something using the spoken invitation. You can call the people or talk to them directly. Below are some expressions used to invite someone directly through spoken invitation. Pay attention to the bold phrases.

Tap to open expressions

The table below contains the expressions you can use to accept or decline the invitation from someone else.

Tap to open table

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Time Out

The following sentence contains seven identical words in a row and still makes sense.

"It is true for all that that that that that that that refers to is not the same that that that that that refers to."

Meaning:

It is true for all that, that that "that" which that "that" refers to is not the same "that" which that "that" refers to.

(Source: <https://www.englishclub.com/interesting-facts/>)

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following email carefully. Then, answer the questions and keep the answers for yourself.

Tap to open the email

- Have you ever received or sent one?
- If you ever sent or received one, what was the content of it?
- How many emails are in your inbox now?
Are they mostly spams or real emails?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on Activity 12, tick the words related to email. An example has been shown for you.

Tap to listen how to pronounce the words correctly.

<input type="checkbox"/> envelope	<input type="checkbox"/> subject
<input checked="" type="checkbox"/> attachment	<input type="checkbox"/> carbon copy
<input type="checkbox"/> email address	<input type="checkbox"/> postal Address
<input type="checkbox"/> postage stamp	<input type="checkbox"/> spam

True

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences aloud once you have finished. Number 1 has been done for you.

- In email, filling the **subject** is important for the reader to indicate what the content is.
- To send an email, someone needs to have an first.
- mail is a kind of emails which sent to people who never asked for it.
- If you want to an send email to more than one recipient, you can use .
- Besides sending a text, email can also be used to send pictures, documents, and other files through .

CLEAR attachment / email address / carbon copy / spam / subject

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following email again and answer the questions correctly. Number 1 has been done for you.

Tap to open the email

- The email is about ...
 - ☒ a. a registration confirmation
 - ☐ b. a billing information
 - ☐ c. an offer from Microsoft
 - ☐ d. a job application on Microsoft
- The recipient of the email is ...
 - ☐ a. Microsoft
 - ☐ b. billing@microsoft.com
 - ☐ c. Microsoft Office
 - ☐ d. luckyjohan@snailmail.com
- Based on the email, we can install Office applications on up to ...
 - ☐ a. 1 PC
 - ☐ b. 2 PCs
 - ☐ c. 5 PCs
 - ☐ d. 365 PCs
- We can also get the following features, **except** ...
 - ☐ a. saving document to SkyDrive Online
 - ☐ b. accessing our documents online from anywhere
 - ☐ c. sharing our documents virtually from anywhere
 - ☐ d. enjoying free 365 days of online services

CHECK YOUR ANSWER CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

1. The sender of the email is Deshinta. **T** Tap to open the email

2. Deshinta had arrived in England since long time ago. **T** **F**

3. Deshinta bought a new coat and jacket in England as suggested by Hanna. **T** **F**

4. In England, the weather is cold because the snow falls every day. **T** **F**

5. Hanna is expected to tell the weather condition in Indonesia when she replies to Deshinta's email. **T** **F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Study the following explanation of email.

EMAIL	
Definition	Email is derived from electronic mail. According to Oxford Advanced Learner's Dictionary, email is a way of sending messages and data to other people through computers connected together in a network. Nowadays, you can also send email through your mobile phone, as long as you are connected to the Internet.
Structure	Email has the similar structure to a handwritten letter. The structure generally consists of: <ol style="list-style-type: none"> 1. Heading (sender, recipient, date and time, subject) 2. Greeting 3. Body 4. Closing 5. Sender's full/nick name

How do I address people when I send them email?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.

Tap to open the email

1. The sender of the email is

☐ a. Diana ☐ c. Mrs. Bayu

☐ b. Mr. Bayu ☐ d. Siska

2. When does Mr. Bayu plan to visit Jogja?

☐ a. At the end of January. ☐ c. At the end of February.

☐ b. In the beginning of February. ☐ d. At the end of March.

3. Mr. Bayu needs a help from Diana to get him the information about, **except**

☐ a. how to go to Prambanan ☐ c. the schedule of Ramayana Ballet

☐ b. Ramayana Ballet ticket price ☐ d. the ticket for flight to Prambanan

4. "We also want to know the schedule " (Paragraph 3)
The underlined word refers to

☐ a. Diana ☐ c. Mr. Bayu and his wife

☐ b. Mr. Bayu ☐ d. Mr. Bayu, his wife, and their daughter

CHECK YOUR ANSWER **CLEAR**

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the email below carefully. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.

Tap to open the email

1. The email is about Queen's University Belfast information session. **T** **F**

2. The session will be held on January 22, 2016. **T** **F**

3. It will last for 2 hours, from 3 to 5 pm. **T** **F**

4. The session will be held at Main Hall of Queen's University Belfast. **T** **F**

5. Queen's University Belfast is ranked 8th for research intensity in UK. **T** **F**

6. The recipient can book a seat by calling the hotline 021 57936386. **T** **F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend.

Tap ► to listen how to pronounce the words correctly. CLEAR

b-o-x-i-n	<input type="text"/>	the place on a computer where new email messages are shown
c-r-o-p-c-o-y-b-a-n	<input type="text"/>	used on emails to show that a copy is being sent to another person
c-o-i-n-m-e-t-o	<input type="text"/>	a short set of keyboard symbols that represents the expression on somebody's face, used in email, etc.
f-o-r-d-w-a-r	<input type="text"/>	to send or pass information on the email to somebody
t-h-a-t-c-a-t-m-e-n	<input type="text"/>	a document that you send to somebody using email

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Read the following case carefully.

In Activity 18, Diana received an email from her childhood neighbour, Mr. Bayu. In his email, Mr. Bayu wants to go to Ramayana Ballet with his wife and their daughter, Siska. He needs the information on Ramayana Ballet's schedule, ticket price, and contact info.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply email.

☐ Dear, Mr. and Mrs. Bayu, and Siska. ☐ To: bayu.sutiono@mymail.co.id

☐ I'd suggest you to watch indoor theatre Trimutri since it is still in rainy season.

☐ I'm fine. It's really been long time, Sir. I want to meet Siska too. I really miss her.

☐ Ticket prices: special class IDR 275K, first class IDR 200K, second class IDR 125K.

☐ You can call the information center at +62 274 496 208 / 497 771.

☐ The possible schedule for February: 20, 23, 25, 27 or March 1, 3, 4, 8, 10.

☐ That's all I can get. Hope to see you soon, Sir. See you in Jogja.

CHECK YOUR ANSWER CLEAR ← Previous page Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Based on the email you have just arranged, answer the following questions correctly.

1. The email is sent for ...

☐ a. Diana ☐ c. Mr. and Mrs. Bayu

☐ b. Mr. Bayu ☐ d. Siska

2. The nearest indoor performance schedule of Ramayana Ballet to the end of February is ...

☐ a. February 24, 2016 ☐ c. February 27, 2016

☐ b. February 26, 2016 ☐ d. February 29, 2016

3. The cheapest ticket for indoor theatre is for category ...

☐ a. VIP Class ☐ c. Second Class

☐ b. Special Class ☐ d. First Class

4. If Mr. Bayu, his wife, Siska, and Diana are going to see Ramayana Ballet and book a ticket in First Class category, they would spend ...

☐ a. IDR 125.000 ☐ c. IDR 475.000

☐ b. IDR 200.000 ☐ d. IDR 800.000

CHECK YOUR ANSWER CLEAR ← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

Email is very similar to handwritten letter sent through post office or mail, or also called "snail mail". In fact, email which stands for electronic mail can be said as the electronic version of the handwritten letter. Both of email and letter sent through mail almost have the same structure. However, although sending letters using conventional mail is slowly decreasing, letters still have fans. According to an article on CNN (<http://edition.cnn.com/2010/LIVING/05/27/letters.irt/>), some people said that letter is a way to express thoughts and feelings on something which can be touched, smelled, and felt. There are excitement and thrill when they receive and open a personal letter. So, when did the last time you receive or write a letter?

Tap to open image

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

Which letter of the alphabet has the most water?

۱۱۶ C

(Source: <http://www.funenglishgames.com/funstuff.html>)

Flip The Answer

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 1**! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of invitations and emails.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Use the simple present tense correctly.

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

In this unit, you have learn about:

1. Invitation

Invitation is a card or piece of paper that you use to invite somebody to something such as birthday parties, weddings, ceremonies, meetings, dinners, and so on.

→ **Two types of invitation:** formal invitation (used in companies, public institutions) and Informal invitation (used to invite friends, families, or close relations).

→ **The structure:** the guest, greeting, content (date, time, place, event/agenda), closing, the host, additional information (RSVP or dress code)

2. Email

Email is a way of sending messages and data to other people through computers connected together in a network.

→ **The structure generally:** heading (from, to, date, subject), greeting, body, closing, sender's name

3. Simple Present Tense

It is used to state habitual action, a repeated or continuous action, general truth, and future events.

→ **Formula:** S + V1 (s/es)

UNIT 2

Unit 2

Overview Activity Reflection Summary

Unit 2
Please reply this message ASAP!

In this unit, you will learn about:

1. Text Message
2. Recipe
3. Pronouns
4. Action Verbs

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of text messages and recipes.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following text messages. Then, answer the questions and keep the answers for yourself.

Have you ever received a message like this one from your mother?

Tap to open the message

Or a conversation like this one with your friend, maybe?

Tap to open the message

1. How many text messages do you send or receive in one day?
2. To whom do you usually send or from whom do you receive text messages?
3. What do you usually write in text messages?

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Find and tick the words related to text message below. An example has been shown for you.

<input checked="" type="checkbox"/> sender	<input type="checkbox"/> online	<input type="checkbox"/> sticker
<input type="checkbox"/> voice note	<input type="checkbox"/> recipient	<input type="checkbox"/> reply
<input type="checkbox"/> message	<input type="checkbox"/> video call	<input type="checkbox"/> phone number

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following explanation.

"Jo, can you buy these"

The underlined word in the sentence above is an example of pronoun. What are pronouns? **Pronouns** are words used to substitute nouns in order to avoid repetition. They refer to both people and objects.

Tap to open the table Tap to open picture

Examples of pronoun as subject:

1. **Mr. Brown** does not come to teach the class today. **He** is ill.
2. **Dani and I** are in the library. **We** are looking for Math books.

Examples of pronoun as object:

1. Today is **Sinta's** birthday. Dania gives **her** a special gift.
2. **Hanif and Hanim** are twins. Their parents really love **them**.

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Fill the box before each sentence with the correct pronoun. Once you have done, read each sentence aloud. Number 1 has been done for you as an example.

He	1. Anwari is a junior high school student.
	2. Diana is the first female Students Council president in her school.
	3. Johan and Lelya are not in the classroom.
	4. Elan and I always study together.
	5. The cat is sleeping on the table.
	6. Bondan is having a meeting with Miss Cantika in the library.
	7. I ride my bicycle to school.
	8. I always meet Leonardo at the bus-stop.

CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following text message. Then, complete the sentences by typing the correct answers using the provided options. Number 1 has been done for you.

Tap to open the message

1. The sender of the message is	INDOSIAT
2. The message is sent at	
3. The message contains	
4. To get the bonus, first you need to refill your balance	
5. The bonus is valid for	

100 K / INDOSIAT

11:22 PM / Feb 14, 2016

50 K / 3 days

11:22 AM / an offer

11:41 AM

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Match the following words related to text messages by tapping the words first then the correct definitions.

Tap ▶ to listen how to pronounce the words correctly.

▶ sender	<input type="checkbox"/> a situation in which a message yet to send because of the network problem
▶ recipient	<input type="checkbox"/> an answer or message sent by the recipient of a message
▶ reply	<input type="checkbox"/> a person who receives a message
▶ content	<input type="checkbox"/> the information or other materials contained in a message
▶ pending	<input type="checkbox"/> a person who sends a message

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Learn the explanation of text message.

TEXT MESSAGE	
Definition	Oxford Advanced Learner's Dictionary defines text message as a written message sent using a mobile/cell phone. In this situation, the sender cannot communicate directly with the receiver so he/she sends a text message.
Goals	- to send a message/information to someone - to communicate in brief
Structure	1. Sender (name/phone number) 2. Recipient 3. Time and date 4. Message/content/information

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.

One day, Andy received a message stating that he just won a prize. However, Andy never entered or joined any event. Moreover, the sender was using a normal phone number, not provider's name just like he received those ads or offers.

Tap to open the message

- The message is sent by
 - ☐ a. Esiah
 - ☐ b. +62 666 023....
 - ☐ c. Esiah Poin Vaganza
 - ☐ d. Official Info
- The message above tells us about
 - ☐ a. the recipient's balance top up
 - ☐ b. Esiah Poin Vaganza lottery
 - ☐ c. the recipient just won IDR 100
 - ☐ d. the winning PIN
- "...., you need to claim it at our"
The underlined word refers to
 - ☐ a. balance top up
 - ☐ b. winning PIN
 - ☐ c. the prize
 - ☐ d. IDR 100 billion
- If you are the recipient of this message, you should
 - ☐ a. claim the prize right away
 - ☐ b. ignore the message since it is fake
 - ☐ c. tell your friends
 - ☐ d. tell your parents

CHECK YOUR ANSWER **CLEAR**

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following message carefully.

Tap to open the message

Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.

- Ryan borrows phone from his friend to send his dad a message. **T F**
- Ryan cannot send his dad a message because he lost his phone. **T F**
- Ryan will come home late because he still has a class meeting. **T F**
- Ryan asked his dad to pick him up at 5 p.m. **T F**
- Ryan will be waiting in front of his school while having a cup of coffee. **T F**

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.

K		IKR	I know right	You've got to be kidding me for your information okay later I will be right back thank you so much
C	see	L8R		
B4	before	LOL	laughing out loud	
BRB		ASAP	as soon as possible	
FYI		TYSO		
GR8	great	YGTBKM		

CLEAR

Adapted from: Interchange Student's Book 1,
Daily Mail Online (<http://www.dailymail.co.uk/news/article-2656924/>),
and ECEnglish (<http://www.ecenglish.com/learnenglish/lessons/sms-english-text-speak-a-z>)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case carefully.

Davina as the secretary of Student Organization, was asked by Johan, the President of Student Organization, to notify every member of the Student Organization in their school to attend monthly meeting through text message. The agenda is the preparation for Independence Day Cup and Carnival.

Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud.

<input type="checkbox"/> 1	Reply this message to confirm your attendance.	<input type="checkbox"/> 2	Please come on time.
<input type="checkbox"/> 3	Time: 1:30 pm	<input type="checkbox"/> 4	Regards, Student Organization
<input type="checkbox"/> 5	Agenda: Preparation for IDCC 2016	<input type="checkbox"/> 6	Day/date: Sat, Feb 20, 2016
<input type="checkbox"/> 7	Please attend our monthly meeting on:	<input type="checkbox"/> 8	Place: Student Organization Room A
<input type="checkbox"/> 9	To: All members of Student Organization		

CHECK YOUR ANSWER **CLEAR** **Next page** →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the message you have just arranged, answer the following questions correctly.

- The message is sent by
 - ☐ a. Johan
 - ☐ b. Davina
 - ☐ c. IDCC Committee
 - ☐ d. Student Organization Committee
- The message is sent for
 - ☐ a. Davina
 - ☐ b. Johan
 - ☐ c. IDCC Committee
 - ☐ d. All Student Organization Members
- The meeting will be held on at
 - ☐ a. Feb 15, 2016 7:30 p.m.
 - ☐ b. Feb 15, 2016 7:44 p.m.
 - ☐ c. Feb 20, 2016 1:30 p.m.
 - ☐ d. Feb 20, 2016 7:30 p.m.
- From the message above, it can be concluded that
 - ☐ a. the meeting will be held in Student Hall A
 - ☐ b. the recipients have to confirm their attendance by replying the message
 - ☐ c. there will be a prize for those who comes first
 - ☐ d. there will be a punishment for those who come late

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

There are other ways to send information or to inform something to someone if you cannot send a text message. If you are in an organization, say OSIS, you can leave a message using a formal way through a **memorandum**, or memo. Or, to make it more personal, for example to your friends, parents, family, or someone close to you, just leave a **short message** or a **note** in a piece of paper.

Dear Raisa, please help me find a way back home. My GPS is broken.

Cakra Kahn

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

If you were to write out every number name in full (one, two, three, four, and so on), you wouldn't use a single letter B until you reached one billion.

Want to prove? Start counting then!

(Source: http://www.huffingtonpost.com/paul-anthony-jones/66-facts-you-may-not-have_b_5508623.html)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following message again. Then, answer the questions and keep the answers for yourself.

Tap to open the message

You still remember about this message, right? This message contains a shopping list, which is also one kind of short functional texts. It contains a list of ingredients to make something based on a recipe.









- How many items does Johan need to buy?
- Where do you think Johan will get those items?
- What is going to be made based on those lists?

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Look at the following pictures. Tick the items which are needed to be bought based on the shopping list in Activity 12. An example has been shown for you.

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

You have completed the shopping list which contains the ingredients needed to make Chocolate & Banana Brownies.
Now, read the recipe of Chocolate & Banana Brownies below.

Tap to open the recipe

In the recipe, you see this verb:
Preheat oven to 180° C, ...

The word "preheat" is an example of an action verb.
What is action verb? **Action verb** is a word that shows what someone or something is doing. For example

- o Cesar and his mother **cook** dinner.
- o Julia **reads** Harry Potter and the Goblet of fire.
- o The cat **scratches** the leg of the table in the dining room.

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Identify the verbs which are used in the recipe of Chocolate & Banana Brownies. Tick the verbs you have found in the table below. An example has been done for you.

<input checked="" type="checkbox"/> preheat	<input type="checkbox"/> remove	<input type="checkbox"/> stir	<input type="checkbox"/> cool
<input type="checkbox"/> grease	<input type="checkbox"/> mix	<input type="checkbox"/> pour	<input type="checkbox"/> turn out
<input type="checkbox"/> line	<input type="checkbox"/> sift	<input type="checkbox"/> push	<input type="checkbox"/> cut
<input type="checkbox"/> melt	<input type="checkbox"/> add	<input type="checkbox"/> bake	

CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following recipe. Then, complete the recipe by typing the correct verbs in the provided spaces. Number 1 has been done for you.

Tap to open the ingredients

Steps:

1. **Beat** the egg whites and sugar until thick and creamy.
2. the coconut milk.
3. the flour, coconut and vanilla fold in until well mixed.
4. into a greased baking tin.
5. the egg yolks and over the top of the cake mixture.
6. in 200° Celsius oven until done and golden brown.

CLEAR

(Adapted from:
http://www.yummly.com/recipe/external/Wingko-Babat-Cake_-Wingko-Babat_-Indonesian-Recipes-896258)

Add
Add
Bake
Beat
Pour
Pour

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Learn the explanation of recipe.

RECIPE

Definition	Oxford Advanced Learner's Dictionary describes recipe as a set of instructions that tells you how to cook something and the ingredients (items of food) you need for it.
Goal	- to give detailed instructions/directions to create or make something
Structure	1. The recipe name/title 2. Ingredients 3. Preparation instruction (the steps) 4. Additional information (serving, preparation time, cooking time)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following recipe carefully.

Tap to open the recipe

Based on the recipe you have read, state whether the following statements are True (T) or False (F). You can do it with your friend.

1. There are 6 ingredients needed to make the cendol.	T	F
2. We need to boil the water with pandan leaves first until it turns black.	T	F
3. After the rest of the water is boiled, you should add green lettuce leaves.	T	F
4. We need to stir the flour mixtures until it thickens like a paste.	T	F
5. We can add shaved ice or ice cubes with some jackfruit to our cendol.	T	F

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Do you know what "tbsp" stands for? Study the following list of abbreviations which are usually found in a recipe. Then, match the abbreviations by tapping the abbreviations first then the correct longer form. You can do it with your friend.

Tap ▶ to listen how to pronounce the words correctly.

tbsp tsp oz l ml g cc	litre millilitre cubic centimetre teaspoon gram tablespoon ounce
---	--

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following recipe. Answer the questions by choosing the correct answers.

Tap to open the recipe

1. The recipe will be made for ... people. a. 5 b. 6 c. 8 d. 30	3. Which ingredient needs to be cut into bite size pieces? a. Bay leaves. b. Palm sugar. c. Young jackfruit. d. Hard-boiled eggs.
2. The total time to make gudeg is a. 30 mins b. 5 hours c. 5 hours 30 mins d. 8 hours	4. It will be even better if we cook the ingredients of gudeg in a. teapot b. clay-pot c. coffee pot d. flowerpot
5. It is best to serve gudeg in a serving plate while a. hot and spicy b. cold and sweet c. warm and salty d. warm at room temperature	

CHECK YOUR ANSWER CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

You have learned about the action verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.

▶ beat	<input type="checkbox"/>	<input type="checkbox"/> to rub any thick oily substance or fat on something
▶ drain	<input type="checkbox"/>	<input type="checkbox"/> to make something become liquid as a result of heating
▶ grease	<input type="checkbox"/>	<input type="checkbox"/> to make a liquid or other substance flow from a container in a continuous stream, especially by holding the container at an angle
▶ melt	<input type="checkbox"/>	<input type="checkbox"/> to mix something with short quick movements with a fork, etc
▶ pour	<input type="checkbox"/>	<input type="checkbox"/> to make something empty or dry by removing all the liquid from it

CLEAR

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

You have learned about the action verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.

▶ preheat	<input type="checkbox"/>	<input type="checkbox"/> to cook something by keeping it almost at boiling point
▶ serve	<input type="checkbox"/>	<input type="checkbox"/> to move a liquid or substance around, using a spoon or something similar, in order to mix it thoroughly
▶ sift	<input type="checkbox"/>	<input type="checkbox"/> to heat an oven to a particular temperature before you put food in it to cook
▶ simmer	<input type="checkbox"/>	<input type="checkbox"/> to give somebody food or drink, for example at a restaurant or during a meal
▶ stir	<input type="checkbox"/>	<input type="checkbox"/> sift something to put flour or some other fine substance through a sieve / sifter

CLEAR

← Previous page









Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time

Read the following case carefully. Tap to open the case

Bantu ayah Reina untuk membuat Chocolate Banana Sushi. Pertama, pilih bahan-bahan yang diperlukan dengan mencentang kotak pada gambar yang benar.

CLEAR

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time

After all the ingredients are ready, help Reina's dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.

<input type="checkbox"/> Cover the banana roll in honey or golden syrup.	<input type="checkbox"/> Place the banana along one length of the bread and roll.
<input type="checkbox"/> First, cut the edges off the bread.	<input type="checkbox"/> Slice, serve and enjoy!
<input type="checkbox"/> Fourth, cut the ends off the banana.	<input type="checkbox"/> Then, spread the Nutella or peanut butter all over the bread.
<input type="checkbox"/> Finished! You can eat them using chopsticks.	<input type="checkbox"/> Sprinkle the sugar over the bread slice.

CLEAR

← Previous page

Unit 2 Please reply this message ASAP!


Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

A recipe is closely related to procedure text. Both texts have the similar function which is to help readers to do or make something. For example, if you want to make handmade stuffed doll, you will need several items as "the ingredients" and then you follow the steps one by one just like in a recipe. Can you mention some procedure texts you have known?

How to be a Superman:



get cape. wear cape. fly.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

What begins with T, ends with T, and has T in it?

↕ tsɒbɔt

(Source: <http://www.funenglishgames.com/funstuff.html>)

Flip The Answer

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 2!** To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of text messages and recipes.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Identify and use pronouns correctly.
- ☐ Identify and use action verbs correctly.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

In this unit, you have learned about:

<p>1)Text Message</p> <p>Text message is written message sent using a mobile/cell phone.</p> <p>→Goals: to send message or information, to communicate in brief</p> <p>→Structure: sender, recipient, time and date, and the message</p>	<p>3)Pronouns</p> <p>Pronouns are words which used to substitute nouns in order to avoid repetition. They refer to both people and objects.</p> <p>→Example: Mrs. Fox does not come to teach the class today. <i>She</i> is ill. ("Mrs. Fox" can be changed to subject pronoun "she")</p>
<p>2)Recipe</p> <p>Recipe is set of instructions that tells you how to cook something and the ingredients you need for it.</p> <p>→Goal: to give detailed instructions or directions</p> <p>→Structure: recipe's name, ingredients, steps, additional information</p>	<p>4)Action Verbs</p> <p>Action verb is a word that shows what someone or something is doing.</p> <p>→Examples:</p> <p>Cesar <i>reads</i> the autobiography of Sir Alex Ferguson.</p> <p>Rinda <i>cut</i> the chocolate brownies into ten pieces.</p>

UNIT 3

Unit 3

Overview Activity Reflection Summary

Unit 3
Buy 1, Get 1 Free!

