

**DEVELOPING APPROPRIATE INTERACTIVE
LEARNING MULTIMEDIA FOR *INTERLANGUAGE*
GRADE X STUDENTS OF SMA N 1 SLEMAN**

A THESIS

Presented as Partial Fulfilment of the Requirements for the Attainment of the
Sarjana Pendidikan Degree in English Education



By:

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

2012

APPROVAL SHEET

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RATIFICATION

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A Thesis

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Accepted by the Board of Examiners of the Faculty of Languages and Arts
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Declared to have Fulfilled the Requirement for the
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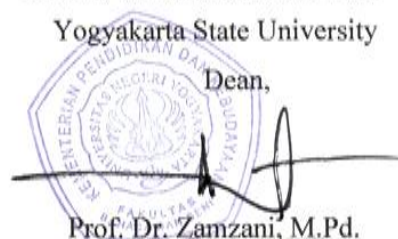


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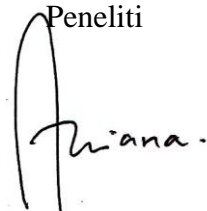
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DEDICATIONS

This thesis is dedicated to:

*My beloved mother and father
Also my beloved grandmother
for their endless love, prayer, support, patience, advice and guidance.*

*My lovely sisters
for her care, prayer, and support.*

My best friends

My brother

MOTTOS

“And be patient, for indeed, Allah does not allow to be lost the reward of those who do good.”

(QS. Hud: 115)

“A good thesis is a done thesis.”

(Joko Priyana, Ph.D)

Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence.

(Helen Keller)

“Dream, believe, then make it happen.”

(Agnes Monica)

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Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads this thesis, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, July 03rd, 2012

Author,



Apriana Ika Reknasari

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**DEVELOPING APPROPRIATE INTERACTIVE LEARNING
MULTIMEDIA FOR INTERLANGUAGE GRADE X
STUDENTS OF SMA N 1 SLEMAN**

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ABSTRACT

The objective of this study was to design appropriate interactive learning multimedia for *Interlanguage* for grade ten students of SMA N 1 Sleman.

This study was a research and development (R & D) type of research. This study was conducted at SMA N 1 Sleman. There were two types of data collected in this study, namely quantitative and qualitative data. The quantitative data were obtained by using questionnaires while the qualitative data were obtained through interviews. The quantitative data were analyzed by using the descriptive statistics and the qualitative data were analyzed qualitatively. The research procedures adapted the ADDIE design model (Taylor, 2004).

This study designed interactive learning multimedia for two units of *Interlanguage* textbook. The activities were designed to develop the four language skills (listening, speaking, reading, and writing) based on the students' preferences. The appropriate design of each unit has the following components. The first is *Home page* and the second is *Menu page*. The *Home page* has six sections, those are the units of materials: *What A Nice Hair Cut!* and *I Don't Believe It!*, the third is *Evaluation*, the fourth is *Reflection*, the fifth is *User Guide*, and the last is *The Developer*. The menu page has six sections. They are *Learning Objectives*, *Pre-activity*, *Listen and Speak*, *Read and Write*, *Summary*, and *Music Corner*. The product is considered appropriate as indicated by the questionnaire means which range from 3.59 to 4.47. The interactive learning multimedia that has been produced is integrated into a CD so that it can be used by students to have individual learning, also by teachers to teach English.

CHAPTER I

INTRODUCTION

A. Background of the Study

Technology develops rapidly. In relation to this, various kinds of learning media should be employed to support English teaching and learning process. These media include PowerPoint slides, videos, audios, web-based, and interactive learning multimedia. The use of these media can help students to learn English well.

One of the learning media which is good and effective is interactive learning multimedia. According to Mishra and Sharma (2005: 61), multimedia is multi sensory. It engages the sense of the students. The interactive learning multimedia can facilitate the various teaching and learning activities because it combines some materials into the media. It can present texts, pictures, animations, audios, as well as videos. It will make the English teaching and learning process more interesting and enjoyable.

In addition, students are used to using technology in their learning process such as sending assignment via e-mail, having a presentation and operating an LCD, a laptop, having a computer based-test, searching via internet, and so on. The condition encourages teachers to be more creative in presenting materials. Therefore, it is necessary for them to develop media related to the development of technology nowadays. In relation to this, the teachers can develop interactive learning multimedia. Unfortunately, the interactive learning multimedia is still

rarely developed by schools. It might be due to the teachers who are illiterate in developing learning media.

In addition, many schools already have a computer laboratory but the utilization of the facility is not optimum yet because it is rarely employed in an English learning process. Mostly, the English learning process takes place in a classroom only. Consequently, students are not motivated to learn English well. It is due to their learning process which is focused only on the use of textbooks without any supplementary media.

Besides, some teachers still use a conventional way in presenting the English materials. They still use textbooks as the only source of material and present the materials in front of the class orally without any supplementary media such as PowerPoint slides, pictures, videos, or interactive multimedia. The conventional way can lead the students get bored in the teaching and learning process. As a consequence, they do not pay attention to the materials and this condition leads them to be unsuccessful English learners.

Therefore, the development of interactive learning multimedia is needed. The interactive multimedia provides a new alternative in relation to the innovation in the instructional technology especially in the English learning process. The interactive learning multimedia helps students to be autonomous learners because it is designed to help the students to learn English by themselves without any tutors or teachers.

Multimedia presents information by using texts, sounds, videos, images, pictures, and animations. It makes the class alive and interesting. The students

will be interested in the learning process. It can influence the students' learning motivation. Cairncross and Mannion (2001: 156) state that interactive multimedia has the potential to create high quality learning environments which actively engage the learner, thereby promoting deep learning. The elements in multimedia reinforce the message and the delivery which leads to a better learning and teaching environment.

Those are some reasons why the interactive learning multimedia is necessary to be implemented. In relation to this, this study plans to develop the interactive learning multimedia for senior high school grade X.

B. Identification of the Problem

In reference to the background of the problem, interactive learning multimedia should be developed in order to help the students to learn English. This is because the interactive learning multimedia can present texts, pictures, animations, audios, and videos. It prompts an enjoyable learning process. Therefore, it can encourage the students to be interested to learn English well. That is why it is very necessary to develop materials to the interactive learning multimedia. The materials that can be developed using the interactive learning multimedia include materials for vocabulary, listening activity, and adaptation of textbooks.

Vocabulary has an important role in English learning process. It is necessary for the students who learn English as foreign language. The students should have sufficient vocabulary to apply all of competence as well as in oral and

written form. Kweldju (2004: 180) says that no language acquisition is possible without understanding the vocabulary. Without having sufficient vocabulary, students will find difficulty to express their ideas using the target language appropriately. The insufficient vocabulary mastery is a serious issue for students who learn English as foreign language because they do not use the language in the daily conversation. Moreover, teachers rarely use media to support the teaching and learning vocabulary. Then, it makes the students not interested to learn Vocabulary. So, there should be media that can help the students to learn vocabulary. The interactive learning multimedia provides a solution in which the materials of vocabulary can be developed to the interactive learning multimedia.

Other materials which are necessary to be developed are listening materials. Mostly, students find it difficult to comprehend listening texts. They are not used to listening such English sounds because they are non-native speakers of English. It does not become a problem if teachers can cover the listening activity to be more interesting by providing a new learning media. Interactive learning multimedia is the new innovation of learning media which can stimulate students to learn better especially for listening skill. In this program, students can listen and watch videos and then answer questions based on the listening texts they have heard by clicking, dragging, or typing the answers. Besides, the media also present animations to make the listening activity more interesting. Unfortunately, mostly teachers have not used this kind of media to help the students to have a fun listening activity. Finally, it is necessary to develop the materials of listening to the interactive learning multimedia.

The last materials are textbooks. Textbooks are the most common materials sources used by teachers. The textbooks cannot work effectively if teachers do not pay attention in the presentation and the supplementary media. Unfortunately, teachers are less concern to those points. The presentation seems to be monotonous without any supplementary media. This can lead students to feel bored in the teaching and learning process. As a consequence, they do not pay attention to the materials and this condition can lead them to be unsuccessful English learners. In relation to this, the interactive learning multimedia program can help the students to have an enjoyable learning. This might encourage them to learn English well. Besides, interactive learning multimedia can help students to be autonomous learners.

However, this research does not aim to adapt the all materials above. This research aims to emphasize on the adaptation of textbooks to the interactive learning media program. It is because textbooks are often used as the main source of learning materials by teachers.

C. Limitation of the Problem

Based on the identification of the problem, this study was focused on the adaptation of textbooks to interactive learning multimedia for grade X in SMA N 1 Sleman in the academic year of 2011/2012. The materials covered four language skills. The interactive learning multimedia refers to *Buku Sekolah Elektronik (BSE)* entitled *Interlanguage* for senior high school grade X in the second semester. The materials were divided into some units of learning.

D. Formulation of the Problem

Based on the limitation of the problems above, the researcher formulates the research problem as “What is the appropriate interactive learning multimedia for *Interlanguage* which focus on four language skills for senior high school grade X in the second semester to facilitate the teaching and learning process in SMA N 1 Sleman?”

E. Objective of the Study

Based on the formulation of the problem, the objective of this study is to develop appropriate interactive learning multimedia for *Interlanguage* that will be focused on four language skills for senior high school grade X in the second semester to facilitate the teaching and learning process for SMA N 1 Sleman.

F. Significances of the Study

This study is expected to give some contributions as follows.

1. The result of this study will be useful for students of SMA N 1 Sleman in understanding the learning material easily.
2. The result of this study will be useful for the English teachers of SMA N 1 Sleman in providing the interactive multimedia presentation for their students.
3. The result of this study will be useful for other English Education Department students in conducting similar researches on different cases.

4. The result of this study will be useful for multimedia developers in developing appropriate multimedia which will give a lot of contribution for both teachers and students in teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Language Teaching in the Senior High School

A curriculum plays an important role as guideline in a teaching learning process. Wojtczak (2002) defines curriculum as an educational plan that contains goals and objectives that should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. According to *BSNP* (2006: 4), a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes.

KTSP is a curriculum which is developed according to the context and potential of each school. It means that the schools are given autonomy to have their own teaching learning process based on their own needs, potential, and characteristics of the students. Although *KTSP* varies from one school to another, the government gives some regulation stated in Governmental Regulation (*PP*) No. 19, 2005 about National Standard of Education, such as the standard of content (*Standar Isi*) and standard of competence graduate (*Standar Kompetensi Kelulusan*).

Based on the Standard of content, the scope of English subject in the senior high school includes:

- a. The ability of discourse that is the ability to understand and produce spoken and written text that is realized within four language skill, those are

listening, speaking, reading and writing in an integrated manner to achieve the level of informational literacy.

- b. The ability to understand and create a variety of short functional texts, monolog, and essays of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking.
- c. The supporting competency, that is linguistics competence (using grammar and vocabulary, sounds, writing), socio cultural competence (using the acceptable of expressions and acts of language in various contexts of communication), strategic competence (overcoming the problems that arise in the communication process with various way in order to continue communication), and forming discourse competence (using a device-forming discourse).

As stated in the standard of content of senior high schools, the main goal of learning English is to make the students be able to participate in discourse or to communicate or express ideas, feelings, and so on, in spoken and written forms of English accurately, fluently, and in acceptable manners. In standard of competence of English Subject for senior high school, there are four competencies that students should achieve. Those are listening, speaking, reading and writing. Briefly, the learning English aims at developing the communicative competence in both spoken and written forms of English through the four developed skills of English, for example speaking, listening, reading, and writing (*BSNP*, 2006: 308).

2. Multimedia

a. Definition of Multimedia and Interactive Learning Multimedia

Karen and Barron (2002: 2) generally state that multimedia is the use of several media to present information. Combinations may include text, graphics, animations, pictures, videos, and sounds. The combinations are employed to presents information interestingly. In addition, Chapman (2004: 7) states that multimedia is any combination of two or more media, represented in digital form, sufficiently well integrated to be present via single interface, or manipulated by a single computer program.

Briefly, multimedia is like a computer system or computer product that incorporates texts, sounds, pictures, graphics, and audios. The multimedia implies the purpose of communicating information. The combination of media in the interactive learning multimedia will be very helpful in presenting materials interestingly and effectively. Natadjaja (2004: 118) defines multimedia as the use of computers to present and combine texts, graphics, audios, and videos with links and tools that let the users navigate, interact, create and communicate, as shown in Figure 1.

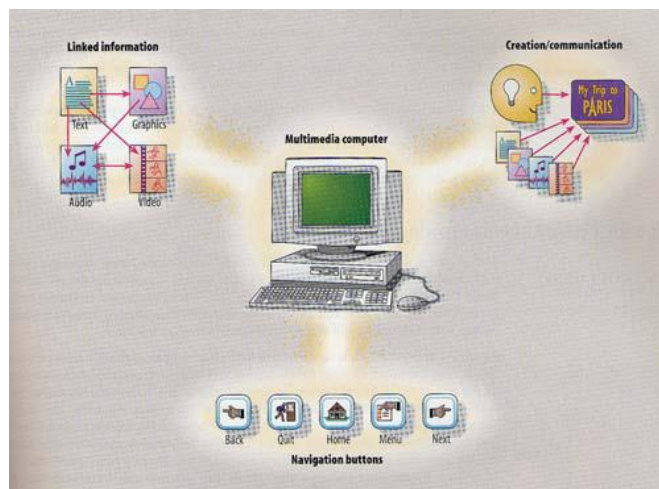


Figure 1: The use of multimedia computer (Natadjaja, 2004)

Natadjaja also adds the characteristics of interactive multimedia, those are:

- 1) Users can control the movement of the program.
- 2) The combination of two or more media (audios, texts, graphics, images, videos and animations).
- 3) The combining of several media that create activities of listening to the audios and watching the videos can make the presentation become clear.

In line with Natadjaja, Vaugan (2000) says multimedia is as woven combinations of texts, graphics arts, sounds, animations, and videos elements. When multimedia allows the users to control what and when the elements are delivered, it is interactive multimedia.

The term interactive multimedia is the new innovation of computer software that primarily deals with the provision of information. The multimedia components present texts, pictures, animations, and videos. Those multiple media are organized into a coherent program. The interactive components refer to the

process of empowering the user to control the information by a computer (Philips, 1997). In line with Philips, interactive multimedia is a kind of media which delivers instruction in multiple formats including written or spoken texts, graphics, animations, audios, videos, and interactive software. It allows the learners to interact with the computer under learners' control (Hui-kuei, 2009: 6).

It can be concluded that interactive multimedia is the combination of various media that are covered into one single delivery system in which the users can control for the purpose of education. In addition, the nature of interactive multimedia provides guidance and interactivity to learners. Interactive multimedia involves applications that allow the learners to actively participate in activities rather than being passive recipients of information. The learners communicate to the instructional media by responding to the audios, visuals, or verbal stimuli displayed on the monitor. Some input devices such as a keyboard, mouse, light pen, touch-sensitive screen will provide the means to these responses. The term of interactive learning multimedia in this research is software which provides interactive activity displayed on the monitor and it is used in the learning process. The software consists of the multiple media like texts, pictures, sounds, animations, and videos.

b. Elements in the Interactive Multimedia

As mentioned in the definition above, multimedia consists of several elements including texts, graphics, sounds, videos, and animations. The following are brief explanations of each multimedia elements and how they can be used.

1.) Texts

Texts are the important element in multimedia because they present information. Vaughan (2008: 50) states that even a single word can cover a number of meanings. Besides, texts can be presented in a graphic multimedia system and can have a powerful effect. Texts in multimedia can be combined together with other elements such as pictures, animations, and sounds to present certain information in interesting ways. Therefore, it can reinforce the information which is delivered.

2.) Graphics

Graphics are the most commonly used element in multimedia. Graphics are any images or information in the computer that are presented via pictures, drawings, or paintings. Mayer in Spector et al. (2008: 91) says that the use of colors, textures, patterns, and animations enrich a multimedia presentation. The forms of graphics are various such as symbols, maps, graphs, diagrams, illustrations, models, and photographs.

3.) Animation

Mishra (2003: 49) defines animation as a simulation of movement created by displaying a series of pictures or frames. The animations are displayed to create an illusion of movement. They are primarily used to present an idea or a concept. In addition, Mashra and Sharma (2005: 5) state the function of animation as the element in interactive multimedia is to help in presenting a clear concept by giving an illustration, then it can shorten the learning times.

4.) Sounds

Generally, sounds are divided into two types. Those are content and ambient sounds (Bhatnagar et al., 2001: 14). Content sound can include narrations which provides information, testimonials that could be auditory or audio sound tracks used in presentations, voice-overs which are used for short instructions to navigate the multimedia application. Ambient sound consists of back sound and sound effect. The back sound gives relaxed atmosphere, and set the mood of the audience While, the sound effect functions to add effect of the presentation. One of the examples of sound effect is used to give emphasis on the transition from one slide to another. Sounds are proven to be able to support students' learning, as well as to add enthusiasm and motivation to the program (Ivers & Baron, 2002: 96).

5.) Videos

Videos can perceive texts, images, animations, and sounds all together. They can deliver information more effective than any other elements in interactive multimedia. Fahy in Mishra and Sharma (2005: 5) states that videos can be used to show actions and processes and to illustrate events that users cannot see directly or clearly in real time.

In addition, videos in the foreign language classrooms have many advantages. Mayora (2006: 16) mentions some advantages of the use of videos. The use of video can:

- 1.) be more appealing and entertaining for the students than audio exclusive materials;

- 2.)expose students to authentic language in natural situations;
- 3.)provide a situational and visual context to language interactions; and
- 4.)expose students to authentic nonverbal (body language, cultural traditions) and verbal (register, colloquial speech) elements of language.

c. Advantages of Interactive Learning Multimedia

Interactive multimedia provides a new alternative in relation to the innovation in the instructional technology especially in an English teaching learning process. The interactive multimedia gives many advantages in the English teaching and learning process. Alick (1999) mentions the advantages in using well-developed multimedia. They are:

- 1.)It increases motivation: immediate feedback, multisensory involvement and greater enjoyment of learning can increase the students' motivation.
- 2.)It increases involvement: as more senses and activity are required of the student, so more learning and progress occurs in learning process.
- 3.)It reduces learning time: by as much as 50 percent.
- 4.)It increases retention: well-developed multimedia can increase retention of content over time.
- 5.)It enables students to have more privacy: allowing them the experience of trial and error, failing tests and asking embarrassing questions without disclosure.
- 6.)It allows multiple accesses: so students can use programs when they need and want them, and at a variety of places.