In this unit, you will learn about:

1. Text Message
2. Recipe
3. Pronouns
4. Action Verbs

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of advertisements and schedules.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Watch the following advertisement video. Then, answer the questions and keep the answers for yourself.

Lisa is interested to buy a new smartphone. One day, she saw an advertisement which had taken her interest and made her want to buy the advertised smartphone.

Tap to play ▶ Sony Xperia C4 Dual Slim commercial
(Source: <https://www.youtube.com/watch?v=o2GJAhKcmA>)

1. What is the video about?
2. Where do you usually see this kind of video?
3. Are you interested in buying the product after watching the video just like Lisa?

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Based on the video in Activity 1, identify the adjectives used. You can replay the video and write the adjectives on a piece of paper if necessary. Then, tick the adjectives you have found in the provided table below. An example has been done for you.

Tap ▶ to listen how to pronounce the words correctly.

What is adjective?

<input checked="" type="checkbox"/> ▶ anti-scratch	<input type="checkbox"/> ▶ ultra slim	<input type="checkbox"/> ▶ unique	<input type="checkbox"/> ▶ amazing
<input type="checkbox"/> ▶ crisp	<input type="checkbox"/> ▶ smart	<input type="checkbox"/> ▶ creative	<input type="checkbox"/> ▶ sensational
<input type="checkbox"/> ▶ elegant	<input type="checkbox"/> ▶ social	<input type="checkbox"/> ▶ main	<input type="checkbox"/> ▶ large
<input type="checkbox"/> ▶ best	<input type="checkbox"/> ▶ extraordinary	<input type="checkbox"/> ▶ superior	

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Complete the following sentences by typing the correct adjectives into the provided spaces. Number 1 has been done for you.

1. This mascara, is the **best** mascara you can get compared to other products.
2. My new camera took pictures which I love it so much.
3. The dress will make you look and stylish.
4. The speakers have sound that will make you feel like in theater while watching movies.
5. The new Galaxus tablet is very with its dual-camera at the back side.

CLEAR

amazing	extraordinary	sensational
elegant	best	creative unique

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following advertisement and answer the questions correctly. Number 1 has been done for you.

1. The text is about

☐ a. a job vacancy in English Education Department

☐ b. a job vacancy of English and Japanese teachers for a 30 years old male

☐ c. a job vacancy of English and Japanese teachers for a 30 years old female

☐ d. a job vacancy of English and Japanese teachers maximum 30 years old male/female

2. The following are the requirements of the job, **except**

☐ a. male/female, more than 30 years old

☐ b. S1 in education

☐ c. fresh graduate

☐ d. having personal vehicle

3. You can apply the job by

☐ a. sending CV

☐ b. phone interview

☐ c. email interview

☐ d. Skype interview

4. The word "maximum" is the opposite of

☐ a. maximal

☐ b. maximize

☐ c. minimize

☐ d. minimum

Tap to open the advertisement

CHECK YOUR ANSWER CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following advertisement and answer the questions correctly.

1. The following are the participants of the Choco Candy Fest mentioned in the advertisement above, **except**

☐ a. Coklat Madam

☐ b. Chocodot

☐ c. Fantasy Lolipop

☐ d. Artemy Italian Gelato

2. The Choco Candy Fest will last for

☐ a. 9 days

☐ b. 10 days

☐ c. 15 days

☐ d. 18 days

3. The kids can join the Kids Colouring Competition on

☐ a. 18 December 2015

☐ b. 21 December 2015

☐ c. 25 December 2015

☐ d. 27 December 2015

4. There will be a demo on cooking chocolate on

☐ a. 18 December 2015

☐ b. 21 December 2015

☐ c. 24 December 2015

☐ d. 27 December 2015

Tap to open the advertisement

CHECK YOUR ANSWER CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Study the following explanation of advertisement.

ADVERTISEMENT

Definition	Advertisement is defined by Oxford Advanced Learner's Dictionary as a notice, picture or film telling people about a product, job or service. It might contain a combination of picture and set of words, slogan, or a short film, used to persuade people to buy a product, use a service, and give information about a job that is available or about an event that is going to happen. Advertisement can also be called as ads or simply ad.
Goals	- to promote/advertise/offer a product or service - to persuade people to buy a product or use a service
Types	1. Spoken ads; using radio, or telephone 2. Written ads; newspaper, magazine, tabloid, pamphlet 3. Visual ads; TV, internet, ad board,

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Watch the following video advertisement of a DSLR camera. Pay attention to the content.

Tap to play ▶ Nikon D5300 product video

(Source: <https://www.youtube.com/watch?v=Kc1rcGDVSM>)

Now, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you.

Tap ▶ to listen how to pronounce the words correctly.

Part A		Part B	
2 ▶ Mode dial	▶ Lens release	▶ Storage	▶ Hot shoe external flash
▶ Aperture	▶ Shutter button	▶ Control button	▶ Viewfinder
▶ Camera lens	▶ Pup-up flash	▶ Battery	▶ LCD screen

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.

1. The camera being advertised is Nikon D3300.	<input type="checkbox"/> T	<input type="checkbox"/> F
2. It is available in 4 colours: black, silver, red, and gold.	<input type="checkbox"/> T	<input type="checkbox"/> F
3. The camera has a wireless connection and built-in GPS.	<input type="checkbox"/> T	<input type="checkbox"/> F
4. It can record 4K videos and has mono microphone to record the sound.	<input type="checkbox"/> T	<input type="checkbox"/> F
5. It has vari-angle 1037k dot high resolution monitor with touchscreen.	<input type="checkbox"/> T	<input type="checkbox"/> F

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements on the left side with their correct definitions on the right side by drawing a line. You can do it with your friend.

<input type="checkbox"/> TV Commercial	<input type="checkbox"/> ads which target audience who listen to a particular station
<input type="checkbox"/> Newspaper/magazine ads	<input type="checkbox"/> ads which directly sent to customers with a select audience
<input type="checkbox"/> Billboard ads	<input type="checkbox"/> ads which use signs on the road or at sports stadium
<input type="checkbox"/> Email/direct mail ads	<input type="checkbox"/> ads which placed in particular sections of a page, can be national or local
<input type="checkbox"/> Radio ads	<input type="checkbox"/> promotion of products and service using colour, action, sound and sight

CLEAR

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements on the left side with their correct definitions on the right side by drawing a line. You can do it with your friend.

<input type="checkbox"/> Text messages	<input type="checkbox"/> a celebrity or famous person paid to promote products or use services
<input type="checkbox"/> Internet pop-ups	<input type="checkbox"/> a promotion with a real time audience but have a limited number of characters in the text
<input type="checkbox"/> Flyers	<input type="checkbox"/> they can impact a viewer but can be annoying, intrusive and crash your PC/smartphone
<input type="checkbox"/> Sponsorship	<input type="checkbox"/> small paper printed with information which handed out to customers face to face
<input type="checkbox"/> Endorsement	<input type="checkbox"/> companies funding events or competition in return for recognition of brand or products

CLEAR

← **Previous page**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case.

Isyana is asked by his brother to design an advertisement of his action camera rent service. The rent service's name is Gudang Kamera Jogja. The design is described as follows.

At the top, of course the rent service's name. There are 3 types of action cameras for rent they offer, GoPro Hero 3+, Hero 4 Black and Hero 4 Silver. The main highlight is the Hero 4 Silver, which will be showed in the ads just below the rent service's name. The rent charge starts from IDR 125.000 per day. All include memory card 32 GB, 3 pcs of battery plus charger, bag, monopod, and housing. The customer can call +62 899 500 500 or add PIN 224BG67G.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the case you have read, arrange an advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud.

More info: +62 899 500 500 / PIN 224BG67G

Start from IDR 125K/day

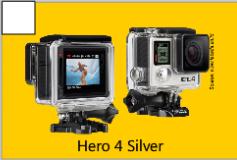
GoPro Hero 3+, Hero 4 Black/Silver

OPEN RENT | Gudang Kamera Jogja

All include: microSD 32GB, battery 3 pcs, charger, bag, monopod, & housing.

CLEAR

← Previous page Next page →



Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the advertisement you have just arranged, answer the following questions correctly.

- The purpose of the advertisement is
 - ☐ a. to promote a camera rent service
 - ☐ b. to persuade people to buy GoPro
 - ☐ c. to offer people to buy cheap GoPro
 - ☐ d. to amuse people with the features of GoPro
- There are ... GoPro cameras offered by Reina's brother camera rent.
 - ☐ a. one
 - ☐ b. two
 - ☐ c. three
 - ☐ d. four
- Based on the ads, the highlighted camera is
 - ☐ a. GoPro Hero 3+
 - ☐ b. GoPro Hero Black
 - ☐ c. GoPro Hero Silver
 - ☐ d. GoPro Hero 4+
- The following items is included if a customer rent a camera, **except**
 - ☐ a. microSD 23 GB
 - ☐ b. monopod
 - ☐ c. battery 3 pcs
 - ☐ d. charger

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 3 Buy 1, Get 1 Free!


Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

If you see a resemblance of a product or brand within a movie, it is called **covert advertising**. Phone makers, car makers, sportswear companies, or beverages company often put their products in the movie.

Meanwhile, if you saw advertising in cars, buses, or taxis, it is called **transit advertising**. These kinds of ads are sometimes even put in train or planes.



Pirates prefer
Adidas
over **NIKE**

Source: quadsargent.com

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Time Out

Ever heard the popular tongue-twister
▶ "She sells seashells on the seashore."
or
▶ "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

Now test your friends, ask them to say
▶ "The sixth sick sheik's sixth sheep's sick".

It is known to be the toughest tongue-twister in English language according to the Guinness Book of World Records.

(Adapted from: <http://www.makemegenius.com/cool-facts/interesting-facts-about-english-language>)

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Study the following schedule. Then, answer the questions but keep the answer for yourself.

Every Monday to Saturday, Citra checks the lesson schedule to make sure she brings the correct textbook for today's lesson. Take a look at Citra's lesson schedule.

Tap to open the schedule

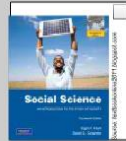
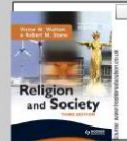
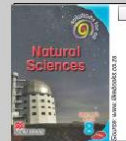
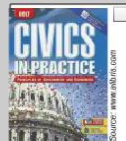
1. Do you happen to see or to have this kind of schedule just like Citra?
2. Where do you usually place your lesson schedule?
3. Can you mention other kinds of schedule which you usually find?

Unit 3 Buy 1, Get 1 Free!

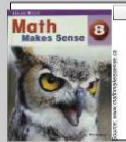
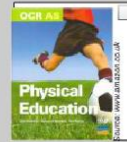


Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Study the following explanation.

We will have Physical Education after Indonesian class.

Do you know that the sentence above contains a temporal conjunction? What is meant by temporal conjunction?

Temporal conjunction is a word that connects two parts of a sentence to express the time order of events. For example after, before, next, now, then, until, while, and etc.

Usage examples:

- **After** the ceremony, we will have Mathematics with Mrs. Siska.
- On Tuesday, **before** the last period we will have an English quiz.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on the schedule in Activity 12, complete the sentences below by typing the correct temporal conjunctions into the provided spaces. Number 1 has been done for you.

after / after / before / now / then / until / while

1. On Monday, Citra will have Mathematics **after** the ceremony.
2. [] the first break, Citra will have Javanese. [], she will have Counseling.
3. On Tuesday, from the first period [] the last period, Citra will have 3 subjects.
4. Citra will have 2 periods of Indonesian on Thursday, [] on Friday she will have 3 periods.
5. Right now is 10 a.m. on Saturday, so [] Citra still have Social Science class.
6. [] going home, Citra will have Scout activities starting at 12 p.m.

CLEAR **Previous page** ←

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Study the following schedule carefully. Then, answer the questions correctly. Number 1 has been done for you.

Tegar is an 8th grade student in one of private schools in Yogyakarta. He lives in a dormitory. Here is his daily schedule for Wednesday.

Tap to open the schedule

- Based on the schedule, Tegar only have ... to eat his breakfast.
 - ☐ a. 10 minutes
 - ☐ b. 15 minutes
 - ☐ c. 20 minutes
 - ☐ d. 30 minutes
- How many meals a day does Tegar have?
 - ☐ a. 2 meals
 - ☐ b. 3 meals
 - ☐ c. 4 meals
 - ☐ d. 5 meals
- Excluding break, Tegar is studying at school for
 - ☐ a. 4 hours 45 mins
 - ☐ b. 5 hours 15 mins
 - ☐ c. 5 hours 30 mins
 - ☐ d. 5 hours 45 mins
- At 07:31 pm, Tegar is
 - ☐ a. watching TV
 - ☐ b. starting his dinner
 - ☐ c. starting his study session II
 - ☐ d. playing games
- If at Tuesday night Tegar went to sleep at 9:30 pm, how long did he sleep until Wednesday morning?
 - ☐ a. 8 hours.
 - ☐ b. 8 hours 30 mins.
 - ☐ c. 9 hours.
 - ☐ d. 9 hours 30 mins.

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following schedule. State whether the statements are True (T) or False (F). Number 1 has been done for you.

Tap to open the schedule

- There are two main stages for the Kampoeng Jazz. **T**
- The earliest show time for Kampoeng Jazz is at the main stage. **T F**
- Total 21 artists will perform on the 7th International Kampoeng Jazz. **T F**
- In the main stage, 10 artists will perform. **T F**
- Endah and Rhesa will perform on lounge stage after Yura. **T F**

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Learn the explanation of schedule.

	SCHEDULE
Definition	According to Oxford Advanced Learner's Dictionary, schedule is a list showing the times at which particular events will happen.
Goals	- to remind you - to show information
Examples	- Lesson schedule - Itinerary - Flight/bus/train schedule - Show time - Event rundown - Movie schedule, etc.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.

Tap to open the schedule

- The schedule above is a
 - ☐ a. flight departure schedule
 - ☐ b. flight arrival schedule
 - ☐ c. flight destination schedule
 - ☐ d. flight delay schedule
- There are ... which are delayed because of certain reasons.
 - ☐ a. one flight
 - ☐ b. two flights
 - ☐ c. three flights
 - ☐ d. four flights
- The word "delayed" has the similar meaning to
 - ☐ a. postponed
 - ☐ b. cancelled
 - ☐ c. failed
 - ☐ d. continued
- Based on the schedule, the flight that has the longest delay is
 - ☐ a. Mandala Tiger Air RI 137
 - ☐ b. Mandala Tiger Air RI 173
 - ☐ c. Air Asia AK 1321
 - ☐ d. Lion Air JT 274
- The following flights are scheduled to fly to Jakarta, **except**
 - ☐ a. Garuda Indonesia GA 215
 - ☐ b. Lion Air JT 274
 - ☐ c. Lion Air JT 551
 - ☐ d. Mandala Tiger Air RI 345

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.

Tap to open the schedule

1. The earliest train to leave from Gambir Station is

☐ a. Argo Muria ☐ c. Argo Gede
☐ b. Argo Anggrek ☐ d. Cirebon Express

2. Based on the schedule, Argo Anggrek will depart to Surabaya before

☐ a. Argo Muria ☐ c. Argo Lawu
☐ b. Argo Gede ☐ d. Cirebon Express

3. The train which has the most expensive single ticket is

☐ a. Argo Muria ☐ c. Argo Gede
☐ b. Argo Anggrek ☐ d. Argo Lawu

4. Dinar wants to go to Surabaya by Argo Anggrek. She goes there with one of her friends and they want to go back to Jakarta two days later. She has bought the return ticket to Jakarta but her friend wants to stay longer in Surabaya. How much does Dinar and her friend have to pay for the ticket?

☐ a. IDR 155000 ☐ c. IDR 445000
☐ b. IDR 290000 ☐ d. IDR 545000

5. From the schedule above, it can be concluded that Gambir station has

☐ a. 1 platform only ☐ c. 4 platforms
☐ b. 2 platforms ☐ d. 5 platforms

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Match the English Words related to schedule by tapping the words first then their correct Indonesian equivalents. You can do it with your friend.

Tap ▶ to listen how to pronounce the words correctly.

English Words	Indonesian Equivalents	English Words
▶ arrival	<input type="checkbox"/> dibatalkan	<input type="checkbox"/> ▶ period
▶ cancelled	<input type="checkbox"/> ditunda	<input type="checkbox"/> ▶ platform
▶ delayed	<input type="checkbox"/> keberangkatan	<input type="checkbox"/> ▶ rundown
▶ departure	<input type="checkbox"/> kedatangan	<input type="checkbox"/> ▶ ticket
▶ gate	<input type="checkbox"/> pintu	

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time →

Read the following case carefully.

Lutfia is an 8th grade student at SMPN 11 Yogyakarta. She has planned what to do this weekend. On Sunday, she wakes up at a quarter past five. Then, she takes her bicycles around the housing complex for about 1 hour and 45 minutes.

She then takes a rest while watering plant before eating breakfast and taking a bath. After that, she watches her favorite cartoon on TV for half an hour before going to Kikan's house. In the afternoon, before going to English private, she has one hour lunch with Latifa. After she is done with the private course, she goes to book store.

Around half to five, she does her housework like cleaning her room, her bike, and inside the house. After the housework is done, she takes a bath before having dinner with her family. In the evening, she has a study session to check tomorrow's lesson or homework before going to bed at 9.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time →

Complete the missing schedule based on the case you have read by typing the correct activity provided below in the blank spaces.

My Sunday Schedule			
Time	Activities		
05:15 am		12:00 - 01:00 pm	Lunch with Latifa
05:15 - 07:00 am		01:00 - 03:00 pm	
07:00 - 07:30 am		03:00 - 04:30 pm	
07:30 - 08:00 am	Breakfast	04:30 - 06:00 pm	
08:00 - 08:30 am	Take a bath	06:00 - 06:30 pm	Take a bath
08:30 - 10:00 am		06:30 - 07:30 pm	Family time
10:00 - 12:00 am		07:30 - 09:00 pm	
		09:00 pm	

CHECK YOUR ANSWER **CLEAR**

← **Previous page**

Cycling
 English private
 Go to bookstore
 Go to Kikan's house
 Go to sleep
 Housework
 Study session
 Wake up
 Watch TV
 Watering plants

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

Agenda, schedule, timetable, and itinerary are closely related. However, they are different.

Agenda is a list or program of things to be done. A member of an organization, for example meeting chairperson or Students Council secretary, will often have an agenda meeting – a list of specific topics to discuss, or things to accomplish during the meeting. People also use the word agenda to mean their calendar. For example: if someone asks if you are available for lunch next week, you might say "Let me check my agenda" to find out which day you can have the lunch.

Schedule is as we have learned in this unit. It contains a list of things to be done at certain time like lesson schedule, camping schedule, meeting schedule; or it contains information for people to read like flight or train schedule.

The word schedule can also be used to establish an appointment or action at certain time, for example: "I scheduled my dentist appointment for next Monday." **Timetable** has the same meaning with schedule. However, it is usually used in British English while schedule usually used in American English, especially North American English. Meanwhile, **itinerary** is a list or plan of things to do during a trip. The tour travel usually will give the travelers an itinerary describing the different tour places they will go and things they will see.

(Source: louisem.com)

(Adapted from: <http://www.espressoenglish.net/difference-between-agenda-itinerary-and-schedule/>)

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

Which month has 28 days?

All of them of course!

(Source: <http://www.funenglishgames.com/funstuff/html/>)

Flip The Answer

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 3!** To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of advertisements and schedules.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Identify and use adjectives correctly.
- ☐ Identify and use temporal conjunctions correctly.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

In this unit, you have learned about:

1) Advertisement
Advertisement or ads is a notice, picture or film telling people about a product, job or service.
→ Goals: to promote/advertise/offer a product, service or job; to persuade people to buy a product or use a service.
→ Types: spoken ads (using radio or telephone), written ads (newspaper, magazine, tabloid, pamphlet), visual ads (TV, internet, ad board).

2) Schedule
Schedule is a list showing the times at which particular events will happen.
→ Goals: to remind you, to show information.
→ Examples: lesson schedule, itinerary, flight/bus/train schedule, show time, event rundown.

3) Adjectives
Adjective is a word used to describe a person or thing.
→ For example: *big* house, *best* car, *smart* student.

4) Temporal Conjunctions
Temporal conjunction is a word that connects two parts of a sentence to express the time order of events.
→ **For example:** after, before, next, now, then, until, while, and etc.
After break, we will have English with Mrs. Erna.

EVALUATION

Evaluation Invitation

Before you start the evaluation, please enter your name first:

NAME:

Test

START

Evaluation Invitation

1
Time left: 9:58

For questions 1-2, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

1. What will the meeting discuss?

- ☐ a. The result of PORSENI 2010.
- ☐ b. The final preparation for the PORSENI 2010 competition.
- ☐ c. The competition for PORSENI 2010.
- ☐ d. The competition for the student organization.

2. The meeting will be held

- ☐ a. in the afternoon
- ☐ b. in the evening
- ☐ c. in the morning
- ☐ d. at night

→

Evaluation Invitation

2
Time left: 9:53

For questions 3-4, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

3. What is the meeting for?

- ☐ a. To talk about the preparation for the national examination.
- ☐ b. To give solution to the examination problems.
- ☐ c. To discuss about the national examination items.
- ☐ d. To ask teachers to face the national examination.

4. From the text above we can conclude that

- ☐ a. the national examination has already been done
- ☐ b. all students are successful in the national examination
- ☐ c. the meeting is done before the national examination
- ☐ d. the teacher must be pleased with the result of the national examination

→

Evaluation Invitation

3
Time left: 9:49

For questions 5-6, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

5. When will the birthday party be held?

- ☐ a. May 3rd
- ☐ b. May 22nd
- ☐ c. June 2nd
- ☐ d. June 10th

6. What is the purpose of the text above?

- ☐ a. To invite people to attend Lucas Karamoy's party.
- ☐ b. To tell about the food in Lucas Karamoy's party.
- ☐ c. To inform Lucas Karamoy's party.
- ☐ d. To make people enjoy party.

→

Evaluation Invitation

4

Time left:
9:46

For questions 7-8, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

7. What should the invitee do to come to the party?

- ☐ a. Do not ask other person to join the party.
- ☐ b. Call Ilham to confirm their coming.
- ☐ c. Bring capucino drink to the party.
- ☐ d. Come to the party in the morning.

8. The word "you" in the text refers to the ... of the invitation.

- ☐ a. sender
- ☐ b. addressee
- ☐ c. maker
- ☐ d. writer

→

Evaluation Invitation

5

Time left:
9:40

For questions 9-10, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

9. The monthly meeting is to

- ☐ a. request a monthly meeting
- ☐ b. attend at OSIS room
- ☐ c. discuss the farewell party
- ☐ d. appreciate the grade IX students

10. "We will discuss the farewell party the grade IX students."

The underlined word refers to

- ☐ a. all grade IX students
- ☐ b. OSIS chairman and OSIS secretary
- ☐ c. all teachers and students of the school
- ☐ d. the OSIS committee and all class captains

→

Evaluation Invitation

Finished
00:00

Congratulations, you have finished the evaluation.

Name: Test

Your Score : 0

Back to Evaluations

Evaluation Email

Before you start the evaluation, please enter your name first:

NAME:

Test

START

☰ Evaluation Email **1** Time left: 9:57

For questions 1-2, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

1. What activities is Rajiv going to do at night in the Devon Mountain?

- ☐ a. Climb and go camping.
- ☐ b. Go camping and fishing.
- ☐ c. Go camping and hiking.
- ☐ d. Sit around the fire and sing.

2. Why are they going to go to Devon Mountain?

- ☐ a. It's the summer season.
- ☐ b. It's a nice place for holidays.
- ☐ c. They're going to camp and hike.
- ☐ d. They're going to fish in the river.

→

☰ Evaluation Email **2** Time left: 9:53

For questions 3-5, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

3. Rehan will give some of his crops to Ivan when

- ☐ a. his brother helps him
- ☐ b. the fruits are ripe
- ☐ c. Ivan visits him
- ☐ d. the plants grow well

4. What is the main idea of paragraph one?

- ☐ a. Ivan is very busy since it is the beginning of the term.
- ☐ b. Rehan found that his new school is exciting.
- ☐ c. Ivan is very tired these days.
- ☐ d. Rehan is asking about Ivan's life.