The application of multimedia in the learning process can promote active learning. They add that active learning is best achieved when the lessons are interactive. Khoo (1994) points out some advantages that can be gained by using multimedia in teaching and learning. They are:

- 1.) The use of interactive learning multimedia reduces learning time. It can reduce learning time up to 60% over traditional classroom methods. This gives interaction and constant feedback which provides excellent reinforcement of concepts and content.
- 2.) It increases students' retention. The interactive multimedia provides a strong learning reinforcement so it can boost the students' retention to the content of learning.
- 3.) It helps students to achieve mastery of learning. A good interactive system can ensure the learning of the prerequisites by learners before proceeding to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.
- 4.) It increases students' motivation. Immediate feedback and personal control over the content provided by interactive multimedia system has proven to be highly motivating to learners.
- 5.) It creates more interactive learning. Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept instruction.

- 6.) It provides individual learning styles. This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.
- 7.) It creates flexibility in learning. The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through interactive program and to choose what and how much information we want and when we want it.

Interactive multimedia can offer motivation, flexibility, development of creative thinking and critical thinking skills. It has the potential to create a high quality of learning environments which actively engage the learner, thereby promoting deep learning. Moreover, Wolfgram (1994) in Mohler, (2001: 294) states that people only remember 15 percent of what they hear and 25 percent of what they see, but they remember 60 percent of what they interact with. Therefore, interactive multimedia is effective and appropriate as the learning tool. Learners will enjoy using computers and they are motivated to learn. By using the multimedia as the learning tool, learner can interact with them because it provides the audio visual stimuli. Mayora (2006: 16) states that using multimedia in the classroom:

- 1.) allows students to work individually at a computer station, at their own pace, and according to their own needs.
- 2.) helps teachers to deal more effectively with a large group of students.

- 3.)makes the introduction and presentation of content more dynamic and attractive for students.
- 4.)increases student motivation due to the interactive nature of the activities;
- 5.)trains students to self-monitor and self-assess their progress, which promotes autonomous learning.
- 6.)promotes a task-based approach to learning.
- 7.)allows students to experience real-life and communicatively meaningful language situations and contexts, and
- 8.)introduces a variety of print, audio, and visual materials that match different student learning styles and preferences.

Interactive multimedia can present the materials interestingly, so it is easy for the students to learn. The materials which are presented by some combinations of texts, sounds, images, pictures, animations, and videos can make the materials clear. By using the interactive multimedia, the students do not only hear the sounds but also see the pictures that represent the sounds. Therefore, they can understand the lesson easily. Besides, the interactive multimedia can motivate the students in learning English. It allows the students to interact with the program so it makes the process of learning alive and interesting. The students will be interested in learning. Thereby, it can influence the students' learning motivation.

The elements in the interactive multimedia reinforce the message and the delivery, which lead to a better learning and teaching environment. It has multi-sensory that can stimulate many senses of the audience, which consequently leads to better attention and retention rates. Then, it can be concluded that the

interactive multimedia offers many advantages for learners to enhance teaching and learning process.

d. The Role of Teachers and Students in the Interactive Learning Multimedia

Chee, Angela, and Hung (2003: 34) state that in teaching with technology, teachers' role is divided into three stages. The teachers are as presenters, teachers as facilitators, and teachers as designers. The teachers act as presenters when they stand in front of the class presenting information, explaining concept, giving instruction or demonstrating skills. Those are the most common things teachers do in teaching. The teachers act as facilitators when the teachers facilitate the learning process of the students during the learning process, and prompt the students to make a group of work or even an individual work in which the students working independently on the computer. Then, in the role of teachers as designers, the teachers should understand educational principles. It can help to define learning objectives, select appropriate material and design and develop activities that will promote higher order of thinking.

Besides, Khoo (1994) mentions the role of teachers in interactive learning multimedia is as presenters and facilitators. The teachers as the source of knowledge should deliver that knowledge directly. Besides, they act as facilitators when they become managers in learning process rather than the source of all knowledge. It means that the teachers control steps in learning and help the students to get access to knowledge. In addition, the role moves away from being a presenter in the class to becoming a facilitator for the students and a guide to help them achieve their learning objectives.

Similarly, Du (1999) conveys that the role of an English teacher is to facilitate the innovation progress in his or her classroom presentation and demonstration. A teacher in digital era should be an expert both in English and multimedia teaching facilities because his or her development and successful implementation of innovations are closely related. In previous study, Wahyu (2011: 43) states that the role of the teacher in the real implementation of interactive learning multimedia was minor in which the computer plays essential part in the teaching and learning process in order the students had an autonomous/individual learning.

Besides, the students also take a role in interactive learning multimedia. They play as the controllers of the learning. It means that the students should make sequencing decisions about their own learning activities, whether they decide to move forward, move backward, or select what is going the next, and pace as well, Bruner in Allesi et al. (2001: 51-52). There are three ways in order to make the learners' control run well. The first is always allowing the learners' control of forward progression. And then, the second is giving the learners help, and providing them with global control. The last is allowing the learners to pause, continue, repeat, or skip the video, audio or animation in the interactive learning multimedia.

Based on the roles of teachers and learners in interactive learning multimedia, it can be concluded that the learning process promotes individual activities. It is due to the interactive learning multimedia which provides learners with an independent learning style.

3. Autonomous Learning

Dam (1990: 16) defines autonomy in terms of the learners' willingness and capacity to control or oversee her own learning. More specifically, she holds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals of learning; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation. There are seven main attributes characterizing autonomous learners proposed by Omaggio in Wedden (1998: 41-42). They are:

- 1.) Autonomous learners have insights into their learning styles and strategies.
- 2.) Autonomous learners take an active approach to the learning task at hand.
- 3.) Autonomous learners are willing to take risks, i.e., to communicate in the target language at all costs.
- 4.) Autonomous learners are good guessers.
- 5.) Autonomous learners attend to form as well as to content.
- 6.) Autonomous learners develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply; and
- 7.) Autonomous learners have a tolerant and outgoing approach to the target language.

Interactive learning multimedia can be used to promote autonomous learning. An autonomous learning often comes together with students' creativity. The interactive learning multimedia allows some aspects of learning to promote

being an autonomous student and give a great scope to individual creativity that can be the major incentive to learning, Debski (1997) in Jaccopard and Kinder (2001: 43). The teachers allow the students to have individual learning using interactive multimedia. It presents the audio-visual materials that are perceived by the students as a fun learning.

4. Second Language Acquisition

Second language acquisition is learning a second language after the first language or the mother tongue is already established. Furthermore, it can be defined as the way in which people learn a language other than their mother tongue, inside or outside classroom (Ellis, 2006: 3). In addition, Zhang (2009: 98) says that SLA literature shows that comprehensible input, interaction, and output play an essential role in second language acquisition. The present study suggests that it is possible for non-native speaker to possess near native-like proficiency in foreign language setting if he/she has been adequate and effective input, interaction and output. In learning SLA, learners must be through some way related to process of SLA. The process consists of input, interaction, and output in learning SLA. The detail explanation is presented below.

a. Input

Gass and Selinker (1994: 325) say that input is sufficient for acquisition, because when one hears a language, they can often interpret the meaning without the use of syntax. For example, if one hears only the words *an apple, ate, my sister* regardless of the order in which those words occur, it is likely that the

meaning *my sister ate an apple* is more acceptable rather than *an apple ate my sister*.

In addition, Zhang (2009: 91) says that when input is negotiated and learners produce output in interaction, they selectively take portions of comprehensible input and choose the correct linguistic form to express themselves. The process makes it possible for the learners to internalize what they have learnt and experienced. In addition, he adds his statement that input cannot facilitate second language learning. It will not function to the full in SLA until it gets involved in interaction.

b. Interaction

Gass and Selinker (2001) in Zhang (2009: 92) says that interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation in order for both parties to understand what the conversation is about. Meanwhile, Long (1980) in Zhang (2009: 92) states that interaction is the first to point out that conversations involving non-native speakers showed forms that will not appear to any conversation forms when only native-speakers were involved. For example, confirmation checks, comprehension checks, and clarification requests are conveyed throughout the conversation in which there is non-native speaker participant. Zhang (2009: 92) states that misunderstanding occur frequently in interaction due to different factors, which can be on different occasions, phonological, vocabulary, contextual or cultural. He also says that to get meaning or seek correct interpretation, the learners take all kinds of strategies.

Gass and Serlinker (1994: 317) say that the interaction approach accounts for learning through input, production of language (output), and feedback that comes as a result of interaction. Interaction involves a number of components including negotiation and feedback.

c. Output

Swan (1985) in Gass and Serlinker (1994: 326) says that production (output) is forced to put the words into some orders. The production then can force the learners to move from semantic processing to syntactic processing. In addition, Gass and Serlinker (1994: 326) say that output has generally been seen not as a way of creating knowledge, but as a way of practicing already existing knowledge. In other words, output has traditionally been viewed as a way of practicing what has previously been learned. He adds that comprehension output refers to the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately. Moreover, Swain also claims that output may stimulate learners to move from the semantic to the complete grammatical processing needed to produce utterances or sentences appropriately

Zhang (2009: 93) says that the last significant function of output is to create greater automatic interaction, which is one pedagogical goal in SLA. Little effort is required to execute an automatic process. It is when the learners carry out the task without awareness or attention as it has become routine.

In conclusion, the process of SLA consists of input, interaction, and output. Input is negotiated and learners produce output in interaction. Thus, the interaction approach accounts for learning through input, production of language

(output), and feedback that comes as a result of interaction. The process of SLA which includes input, interaction, and output are related to each other.

5. Multimedia Development Model

A model of instructional design is required to develop the interactive learning multimedia systematically. There are some instructional design models proposed by some multimedia experts in order to help creativity and increase the possibility of the instructional developer to produce a good interactive learning multimedia.

a) The Philip model

The first model is proposed by Philip (1997). He uses four steps model to develop interactive multimedia. The model is as follows.

- 1.) Designing the chart of the program. The design process relates to the overall structures and content of interactive multimedia. The aim of this step is having the scope and function of interactive multimedia.
- 2.) Developing the chart into the program. Developing process relates to the initial design which includes designing flowcharts, storyboards, then developing the chart into interactive multimedia.
- 3.) Evaluating the developed program. When the first design has been finished evaluated by the experts, then, it will be developed to obtain final result.
- 4.) Implementing the evaluated program. Having got the final result, then the product of the interactive learning multimedia is implemented.

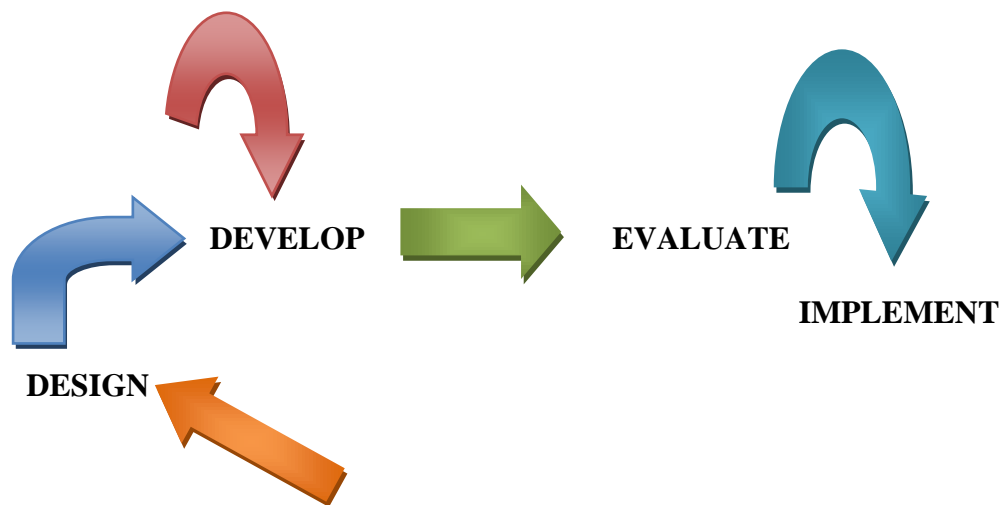


Figure 2: The Software development process (Philips, 1997: 38)

b) The ADDIE model

The next model is from ADDIE that consists of five phases. Those are analysis, design, development, implementation, and evaluation. The name of ADDIE was derived from the first letter of the in each phase.



Figure 3: ADDIE Instructional Design Model (Taylor, 2004)

1) Analysis

This phase includes an observation and needs analysis. The developer should analyze the target of the interactive learning multimedia. Then, the output of this phase is instructional goals.

2) Design

This phase includes the outline strategy to achieve the instructional goals that has been determined from the previous phase. This phase focuses on the content selection, instructional strategy and methods, media and materials and the variety delivering system options. Then, the design specification includes the layout drawings, and templates.

3) Development

This stage includes the actual creation or production of the content and learning materials based on the design phase. The development phase is where the developers create and assemble the content that was created in the design phase. Then, the content was developed and integrated to interactive multimedia.

4) Implementation

The interactive learning multimedia is implemented to students. The students are asked to give feedback to the interactive learning multimedia by completing the questionnaires. The data from the questionnaires are used for revising the final draft.

5) Evaluation

This last phase refers to the measurement of the appropriateness of the instruction based on the comments and suggestions from the students. The second

draft is revised based on the feedback given by the students. It is called as the final product of the development of interactive learning multimedia.

c) The Allesi and Trolip Model

The last model is derived from Allesi and Trolip (2001: 408) who mention eight phases to develop interactive multimedia. The model is as follows.

- 1) Defining the purpose, stating the purpose of what students should know and be able to do after having the lesson using the instructional media.
- 2) Collecting the materials, in this phase include gathering any materials related to the subject with instructional delivering system.
- 3) Generating ideas for lesson, suggesting procedures for encouraging creative ideas the developing process.
- 4) Organizing the ideas for lesson, the ideas should be organized in order and detail.
- 5) Producing lesson displays on paper, this phase includes drafting the actual instructional message as the students will see in the instructional.
- 6) Flowcharting the lesson, describing system to deliver the materials operation in detail order.
- 7) Programming the lesson, including the process of transferring the materials into the computer system.
- 8) Evaluating the quality of effectiveness of the lesson, this phase relates to the process of evaluating to the lesson, whether it works well or not.

d) The Dick and Carey Design Model

This model involves all of the phases described previously in the ADDIE model.

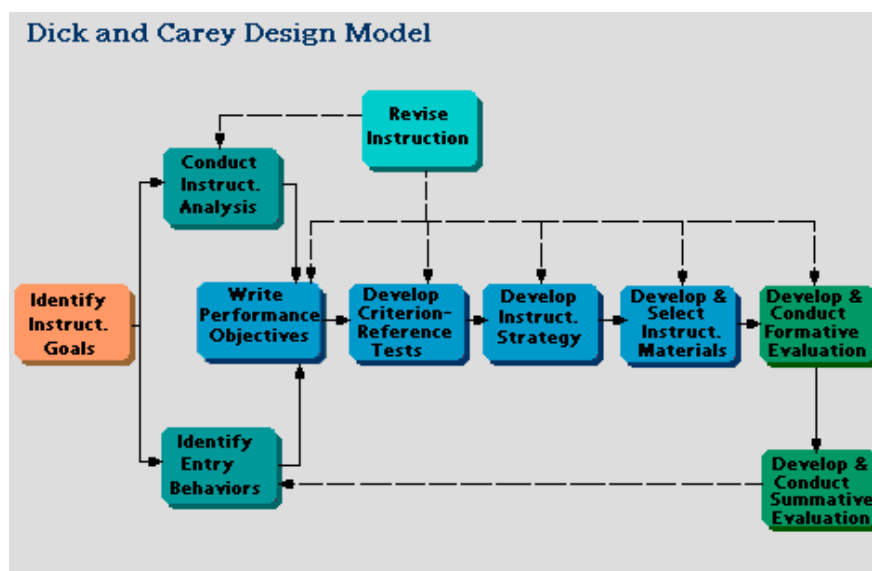


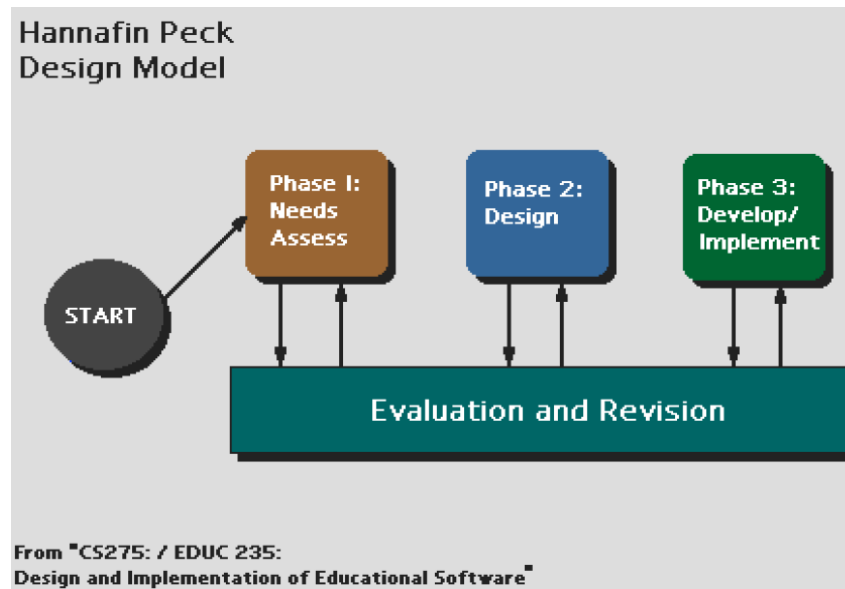
Figure 4: Dick and Cary Design Model (Taylor, 2004)

The Dick and Carey's model consists of ten stages. They are identifying instructional goals, conducting instructional analysis, analyzing learners and contexts, writing performance objectives, developing assessment instruments, developing instructional strategy, selecting instructional materials, designing and conducting formative evaluation of instruction, and revising instruction.

e) The Hannafin Peck Design Model

The Hannafin Peck Design Model differs from the Dick and Carey model in that it uses a three phase approach. They are needs assessment, design, and development or implementation. The first phase involves a needs assessment being performed. It is followed by the second phase that is a design phase, and the

third phase where the development and implementation of the instruction are performed. All phases include a process of evaluation.



**Figure 5: Hannafin Peck Design Model
(Braxton, 2003 in Taylor, 2004)**

6. Criteria of Interactive Learning Multimedia

Newby (2000) gives some criteria of interactive learning multimedia. They are:

a) Graphic

- 1) Using visuals that are neither too abstract nor too realistic.
- 2) Eliminating distracting backgrounds.

b) Text

- 1) Centering title at top of visual.
- 2) Using short, concise, meaningful, descriptive titles that contain key words.
- 3) Eliminating unnecessary words.
- 4) Using italics, boldface, underlining, color or a change in lettering style for emphasis.