5. Rehan mainly tells Ivan about in his e-mail.

- ☐ a. how to grow plants
- ☐ b. his new hobby
- ☐ c. his new school
- ☐ d. his team work

→

☰ Evaluation Email **3** Time left: 9:49

For questions 6-8, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

6. The text tells us about

- ☐ a. a film by Leonardo Di Caprio
- ☐ b. Dayah's great holiday in Thailand
- ☐ c. Bernie's great holiday in Thailand
- ☐ d. the beauty of Phi Phi Le island

7. With whom did the writer and her family go to Phi Phi Le island?

- ☐ a. The crews.
- ☐ b. The director.
- ☐ c. The producer.
- ☐ d. The parents.

8. What did Leonardo do at Phi Phi Le island?

- ☐ a. He had vacation with his family.
- ☐ b. He was involved in a film production.
- ☐ c. He visited some beautiful beaches.
- ☐ d. He had discussion with movie producer.

→

☰ Evaluation Email **4** Time left: 9:45

For questions 9-10, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

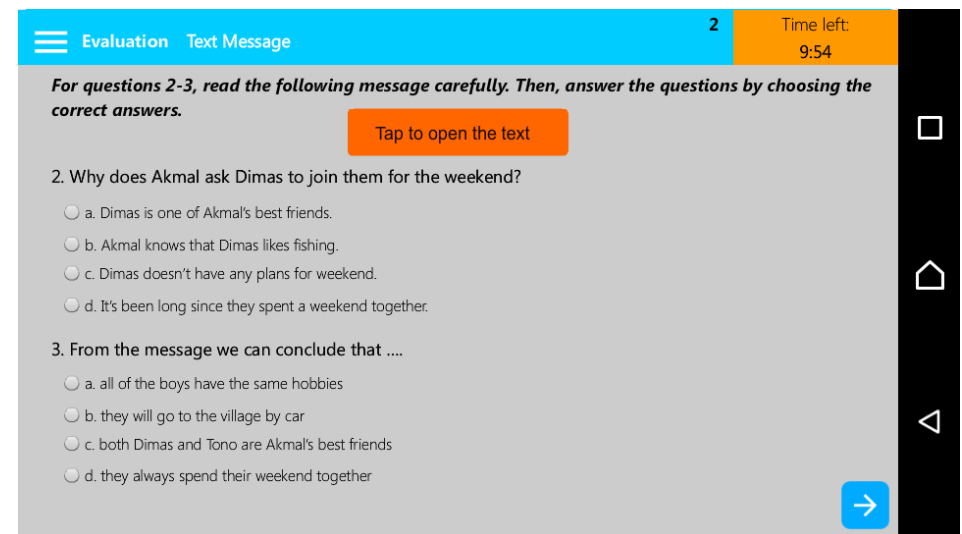
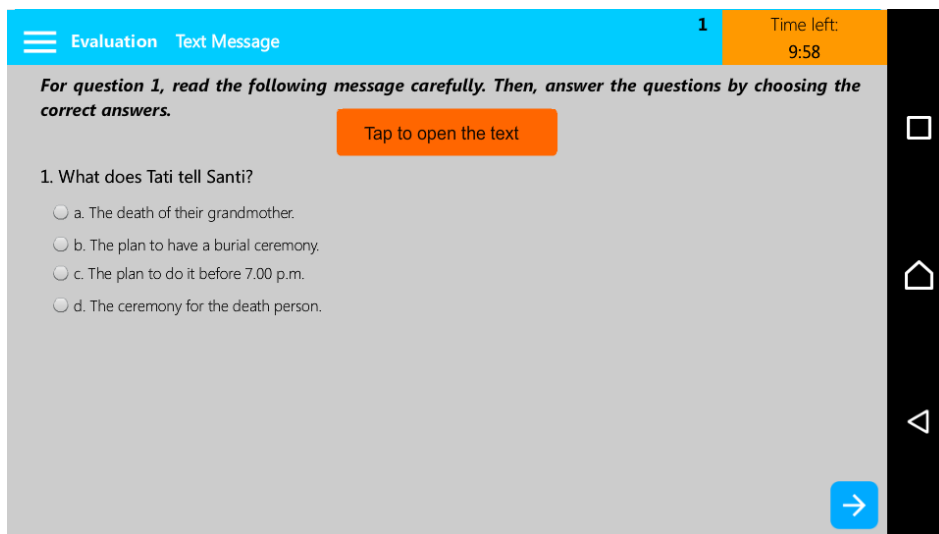
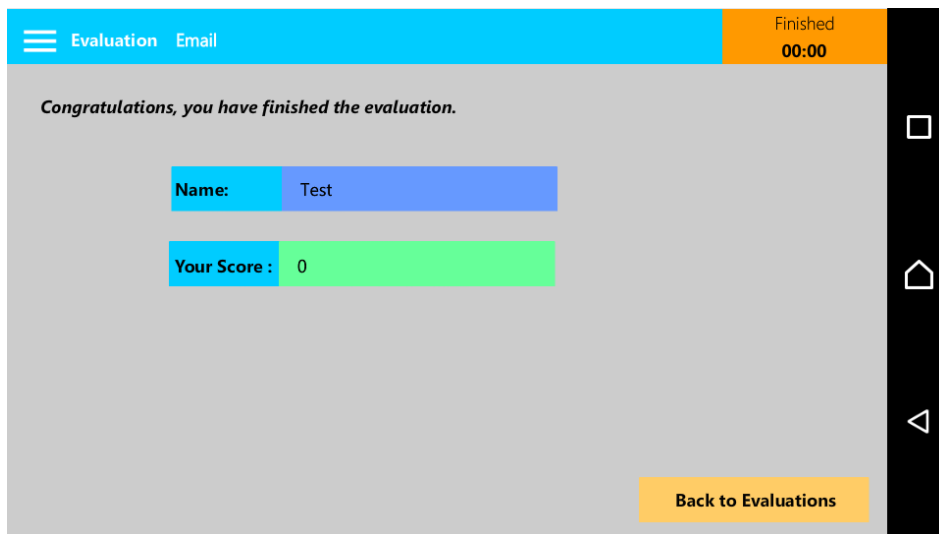
9. How are the meadows in Himachal?

- ☐ a. Lofty.
- ☐ b. Beautiful.
- ☐ c. Flowering.
- ☐ d. Enchanting.

10. The text generally talks about

- ☐ a. the photos during the travelling
- ☐ b. the writer's travelling experiences
- ☐ c. the hotel the writer stayed
- ☐ d. the best destination for travelling

→



☰ Evaluation Text Message **3** Time left: 9:50

For questions 4-5, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

4. What is Fitri's mother doing now?

- ☐ a. Working at the office.
- ☐ b. Picking up Fitri's father.
- ☐ c. Waiting for Fitri at home.
- ☐ d. Joining the English course.

5. What is Fitri's mother's purpose to write the message above?

- ☐ a. Ask Fitri to be home soon.
- ☐ b. Help Fitri to remember her job.
- ☐ c. Tell Fitri that she is in the course.
- ☐ d. Remind Fitri to pick up her sister.

→

☰ Evaluation Text Message **4** Time left: 9:47

For questions 6-7, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

6. What should they do before going to swimming pool?

- ☐ a. Make an appointment and prepare everything.
- ☐ b. Have lunch and bring a swimsuit.
- ☐ c. Take a nap and ride a bicycle.
- ☐ d. Have lunch and take a nap.

7. When will they go to the swimming pool?

- ☐ a. In the morning.
- ☐ b. In the afternoon.
- ☐ c. In the evening.
- ☐ d. At night.

→

☰ Evaluation Text Message **5** Time left: 9:43

For questions 8-9, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

8. From the text above, we know that

- ☐ a. John performs the best in the show
- ☐ b. Cindy performs the best in the show
- ☐ c. Cindy wants to be the best in the show
- ☐ d. John hopes he will be the best in the next show

9. "I hope you always perform the best"

The underlined word can be replaced with

- ☐ a. play
- ☐ b. sing
- ☐ c. read
- ☐ d. dance

→

☰ Evaluation Text Message **6** Time left: 9:40

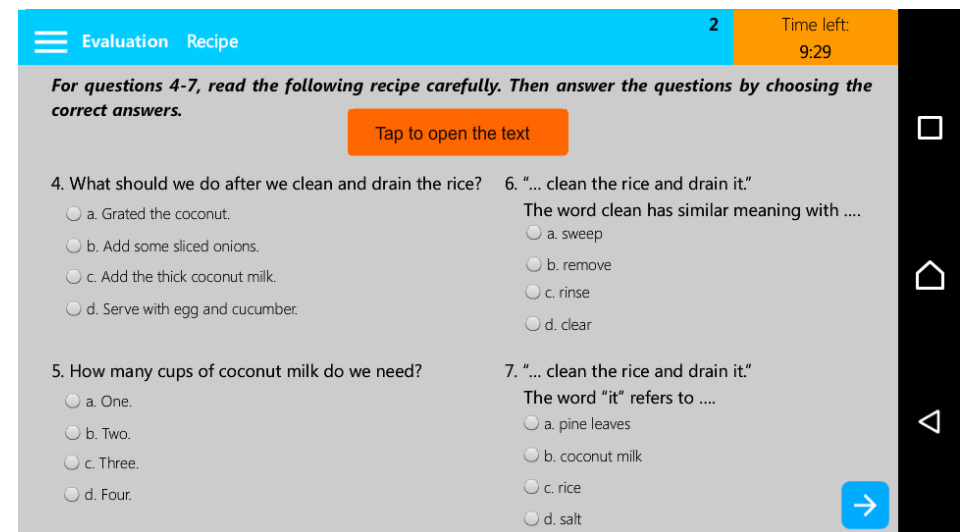
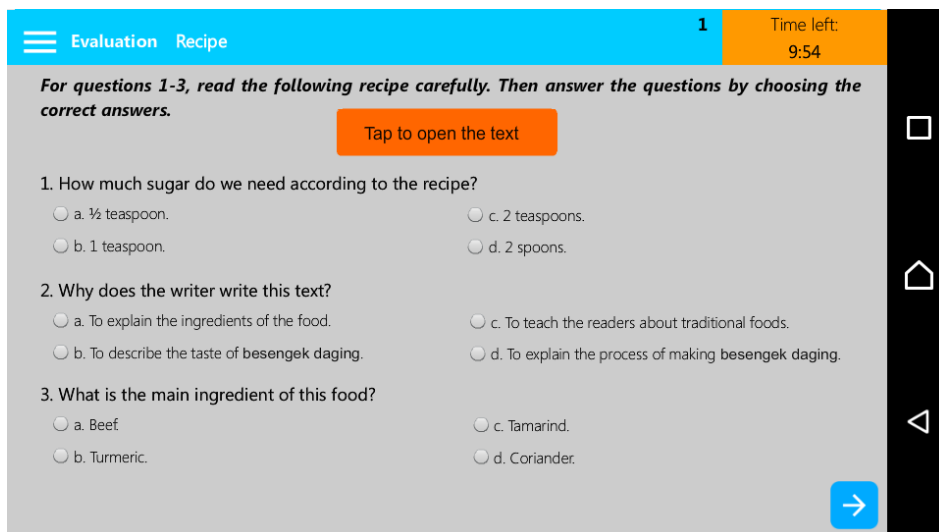
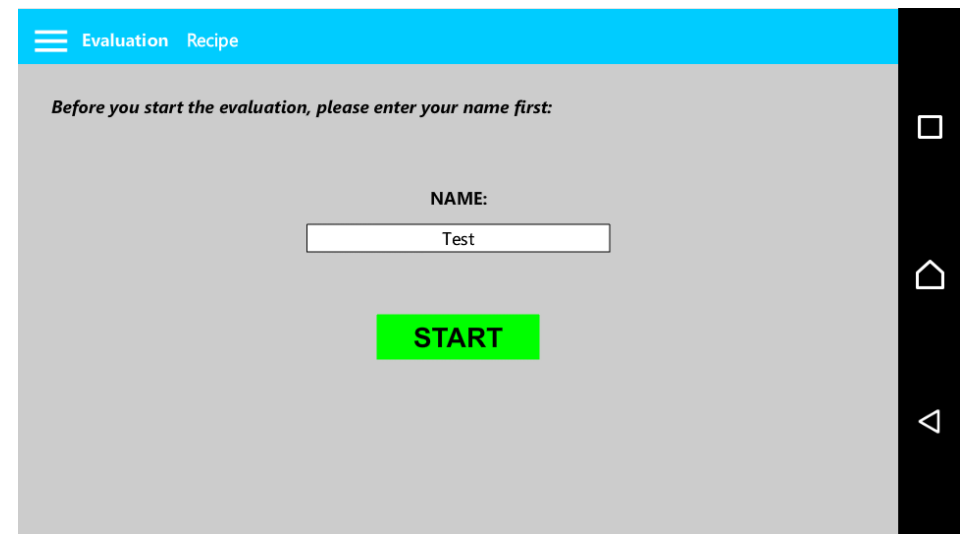
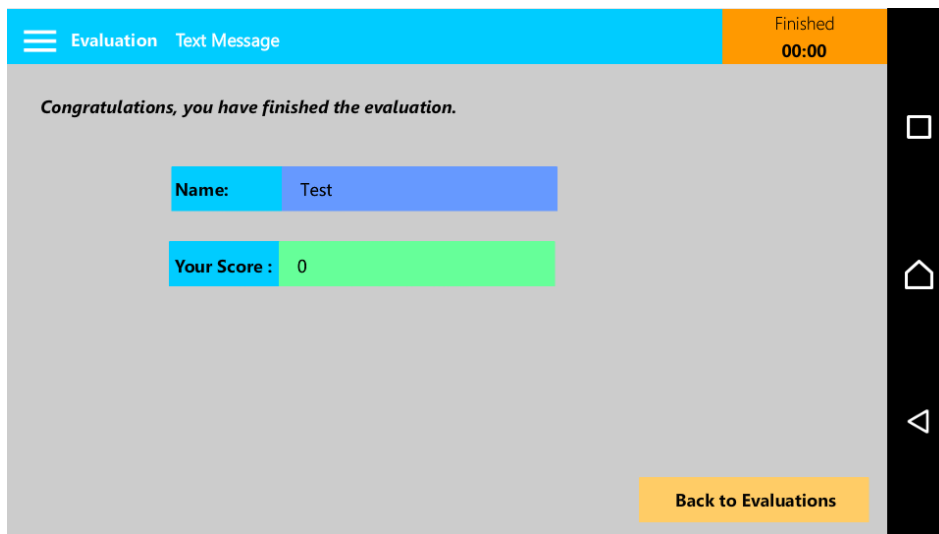
For questions 10, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

10. From the text above, we know that

- ☐ a. Renza manages the OSIS well
- ☐ b. Karen has an appointment with OSIS chairperson
- ☐ c. Renza congratulates Karen as a new OSIS chairperson
- ☐ d. Karen and Renza make their school better with OSIS

→



Evaluation

Recipe

3

Time left:
9:47

For questions 8-10, read the following recipe carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

8. What should we do before we sprinkle the baking soda to the mashed banana?

☐ a. Add flour and butter.
 ☐ c. Add sugar, egg, and vanilla.

☐ b. Sprinkle salt to the mixture.
 ☐ d. Pour the mixture into a loaf pan.

9. How much vanilla do we need to make Banana Bread?

☐ a. 1/3 cup.
 ☐ c. 1 teaspoon.

☐ b. 1 1/2 cups.
 ☐ d. 3 teaspoons.

10. "... mix butter into **mashed** bananas"

The underlined word has similar meaning with

☐ a. crushed
 ☐ c. ripen

☐ b. damaged
 ☐ d. failed

→

Evaluation

Recipe

Finished
00:00

Congratulations, you have finished the evaluation.

Name: Test

Your Score : 0

Back to Evaluations

Evaluation

Advertisement

Before you start the evaluation, please enter your name first:

NAME:

Test

START

Evaluation

Advertisement

1

Time left:
9:58

For questions 1-2, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

1. Which of the following sickness cannot be relieved by this medicine?

☐ a. Headache.
 ☐ b. Coughs.
 ☐ c. Cancer.
 ☐ d. Fever.

2. What's the writer's purpose to write the text above?

☐ a. To inform the process of making Cold Breaker.
 ☐ b. To persuade people to use the product.
 ☐ c. To explain the ingredients of the product.
 ☐ d. To describe the illness that can be cured.

→

☰ Evaluation Advertisement **2** Time left: 9:54

For questions 3-4, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

3. People who use this cream want their skin to be

- ☐ a. wrinkled
- ☐ b. smooth
- ☐ c. tanned
- ☐ d. dry

4. This product is for people with skin.

- ☐ a. dry
- ☐ b. oily
- ☐ c. normal
- ☐ d. sensitive

→

☰ Evaluation Advertisement **3** Time left: 9:50

For questions 5-6, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

5. We can reserve the seat at Rina Bar restaurant by sending a faximile to

- ☐ a. 390 – 3613
- ☐ b. 390 – 3614
- ☐ c. 390 – 3615
- ☐ d. 390 – 3616

6. "... in a new world ambience"

The underlined word means

- ☐ a. atmosphere
- ☐ b. mood
- ☐ c. space
- ☐ d. place

→

☰ Evaluation Advertisement **4** Time left: 9:47

For questions 7-8, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

7. How much is the retail price of the Electric Scooter?

- ☐ a. US \$ 256.00.
- ☐ b. US \$ 359.00.
- ☐ c. US \$ 499.00.
- ☐ d. US \$ 1.000.00.

8. From the text above, we know that

- ☐ a. There are 140 orders for electric scooter every month
- ☐ b. The advertisement offers 72% discount for the product
- ☐ c. The current retail price for public is 140 dollar/pcs
- ☐ d. The minimum order for electric scooter is 1000 items

→

☰ Evaluation Advertisement **5** Time left: 9:43

For questions 1-2, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

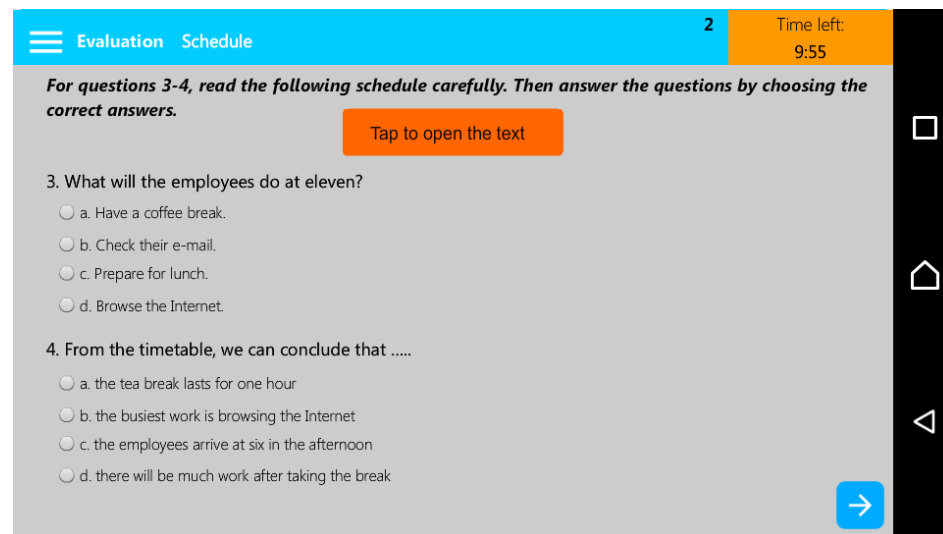
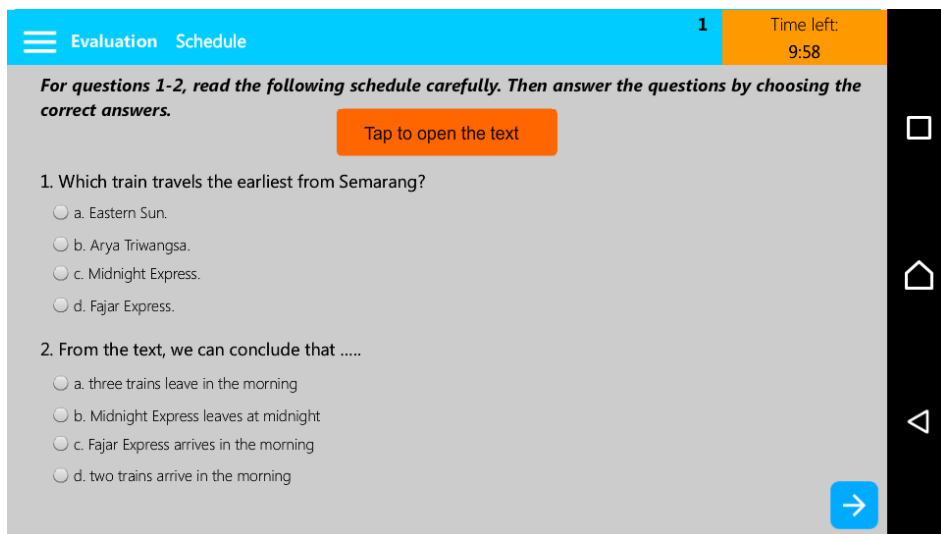
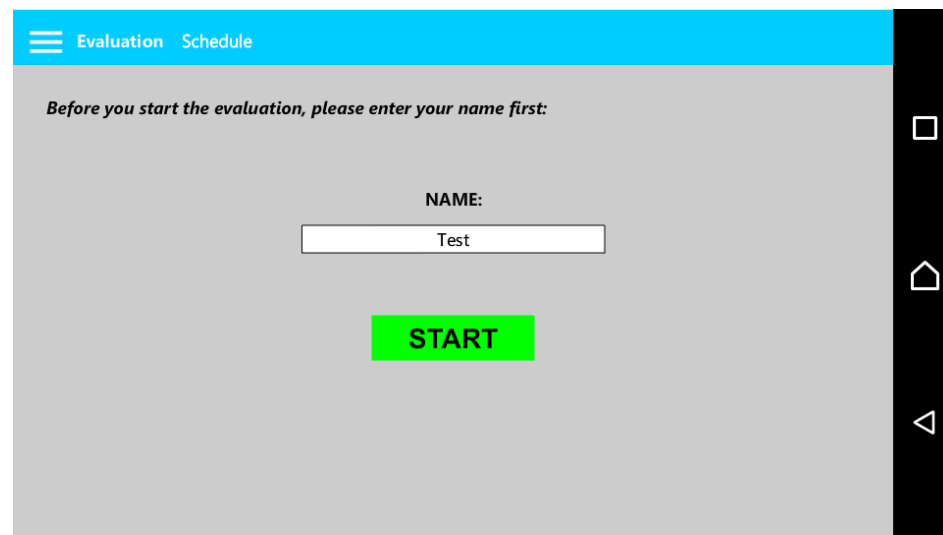
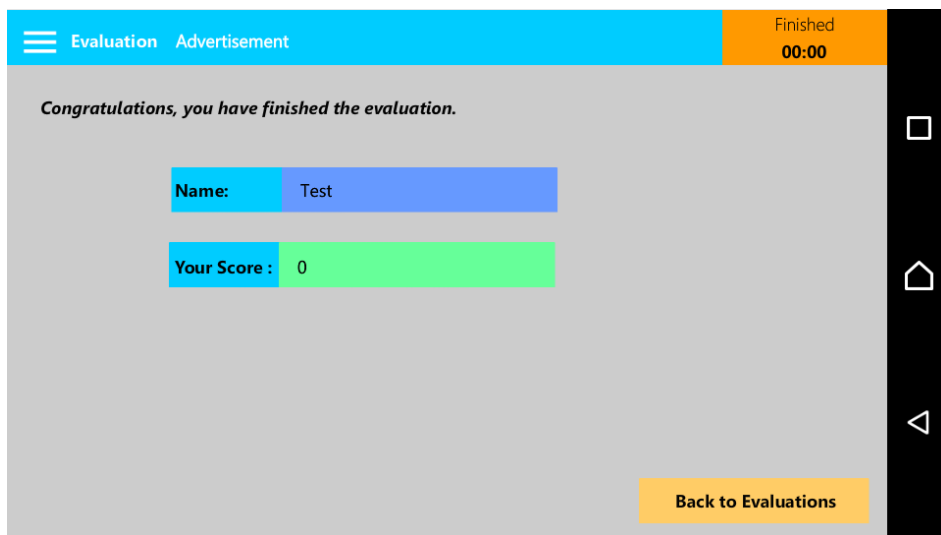
9. What is preloaded into the phone?

- ☐ a. Hindi movie.
- ☐ b. A user manual.
- ☐ c. Expandable memory.
- ☐ d. Service center directory.

10. How people can buy the item?

- ☐ a. They should come directly to the shop.
- ☐ b. They can call, text, or send an e-mail.
- ☐ c. They contact the service center.
- ☐ d. They can leave a message for them.