- 5) Minimizing text on each visual.
- 6) Spacing between lines should be 1½ times word height.

c) Colors

- 1) Using brightest and lightest colors to focus attention on important elements.
- 2) Using lettering and visuals that contrast with background colors.
- 3) Selecting colors that are harmonious.
- 4) Using consistent background colors in a series of visuals.
- 5) Limiting the number of colors in a visual to five.

d) Layout

- 1) Making visuals as simple as possible.
- 2) Using size, relationships, perspectives and such visual tool as color and space to emphasize important elements.
- 3) Using a horizontal format for overhead transparencies slides.
- 4) Using a pleasing layout that appears balanced and orderly.

e) Video

- 1) Having clear and appropriate visualization to the theme.
- 2) Having clear sounds.

In addition, Stemler (1997) adds some principles of multimedia which are presented as follows.

- a) Screen Design: Focus on the learners' attention, develop and maintain interest, promote processing, promote engagement between the learner and lesson content, help learners find and organize information.
- b) Interaction: Provide opportunities for interaction, use rhetorical questions to get students' thinking about contents and to stimulate curiosity.
- c) Feedback: Keep feedback on the same screen as the response, provide feedback immediately following a response, and provide encouraging feedback.
- d) Animation: Can motivate and get attention from the viewer, highlight the important information and explain a process.
- e) Audio Elements: Provide information as the source of main activity, support the presentation.
- f) Video Elements: Synchronize video with content, and reinforce/repeat the concepts being presented.
- g) Navigation: navigation should usually allow students to 'exit', go 'forward', go 'back', go to the 'main menu' or 'help' and 'glossary' if required.

According to the criteria above, it can be concluded that good interactive learning multimedia should:

- 1) have graphics or pictures that can be animated to illustrate points;
- 2) teach fact or concepts, and motivating students;
- 3) have audio that should be clear;
- 4) have video that should be clear;

- 5) have the color combination between the background and letters that should be appropriate;
- 6) have the buttons (navigation system) that are easy to use;
- 7) have texts that are readable and clear; and
- 8) provide immediate feedback.

B. Conceptual Framework

The purpose of this research is to develop an appropriate interactive learning multimedia for the students of senior high school grade X in the second semester. The term of interactive learning multimedia is defined as the combination of various media such as sounds, texts, graphics, animations, audios, and videos. The combinations are integrated into software to present materials in an interesting way. The materials provide the students with activities to promote meaningful learning.

In addition, the interactive multimedia must have the following features, namely content, screen design or slides, elements (texts, graphics or pictures, audios, videos, and animations), navigations, interaction and feedback. Moreover, each feature of the interactive learning multimedia should meet the criteria and the quality of a good interactive multimedia.

The interactive learning multimedia provides advantages that give positive and massive contribution in the process of learning, which leads the students to have a better learning and teaching environment. It has multi-sensory that can

stimulate many senses of the audience, which consequently leads to better attention and retention rates.

In addition, the interactive multimedia facilitates the students to have autonomous learning in which the students learn the materials without the teacher's instruction. Nevertheless, the interactive learning multimedia also can be used by the teachers in teaching and learning process. The role of the teachers is minor in which the computer plays essential part in the teaching learning activities in order the students have autonomous/ individual learning.

The interactive multimedia in this study adapts the model from ADDIE. It has five phases in designing instructional media. The first is analyzing. This phase includes observation and conducting needs analysis. The designing phase includes selecting topics, defining objectives, designing course grid, designing flowchart and storyboard. Then, the next phase is developing the materials into interactive learning multimedia, validating the product, and revising the product. After developing the product, the next phase is the implementation of the product by conducting try out and collecting data. The last phase is evaluation which includes conducting the discussion based on the data obtained and then writing the final draft.

CHAPTER III

RESEARCH METHOD

A. Type of the Study

The objective of this study was to develop an appropriate product that can be applied and used effectively for educational program. This study was classified into Research and Development (R & D). Brog & Gall (2003: 569) define educational research and development as an industri-based development model in which the findings of the research are use to design new products and procedure, which then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, and similar standards. The result of this study was the product of interactive multimedia for grade X students of senior high school packed in the form of CD (Compact Disc).

B. Setting

This study was conducted at grade X students of SMA N 1 Sleman. The school is located at Magelang Street KM 14, Yogyakarta. The school is well facilitated. It has LCDs in every classroom, a computer laboratory, a language laboratory and a multimedia laboratory with internet connections.

C. Population and Sample

Since this study developed interactive learning multimedia of *Interlanguage* textbook that was intended for grade X students of senior high

school, the population of this study was grade X students of SMA N 1 Sleman. The school has six classes for grade X, they are X1, 2, 3, 4, 5, and 6. This study took one class as sample of the research. The class was class X4 which consists of 32 students. They were also needed to obtain the data for evaluating and revising the materials.

D. Research Instruments

The instruments that were used to collect data from the participants were questionnaires and interview guideline. The first questionnaire was used to get data of the students' needs. The second questionnaire was used to get the data of the students and the teacher's general options and suggestions about the media designed. Finally, the options and suggestions derived from the second questionnaire were used to revise the draft. The revised draft was the final draft of the interactive learning multimedia for students at grade X SMA N 1 Sleman.

1. First Questionnaire (for needs analysis)

The aim of this questionnaire was to get data about the students' characteristics and needs for developing media. The organization of the content coverage of the questionnaire is as follows:

Table 1: The organization of the first questionnaire

No	Question Number	The Purpose of Questions
1	Part A	To find some information concerning the identity of the students.
2	1, 2, 3, 4	To find some information about the students' preference for the design of interactive learning multimedia.
3	5	To find some information about the students' preference for the material used in interactive learning

		multimedia
4	6,7,8,9,10	To find some information about the students' preference for the activities used in interactive learning multimedia

2. Second Questionnaire

The aim of this study was to get data from the students of class X4 SMA N 1 Sleman about the interactive learning multimedia program for revising the product. The organization and content coverage of the questionnaire is as follows.

Table 2: The organization of the second questionnaire

No.	Question Number	The purpose of the questions
1.	1,2,3,4	to find out whether the content/ materials of the interactive learning multimedia is appropriate and well presented.
2.	5,6,7,8,9,10	to find out whether the slides/ screen design of the interactive learning multimedia is appropriate and interesting.
3.	11,12,13,14,15,16,17,18,19,20,21,22	to find out whether the elements of the interactive learning multimedia is work well.
4.	23,24,25	to find out whether the system navigation of the interactive learning multimedia is work well.
5.	26,27,28,29	to find out whether the feedback/ interactivity of the interactive learning multimedia is appropriate and effective.

E. Research Procedure

A model was required in this interactive learning multimedia systematically. In relation to this, this study developed interactive learning multimedia adapting the model proposed by Taylor (2004). The name of ADDIE stands for Analysis, Design, Development, Implementation, Evaluation. The procedure is explained as follows.

Table 3: Research procedure proposed by Taylor

Analysis	observation, conducting needs analysis
Design	selecting topics, defining objectives, designing course grid, designing flowchart and storyboard
Development	developing the materials into interactive learning multimedia, validating the product, and revising the product
Implementation	try out, collecting data
Evaluation	result, discussion, writing the final draft, conclusion

1. Analysis

In this phase, there were two steps that should be done. The first was observation. The observation was needed to get information about students' characteristics, what materials that can be developed into interactive learning multimedia and the availability of multimedia facility. The second was needs analysis by using the first questionnaire. The needs analysis was needed to get information about students' preferences for the ideal of the interactive learning multimedia. The result of needs analysis was used as guidelines in developing the interactive learning multimedia.

2. Designing

The first step in this phase was selecting the topics of the materials. Two topics in Semester 2 were chosen in this study. The second was defining learning objectives of the materials. The third was designing the course grid. Then, the last

was designing flowchart and storyboard. The flowchart was made as the whole design of the media. Then, the storyboard was made as the design of each scene in the media.

3. Development

In this phase, the two selected topics in *Interlanguage* were developed into the interactive learning multimedia. After got the first draft of the media, the next steps validated the product to experts before it was implemented to the students. There were two experts who validated the media. They were materials expert and media expert. The comments and suggestions from the experts were used to revise the first draft of the interactive learning multimedia.

4. Implementation

After revised and got the second draft, the next phase was implementation. The interactive learning multimedia was implemented at grade X4 students of SMA N 1 Sleman. The students were asked to give comments and suggestions to the interactive learning multimedia by completing the questionnaire. The data from the questionnaire were used for revising the final draft.

5. Evaluation

After tried the product out, the next phase was evaluation in which the second draft was revised based on the comments and suggestions given by students. It was called as the final product of the development of the interactive learning multimedia for *Interlanguage*.

F. Data Collection Technique

This research applied three kinds of technique in collecting data, they are observation, questionnaires, and interview. The observation was aimed to obtain the data about students' characteristics, what materials that can be developed into the interactive learning multimedia program and the availability of multimedia facility. Besides, the data were collected using questionnaires that were given in two separates times. The first questionnaire was used to get data of the students' needs and interest. The type of the first questionnaire was multiple choice and the students were asked to choose one or more options from several provided options. The second questionnaire was used to get option and suggestions from the students about the product of the interactive learning multimedia. Then, the interview was conducted to support the data.