→



Evaluation Schedule

3

Time left:
9:51

For questions 5-6, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

5. What time will the students have a campfire?

☐ a. 8 a.m.
☐ b. 1 p.m.
☐ c. 4 p.m.
☐ d. 8 p.m.

6. What kind of schedule is it?

☐ a. Daily activities.
☐ b. Camping agendas.
☐ c. Scout itinerary.
☐ d. Holiday plan.

→

Evaluation Schedule

4

Time left:
9:48

For questions 7-8, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

7. Which flight departs from New York?

☐ a. SA 635.
☐ b. GA 472.
☐ c. NW 317.
☐ d. QA 521.

8. Based on the text, comes to Jakarta earliest of all the flights.

☐ a. GA 472
☐ b. NW 317
☐ c. QA 521
☐ d. SA 635

→

Evaluation Schedule

5

Time left:
9:44

For questions 9-10, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

9. The route that has the earliest time to Bangkok is

☐ a. Bangkok – Chantanburi
☐ b. Bangkok – Rayong
☐ b. Bangkok – Rayong
☐ d. Bangkok – Kamphaeng Phet

10. The timetable shows that

☐ a. the route Onkhaluk – Thalalonkkleay has one trip
☐ b. there are eight routes from Bangkok to other cities
☐ c. the longest distances is Bangkok – Chantaburi
☐ d. the cheapest fare is route Bangkok – Rayong

→

Evaluation Schedule

Finished
00:00

Congratulations, you have finished the evaluation.

Name: Test

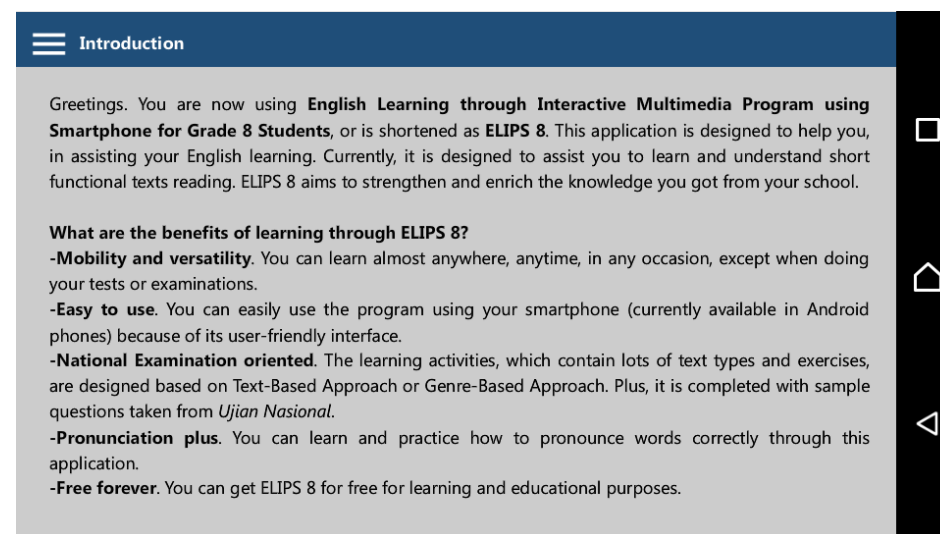
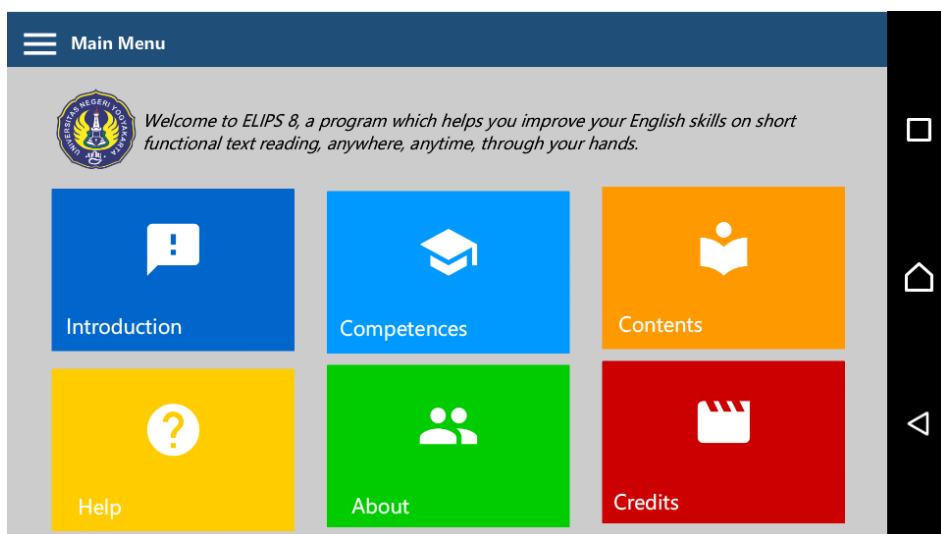
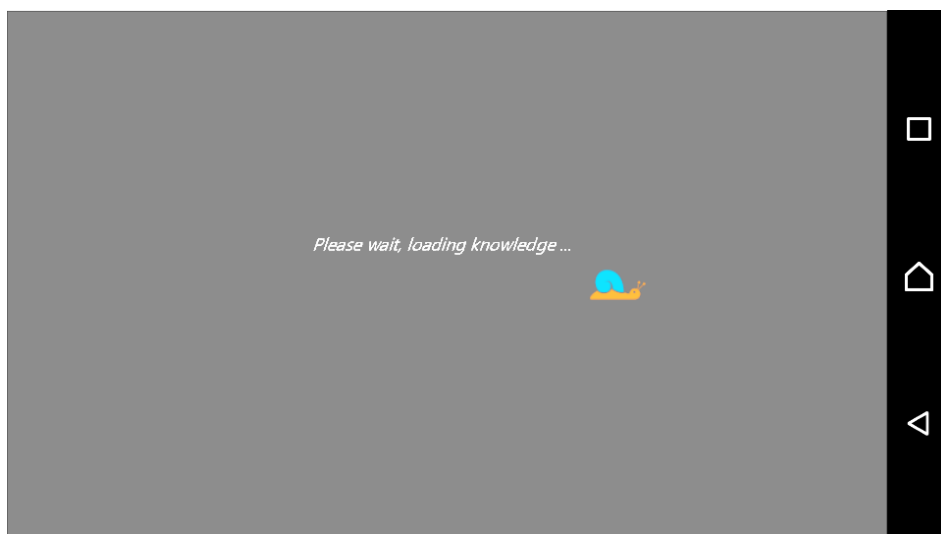
Your Score : 0

Back to Evaluations

APPENDIX 7

FINAL DRAFT OF THE INTERACTIVE MULTIMEDIA

MAIN MENU



Competences

Standard of Competence

Basic Competences

The content of this program is developed based on the 2006 Curriculum, School Based Curriculum, with following competences as the basis of the development.

Standard of Competence

5. Understand the meaning of the written functional texts and short simple essays in the form of descriptive and recount texts related to students' surrounding.

Competences

Standard of Competence

Basic Competences

The content of this program is developed based on the 2006 Curriculum, School Based Curriculum, with the following competences as the basis of the development.

Basic Competences

5.1. Reading aloud meaningfully the written functional texts and short simple essays in the form of short and simple descriptive and recount texts with correct and appropriate spelling, stress, and intonation related to students' surrounding.

5.2. Responding the meaning in the written short and simple functional texts accurately, fluently, and appropriately related to students' surrounding.

Contents

Overview

Evaluation

ELIPS 8 contains 3 units.

Unit 1

Can you come to the meeting?

Unit 2

Please reply this message, ASAP!

Unit 3

Buy 1, Get 1 Free!

Those units cover various types and examples of short functional texts. You can learn any unit freely, from the first activity to the last, or you can jump from one activity to another without having to complete an activity first.

To start, tap any unit you wish to learn.

Contents

Overview

Evaluation

Have you finished all activities in those 3 units? Do you want to test your skills and see your achievement?

Choose the following topics you want and do the exercises **without** seeing the previous units you have done, opening your textbooks and notes, or asking Google for the answers. Do it fairly, by yourself and for yourself. You can check your score after finishing the exercises.

Invitation

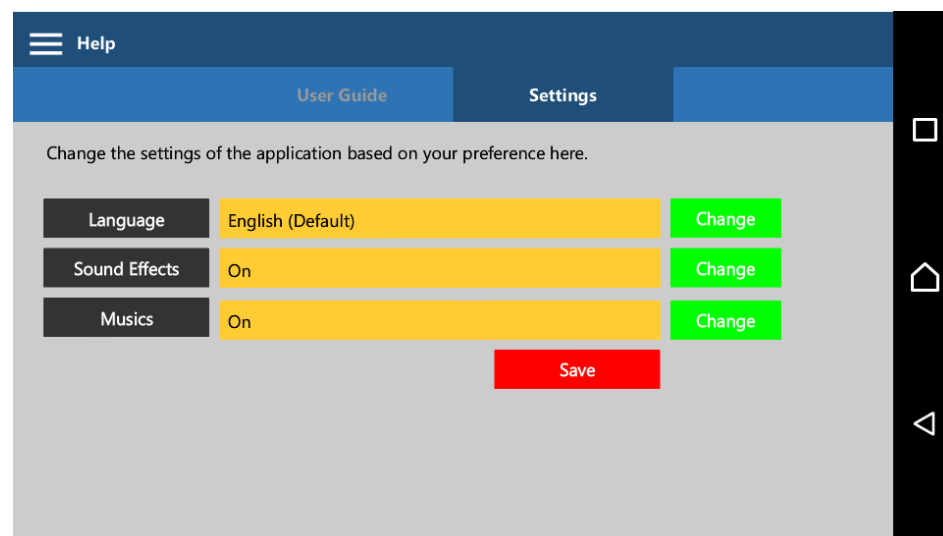
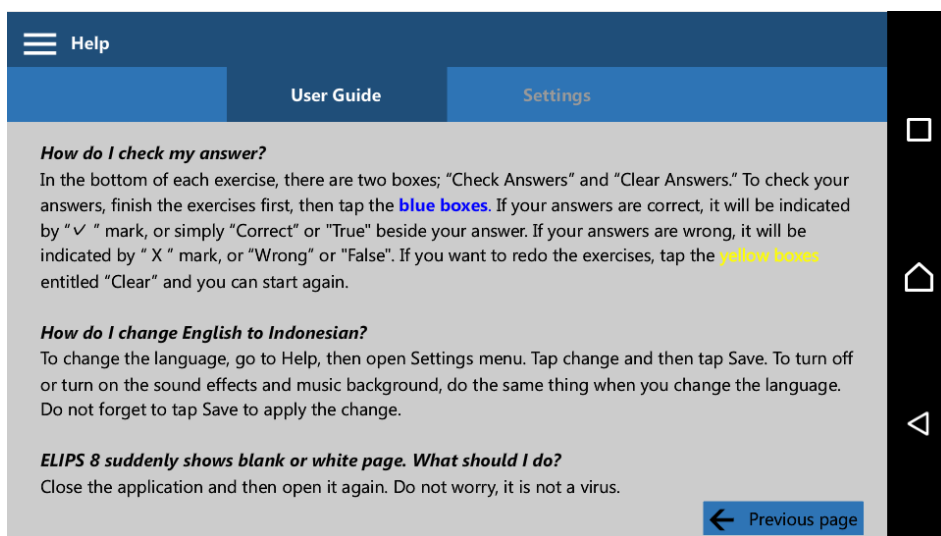
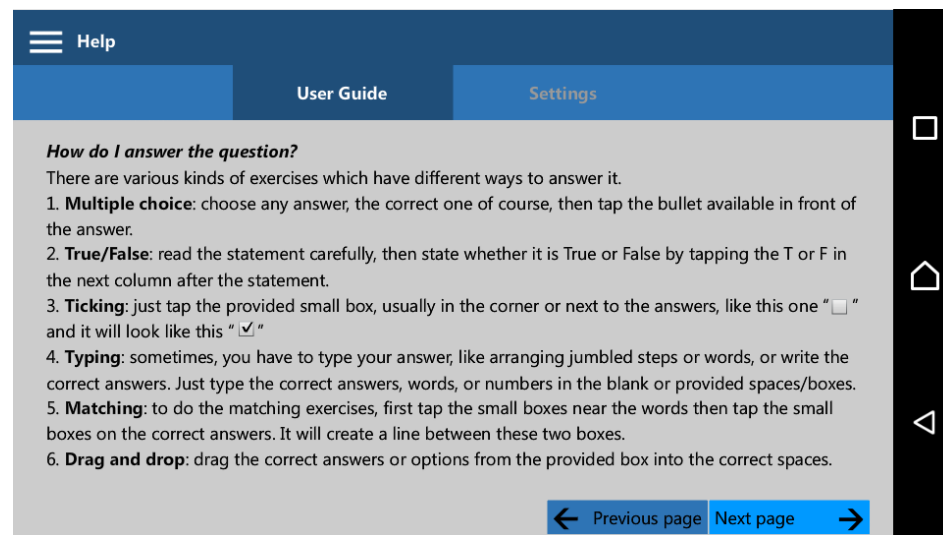
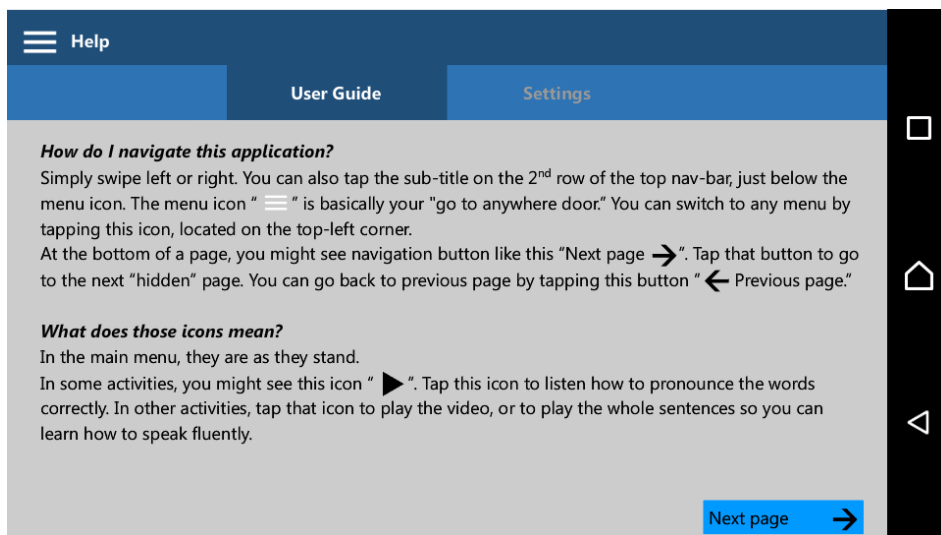
Email

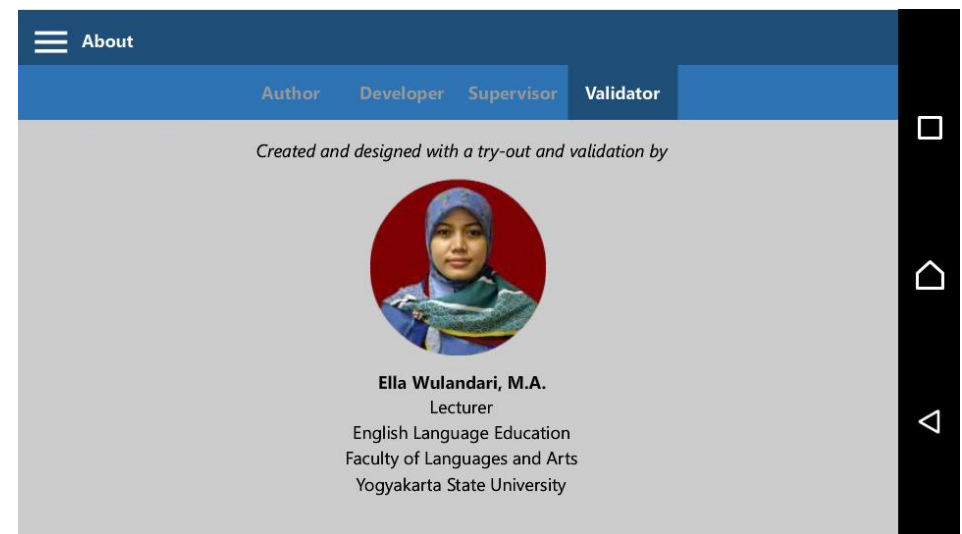
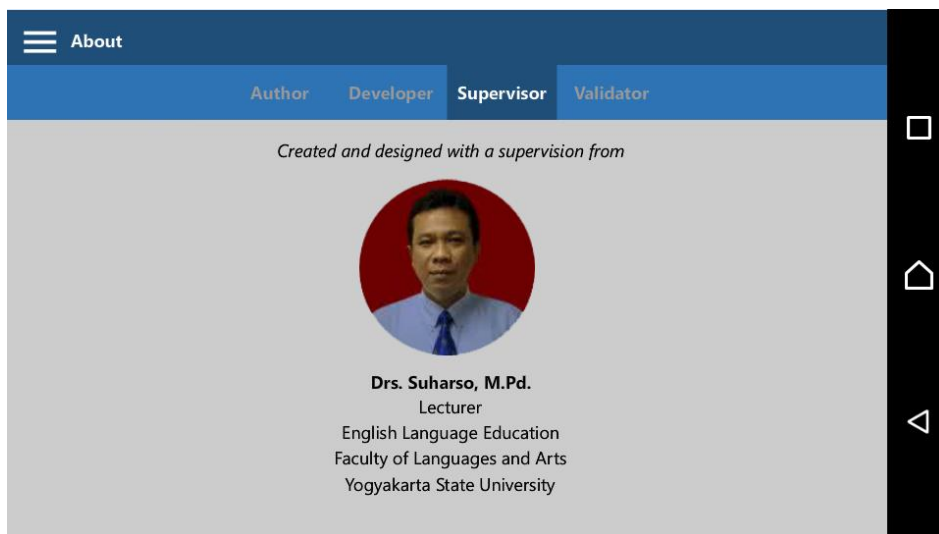
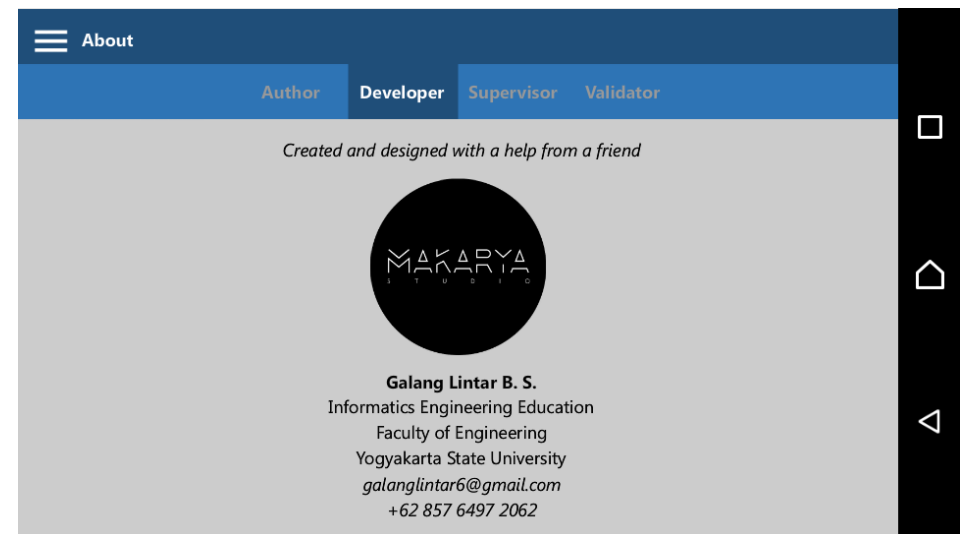
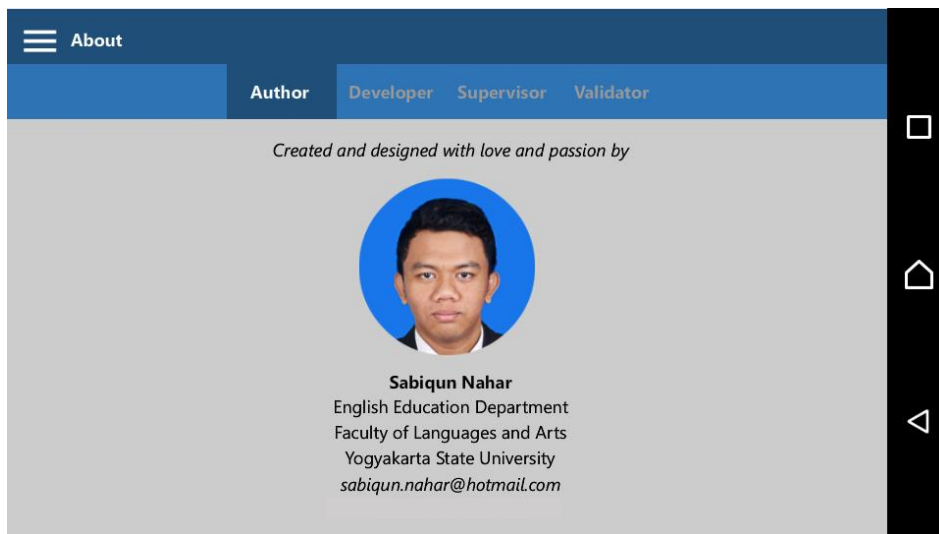
Text Message

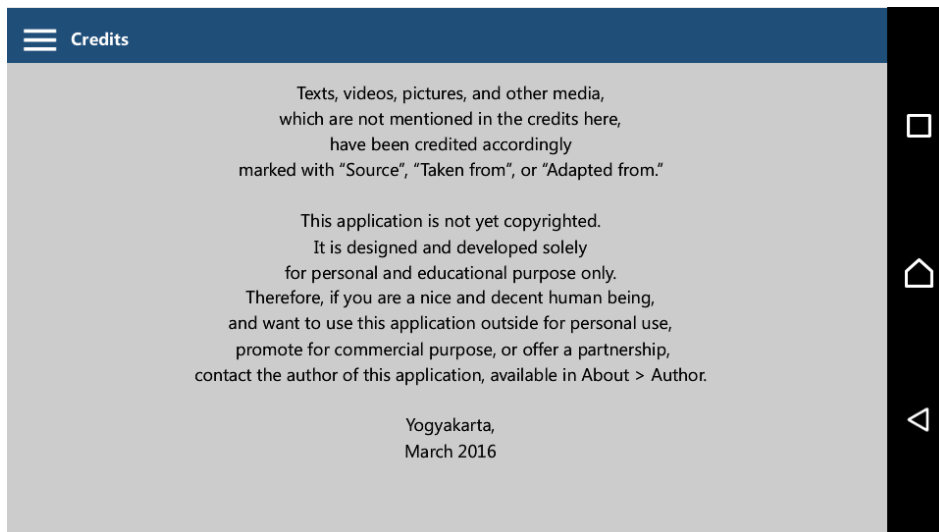
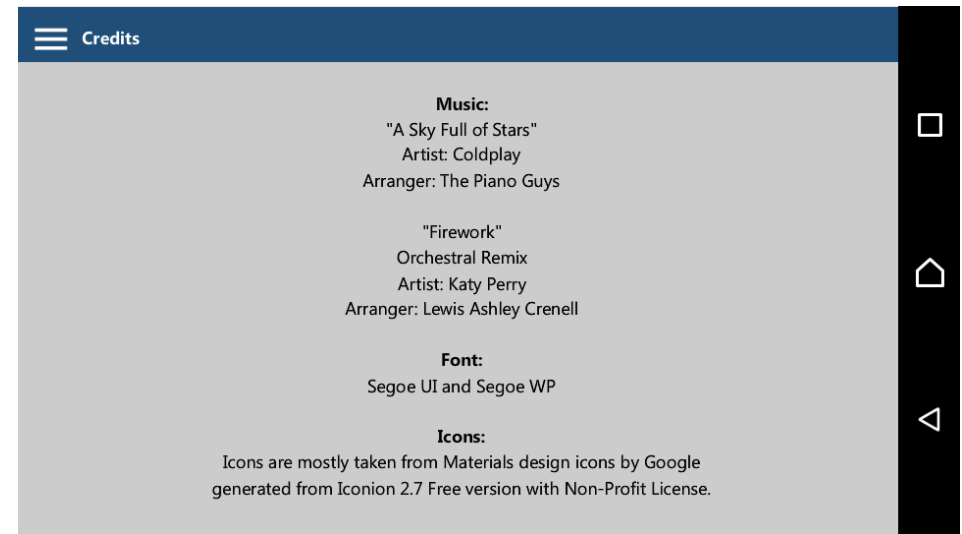
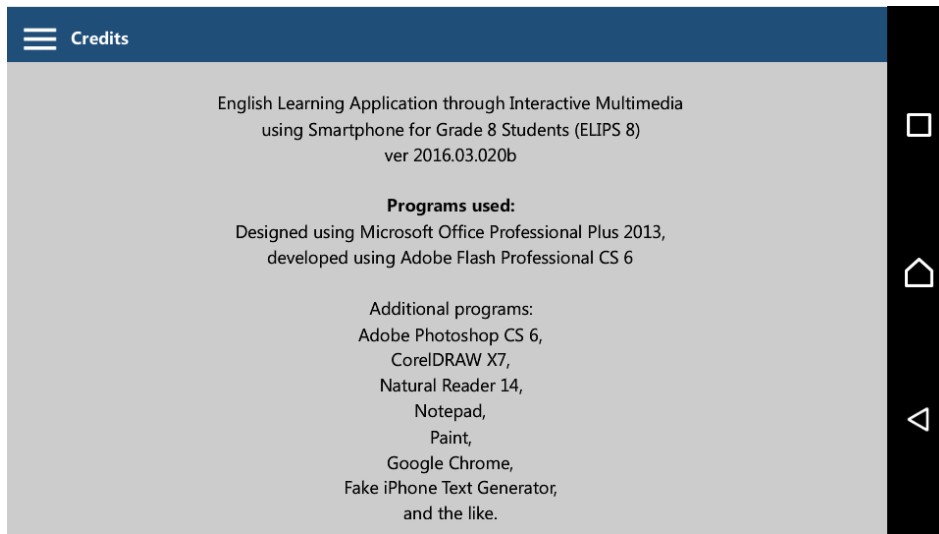
Recipe

Advertisement

Schedule







UNIT 1

Unit 1

Overview Activity Reflection Summary

Unit 1
Can you come to the meeting?

In this unit you are going to learn about:

1. Invitation
2. Email
3. Simple Present Tense

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of invitations and emails.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.
7. Determine phrase reference or the meaning of words/phrases within the texts.

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following invitations. Then, answer the questions and keep the answers for yourself.

Invitation 1 Invitation 2

1. What are the texts about?
2. What is the difference between them?
Which one is formal and which one is more informal?
3. Have you ever sent or received one of these kinds of texts?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Below are some more examples of invitation. Put a tick mark (✓) on the invitations you have ever received.

Tap ▶ to listen how to pronounce the words correctly.

<input type="checkbox"/> Birthday invitation	<input type="checkbox"/> Party invitation
<input type="checkbox"/> Meeting Invitation	<input type="checkbox"/> Anniversary invitation
<input type="checkbox"/> Wedding invitation	<input type="checkbox"/> Graduation invitation
<input type="checkbox"/> Seminar invitation	<input type="checkbox"/> Reunion invitation
<input type="checkbox"/> Conference invitation	<input type="checkbox"/> New Year's Eve invitation

CLEAR **Next page** →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Classify the invitations above into formal and informal invitations by dragging them into the correct group.

Formal Invitation	Informal Invitation
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

New Year's Eve Birthday Meeting Graduation Party Reunion Wedding

CHECK YOUR ANSWER **CLEAR** Anniversary Conference Seminar **← Previous page**

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the explanation of the Simple present tense.

Invitation usually uses the simple present tense. The simple present tense is used to state habitual action, a repeated or continuous action, general truth, and future events.

Formula: S + V1 (s/es)

You add -s/es to the verb if only the subject is singular. For example:

1. **The President of the United States** cordially **invites** you to the White House Conference on Helping American Youth.
2. **The President and Mrs. Bush** cordially **invite** you to the White House Conference on Helping American Youth.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Choose the correct verb by tapping one of the options for each sentence. Number 1 has been done for you.

1. The headmaster **postpone / postpones** the meeting until 3 p.m.
2. The guests **wear / wears** colourful dress tonight as the dresscode.
3. The chairperson **run / runs** the meeting after all the invited guests are present.
4. Linda **ask / asks** Bertha and Eliana to do the English assignment together at her home.
5. The conference **start / starts** late because of the haywire discussion.
6. My brother **celebrate / celebrates** his graduation party at Hilltown Hotel.

CLEAR ← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following invitation. Then, complete the invitation by typing the correct words in the blank spaces using the provided options below. Number 1 has been done for you.

at on fun
join forget
funny invited

You are (1) **invited** to
Kim's 14th Birthday Party
on Saturday, March 1st
(2) 4.00 pm

At Kim's House

(3) us for cake & ice cream! Lots of
(4) you will never (5) !

CLEAR

(Taken from English Language Learning Kit Year 8)

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following invitation. Then, decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

One day, Riana received an invitation for his brother. He is an alumnus of SMPN 1 Kolombo, the school which Riana goes right now. Here is the invitation.

Tap to open invitation

1. The invitation is sent to Mr. Sebastian Notonegoro. **T**
2. The reunion is held after 15 years of their graduation. **T F**
3. Besides reunion, there will be bazaar, games, and donation. **T F**
4. The reunion will take place in SMPN 1 Kolombo. **T F**
5. If Riana's brother would come, he should contact Miss Olive. **T F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Study the following explanation of invitation.


Tap to open the explanation

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following invitation carefully. Then, answer the questions correctly.

Tap to open the invitation 

1. The invitation tells us about

☐ a. wedding invitation ☐ c. dancing invitation

☐ b. dinner invitation ☐ d. birthday invitation

2. The wedding will be held at

☐ a. 3.30 am ☐ c. 3.30 pm

☐ b. 4.30 am ☐ d. 4.30 pm

3. Besides wedding, there will be

☐ a. traditional dance ☐ c. standing party

☐ b. dinner and dancing ☐ d. live music

4. Based on the RSVP, Mr. Bambang Atmojo

☐ a. is able to come to the wedding ☐ c. maybe will come to the wedding

☐ b. is unable to come to the wedding ☐ d. did not reply the RSVP

CHECK YOUR ANSWER CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following invitation. Then complete the invitation by matching the numbers with the provided options. Number 1 has been done for you.

Tap to open the invitation

Student Council Room 1.00 – 3.00 p.m. Saturday, January 23, 2016

1 All Captains & Secretary of Class 8A to G Fieldtrip preparation and Committee making

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Match the following words related to invitation by tapping the words first then the correct synonyms.

Tap ▶ to listen how to pronounce the words correctly.

▶ sender	<input type="checkbox"/>	▶ invitee	<input type="checkbox"/>
▶ recipient	<input type="checkbox"/>	▶ inviter	<input type="checkbox"/>
▶ greeting	<input type="checkbox"/>	▶ occasion	<input type="checkbox"/>
▶ place	<input type="checkbox"/>	▶ salutation	<input type="checkbox"/>
▶ agenda	<input type="checkbox"/>	▶ venue	<input type="checkbox"/>

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case carefully.

Reina, as the secretary of the Students Council of her school, is asked by the President of the Students Council to make an invitation. It is addressed to All Class Captains and Secretary from Grade 7 to 9. The invitation is from Students Council of SMPN 72 Yogyakarta. The meeting will discuss the preparation for School Anniversary which falls on March 25. The meeting will be held at the last Saturday of February 2016, at 1 p.m. It will take place in Class 9A room. The invitation must be sent a week before the meeting. Coming late is not permitted since this meeting is very important.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Help Reina to arrange a meeting invitation by numbering the jumbled options below from 1-9. Once you have done, read the invitation you have arranged aloud.

<input type="checkbox"/> Students Council SMPN 72 YOGYAKARTA	<input type="checkbox"/> Thank you.
<input type="checkbox"/> To: All Class Captains & Secretary Grade 7, 8 & 9	
<input type="checkbox"/> Chairperson, Secretary,	<input type="checkbox"/> Day/date: Saturday, February 26, 2016
Alexia Amarta Reina Candeva	Time: 1 p.m.
	Place: Class 9A Room
<input type="checkbox"/> The Students Council of SMPN 72 Yogyakarta invites you to join the meeting on:	
<input type="checkbox"/> Yogyakarta, February 20 2016	<input type="checkbox"/> Agenda: The School Anniversary Preparation
<input type="checkbox"/> Because of the importance of this meeting, please come on time.	

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

Besides using written invitation, we can also invite people to attend something using the spoken invitation. You can call the people or talk to them directly. Below are some expressions used to invite someone directly through spoken invitation. Pay attention to the bold phrases.

Tap to open expressions

The table below contains the expressions you can use to accept or decline the invitation from someone else.

Tap to open table

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Time Out

The following sentence contains seven identical words in a row and still makes sense.

"It is true for all that that that that that that that refers to is not the same that that that that that refers to."

Meaning:

It is true for all that, that that "that" which that "that" refers to is not the same "that" which that "that" refers to.

(Source: <https://www.englishclub.com/interesting-facts/>)

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following email carefully. Then, answer the questions and keep the answers for yourself.

Tap to open the email

- Have you ever received or sent one?
- If you ever sent or received one, what was the content of it?
- How many emails are in your inbox now?
Are they mostly spams or real emails?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on Activity 12, tick the words related to email. An example has been shown for you.

Tap ▶ to listen how to pronounce the words correctly.

<input type="checkbox"/> envelope	<input type="checkbox"/> subject
<input checked="" type="checkbox"/> attachment	<input type="checkbox"/> carbon copy
<input type="checkbox"/> email address	<input type="checkbox"/> postal Address
<input type="checkbox"/> postage stamp	<input type="checkbox"/> spam

True

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on the words in Activity 13, complete the sentences below by typing the correct words in the blank spaces. Then, read the complete sentences aloud once you have finished. Number 1 has been done for you.

- In email, filling the **subject** is important for the reader to indicate what the content is.
- To send an email, someone needs to have an first.
- mail is a kind of emails which sent to people who never asked for it.
- If you want to an send email to more than one recipient, you can use .
- Besides sending a text, email can also be used to send pictures, documents, and other files through .

CLEAR attachment / email address / carbon copy / spam / subject

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following email again and answer the questions correctly. Number 1 has been done for you.

Tap to open the email

- The email is about ...
 - ☒ a. a registration confirmation
 - ☐ b. a billing information
 - ☐ c. an offer from Microsoft
 - ☐ d. a job application on Microsoft
- The recipient of the email is ...
 - ☐ a. Microsoft
 - ☐ b. billing@microsoft.com
 - ☐ c. Microsoft Office
 - ☐ d. luckyjohan@snailmail.com
- Based on the email, we can install Office applications on up to ...
 - ☐ a. 1 PC
 - ☐ b. 2 PCs
 - ☐ c. 5 PCs
 - ☐ d. 365 PCs
- We can also get the following features, **except** ...
 - ☐ a. saving document to SkyDrive Online
 - ☐ b. accessing our documents online from anywhere
 - ☐ c. sharing our documents virtually from anywhere
 - ☐ d. enjoying free 365 days of online services

CHECK YOUR ANSWER CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following email. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. Number 1 has been done for you.

1. The sender of the email is Deshinta. **T** Tap to open the email

2. Deshinta had arrived in England since long time ago. **T** **F**

3. Deshinta bought a new coat and jacket in England as suggested by Hanna. **T** **F**

4. In England, the weather is cold because the snow falls every day. **T** **F**

5. Hanna is expected to tell the weather condition in Indonesia when she replies to Deshinta's email. **T** **F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Study the following explanation of email.

EMAIL	
Definition	Email is derived from electronic mail. According to Oxford Advanced Learner's Dictionary, email is a way of sending messages and data to other people through computers connected together in a network. Nowadays, you can also send email through your mobile phone, as long as you are connected to the Internet.
Structure	Email has the similar structure to a handwritten letter. The structure generally consists of: 1. Heading (sender, recipient, date and time, subject) 2. Greeting 3. Body 4. Closing 5. Sender's full/nick name

How do I address people when I send them email?

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the email carefully. Then, answer the questions correctly. You can do this activity with your friend.

Tap to open the email

1. The sender of the email is
☐ a. Diana ☐ c. Mrs. Bayu
☐ b. Mr. Bayu ☐ d. Siska

2. When does Mr. Bayu plan to visit Jogja?
☐ a. At the end of January. ☐ c. At the end of February.
☐ b. In the beginning of February. ☐ d. At the end of March.

3. Mr. Bayu needs a help from Diana to get him the information about, **except**
☐ a. how to go to Prambanan ☐ c. the schedule of Ramayana Ballet
☐ b. Ramayana Ballet ticket price ☐ d. the ticket for flight to Prambanan

4. "We also want to know the schedule" (Paragraph 3)
 The underlined word refers to
☐ a. Diana ☐ c. Mr. Bayu and his wife
☐ b. Mr. Bayu ☐ d. Mr. Bayu, his wife, and their daughter

CHECK YOUR ANSWER **CLEAR**

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the email below carefully. Then decide whether the statements are True (T) or False (F) by tapping the letter T/F. You can do this activity with your friend.

Tap to open the email

1. The email is about Queen's University Belfast information session. **T** **F**

2. The session will be held on January 22, 2016. **T** **F**

3. It will last for 2 hours, from 3 to 5 pm. **T** **F**

4. The session will be held at Main Hall of Queen's University Belfast. **T** **F**

5. Queen's University Belfast is ranked 8th for research intensity in UK. **T** **F**

6. The recipient can book a seat by calling the hotline 021 57936386. **T** **F**

CLEAR

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Rearrange the jumbled letters on the left side to make good words related to email by using the information on the right side. Then, read aloud each word with its definition once you have finished. You can do this activity with your friend.

Tap ► to listen how to pronounce the words correctly. CLEAR

b-o-x-i-n	<input type="text"/>	the place on a computer where new email messages are shown
c-r-o-p-c-o-y-b-a-n	<input type="text"/>	used on emails to show that a copy is being sent to another person
c-o-i-n-m-e-t-o	<input type="text"/>	a short set of keyboard symbols that represents the expression on somebody's face, used in email, etc.
f-o-r-d-w-a-r	<input type="text"/>	to send or pass information on the email to somebody
t-h-a-t-c-a-t-m-e-n	<input type="text"/>	a document that you send to somebody using email

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Read the following case carefully.

In Activity 18, Diana received an email from her childhood neighbour, Mr. Bayu. In his email, Mr. Bayu wants to go to Ramayana Ballet with his wife and their daughter, Siska. He needs the information on Ramayana Ballet's schedule, ticket price, and contact info.

Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Help Diana to arrange a reply to Mr. Bayu. Number the jumbled options below from 1-8, to arrange a good reply email.

<input type="checkbox"/> Dear, Mr. and Mrs. Bayu, and Siska.	<input type="checkbox"/> To: bayu.sutiono@mymail.co.id
<input type="checkbox"/> I'd suggest you to watch indoor theatre Trimutri since it is still in rainy season.	
<input type="checkbox"/> I'm fine. It's really been long time, Sir. I want to meet Siska too. I really miss her.	
<input type="checkbox"/> Ticket prices: special class IDR 275K, first class IDR 200K, second class IDR 125K.	
<input type="checkbox"/> You can call the information center at +62 274 496 208 / 497 771.	
<input type="checkbox"/> The possible schedule for February: 20, 23, 25, 27 or March 1, 3, 4, 8, 10.	
<input type="checkbox"/> That's all I can get. Hope to see you soon, Sir. See you in Jogja.	

CHECK YOUR ANSWER CLEAR ← Previous page Next page →

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time →

Based on the email you have just arranged, answer the following questions correctly.

- The email is sent for ...

<input type="radio"/> a. Diana	<input type="radio"/> c. Mr. and Mrs. Bayu
<input type="radio"/> b. Mr. Bayu	<input type="radio"/> d. Siska
- The nearest indoor performance schedule of Ramayana Ballet to the end of February is ...

<input type="radio"/> a. February 24, 2016	<input type="radio"/> c. February 27, 2016
<input type="radio"/> b. February 26, 2016	<input type="radio"/> d. February 29, 2016
- The cheapest ticket for indoor theatre is for category ...

<input type="radio"/> a. VIP Class	<input type="radio"/> c. Second Class
<input type="radio"/> b. Special Class	<input type="radio"/> d. First Class
- If Mr. Bayu, his wife, Siska, and Diana are going to see Ramayana Ballet and book a ticket in First Class category, they would spend ...

<input type="radio"/> a. IDR 125.000	<input type="radio"/> c. IDR 475.000
<input type="radio"/> b. IDR 200.000	<input type="radio"/> d. IDR 800.000

CHECK YOUR ANSWER CLEAR ← Previous page

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

Email is very similar to handwritten letter sent through post office or mail, or also called "snail mail". In fact, email which stands for electronic mail can be said as the electronic version of the handwritten letter. Both of email and letter sent through mail almost have the same structure. However, although sending letters using conventional mail is slowly decreasing, letters still have fans. According to an article on CNN (<http://edition.cnn.com/2010/LIVING/05/27/letters.irt/>), some people said that letter is a way to express thoughts and feelings on something which can be touched, smelled, and felt. There are excitement and thrill when they receive and open a personal letter. So, when did the last time you receive or write a letter?

Tap to open image

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

Which letter of the alphabet has the most water?

۱۱۶ C

(Source: <http://www.funenglishgames.com/funstuff.html>)

Flip The Answer

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 1**! To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of invitations and emails.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Use the simple present tense correctly.

Unit 1 Can you come to the meeting?

Overview Activity Reflection Summary

In this unit, you have learn about:

1. Invitation

Invitation is a card or piece of paper that you use to invite somebody to something such as birthday parties, weddings, ceremonies, meetings, dinners, and so on.

→ **Two types of invitation:** formal invitation (used in companies, public institutions) and Informal invitation (used to invite friends, families, or close relations).

→ **The structure:** the guest, greeting, content (date, time, place, event/agenda), closing, the host, additional information (RSVP or dress code)

2. Email

Email is a way of sending messages and data to other people through computers connected together in a network.

→ **The structure generally:** heading (from, to, date, subject), greeting, body, closing, sender's name

3. Simple Present Tense

It is used to state habitual action, a repeated or continuous action, general truth, and future events.

→ **Formula:** S + V1 (s/es)

UNIT 2

Unit 2

Overview Activity Reflection Summary

Unit 2
Please reply this message ASAP!

In this unit, you will learn about:

1. Text Message
2. Recipe
3. Pronouns
4. Action Verbs

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of text messages and recipes.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following text messages. Then, answer the questions and keep the answers for yourself.

Have you ever received a message like this one from your mother?

Tap to open the message

Or a conversation like this one with your friend, maybe?

Tap to open the message

1. How many text messages do you send or receive in one day?
2. To whom do you usually send or from whom do you receive text messages?
3. What do you usually write in text messages?

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Find and tick the words related to text message below. An example has been shown for you.

<input checked="" type="checkbox"/> sender	<input type="checkbox"/> online	<input type="checkbox"/> sticker
<input type="checkbox"/> voice note	<input type="checkbox"/> recipient	<input type="checkbox"/> reply
<input type="checkbox"/> message	<input type="checkbox"/> video call	<input type="checkbox"/> phone number

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Study the following explanation.

"Jo, can you buy these"

The underlined word in the sentence above is an example of pronoun. What are pronouns? **Pronouns** are words used to substitute nouns in order to avoid repetition. They refer to both people and objects.

Tap to open the table Tap to open picture

Examples of pronoun as subject:

1. **Mr. Brown** does not come to teach the class today. **He** is ill.
2. **Dani and I** are in the library. **We** are looking for Math books.

Examples of pronoun as object:

1. Today is **Sinta's** birthday. Dania gives **her** a special gift.
2. **Hanif and Hanim** are twins. Their parents really love **them**.

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Fill the box before each sentence with the correct pronoun. Once you have done, read each sentence aloud. Number 1 has been done for you as an example.

He	1. Anwari is a junior high school student.
	2. Diana is the first female Students Council president in her school.
	3. Johan and Lelya are not in the classroom.
	4. Elan and I always study together.
	5. The cat is sleeping on the table.
	6. Bondan is having a meeting with Miss Cantika in the library.
	7. I ride my bicycle to school.
	8. I always meet Leonardo at the bus-stop.

CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following text message. Then, complete the sentences by typing the correct answers using the provided options. Number 1 has been done for you.

Tap to open the message

1. The sender of the message is	INDOSIAT
2. The message is sent at	
3. The message contains	
4. To get the bonus, first you need to refill your balance	
5. The bonus is valid for	

CLEAR

100 K / INDOSIAT

11:22 PM / Feb 14, 2016

50 K / 3 days

11:22 AM / an offer

11:41 AM

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

1 2 3 4 5 →

Match the following words related to text messages by tapping the words first then the correct definitions.

Tap ▶ to listen how to pronounce the words correctly.

▶ sender	<input type="checkbox"/> a situation in which a message is yet to send because of the network problem
▶ recipient	<input type="checkbox"/> an answer or message sent by the recipient of a message
▶ reply	<input type="checkbox"/> a person who receives a message
▶ content	<input type="checkbox"/> the information or other materials contained in a message
▶ pending	<input type="checkbox"/> a person who sends a message

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Learn the explanation of text message.

TEXT MESSAGE	
Definition	Oxford Advanced Learner's Dictionary defines text message as a written message sent using a mobile/cell phone. In this situation, the sender cannot communicate directly with the receiver so he/she sends a text message.
Goals	- to send a message/information to someone - to communicate in brief
Structure	1. Sender (name/phone number) 2. Recipient 3. Time and date 4. Message/content/information

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following message. Answer the questions by choosing the correct answers. You can do it with your friends.

One day, Andy received a message stating that he just won a prize. However, Andy never entered or joined any event. Moreover, the sender was using a normal phone number, not provider's name just like he received those ads or offers.

Tap to open the message

- The message is sent by
 - ☐ a. Esiah
 - ☐ b. +62 666 023....
 - ☐ c. Esiah Poin Vaganza
 - ☐ d. Official Info
- The message above tells us about
 - ☐ a. the recipient's balance top up
 - ☐ b. Esiah Poin Vaganza lottery
 - ☐ c. the recipient just won IDR 100
 - ☐ d. the winning PIN
- "...., you need to claim it at our"
The underlined word refers to
 - ☐ a. balance top up
 - ☐ b. winning PIN
 - ☐ c. the prize
 - ☐ d. IDR 100 billion
- If you are the recipient of this message, you should
 - ☐ a. claim the prize right away
 - ☐ b. ignore the message since it is fake
 - ☐ c. tell your friends
 - ☐ d. tell your parents

CHECK YOUR ANSWER **CLEAR**

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following message carefully.

Tap to open the message

Based on the message, state whether the following statements are True (T) or False (F). You can do it with your friends.

- Ryan borrows phone from his friend to send his dad a message. **T F**
- Ryan cannot send his dad a message because he lost his phone. **T F**
- Ryan will come home late because he still has a class meeting. **T F**
- Ryan asked his dad to pick him up at 5 p.m. **T F**
- Ryan will be waiting in front of his school while having a cup of coffee. **T F**

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Did you notice the abbreviation used by Ryan in Activity 8? ASAP stands for As Soon As Possible. Now, fill the missing long form by typing the correct options in the provided spaces. You can do it with your friends.

K		IKR	I know right	You've got to be kidding me for your information okay later I will be right back thank you so much
C	see	L8R		
B4	before	LOL	laughing out loud	
BRB		ASAP	as soon as possible	
FYI		TYSO		
GR8	great	YGTBKM		

CLEAR

Adapted from: Interchange Student's Book 1,
Daily Mail Online (<http://www.dailymail.co.uk/news/article-2656924/>),
and ECEnglish (<http://www.ecenglish.com/learnenglish/lessons/sms-english-text-speak-a-z>)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case carefully.

Davina as the secretary of Student Organization, was asked by Johan, the President of Student Organization, to notify every member of the Student Organization in their school to attend monthly meeting through text message. The agenda is the preparation for Independence Day Cup and Carnival.

Help Davina to arrange the correct text message by typing number 1-9 in the provided boxes before each option. After you have finished, read the message aloud.

<input type="checkbox"/> Reply this message to confirm your attendance.	<input type="checkbox"/> Please come on time.
<input type="checkbox"/> Time: 1:30 pm	<input type="checkbox"/> Regards, Student Organization
<input type="checkbox"/> Agenda: Preparation for IDCC 2016	<input type="checkbox"/> Day/date: Sat, Feb 20, 2016
<input type="checkbox"/> Place: Student Organization Room A	<input type="checkbox"/> Please attend our monthly meeting on:
<input type="checkbox"/> To: All members of Student Organization	

CHECK YOUR ANSWER **CLEAR** **Next page** →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the message you have just arranged, answer the following questions correctly.