G. Data Analysis Techniques

After the data were collected, they were analyzed. There were two types of data. The first was qualitative data and the second was quantitative data. The qualitative data were taken from observation field notes and interviews transcript. The quantitative data were in the form of statistical data. It was intended to assess the materials and the media expert, and the students' comments and sugestions to the interactive learning multimedia. The data analysis technique in this study was descriptive statistic technique. The descriptive statistic techniques was the statistics which was used to analyze the data by describing and explaining the collected data (Sugiyono, 2003: 142).

A scale was used to find the agreement towards the appropriateness of the interactive learning multimedia program. It was analyzed by using the *Likert's Scale*, each indication of the responses to the statement was measured by score. There were 5 points for *Strongly Agree*, 4 points for *Agree*, 3 points for *Undecided*, 2 points for *Disagree*, and 1 point for *Strongly Disagree*.

This statistical data of the second questionnaire were based on *Quantitative Data Conversion* proposed by Sudijono (2003: 335). It could be looked up in the following table whether the result of the mean value was appropriate or less appropriate.

Table 4: Quantitative Data Conversion

Scales	Categories	Interval of Mean Value	
		Formula	Computation
5	Very Good	$\bar{x} > \bar{x} + (1.8 \times Si)$	$\bar{x} > 4.2$
4	Good	$\bar{x} + (0.6 \times Si) < \bar{x} \leq \bar{x} + (1.8 \times Si)$	$3.4 < \bar{x} \leq 4.2$
3	Fair	$\bar{x} - (0.6 \times Si) < \bar{x} \leq \bar{x} + (0.6 \times Si)$	$2.6 < \bar{x} \leq 3.4$
2	Poor	$\bar{x} - (0.6 \times Si) < \bar{x} \leq \bar{x} - (0.6 \times Si)$	$1.8 < \bar{x} \leq 2.6$
1	Very Poor	$\bar{x} > \bar{x} - (1.8 \times Si)$	$\bar{x} \leq 1.8$

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Needs Analysis

The needs analysis was conducted to get the data about the students' identity and their learning needs in English. In the first questionnaire they were required to write down their name and class. The basic information was as the identity of the respondents before they complete the questionnaire. Having completed the identity, they were asked to choose one or more option based on their learning needs in English. There were 10 multiple choice questions that should be filled by the respondents. The result of the needs analysis was presented as follows.

1. The Result of the Needs Analysis

There were 36 respondents who completed the questionnaires. They were the students of SMA N 1 Sleman grade X in the academic year of 2011/2012. The result of the needs analysis was summarized as follows.

Table 5: The data of needs analysis related to the media.

No	Questions (Pertanyaan)	Answers (Jawaban)	Number of Students	Percent (Prosentase)	Explanati on (Keterangan)
1	In my opinion, explanative illustrations (pictures) that support my comprehension to the materials in interactive learning multimedia are _____ (Menurut saya adanya	Not necessary (Tidak perlu)	-	-	
		Sometimes necessary (Kadang-kadang perlu)	11	34.37%	
		Very necessary (Sangat perlu)	21	65.62%	
		Others		-	

	<i>tampilan gambar yang dapat mendukung pemahaman saya terhadap materi (explanative illustrator) dalam media pembelajaran interaktif berbasis komputer adalah ____)</i>	<i>(Lainnya)</i>			
2	<i>In my opinion, decorative illustration (interesting pictures) in interactive learning multimedia is ____ (Menurut saya adanya gambar yang bagus dan menarik (decorative illustration) dalam media pembelajaran interaktif berbasis komputer adalah ____)</i>	<i>Not necessary (Tidak perlu)</i>	-	-	
		<i>Sometimes necessary (Kadang- kadang perlu)</i>	10	31.25%	
		<i>Very necessary (Sangat perlu)</i>	21	65.62%	
		<i>Others (Lainnya)</i>	1	3.12%	<i>Necessary (perlu)</i>
3	<i>In my opinion, the backsound in interactive learning multimedia is ____ (Menurut saya adanya suara instrumen sebagai backsound dalam media pembelajaran interaktif berbasis komputer adalah ____)</i>	<i>Not necessary (Tidak perlu)</i>	5	15.62%	
		<i>Sometimes necessary (Kadang- kadang perlu)</i>	12	37.50%	
		<i>Very necessary (Sangat perlu)</i>	14	43.75%	
		<i>Others (Lainnya)</i>	1	3.12%	<i>(kalau backsound-nya keren boleh)</i>
4	<i>In my opinion, the system navigation in interactive learning multimedia should ____ (Menurut saya tombol-tombol (system navigation) dalam media pembelajaran interaktif berbasis komputer sebaiknya)</i>	<i>Have complete buttons (Mempunyai tombol-tombol yang lengkap)</i>	9	28.12%	
		<i>Not complicated (Tidak terlalu rumit)</i>	12	37.50%	
		<i>Have the right symbols for next, previous, exit, dll. (Mempunyai simbol yang tepat seperti pada tombol next,</i>	9	28.12%	

	<i>previous, exit, dll)</i>			
	Be esay to find the placement of the buttons (<i>Mudah untuk menemukan latak tombol- tombol navigasi</i>)	5	15.62%	
	Others (Lainnya)	-	-	

Based on the table above, there were 65.62% of the whole students who preferred that it is very necessary to add explanative illustration in the interactive learning multimedia in order to support the students' comprehension to the materials. Then, there were also 65.62% students who preferred that it is very necessary to add decorative illustration which can present good and interesting pictures. Besides, backsound is very necessary to put into the interactive learning multimedia. It is shown in the result of needs analysis, there were 43.75% students who expected to the addition of backsound. It is due to the backsound which can make them relaxed in the learning process. The last is about system navigation, there were 37.50% students who preferred that the system navigation should not be complicated, and then it is around 28.12% students preferred that the system navigation should have complete button, and exact button for next, back, exit, etc.

Table 6: The data of needs analysis related to the media.

No	Questions (<i>Pertanyaan</i>)	Answers (<i>Jawaban</i>)	Number of students	Percenta ge (<i>Prosent ase</i>)	Explan ation (<i>Ketera ngan</i>)
5	In my opinion, if the interactive learning multimedia will adapt <i>Interlanguage</i> textbook, it should	Similarity with the textbook (<i>Persis dengan materi yang ada di buku</i>)	1	3.12%	
		Any addition of	17	53.12%	

have (Menurut saya jika materi dalam media pembelajaran interaktif akan mengadaptasi buku <i>Interlanguage</i> , maka untuk materi dalam pembelajaran interaktif sebaiknya)	materials(Ada tambahan materi berupa pengayaan)			
	Any simplification of materials (Ada pengurangan/ penyederhanaan materi)	10	31.25%	
	Any adaptation based on interest(Aktivitas diadaptasi sesuai keinginan)	4	12.50%	

Around 53.12% students expected to the addition for the materials adaptation. It means that the materials for the interactive learning multimedia will adapt the materials from *Interlanguage* and also there should be addition materials which are suitable to the content.

Table 7: The data of needs analysis related to the activities

No	Questions (Pertanyaan)	Answers (Jawaban)	Number of students	Percentage (Prosentase)	Explanation (Keterangan)
6	In listening activity of interactive learning multimedia, I prefer___ (Dalam media pembelajaran interaktif saya lebih suka jika aktivitas mendengarkan___)	Listening to the dialogue/ monologue and then doing interesting practices (Mendengarkan dialog/ monolog dan mengerjakan latihan yang menarik)	14	43.75%	
		Listening and then matching(Mendengarkan dan mencocokkan)	1	3.12%	
		Listening and then repeating (Mendengarkan dan mengulang)	-	-	
		Listening and then completing sentences (Mendengarkan dan	16	50%	

		<i>melengkapi kalimat</i>)			
		Others (Lainnya)	1	3.12%	<i>Mendengarkan lagu dan melengkapi</i>
7	In speaking activity of interactive learning multimedia, I prefer____ (Untuk aktivitas speaking (berbicara) saya lebih suka jika____)	Retelling (menceritakan kembali)	7	21.87%	
		Having questioning-answering/ survey activity (Melakukan aktivitas tanya jawab dan survey)	10	31.25%	
		Making dialogue based on given situations (Membuat percakapan dan diberikan suatu situasi sebagai pedoman atau petunjuk untuk membuat dialog)	15	46.87%	
		Others (Lainnya)	1	3.12%	<i>Membaca nyaring teks</i>
8	In reading activity of interactive learning multimedia, I prefer____ (Untuk aktivitas membacasya lebih suka jika____)	Reading and then completing sentences (Membaca dan melengkapi kalimat)	4	12.50%	
		Reading and then matching (Membaca dan mencocokkan jawaban)	2	6.25%	
		Reading and then labelling true or false to the statements (Membaca dan menjawab pertanyaan benar salah)	2	6.25%	
		Reading and then answering questions (Membaca dan menjawab pertanyaan sesuai bacaan)	14	43.75%	
		Reading and then searching for the meaning of difficult words (Membaca, kemudian mencari arti kata yang sulit)	9	28.12%	
		Others (Lainnya)	1	3.12%	<i>(membaca, melengkapi</i>