1. The message is sent by

☐ a. Johan ☐ c. IDCC Committee

☐ b. Davina ☐ d. Student Organization Committee

2. The message is sent for

☐ a. Davina ☐ c. IDCC Committee

☐ b. Johan ☐ d. All Student Organization Members

3. The meeting will be held on at

☐ a. Feb 15, 2016 7:30 p.m. ☐ c. Feb 20, 2016 1:30 p.m.

☐ b. Feb 15, 2016 7:44 p.m. ☐ d. Feb 20, 2016 7:30 p.m.

4. From the message above, it can be concluded that

☐ a. the meeting will be held in Student Hall A

☐ b. the recipients have to confirm their attendance by replying the message

☐ c. there will be a prize for those who comes first

☐ d. there will be a punishment for those who come late

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

There are other ways to send information or to inform something to someone if you cannot send a text message. If you are in an organization, say OSIS, you can leave a message using a formal way through a **memorandum**, or memo. Or, to make it more personal, for example to your friends, parents, family, or someone close to you, just leave a **short message** or a **note** in a piece of paper.

Dear Raisa, please help me find a way back home. My GPS is broken.

Cakra Kahn

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

If you were to write out every number name in full (one, two, three, four, and so on), you wouldn't use a single letter B until you reached one billion.

Want to prove? Start counting then!

(Source: http://www.huffingtonpost.com/paul-anthony-jones/66-facts-you-may-not-have_b_5508623.html)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following message again. Then, answer the questions and keep the answers for yourself.

Tap to open the message

You still remember about this message, right? This message contains a shopping list, which is also one kind of short functional texts. It contains a list of ingredients to make something based on a recipe.









1. How many items does Johan need to buy?
2. Where do you think Johan will get those items?
3. What is going to be made based on those lists?

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Look at the following pictures. Tick the items which are needed to be bought based on the shopping list in Activity 12. An example has been shown for you.

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

You have completed the shopping list which contains the ingredients needed to make Chocolate & Banana Brownies.
Now, read the recipe of Chocolate & Banana Brownies below.

Tap to open the recipe

In the recipe, you see this verb:
Preheat oven to 180° C, ...

The word "preheat" is an example of an action verb.
What is action verb? **Action verb** is a word that shows what someone or something is doing. For example

- o Cesar and his mother **cook** dinner.
- o Julia **reads** Harry Potter and the Goblet of fire.
- o The cat **scratches** the leg of the table in the dining room.

Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Identify the verbs which are used in the recipe of Chocolate & Banana Brownies. Tick the verbs you have found in the table below. An example has been done for you.

<input checked="" type="checkbox"/> preheat	<input type="checkbox"/> remove	<input type="checkbox"/> stir	<input type="checkbox"/> cool
<input type="checkbox"/> grease	<input type="checkbox"/> mix	<input type="checkbox"/> pour	<input type="checkbox"/> turn out
<input type="checkbox"/> line	<input type="checkbox"/> sift	<input type="checkbox"/> push	<input type="checkbox"/> cut
<input type="checkbox"/> melt	<input type="checkbox"/> add	<input type="checkbox"/> bake	

CLEAR

← Previous page

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Read the following recipe. Then, complete the recipe by typing the correct verbs in the provided spaces. Number 1 has been done for you.

Steps:

1. **Beat** the egg whites and sugar until thick and creamy.
2. the coconut milk.
3. the flour, coconut and vanilla fold in until well mixed.
4. into a greased baking tin.
5. the egg yolks and over the top of the cake mixture.
6. in 200° Celsius oven until done and golden brown.

Tap to open the ingredients

Add
Add
Bake
Beat
Pour
Pour

CLEAR

(Adapted from:
http://www.yummly.com/recipe/external/Wingko-Babat-Cake_-Wingko-Babat_-Indonesian-Recipes-896258)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Learn the explanation of recipe.

RECIPE

Definition	Oxford Advanced Learner's Dictionary describes recipe as a set of instructions that tells you how to cook something and the ingredients (items of food) you need for it.
Goal	- to give detailed instructions/directions to create or make something
Structure	1. The recipe name/title 2. Ingredients 3. Preparation instruction (the steps) 4. Additional information (serving, preparation time, cooking time)

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following recipe carefully.

Tap to open the recipe

Based on the recipe you have read, state whether the following statements are True (T) or False (F). You can do it with your friend.

1. There are 6 ingredients needed to make the cendol.	T	F
2. We need to boil the water with pandan leaves first until it turns black.	T	F
3. After the rest of the water is boiled, you should add green lettuce leaves.	T	F
4. We need to stir the flour mixtures until it thickens like a paste.	T	F
5. We can add shaved ice or ice cubes with some jackfruit to our cendol.	T	F

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Do you know what "tbsp" stands for? Study the following list of abbreviations which are usually found in a recipe. Then, match the abbreviations by tapping the abbreviations first then the correct longer form. You can do it with your friend.

Tap ▶ to listen how to pronounce the words correctly.

tbsp tsp oz l ml g cc	litre millilitre cubic centimetre teaspoon gram tablespoon ounce
---	--

CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following recipe. Answer the questions by choosing the correct answers.

Tap to open the recipe

1. The recipe will be made for ... people. <input type="radio"/> a. 5 <input type="radio"/> c. 8 <input type="radio"/> b. 6 <input type="radio"/> d. 30	3. Which ingredient needs to be cut into bite size pieces? <input type="radio"/> a. Bay leaves. <input type="radio"/> c. Young jackfruit. <input type="radio"/> b. Palm sugar. <input type="radio"/> d. Hard-boiled eggs.
2. The total time to make gudeg is <input type="radio"/> a. 30 mins <input type="radio"/> b. 5 hours <input type="radio"/> c. 5 hours 30 mins <input type="radio"/> d. 8 hours	4. It will be even better if we cook the ingredients of gudeg in <input type="radio"/> a. teapot <input type="radio"/> c. coffee pot <input type="radio"/> b. clay-pot <input type="radio"/> d. flowerpot
5. It is best to serve gudeg in a serving plate while <input type="radio"/> a. hot and spicy <input type="radio"/> c. warm and salty <input type="radio"/> b. cold and sweet <input type="radio"/> d. warm at room temperature	

CHECK YOUR ANSWER CLEAR

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

You have learned about the action verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.

▶ beat	<input type="checkbox"/>	<input type="checkbox"/> to rub any thick oily substance or fat on something
▶ drain	<input type="checkbox"/>	<input type="checkbox"/> to make something become liquid as a result of heating
▶ grease	<input type="checkbox"/>	<input type="checkbox"/> to make a liquid or other substance flow from a container in a continuous stream, especially by holding the container at an angle
▶ melt	<input type="checkbox"/>	<input type="checkbox"/> to mix something with short quick movements with a fork, etc
▶ pour	<input type="checkbox"/>	<input type="checkbox"/> to make something empty or dry by removing all the liquid from it

CLEAR Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

You have learned about the action verbs. Match the verbs related to recipe by tapping the verbs first then the correct meanings. You can do it with your friend.

▶ preheat	<input type="checkbox"/>	<input type="checkbox"/> to cook something by keeping it almost at boiling point
▶ serve	<input type="checkbox"/>	<input type="checkbox"/> to move a liquid or substance around, using a spoon or something similar, in order to mix it thoroughly
▶ sift	<input type="checkbox"/>	<input type="checkbox"/> to heat an oven to a particular temperature before you put food in it to cook
▶ simmer	<input type="checkbox"/>	<input type="checkbox"/> to give somebody food or drink, for example at a restaurant or during a meal
▶ stir	<input type="checkbox"/>	<input type="checkbox"/> sift something to put flour or some other fine substance through a sieve / sifter

CLEAR ← Previous page









Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time →

Read the following case carefully. Tap to open the case

Bantu ayah Reina untuk membuat Chocolate Banana Sushi. Pertama, pilih bahan-bahan yang diperlukan dengan mencentang kotak pada gambar yang benar.

CLEAR Next page →

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time →

After all the ingredients are ready, help Reina's dad to arrange the correct steps. Number the jumbled steps below from 1-8 to make the correct steps.

<input type="checkbox"/> Cover the banana roll in honey or golden syrup.	<input type="checkbox"/> Place the banana along one length of the bread and roll.
<input type="checkbox"/> First, cut the edges off the bread.	<input type="checkbox"/> Slice, serve and enjoy!
<input type="checkbox"/> Fourth, cut the ends off the banana.	<input type="checkbox"/> Then, spread the Nutella or peanut butter all over the bread.
<input type="checkbox"/> Finished! You can eat them using chopsticks.	<input type="checkbox"/> Sprinkle the sugar over the bread slice.

CLEAR ← Previous page

Unit 2 Please reply this message ASAP!


Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

A recipe is closely related to procedure text. Both texts have the similar function which is to help readers to do or make something. For example, if you want to make handmade stuffed doll, you will need several items as "the ingredients" and then you follow the steps one by one just like in a recipe. Can you mention some procedure texts you have known?

How to be a Superman:



get cape. wear cape. fly.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

What begins with T, ends with T, and has T in it?

↕ robot

(Source: <http://www.funenglishgames.com/funstuff.html>)

Flip The Answer

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 2!** To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of text messages and recipes.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Identify and use pronouns correctly.
- ☐ Identify and use action verbs correctly.

Unit 2 Please reply this message ASAP!

Overview Activity Reflection Summary

In this unit, you have learned about:

<p>1)Text Message</p> <p>Text message is written message sent using a mobile/cell phone.</p> <p>→Goals: to send message or information, to communicate in brief</p> <p>→Structure: sender, recipient, time and date, and the message</p>	<p>3)Pronouns</p> <p>Pronouns are words which used to substitute nouns in order to avoid repetition. They refer to both people and objects.</p> <p>→Example: Mrs. Fox does not come to teach the class today. <i>She</i> is ill. ("Mrs. Fox" can be changed to subject pronoun "she")</p>
<p>2)Recipe</p> <p>Recipe is set of instructions that tells you how to cook something and the ingredients you need for it.</p> <p>→Goal: to give detailed instructions or directions</p> <p>→Structure: recipe's name, ingredients, steps, additional information</p>	<p>4)Action Verbs</p> <p>Action verb is a word that shows what someone or something is doing.</p> <p>→Examples:</p> <p>Cesar <i>reads</i> the autobiography of Sir Alex Ferguson.</p> <p>Rinda <i>cut</i> the chocolate brownies into ten pieces.</p>

UNIT 3

Unit 3

Overview Activity Reflection Summary

Unit 3
Buy 1, Get 1 Free!

In this unit, you will learn about:

1. Text Message
2. Recipe
3. Pronouns
4. Action Verbs

After you have finished this unit, you are expected to be able to:

1. Recognize the written short functional texts related to your daily life in the form of advertisements and schedules.
2. Read the written short functional texts fluently with the correct pronunciations.
3. Identify the structure or components of the texts.
4. Determine the general or main idea of the texts.
5. Determine the social function or communicative goal of the texts.
6. Determine specific or implicit information within the texts.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Watch the following advertisement video. Then, answer the questions and keep the answers for yourself.

Lisa is interested to buy a new smartphone. One day, she saw an advertisement which had taken her interest and made her want to buy the advertised smartphone.

Tap to play ▶ Sony Xperia C4 Dual Slim commercial

(Source: <https://www.youtube.com/watch?v=o2GJAhKcmA>)

1. What is the video about?
2. Where do you usually see this kind of video?
3. Are you interested in buying the product after watching the video just like Lisa?

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Based on the video in Activity 1, identify the adjectives used. You can replay the video and write the adjectives on a piece of paper if necessary. Then, tick the adjectives you have found in the provided table below. An example has been done for you.

Tap ▶ to listen how to pronounce the words correctly.

What is adjective?

<input checked="" type="checkbox"/> ▶ anti-scratch	<input type="checkbox"/> ▶ ultra slim	<input type="checkbox"/> ▶ unique	<input type="checkbox"/> ▶ amazing
<input type="checkbox"/> ▶ crisp	<input type="checkbox"/> ▶ smart	<input type="checkbox"/> ▶ creative	<input type="checkbox"/> ▶ sensational
<input type="checkbox"/> ▶ elegant	<input type="checkbox"/> ▶ social	<input type="checkbox"/> ▶ main	<input type="checkbox"/> ▶ large
<input type="checkbox"/> ▶ best	<input type="checkbox"/> ▶ extraordinary	<input type="checkbox"/> ▶ superior	

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Complete the following sentences by typing the correct adjectives into the provided spaces. Number 1 has been done for you.

1. This mascara, is the **best** mascara you can get compared to other products.
2. My new camera took pictures which I love it so much.
3. The dress will make you look and stylish.
4. The speakers have sound that will make you feel like in theater while watching movies.
5. The new Galaxus tablet is very with its dual-camera at the back side.

CLEAR

amazing	extraordinary	sensational
elegant	best	creative
	unique	

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following advertisement and answer the questions correctly. Number 1 has been done for you.

1. The text is about

☐ a. a job vacancy in English Education Department

☐ b. a job vacancy of English and Japanese teachers for a 30 years old male

☐ c. a job vacancy of English and Japanese teachers for a 30 years old female

☐ d. a job vacancy of English and Japanese teachers maximum 30 years old male/female

2. The following are the requirements of the job, **except**

☐ a. male/female, more than 30 years old

☐ b. S1 in education

☐ c. fresh graduate

☐ d. having personal vehicle

3. You can apply the job by

☐ a. sending CV

☐ b. phone interview

☐ c. email interview

☐ d. Skype interview

4. The word "maximum" is the opposite of

☐ a. maximal

☐ b. maximize

☐ c. minimize

☐ d. minimum

Tap to open the advertisement

CHECK YOUR ANSWER CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

1 2 3 4 5 →

Read the following advertisement and answer the questions correctly.

1. The following are the participants of the Choco Candy Fest mentioned in the advertisement above, **except**

☐ a. Coklat Madam

☐ b. Chocodot

☐ c. Fantasy Lolipop

☐ d. Artemy Italian Gelato

2. The Choco Candy Fest will last for

☐ a. 9 days

☐ b. 10 days

☐ c. 15 days

☐ d. 18 days

3. The kids can join the Kids Colouring Competition on

☐ a. 18 December 2015

☐ b. 21 December 2015

☐ c. 25 December 2015

☐ d. 27 December 2015

4. There will be a demo on cooking chocolate on

☐ a. 18 December 2015

☐ b. 21 December 2015

☐ c. 24 December 2015

☐ d. 27 December 2015

Tap to open the advertisement

CHECK YOUR ANSWER CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Study the following explanation of advertisement.

ADVERTISEMENT	
Definition	Advertisement is defined by Oxford Advanced Learner's Dictionary as a notice, picture or film telling people about a product, job or service. It might contain a combination of picture and set of words, slogan, or a short film, used to persuade people to buy a product, use a service, and give information about a job that is available or about an event that is going to happen. Advertisement can also be called as ads or simply ad.
Goals	- to promote/advertise/offer a product or service - to persuade people to buy a product or use a service
Types	1. Spoken ads; using radio, or telephone 2. Written ads; newspaper, magazine, tabloid, pamphlet 3. Visual ads; TV, internet, ad board,

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Watch the following video advertisement of a DSLR camera. Pay attention to the content.

Tap to play ▶ Nikon D5300 product video

(Source: <https://www.youtube.com/watch?v=Kc1rcGDVSM>)

Now, name the following parts of a DSLR camera by putting the correct numbers. You can do it with your friend. An example has been shown for you.

Tap ▶ to listen how to pronounce the words correctly.

Part A		Part B	
2 ▶ Mode dial	▶ Lens release	▶ Storage	▶ Hot shoe external flash
▶ Aperture	▶ Shutter button	▶ Control button	▶ Viewfinder
▶ Camera lens	▶ Pup-up flash	▶ Battery	▶ LCD screen

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the video advertisement in Activity 7, state whether the statements are True (T) or False (F). You can do it with your friend.

1. The camera being advertised is Nikon D3300.	<input type="checkbox"/> T	<input type="checkbox"/> F
2. It is available in 4 colours: black, silver, red, and gold.	<input type="checkbox"/> T	<input type="checkbox"/> F
3. The camera has a wireless connection and built-in GPS.	<input type="checkbox"/> T	<input type="checkbox"/> F
4. It can record 4K videos and has mono microphone to record the sound.	<input type="checkbox"/> T	<input type="checkbox"/> F
5. It has vari-angle 1037k dot high resolution monitor with touchscreen.	<input type="checkbox"/> T	<input type="checkbox"/> F

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements on the left side with their correct definitions on the right side by drawing a line. You can do it with your friend.

<input type="checkbox"/> TV Commercial	<input type="checkbox"/> ads which target audience who listen to a particular station
<input type="checkbox"/> Newspaper/magazine ads	<input type="checkbox"/> ads which directly sent to customers with a select audience
<input type="checkbox"/> Billboard ads	<input type="checkbox"/> ads which use signs on the road or at sports stadium
<input type="checkbox"/> Email/direct mail ads	<input type="checkbox"/> ads which placed in particular sections of a page, can be national or local
<input type="checkbox"/> Radio ads	<input type="checkbox"/> promotion of products and service using colour, action, sound and sight

CLEAR

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

You have learned many different types of advertisements in Activity 6. There are other types of advertisements which you might have seen in your daily life. Match the advertisements on the left side with their correct definitions on the right side by drawing a line. You can do it with your friend.

<input type="checkbox"/> Text messages	<input type="checkbox"/> a celebrity or famous person paid to promote products or use services
<input type="checkbox"/> Internet pop-ups	<input type="checkbox"/> a promotion with a real time audience but have a limited number of characters in the text
<input type="checkbox"/> Flyers	<input type="checkbox"/> they can impact a viewer but can be annoying, intrusive and crash your PC/smartphone
<input type="checkbox"/> Sponsorship	<input type="checkbox"/> small paper printed with information which handed out to customers face to face
<input type="checkbox"/> Endorsement	<input type="checkbox"/> companies funding events or competition in return for recognition of brand or products

CLEAR

← **Previous page**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Read the following case.

Isyana is asked by his brother to design an advertisement of his action camera rent service. The rent service's name is Gudang Kamera Jogja. The design is described as follows.

At the top, of course the rent service's name. There are 3 types of action cameras for rent they offer, GoPro Hero 3+, Hero 4 Black and Hero 4 Silver. The main highlight is the Hero 4 Silver, which will be showed in the ads just below the rent service's name. The rent charge starts from IDR 125.000 per day. All include memory card 32 GB, 3 pcs of battery plus charger, bag, monopod, and housing. The customer can call +62 899 500 500 or add PIN 224BG67G.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the case you have read, arrange an advertisement by numbering the jumbled ads line below from 1-6. Once you have done, read the advertisement you have arranged aloud.

More info: +62 899 500 500 / PIN 224BG67G

Start from IDR 125K/day

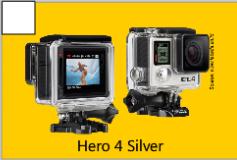
GoPro Hero 3+, Hero 4 Black/Silver

OPEN RENT | Gudang Kamera Jogja

All include: microSD 32GB, battery 3 pcs, charger, bag, monopod, & housing.

CLEAR

← Previous page Next page →



Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 6 7 8 9 10 →

Based on the advertisement you have just arranged, answer the following questions correctly.

- The purpose of the advertisement is
 - ☐ a. to promote a camera rent service
 - ☐ b. to persuade people to buy GoPro
 - ☐ c. to offer people to buy cheap GoPro
 - ☐ d. to amuse people with the features of GoPro
- There are ... GoPro cameras offered by Reina's brother camera rent.
 - ☐ a. one
 - ☐ b. two
 - ☐ c. three
 - ☐ d. four
- Based on the ads, the highlighted camera is
 - ☐ a. GoPro Hero 3+
 - ☐ b. GoPro Hero Black
 - ☐ c. GoPro Hero Silver
 - ☐ d. GoPro Hero 4+
- The following items is included if a customer rent a camera, **except**
 - ☐ a. microSD 23 GB
 - ☐ b. monopod
 - ☐ c. battery 3 pcs
 - ☐ d. charger

CHECK YOUR ANSWER CLEAR

← Previous page

Unit 3 Buy 1, Get 1 Free!


Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Did you know?

If you see a resemblance of a product or brand within a movie, it is called **covert advertising**. Phone makers, car makers, sportswear companies, or beverages company often put their products in the movie.

Meanwhile, if you saw advertising in cars, buses, or taxis, it is called **transit advertising**. These kinds of ads are sometimes even put in train or planes.



Pirates prefer
Adidas
over **NIKE**

Source: quadsigant.com

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Time Out

Ever heard the popular tongue-twister
▶ "She sells seashells on the seashore."
or
▶ "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

Now test your friends, ask them to say
▶ "The sixth sick sheik's sixth sheep's sick".

It is known to be the toughest tongue-twister in English language according to the Guinness Book of World Records.

(Adapted from: <http://www.makemegenius.com/cool-facts/interesting-facts-about-english-language>)

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Study the following schedule. Then, answer the questions but keep the answer for yourself.

Every Monday to Saturday, Citra checks the lesson schedule to make sure she brings the correct textbook for today's lesson. Take a look at Citra's lesson schedule.

Tap to open the schedule

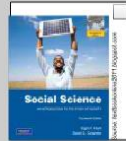
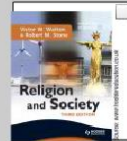
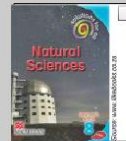
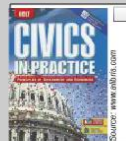
1. Do you happen to see or to have this kind of schedule just like Citra?
2. Where do you usually place your lesson schedule?
3. Can you mention other kinds of schedule which you usually find?

Unit 3 Buy 1, Get 1 Free!

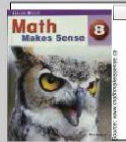
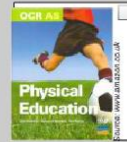


Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Today is Wednesday. Help Citra to choose which textbooks she needs to bring to school by ticking the correct books.

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Study the following explanation.

We will have Physical Education after Indonesian class.

Do you know that the sentence above contains a temporal conjunction? What is meant by temporal conjunction?

Temporal conjunction is a word that connects two parts of a sentence to express the time order of events. For example after, before, next, now, then, until, while, and etc.

Usage examples:

- **After** the ceremony, we will have Mathematics with Mrs. Siska.
- On Tuesday, **before** the last period we will have an English quiz.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 11 TO 12 13 14 15 →

Based on the schedule in Activity 12, complete the sentences below by typing the correct temporal conjunctions into the provided spaces. Number 1 has been done for you.

after / after / before / now / then / until / while

1. On Monday, Citra will have Mathematics **after** the ceremony.
2. [] the first break, Citra will have Javanese. [], she will have Counseling.
3. On Tuesday, from the first period [] the last period, Citra will have 3 subjects.
4. Citra will have 2 periods of Indonesian on Thursday, [] on Friday she will have 3 periods.
5. Right now is 10 a.m. on Saturday, so [] Citra still have Social Science class.
6. [] going home, Citra will have Scout activities starting at 12 p.m.

CLEAR **Previous page** ←

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

11 TO 12 13 14 15

Study the following schedule carefully. Then, answer the questions correctly. Number 1 has been done for you.

Tegar is an 8th grade student in one of private schools in Yogyakarta. He lives in a dormitory. Here is his daily schedule for Wednesday.

Tap to open the schedule

- Based on the schedule, Tegar only have ... to eat his breakfast.
 - ☐ a. 10 minutes
 - ☐ b. 15 minutes
 - ☐ c. 20 minutes
 - ☐ d. 30 minutes
- How many meals a day does Tegar have?
 - ☐ a. 2 meals
 - ☐ b. 3 meals
 - ☐ c. 4 meals
 - ☐ d. 5 meals
- Excluding break, Tegar is studying at school for
 - ☐ a. 4 hours 45 mins
 - ☐ b. 5 hours 15 mins
 - ☐ c. 5 hours 30 mins
 - ☐ d. 5 hours 45 mins
- At 07:31 pm, Tegar is
 - ☐ a. watching TV
 - ☐ b. starting his dinner
 - ☐ c. starting his study session II
 - ☐ d. playing games
- If at Tuesday night Tegar went to sleep at 9:30 pm, how long did he sleep until Wednesday morning?
 - ☐ a. 8 hours.
 - ☐ b. 8 hours 30 mins.
 - ☐ c. 9 hours.
 - ☐ d. 9 hours 30 mins.

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

16 17 18 19 20

Read the following schedule. State whether the statements are True (T) or False (F). Number 1 has been done for you.

Tap to open the schedule

- There are two main stages for the Kampoeng Jazz. **T**
- The earliest show time for Kampoeng Jazz is at the main stage. **T F**
- Total 21 artists will perform on the 7th International Kampoeng Jazz. **T F**
- In the main stage, 10 artists will perform. **T F**
- Endah and Rhesa will perform on lounge stage after Yura. **T F**

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

16 17 18 19 20

Learn the explanation of schedule.

	SCHEDULE
Definition	According to Oxford Advanced Learner's Dictionary, schedule is a list showing the times at which particular events will happen.
Goals	- to remind you - to show information
Examples	- Lesson schedule - Itinerary - Flight/bus/train schedule - Show time - Event rundown - Movie schedule, etc.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

16 17 18 19 20

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.

Tap to open the schedule

- The schedule above is a
 - ☐ a. flight departure schedule
 - ☐ b. flight arrival schedule
 - ☐ c. flight destination schedule
 - ☐ d. flight delay schedule
- There are ... which are delayed because of certain reasons.
 - ☐ a. one flight
 - ☐ b. two flights
 - ☐ c. three flights
 - ☐ d. four flights
- The word "delayed" has the similar meaning to
 - ☐ a. postponed
 - ☐ b. cancelled
 - ☐ c. failed
 - ☐ d. continued
- Based on the schedule, the flight that has the longest delay is
 - ☐ a. Mandala Tiger Air RI 137
 - ☐ b. Mandala Tiger Air RI 173
 - ☐ c. Air Asia AK 1321
 - ☐ d. Lion Air JT 274
- The following flights are scheduled to fly to Jakarta, **except**
 - ☐ a. Garuda Indonesia GA 215
 - ☐ b. Lion Air JT 274
 - ☐ c. Lion Air JT 551
 - ☐ d. Mandala Tiger Air RI 345

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Read the following schedule carefully. Then, answer the questions correctly. You can do it with your friends.

Tap to open the schedule

1. The earliest train to leave from Gambir Station is

☐ a. Argo Muria ☐ c. Argo Gede
☐ b. Argo Anggrek ☐ d. Cirebon Express

2. Based on the schedule, Argo Anggrek will depart to Surabaya before

☐ a. Argo Muria ☐ c. Argo Lawu
☐ b. Argo Gede ☐ d. Cirebon Express

3. The train which has the most expensive single ticket is

☐ a. Argo Muria ☐ c. Argo Gede
☐ b. Argo Anggrek ☐ d. Argo Lawu

4. Dinar wants to go to Surabaya by Argo Anggrek. She goes there with one of her friends and they want to go back to Jakarta two days later. She has bought the return ticket to Jakarta but her friend wants to stay longer in Surabaya. How much does Dinar and her friend have to pay for the ticket?

☐ a. IDR 155000 ☐ c. IDR 445000
☐ b. IDR 290000 ☐ d. IDR 545000

5. From the schedule above, it can be concluded that Gambir station has

☐ a. 1 platform only ☐ c. 4 platforms
☐ b. 2 platforms ☐ d. 5 platforms

CHECK YOUR ANSWER **CLEAR**

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 16 17 18 19 20 →

Match the English Words related to schedule by tapping the words first then their correct Indonesian equivalents. You can do it with your friend.

Tap ▶ to listen how to pronounce the words correctly.

English Words	Indonesian Equivalents	English Words
▶ arrival	<input type="checkbox"/> dibatalkan	<input type="checkbox"/> ▶ period
▶ cancelled	<input type="checkbox"/> ditunda	<input type="checkbox"/> ▶ platform
▶ delayed	<input type="checkbox"/> keberangkatan	<input type="checkbox"/> ▶ rundown
▶ departure	<input type="checkbox"/> kedatangan	<input type="checkbox"/> ▶ ticket
▶ gate	<input type="checkbox"/> pintu	

CLEAR

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time →

Read the following case carefully.

Lutfia is an 8th grade student at SMPN 11 Yogyakarta. She has planned what to do this weekend. On Sunday, she wakes up at a quarter past five. Then, she takes her bicycles around the housing complex for about 1 hour and 45 minutes.

She then takes a rest while watering plant before eating breakfast and taking a bath. After that, she watches her favorite cartoon on TV for half an hour before going to Kikan's house. In the afternoon, before going to English private, she has one hour lunch with Latifa. After she is done with the private course, she goes to book store.

Around half to five, she does her housework like cleaning her room, her bike, and inside the house. After the housework is done, she takes a bath before having dinner with her family. In the evening, she has a study session to check tomorrow's lesson or homework before going to bed at 9.

Next page →

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time →

Complete the missing schedule based on the case you have read by typing the correct activity provided below in the blank spaces.

My Sunday Schedule			
Time	Activities		
05:15 am		12:00 - 01:00 pm	Lunch with Latifa
05:15 - 07:00 am		01:00 - 03:00 pm	
07:00 - 07:30 am		03:00 - 04:30 pm	
07:30 - 08:00 am	Breakfast	04:30 - 06:00 pm	
08:00 - 08:30 am	Take a bath	06:00 - 06:30 pm	Take a bath
08:30 - 10:00 am		06:30 - 07:30 pm	Family time
10:00 - 12:00 am		07:30 - 09:00 pm	
		09:00 pm	

CHECK YOUR ANSWER **CLEAR**

← **Previous page**

Cycling
 English private
 Go to bookstore
 Go to Kikan's house
 Go to sleep
 Housework
 Study session
 Wake up
 Watch TV
 Watering plants

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time

Did you know?

Agenda, schedule, timetable, and itinerary are closely related. However, they are different.

Agenda is a list or program of things to be done. A member of an organization, for example meeting chairperson or Students Council secretary, will often have an agenda meeting – a list of specific topics to discuss, or things to accomplish during the meeting. People also use the word agenda to mean their calendar. For example: if someone asks if you are available for lunch next week, you might say "Let me check my agenda" to find out which day you can have the lunch.

Schedule is as we have learned in this unit. It contains a list of things to be done at certain time like lesson schedule, camping schedule, meeting schedule; or it contains information for people to read like flight or train schedule.

The word schedule can also be used to establish an appointment or action at certain time, for example: "I scheduled my dentist appointment for next Monday." **Timetable** has the same meaning with schedule. However, it is usually used in British English while schedule usually used in American English, especially North American English. Meanwhile, **itinerary** is a list or plan of things to do during a trip. The tour travel usually will give the travelers an itinerary describing the different tour places they will go and things they will see.

(Source: louisem.com)

(Adapted from: <http://www.espressoenglish.net/difference-between-agenda-itinerary-and-schedule/>)

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

← 21 22 Extra Time

Extra Time

Which month has 28 days?

All of them of course!

(Source: <http://www.funenglishgames.com/funstuff/html>)

Flip The Answer

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

Congratulations, you have finished **Unit 3!** To check your achievement, tick the statements below which you think represent your improvement after finishing this unit.

After finishing this unit, I am confident that I am able to:

- ☐ Recognize the written short functional texts related to my daily life in the form of advertisements and schedules.
- ☐ Read the written short functional texts fluently with the correct pronunciation.
- ☐ Identify the structure or components of the texts.
- ☐ Determine the general or main idea of the texts.
- ☐ Determine the social function or communicative goal of the texts.
- ☐ Determine specific or implicit information within the texts.
- ☐ Determine phrase reference or the meaning of words/phrases within the texts.
- ☐ Identify and use adjectives correctly.
- ☐ Identify and use temporal conjunctions correctly.

Unit 3 Buy 1, Get 1 Free!

Overview Activity Reflection Summary

In this unit, you have learned about:

1) Advertisement
Advertisement or ads is a notice, picture or film telling people about a product, job or service.
→ Goals: to promote/advertise/offer a product, service or job; to persuade people to buy a product or use a service.
→ Types: spoken ads (using radio or telephone), written ads (newspaper, magazine, tabloid, pamphlet), visual ads (TV, internet, ad board).

2) Schedule
Schedule is a list showing the times at which particular events will happen.
→ Goals: to remind you, to show information.
→ Examples: lesson schedule, itinerary, flight/bus/train schedule, show time, event rundown.

3) Adjectives
Adjective is a word used to describe a person or thing.
→ For example: *big* house, *best* car, *smart* student.

4) Temporal Conjunctions
Temporal conjunction is a word that connects two parts of a sentence to express the time order of events.
→ **For example:** after, before, next, now, then, until, while, and etc.
After break, we will have English with Mrs. Erna.

EVALUATION

Evaluation Invitation

Before you start the evaluation, please enter your name first:

NAME:

Test

START

Evaluation Invitation

1

Time left: 9:58

For questions 1-2, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

- What will the meeting discuss?
 - ☐ a. The result of PORSENI 2010.
 - ☐ b. The final preparation for the PORSENI 2010 competition.
 - ☐ c. The competition for PORSENI 2010.
 - ☐ d. The competition for the student organization.
- The meeting will be held
 - ☐ a. in the afternoon
 - ☐ b. in the evening
 - ☐ c. in the morning
 - ☐ d. at night

→

Evaluation Invitation

2

Time left: 9:53

For questions 3-4, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

- What is the meeting for?
 - ☐ a. To talk about the preparation for the national examination.
 - ☐ b. To give solution to the examination problems.
 - ☐ c. To discuss about the national examination items.
 - ☐ d. To ask teachers to face the national examination.
- From the text above we can conclude that
 - ☐ a. the national examination has already been done
 - ☐ b. all students are successful in the national examination
 - ☐ c. the meeting is done before the national examination
 - ☐ d. the teacher must be pleased with the result of the national examination

→

Evaluation Invitation

3

Time left: 9:49

For questions 5-6, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

- When will the birthday party be held?
 - ☐ a. May 3rd
 - ☐ b. May 22nd
 - ☐ c. June 2nd
 - ☐ d. June 10th
- What is the purpose of the text above?
 - ☐ a. To invite people to attend Lucas Karamoy's party.
 - ☐ b. To tell about the food in Lucas Karamoy's party.
 - ☐ c. To inform Lucas Karamoy's party.
 - ☐ d. To make people enjoy party.

→

Evaluation Invitation

4

Time left:
9:46

For questions 7-8, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

7. What should the invitee do to come to the party?

- ☐ a. Do not ask other person to join the party.
- ☐ b. Call Ilham to confirm their coming.
- ☐ c. Bring capucino drink to the party.
- ☐ d. Come to the party in the morning.

8. The word "you" in the text refers to the ... of the invitation.

- ☐ a. sender
- ☐ b. addressee
- ☐ c. maker
- ☐ d. writer

→

Evaluation Invitation

5

Time left:
9:40

For questions 9-10, read the following invitation carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

9. The monthly meeting is to

- ☐ a. request a monthly meeting
- ☐ b. attend at OSIS room
- ☐ c. discuss the farewell party
- ☐ d. appreciate the grade IX students

10. "We will discuss the farewell party the grade IX students."
The underlined word refers to

- ☐ a. all grade IX students
- ☐ b. OSIS chairman and OSIS secretary
- ☐ c. all teachers and students of the school
- ☐ d. the OSIS committee and all class captains

→

Evaluation Invitation

Finished
00:00

Congratulations, you have finished the evaluation.

Name: Test

Your Score : 0

Back to Evaluations

Evaluation Email

Before you start the evaluation, please enter your name first:

NAME:

Test

START

Evaluation

Email

1

Time left:
9:57

For questions 1-2, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

1. What activities is Rajiv going to do at night in the Devon Mountain?

☐ a. Climb and go camping.
☐ b. Go camping and fishing.
☐ c. Go camping and hiking.
☐ d. Sit around the fire and sing.

2. Why are they going to go to Devon Mountain?

☐ a. It's the summer season.
☐ b. It's a nice place for holidays.
☐ c. They're going to camp and hike.
☐ d. They're going to fish in the river.

→

Evaluation

Email

2

Time left:
9:53

For questions 3-5, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

3. Rehan will give some of his crops to Ivan when

☐ a. his brother helps him
☐ b. the fruits are ripe
☐ c. Ivan visits him
☐ d. the plants grow well

4. What is the main idea of paragraph one?

☐ a. Ivan is very busy since it is the beginning of the term.
☐ b. Rehan found that his new school is exciting.
☐ c. Ivan is very tired these days.
☐ d. Rehan is asking about Ivan's life.

5. Rehan mainly tells Ivan about in his e-mail.

☐ a. how to grow plants
☐ b. his new hobby
☐ c. his new school
☐ d. his team work

→

Evaluation

Email

3

Time left:
9:49

For questions 6-8, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

6. The text tells us about

☐ a. a film by Leonardo Di Caprio
☐ b. Dayah's great holiday in Thailand
☐ c. Bernie's great holiday in Thailand
☐ d. the beauty of Phi Phi Le island

7. With whom did the writer and her family go to Phi Phi Le island?

☐ a. The crews.
☐ b. The director.
☐ c. The producer.
☐ d. The parents.

8. What did Leonardo do at Phi Phi Le island?

☐ a. He had vacation with his family.
☐ b. He was involved in a film production.
☐ c. He visited some beautiful beaches.
☐ d. He had discussion with movie producer.

→

Evaluation

Email

4

Time left:
9:45

For questions 9-10, read the following email carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

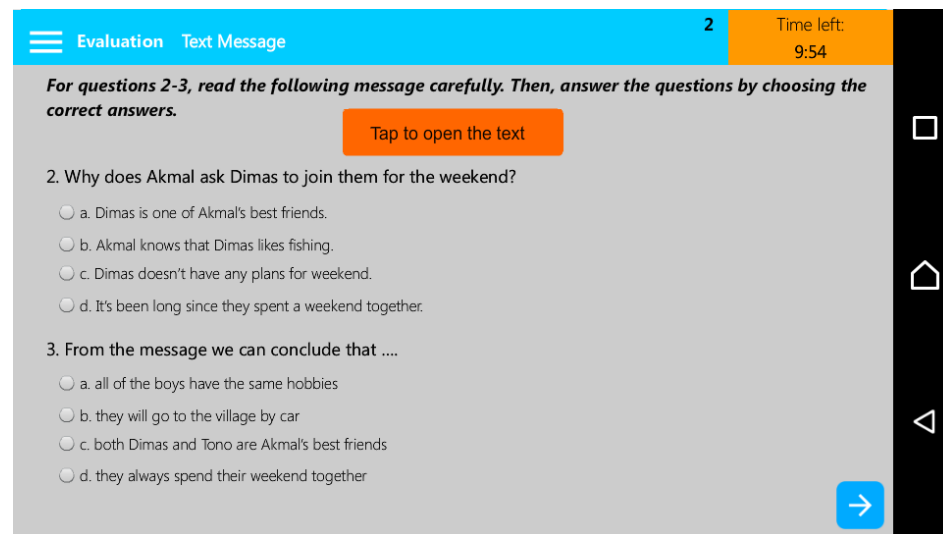
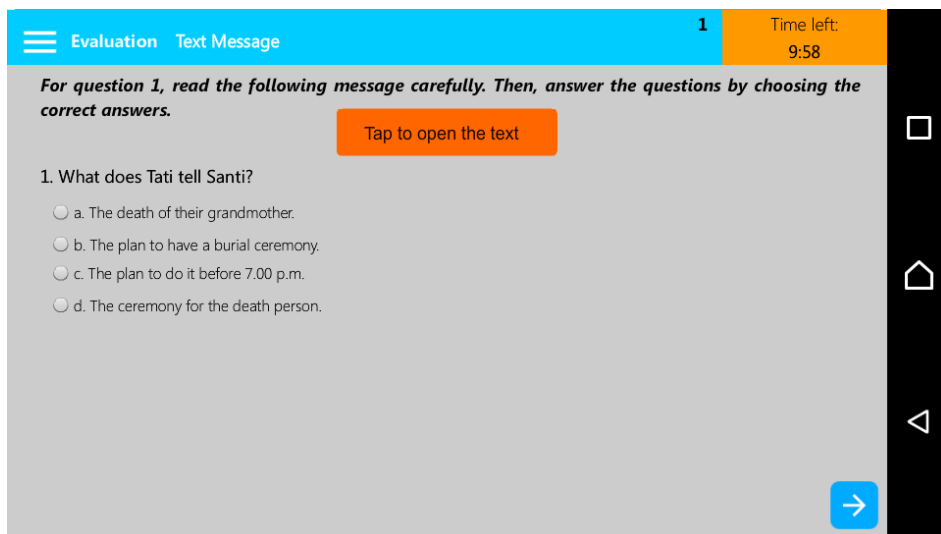
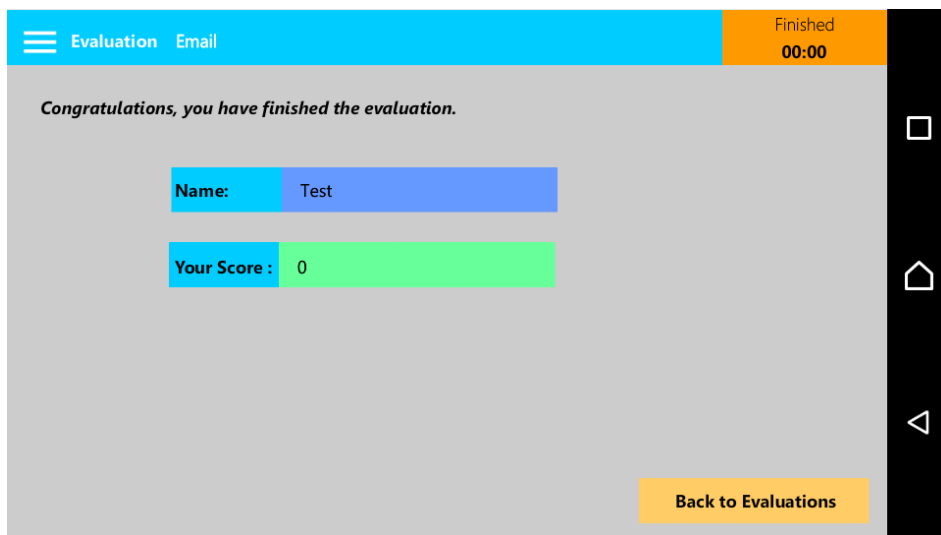
9. How are the meadows in Himachal?

☐ a. Lofty.
☐ b. Beautiful.
☐ c. Flowering.
☐ d. Enchanting.

10. The text generally talks about

☐ a. the photos during the travelling
☐ b. the writer's travelling experiences
☐ c. the hotel the writer stayed
☐ d. the best destination for travelling

→



☰ Evaluation Text Message **3** Time left: 9:50

For questions 4-5, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

4. What is Fitri's mother doing now?

- ☐ a. Working at the office.
- ☐ b. Picking up Fitri's father.
- ☐ c. Waiting for Fitri at home.
- ☐ d. Joining the English course.

5. What is Fitri's mother's purpose to write the message above?

- ☐ a. Ask Fitri to be home soon.
- ☐ b. Help Fitri to remember her job.
- ☐ c. Tell Fitri that she is in the course.
- ☐ d. Remind Fitri to pick up her sister.

→

☰ Evaluation Text Message **4** Time left: 9:47

For questions 6-7, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

6. What should they do before going to swimming pool?

- ☐ a. Make an appointment and prepare everything.
- ☐ b. Have lunch and bring a swimsuit.
- ☐ c. Take a nap and ride a bicycle.
- ☐ d. Have lunch and take a nap.

7. When will they go to the swimming pool?

- ☐ a. In the morning.
- ☐ b. In the afternoon.
- ☐ c. In the evening.
- ☐ d. At night.

→

☰ Evaluation Text Message **5** Time left: 9:43

For questions 8-9, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

8. From the text above, we know that

- ☐ a. John performs the best in the show
- ☐ b. Cindy performs the best in the show
- ☐ c. Cindy wants to be the best in the show
- ☐ d. John hopes he will be the best in the next show

9. "I hope you always perform the best"

The underlined word can be replaced with

- ☐ a. play
- ☐ b. sing
- ☐ c. read
- ☐ d. dance

→

☰ Evaluation Text Message **6** Time left: 9:40

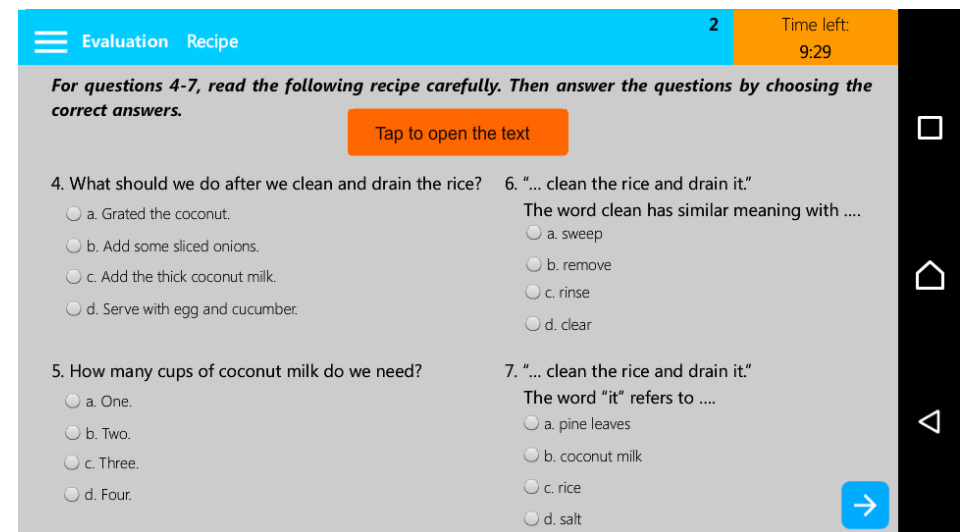
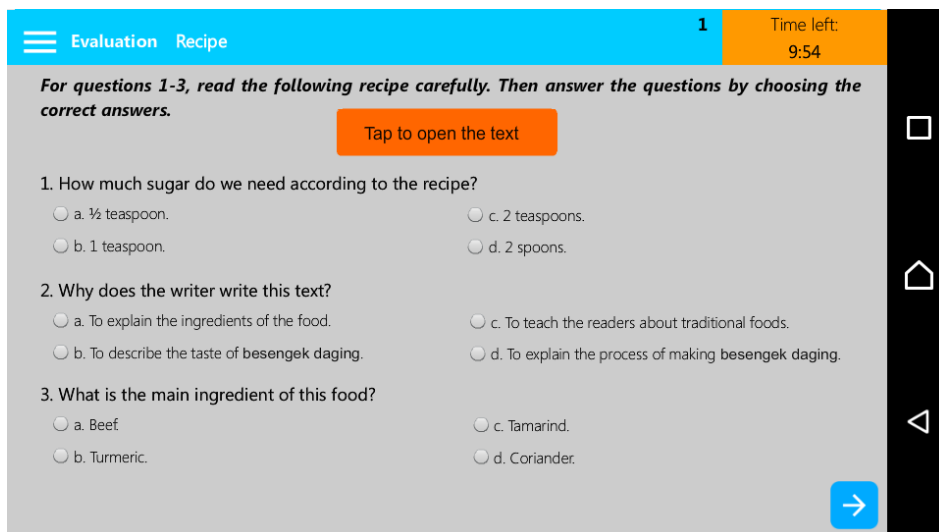
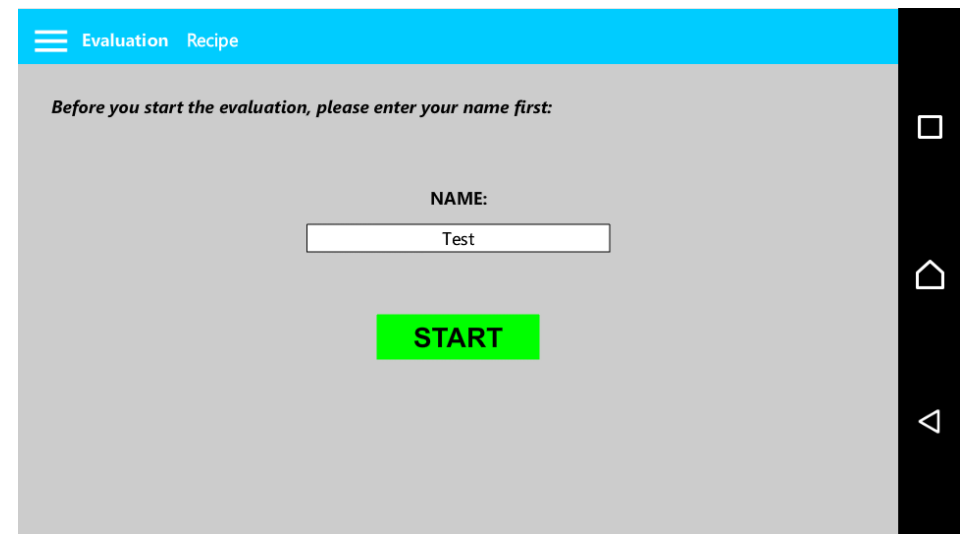
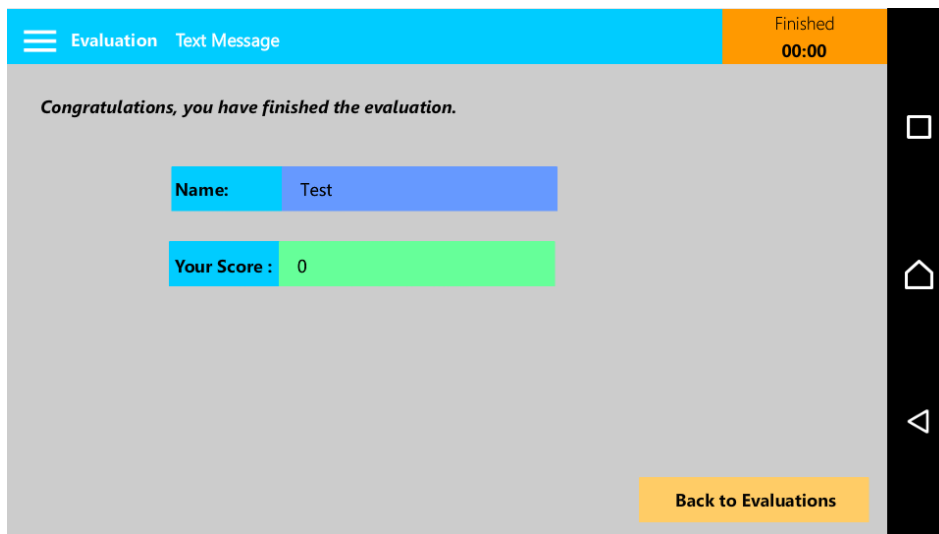
For questions 10, read the following message carefully. Then, answer the questions by choosing the correct answers.