					<i>kalimat, mencari arti kata sulit)</i>
9	In writing activity of interactive learning multimedia, I prefer____ (Untuk aktivitas menulis saya lebih suka jika____)	Firstly introduced to the vocabulary which relate to the text(<i>Diperkenalkan terlebih dahulu kosakata yang berkaitan dengan teks yang akan ditulis</i>)	9	28.12%	
		Arranging the jumbled sentences in order to be a good text (<i>Menyusun paragraf acak sehingga menjadi sebuah teks yang terpadu</i>)	15	46.87%	
		Introduced to the authentic text and then write the text (<i>Diperkenalkan model teks otentik sederhana kemudian menulis paragraph/teks</i>)	7	21.87%	
		Writing text which relate to the daily life (<i>Menulis yang berhubungan dengan kehidupan sehari-hari</i>)	5	15.62%	
		Others (<i>Lainnya</i>)	-	-	
10	In my opinion, the recording of dialogue, monologue, and pronunciation is____ (Menurut saya adanya rekaman suara dialog, monolog dan cara membaca dalam bahasa Inggris itu____)	Not necessary (<i>Tidak perlu</i>)	1	3.12%	
		Sometimes necessary (<i>Kadang- kadang perlu</i>)	4	12.50%	
		Very nessasary (<i>Sangat perlu</i>)	26	81%	
		Others (<i>Lainnya</i>)	1	3.12%	Necessary (<i>perlu</i>)

In listening activities, a half of the students preferred listening to monologues and dialogues while completing the missing words or sentences. It is about 43.75% students preferred listening to monologues and dialogues and then stating whether the statements are true or false. In speaking activities, the students preferred making dialogues based on the provided situations as the guidelines in making the dialogues. It shown in the data that 46.87% preferred that choice. In reading activities, there were 43.75% students expected reading a text and then answering questions based on the text. While, in writing activities, the students preferred to arrange the jumbled paragraphs in order to be a good text. It is shown in the data that 46.87% students expected that choice. Besides, most of the students preferred that it is very necessary to put recording in the interactive learning multimedia for dialogues, monologues, and pronunciation. The data showed that 81% students expected to put the recording in the interactive learning multimedia.

B. The Interactive Learning Multimedia Design

The layout of interactive learning multimedia in this research is divided into three components. The first is *welcome page*, the second is *home page*, and the third is *menu page*. Those components are described and analyzed as follows.

1. Home Page

The first component of interactive learning multimedia is *homepage*. It is the page which enables users to start the program. They are free to choose the selections they want to learn. The slide is illustrated as follows.

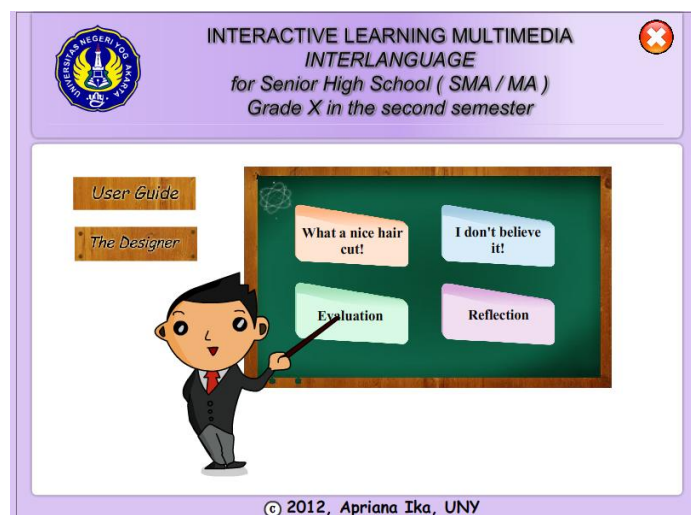


Figure 6: Home Page

In the full screen mode, *home page* has six buttons which are divided into two parts. The first part is as information slides which consist of *The Developer* and *The User Guide*. While, the second part is the main slides which consist of *I Don't Believe It!*, and *What A Nice Hair Cut!*. Those are the units of materials. Then, there is *Evaluation* that enables users to evaluate their learning. The last is *Reflection* which enables users to measure their learning performance.

a.) The Developer

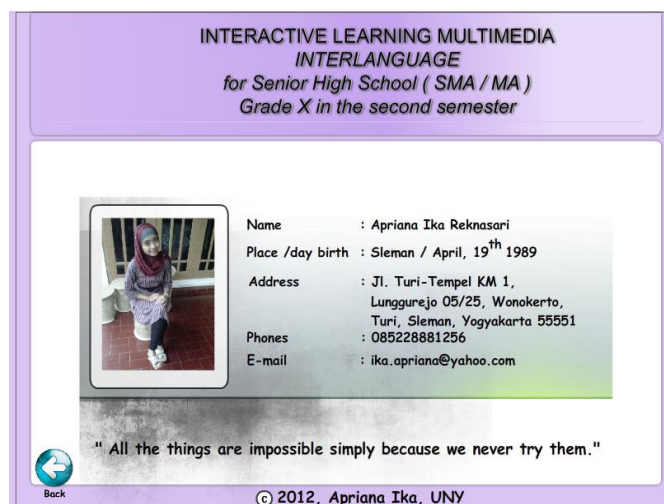


Figure 7: The Developer

This slide enables users to know about the designer of the interactive learning multimedia. It includes the information about the designer such as name, address, place and date of birth, phone number, and also an email address.

b.) *The User Guide*

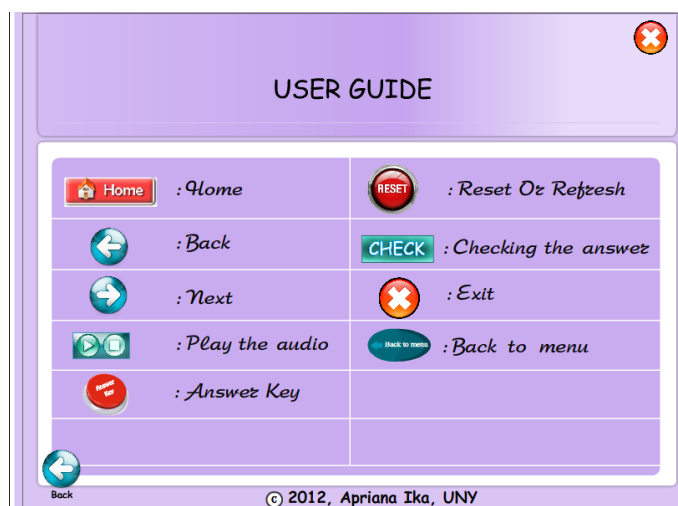


Figure 8: The User Guide

This slide of *User Guide* enables users to learn how to use the interactive learning multimedia. It contains some buttons and also its explanations. There are seven buttons with their function such as the buttons for go to back, next, exit, home, play the audio, check the answer, and reset.

c.) **First Unit: *What A Nice Hair Cut!***

To enter the first unit, users should click the button *What A Nice Hair Cut!* in the *home page*. Then, they are able to view the *Menu Page*. It is as illustrated in the Figure 8 below.

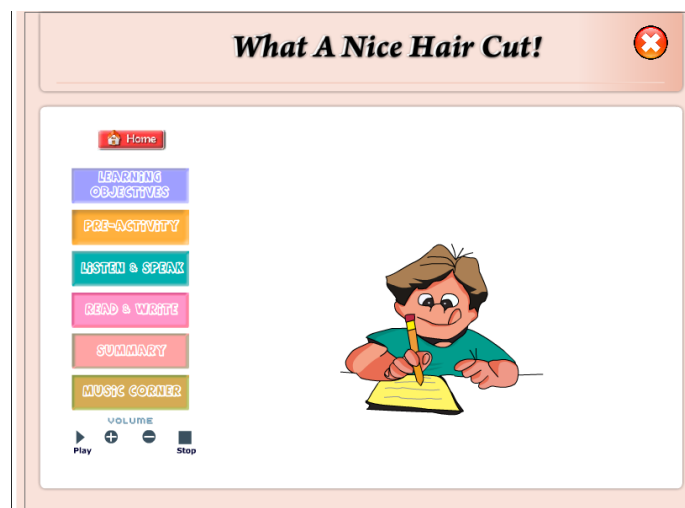


Figure 9: Menu page Unit 1

Menu Page has been arranged with five selections, the first is *Learning Objectives*, the second is *Pre-Activity*, the third is *Listen and Speak*, the next is *Read and Write*, the fifth is *Summary*, and the last is *Music Corner*. Those selections are described and analyzed as follows.

1.) Learning Objectives

In this slide, users are able to view the learning objectives of Unit 1: *What A Nice Hair Cut!* It is as illustrated in Figure 10 below.

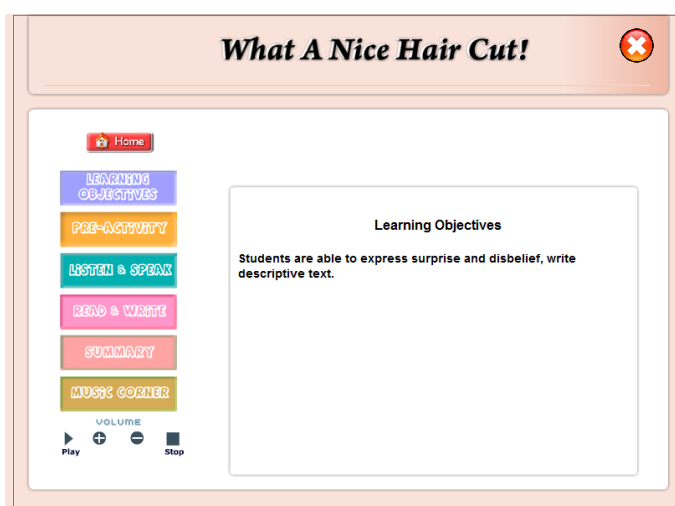


Figure 10: Learning Objectives

This slide informs users some learning objectives they are going to learn. In addition, each part of the units in this interactive learning multimedia is divided into three cycles. The first cycle is *Pre-activity*, the second is *Listen and Speak* cycle and the last is *Read and Write* cycle. Those cycles are described and analyzed as follows.