Tap to open the text

10. From the text above, we know that

- ☐ a. Renza manages the OSIS well
- ☐ b. Karen has an appointment with OSIS chairperson
- ☐ c. Renza congratulates Karen as a new OSIS chairperson
- ☐ d. Karen and Renza make their school better with OSIS

→



Evaluation

Recipe

3

Time left:
9:47

For questions 8-10, read the following recipe carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

8. What should we do before we sprinkle the baking soda to the mashed banana?

☐ a. Add flour and butter.
 ☐ c. Add sugar, egg, and vanilla.

☐ b. Sprinkle salt to the mixture.
 ☐ d. Pour the mixture into a loaf pan.

9. How much vanilla do we need to make Banana Bread?

☐ a. 1/3 cup.
 ☐ c. 1 teaspoon.

☐ b. 1 1/2 cups.
 ☐ d. 3 teaspoons.

10. "... mix butter into **mashed** bananas"

The underlined word has similar meaning with

☐ a. crushed
 ☐ c. ripen

☐ b. damaged
 ☐ d. failed

→

Evaluation

Recipe

Finished
00:00

Congratulations, you have finished the evaluation.

Name: Test

Your Score : 0

Back to Evaluations

Evaluation

Advertisement

Before you start the evaluation, please enter your name first:

NAME:

Test

START

Evaluation

Advertisement

1

Time left:
9:58

For questions 1-2, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

1. Which of the following sickness cannot be relieved by this medicine?

☐ a. Headache.
 ☐ b. Coughs.
 ☐ c. Cancer.
 ☐ d. Fever.

2. What's the writer's purpose to write the text above?

☐ a. To inform the process of making Cold Breaker.
 ☐ b. To persuade people to use the product.
 ☐ c. To explain the ingredients of the product.
 ☐ d. To describe the illness that can be cured.

→

☰ Evaluation Advertisement **2** Time left: 9:54

For questions 3-4, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

3. People who use this cream want their skin to be

- ☐ a. wrinkled
- ☐ b. smooth
- ☐ c. tanned
- ☐ d. dry

4. This product is for people with skin.

- ☐ a. dry
- ☐ b. oily
- ☐ c. normal
- ☐ d. sensitive

→

☰ Evaluation Advertisement **3** Time left: 9:50

For questions 5-6, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

5. We can reserve the seat at Rina Bar restaurant by sending a faximile to

- ☐ a. 390 – 3613
- ☐ b. 390 – 3614
- ☐ c. 390 – 3615
- ☐ d. 390 – 3616

6. "... in a new world ambience"

The underlined word means

- ☐ a. atmosphere
- ☐ b. mood
- ☐ c. space
- ☐ d. place

→

☰ Evaluation Advertisement **4** Time left: 9:47

For questions 7-8, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

7. How much is the retail price of the Electric Scooter?

- ☐ a. US \$ 256.00.
- ☐ b. US \$ 359.00.
- ☐ c. US \$ 499.00.
- ☐ d. US \$ 1.000.00.

8. From the text above, we know that

- ☐ a. There are 140 orders for electric scooter every month
- ☐ b. The advertisement offers 72% discount for the product
- ☐ c. The current retail price for public is 140 dollar/pcs
- ☐ d. The minimum order for electric scooter is 1000 items

→

☰ Evaluation Advertisement **5** Time left: 9:43

For questions 1-2, read the following advertisement carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

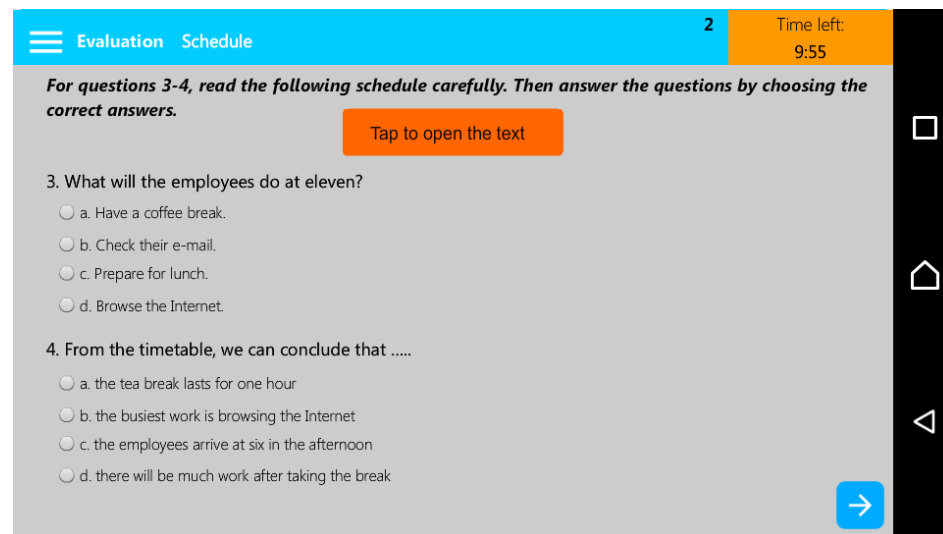
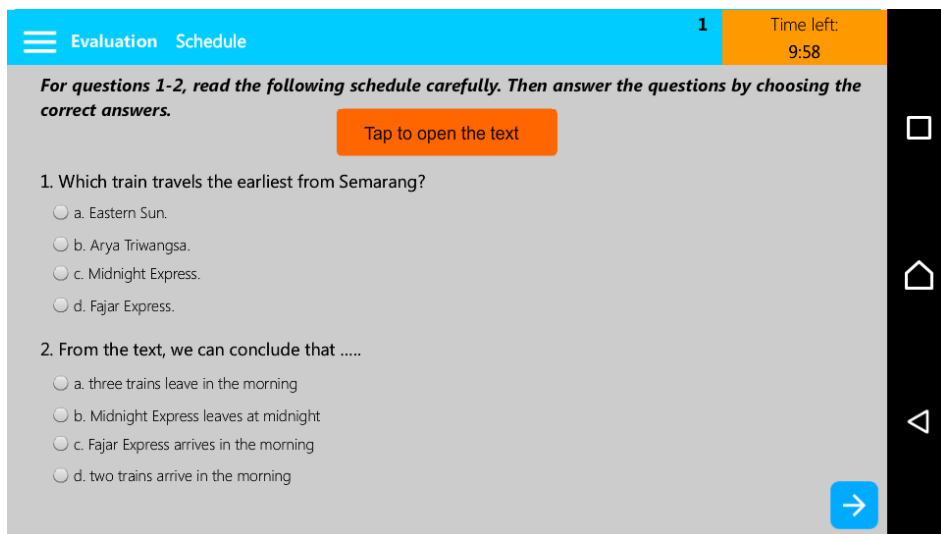
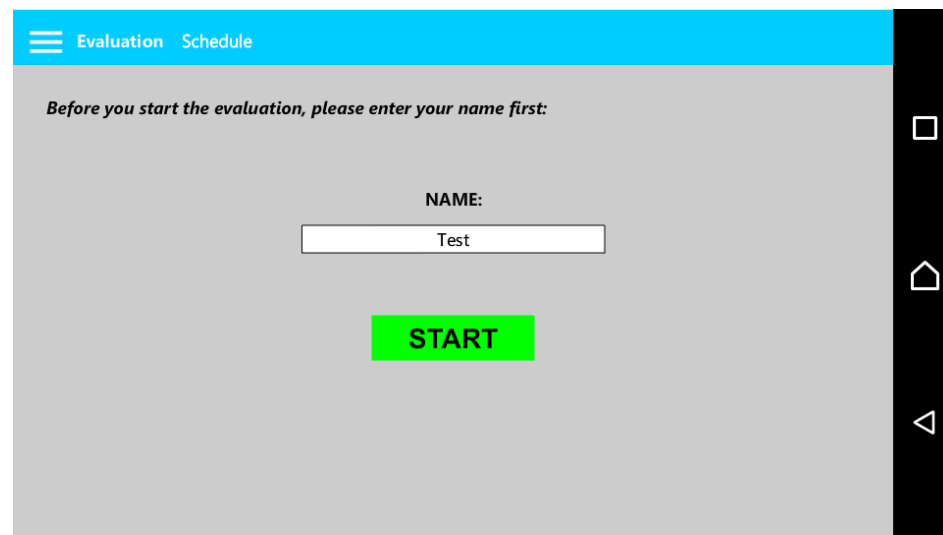
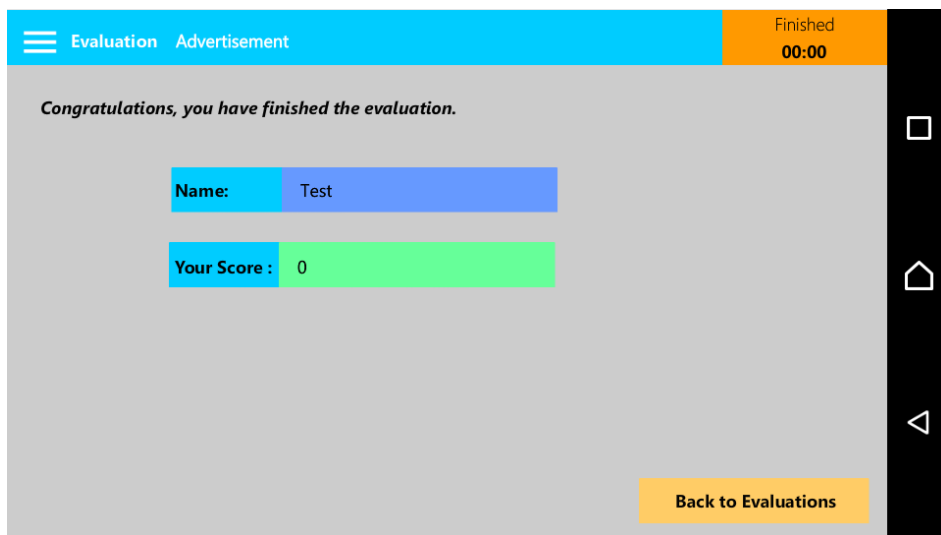
9. What is preloaded into the phone?

- ☐ a. Hindi movie.
- ☐ b. A user manual.
- ☐ c. Expandable memory.
- ☐ d. Service center directory.

10. How people can buy the item?

- ☐ a. They should come directly to the shop.
- ☐ b. They can call, text, or send an e-mail.
- ☐ c. They contact the service center.
- ☐ d. They can leave a message for them.

→



Evaluation Schedule

3

Time left:
9:51

For questions 5-6, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

5. What time will the students have a campfire?

- ☐ a. 8 a.m.
- ☐ b. 1 p.m.
- ☐ c. 4 p.m.
- ☐ d. 8 p.m.

6. What kind of schedule is it?

- ☐ a. Daily activities.
- ☐ b. Camping agendas.
- ☐ c. Scout itinerary.
- ☐ d. Holiday plan.

→

Evaluation Schedule

4

Time left:
9:48

For questions 7-8, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

7. Which flight departs from New York?

- ☐ a. SA 635.
- ☐ b. GA 472.
- ☐ c. NW 317.
- ☐ d. QA 521.

8. Based on the text, comes to Jakarta earliest of all the flights.

- ☐ a. GA 472
- ☐ b. NW 317
- ☐ c. QA 521
- ☐ d. SA 635

→

Evaluation Schedule

5

Time left:
9:44

For questions 9-10, read the following schedule carefully. Then answer the questions by choosing the correct answers.

Tap to open the text

9. The route that has the earliest time to Bangkok is

- ☐ a. Bangkok – Chantanburi
- ☐ b. Bangkok – Rayong
- ☐ b. Bangkok – Rayong
- ☐ d. Bangkok – Kamphaeng Phet

10. The timetable shows that

- ☐ a. the route Onkhaluk – Thalalonkkleay has one trip
- ☐ b. there are eight routes from Bangkok to other cities
- ☐ c. the longest distances is Bangkok – Chantaburi
- ☐ d. the cheapest fare is route Bangkok – Rayong

→

Evaluation Schedule

Finished
00:00

Congratulations, you have finished the evaluation.

Name:

Test

Your Score :

0

Back to Evaluations

APPENDIX 8

EXPERT JUDGMENT QUESTIONNAIRES



**ANGKET EVALUASI PENGEMBANGAN MULTIMEDIA INTERAKTIF
UNTUK PEMBELAJARAN *SHORT FUNCTIONAL TEXT READING*
BAGI SISWA KELAS 8 DI SMPN 4 YOGYAKARTA
PADA TAHUN AKADEMIK 2015/2016**

Kuesioner ini ditujukan untuk memberikan evaluasi dari aspek materi dan media terhadap *first draft* dari aplikasi pembelajaran berbasis multimedia interaktif berikut:

Judul Skripsi	: <i>Developing Interactive Multimedia for Short Functional Text Reading for Grade VIII of SMP N 4 Yogyakarta in the Academic Year 2015/2016.</i>
Nama Aplikasi	: ELIPS 8 <i>English Learning through Interactive Multimedia Program using Smartphone for Grade 8 Students</i>
Pembuat	: Sabiqun Nahar
Tahun	: 2016

A. Data Diri

Nama : _____

Pekerjaan : _____

Institusi : _____

Pendidikan : _____

Lama Bekerja : _____

B. Angket Evaluasi

Petunjuk Pengisian:

- Beri tanda centang (✓) pada salah satu kolom skor (1/2/3/4) yang sesuai dengan pendapat Bapak/Ibu.
Keterangan skala:
1 = Sangat kurang
2 = Kurang
3 = Baik
4 = Sangat Baik
- Tuliskan pendapat Bapak/Ibu, mengenai kekurangan serta masukan yang membangun untuk perbaikan aplikasi pembelajaran berbasis multimedia interaktif yang dimaksud, pada tempat yang telah disediakan.

Unit ____ Unit title					
No.	Pernyataan	Skor			
		1	2	3	4
Kelayan Isi / Content Appropriateness					
1.	Materi yang dikembangkan dalam aplikasi pembelajaran berbasis multimedia interaktif untuk siswa SMP Kelas 8 sudah sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum KTSP yang ditetapkan BSNP.				
2.	Materi yang dikembangkan sesuai dengan <i>course grid</i> .				
3.	Topik unit materi pembelajaran sesuai dengan konteks lingkungan sekitar dan kehidupan sehari-hari siswa.				
4.	Materi yang disusun (teks, ilustrasi, audio, tabel, dll) relevan dengan topik unit.				
5.	Materi yang disusun mengarahkan siswa untuk berlatih dan mengembangkan kemampuan membaca nyaring, merespon dan memahami makna teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima.				
6.	Materi mencakup komponen pembelajaran <i>vocabulary</i> yang relevan dengan teks yang berkaitan dengan lingkungan sekitar dan kehidupan sehari-hari siswa.				
7.	Materi mencakup komponen pembelajaran <i>pronunciation</i> yang relevan dengan teks yang berkaitan dengan lingkungan sekitar dan kehidupan sehari-hari siswa.				
8.	Materi mencakup komponen pembelajaran <i>grammar</i> yang relevan dengan teks yang berkaitan dengan lingkungan sekitar dan kehidupan sehari-hari siswa.				
9.	Materi yang disusun mengarahkan siswa mengenali dan memahami unsur kebahasaan teks yang berkaitan dengan lingkungan sekitar dan kehidupan sehari-hari.				
10.	Materi yang disusun mengarahkan siswa mengembangkan dan menggunakan berbagai macam strategi membaca untuk menginterpretasikan makna teks.				
Kelayakan Bahasa / Language Appropriateness					
11.	Bahasa yang digunakan sesuai dengan tingkat kemampuan pemahaman siswa SMP Kelas 8.				
12.	Bahasa yang digunakan dalam materi pembelajaran mudah dipahami, jelas, dan sesuai dengan aturan tata bahasa Bahasa Inggris.				
13.	Bahasa yang digunakan dalam instruksi dan penjelasan efektif, jelas, dan mudah dipahami.				
14.	Terjemahan bahasa instruksi dari Bahasa Inggris ke				

	Bahasa Indonesia mudah dipahami dan sesuai dengan tata bahasa Bahasa Indonesia yang benar.				
Kelayakan Penyajian / <i>Presentation Appropriateness</i>					
15.	Materi yang dikembangkan sudah sesuai dengan langkah-langkah pembelajaran berbasis <i>Text-Based Instruction/Genre-Based Approach</i> yaitu <i>building the context, modelling and deconstructing the text, joint construction of the text, individual construction of the text</i> , dan <i>linking to related text</i> .				
16.	Aktivitas pembelajaran disusun secara sistematis, runtut dari yang paling mudah hingga ke yang paling sulit.				
17.	Aktivitas pembelajaran disusun secara runtut dan sistematis, dimulai dari <i>guided activities</i> dan diakhiri dengan <i>free activities</i> .				
18.	Aktivitas pembelajaran disusun untuk mendorong siswa mampu belajar secara mandiri, berpasangan, maupun berkelompok.				
19.	Materi yang disusun memiliki keseimbangan dalam bentuk teks, audio, tabel, gambar maupun video.				
20.	Aktivitas pembelajaran disusun untuk mendorong siswa membaca, mengenali, dan memahami teks tulis fungsional pendek sederhana di lingkungan sekitar dan kehidupan sehari-hari.				
21.	Materi disusun dilengkapi dengan <i>vocabulary, grammar</i> , dan <i>pronunciation</i> yang sesuai dengan topik yang dibahas.				
22.	Dalam tiap topik unit materi dilengkapi dengan gambaran materi yang akan dipelajari serta tujuan pembelajaran.				
23.	Dalam tiap topik unit materi dilengkapi evaluasi dan refleksi untuk mengukur tingkat pemahaman siswa terhadap topik unit materi yang sudah dipelajari.				
24.	Dalam tiap topik unit materi dilengkapi dengan ringkasan materi pembelajaran dari satu unit tersebut.				
25.	Dalam tiap topik unit, materi dilengkapi dengan kunci jawaban yang membantu siswa mengecek hasil pekerjaan mereka secara tepat dan mandiri.				

TANGGAPAN UMUM TENTANG ASPEK MATERI
UNIT __

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang materi yang telah disusun?

2. Menurut Bapak/Ibu, apa kekurangan dari materi yang telah disusun?

3. Apa saran Bapak/Ibu untuk memperbaiki materi yang telah disusun?

Unit ____ Unit title					
No.	Pernyataan	Skor			
		1	2	3	4
Tampilan Layar / Screen Display					
1.	Pilihan komposisi warna dan <i>background</i> pada aplikasi pembelajaran berbasis multimedia interaktif sudah padu.				
2.	Tipe <i>font</i> (huruf) dan ukuran yang digunakan sudah sesuai dan dapat terbaca.				
3.	Kombinasi <i>font</i> dan <i>background</i> terlihat dan terbaca jelas				
4.	Ikon yang ada mudah dimengerti kegunaan dan fungsinya				
Elemen Multimedia / Multimedia Elements					
5.	Tata letak teks, gambar/illustrasi, video, dan lain-lain, sudah baik dan efisien tempat.				
6.	Gambar/illustrasi yang digunakan efektif dan relevan sesuai dengan topik pembelajaran.				
7.	Penggunaan video sudah sesuai dan relevan dengan topik pembelajaran.				
8.	<i>Audio</i> yang digunakan sesuai dan dapat didengarkan dengan jelas.				
9.	<i>Background music</i> yang ada sesuai dan tidak mengganggu proses belajar.				
Pengoperasian Program / Program Navigation					
10.	Multimedia pembelajaran interaktif mudah dipahami dan dioperasikan oleh pengguna.				
11.	Tombol navigasi dapat ditemukan secara konsisten dan tidak menyulitkan pengguna.				
12.	Ukuran tombol navigasi sesuai dan tidak terlalu besar maupun terlalu kecil.				
13.	<i>Audio</i> dan video yang tersedia dapat dijalankan dengan baik.				
Interaksi dan Timbal Balik / Interaction and Feedback					
14.	Pengguna bisa mengoperasikan secara mandiri dengan mudah.				
15.	Respon langsung serta cek jawaban tiap aktivitas sesuai dan tersedia dengan baik.				

TANGGAPAN UMUM TENTANG ASPEK MEDIA
UNIT __

1. Secara umum, bagaimana pendapat Bapak/Ibu tentang aplikasi pembelajaran Bahasa Inggris berbasis multimedia interaktif yang telah dikembangkan?

2. Menurut Bapak/Ibu, apa kekurangan dari aplikasi pembelajaran Bahasa Inggris berbasis multimedia interaktif yang telah dikembangkan?

3. Apa saran Bapak/Ibu untuk memperbaiki aplikasi pembelajaran Bahasa Inggris berbasis multimedia interaktif yang telah dikembangkan?

APPENDIX 9

PERMIT LETTERS



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 939a/UN.34.12/DT/IX/2015
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

Yogyakarta, 15 September 2015

Kepada Yth.

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

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

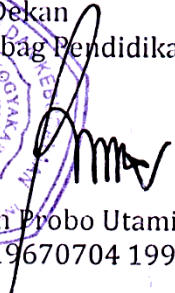
**DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING SHORT FUNCTIONAL TEXT READING
FOR GRADE VIII OF SMP N 4 YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016**

Mahasiswa dimaksud adalah:

Nama : SABIQUN NAHAR
NIM : 11202244014
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2015
Lokasi Penelitian : SMP N 4 Yogyakarta

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

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

Dr. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:

- Kepala SMP N 4 Yogyakarta



PEMERINTAHAN KOTA YOGYAKARTA

DINAS PERIZINAN

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

Fax (0274) 555241

E-MAIL : perizinan@jogjakota.go.id

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

WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/3019

5663/39

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 939a/UN34.12/DT/IX/2015

Tanggal : 15 September 2015

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.
2. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
5. Peraturan Walikota Yogyakarta Nomor 20 tahun 2014 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijijinkan Kepada : Nama : SABIQUN NAHAR
No. Mhs/ NIM : 11202244014
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang Yogyakarta
Penanggungjawab : Drs. Suharso, M.Pd
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING SHORT FUNCTIONAL TEXT READING FOR GRADE VIII OF SMP N 4 YOGYAKARTA IN THE ACADEMIC YEAR 2015/2016

Lokasi/Responden : Kota Yogyakarta
Waktu : 15 September 2015 s/d 15 Desember 2015
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan
Pemegang Izin

SABIQUN NAHAR



Dikeluarkan di : Yogyakarta

Pada Tanggal : 16-9-2015

Ditandatangani oleh Kepala Dinas Perizinan
Sekretaris

Drs. HARDONO

NIP. 195804101985031013

Tembusan Kepada :

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