2.) Pre-activity

In this page, the activity is divided into two parts. In the first part, users are required to match the photos of artists to the names. Then, in the second part, users are required to answer questions orally based on their experience. The questions given are related to the topic of the unit. All parts in this activity are aimed as a warming up before users go to the main activity. They are led into the topic which is related to materials they are going to learn. The page is illustrated below.

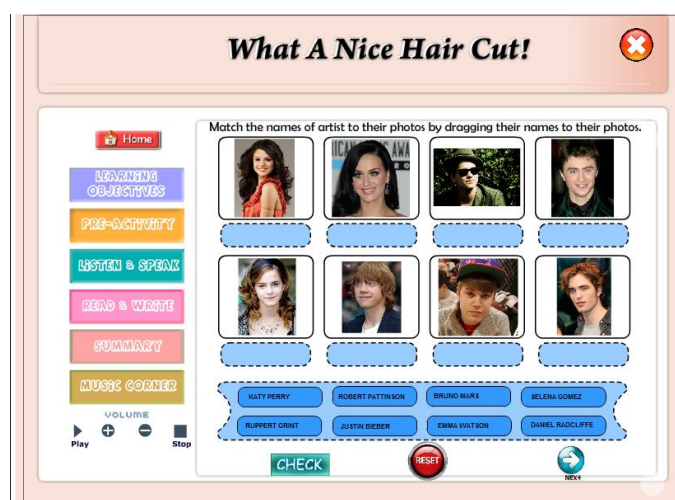


Figure 11: Pre-activity 1

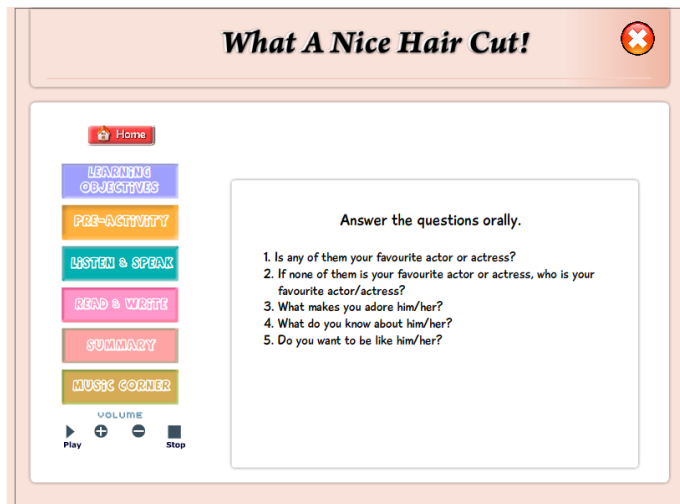


Figure12: Pre-activity 2

3.) Listen and Speak

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter to the kinds of activity in this cycle. The activities are *Enriching Your Vocabulary*, *Comprehension*, *Identifying Expressions*, *Completing Dialogue*, and *Expressing Your Self*. Below is the layout of *Listen and Speak*.

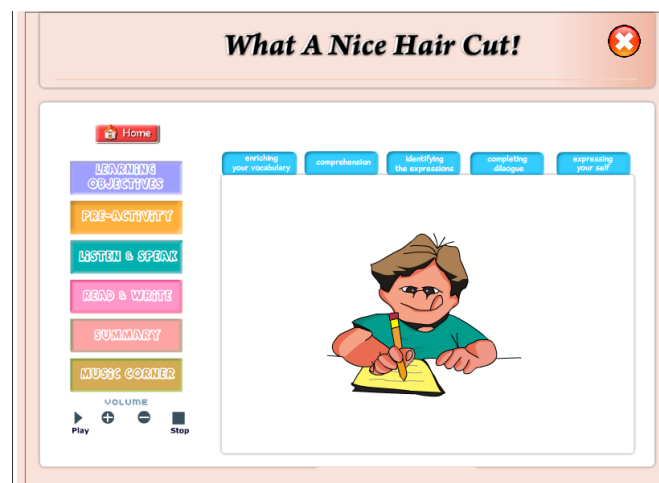


Table 13: Listen and Speak

(a) Enriching Your Vocabulary

In this activity, users are required to match the words provided to their Indonesian meaning. The activity also enables users to learn the pronunciation by clicking the words provided. Having matched the words provided to their meaning, the users should click the button *check*, and then they will get the total score. This activity is aimed to help users to identify the meaning of the words in the input text. The layout of this kind of activity is illustrated as follows.

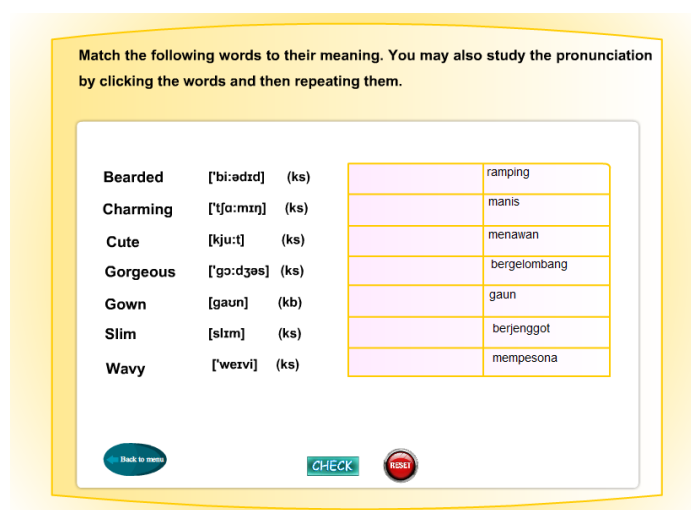



Figure14: Enriching your vocabulary

(b) Comprehension

This activity requires users to comprehend information based on the listening section. Firstly, users click the button *Play* to have a listening section and then click the button *True* if the statements provided are true and click the button *False* if the statements provided are false. Then, the users click the button *Check* to check the total score. This activity is aimed to help users to comprehend detailed information of listening text. The layout is illustrated as follows.

Listen to a dialogue between Ayu and Denias and then state whether the statements are true (T) or false (F) by clicking the letter T or F

Play Sound 

no	Statements	T	F
1	Ayu won a free ticket from the radio		
2	Ayu asks Denias to go to the cinema with her		
3	Denias refuse Ani's invitation		
4	Denias cannot come at 7		
5	Ayu and Denias are going to the cinema tomorrow evening		


 Back to menu

Figure15: Comprehension

(c) Identifying Expressions

This activity is divided into three parts. In the first part, the users are required to study some expressions of compliments and congratulations used in the previous dialogue. They also study other expressions of compliments and congratulations. Below is the layout of this activity.

In the dialogue between Ayu and Denias you find some expressions with different functions. Here are the expressions.

Expressions	Functions
You look cute with that hat	Complimenting
Congratulations!	Congratulating
Thank you for saying so	Responding to compliments and congratulations
Thank you	

Below are some other expressions.

Expressions	Functions
What a ...!	
That's a very nice ...	Complimenting
I like your ...	
You're looking good!	
Congratulations on winning ...	
I'd like to congratulate you on ...	Congratulating
I must congratulate you on your ...	
Well done.	
Thanks.	
Oh, not really.	
It's nice of you to say so.	Responding to compliments and congratulations
How kind of you to say so.	



 Back to menu  Next

Figure16: Identifying Expressions 1

In the next activity, still in *Identifying Expressions*, users will be shown to the video and then they are required to pay attention to the expressions. Having

studied the video, users should decide whether some expressions used in the video belongs to compliments or congratulations. This activity also enables users to learn the pronunciation of some expressions used by clicking the button *Play*. The sequences of this activity are aimed to help users to identify and say the expressions of compliments and congratulations. The layouts are illustrated below.



Figure17: Identifying Expressions 2

In the video you find the expressions below. Listen to the expressions, repeat them. And then decide whether the expressions belong to compliments, congratulations or responses of both by dragging each expression to the right classification.

1. What a nice red sweater!
2. It's nice of you to say so.
3. It makes you look sweet.
4. Congratulations!
5. Thanks.
6. Thank you.

	Compliment	Response	Congratulations
1.			
2.			
3.			
4.			
5.			
6.			

Back to menu

Back

Figure18: Identifying Expressions 3

(d) Completing Dialogues

In this activity, users are required to complete dialogues based on what they heard. Firstly, they should click the button *Play* to have listening section while they should complete the missing expressions based on the dialogue they heard. Having completed, the users click the button *Check* in order to check the total score. This activity is aimed to help users to express compliments and congratulations by typing the missing expressions. This slide is illustrated below.

Listen to the dialogue and then complete the missing expressions by typing the answer.

1. Adib : I like your shoes.
Denias :
Adib : Where did you buy them?
Denias : I bought them in the new department store near my house.

2. Amys : the new poster for our drama club. Everybody in the club loves your work.
Marcell : Thank you.
Amys : Where did you get the idea?
Marcell : A scene in The Lord of The Rings inspired me.

3. Retno : I saw your performance on TV yesterday. You have impressed the jury.
Andi : Thanks. I worked hard to prepare everything.

4. Virga : It seems that your diet programme works on you. You're looking good.
Ayu :

5. Anita :
Retno : Oh, not really.
Anita : Where did you get it?
Retno : I made it myself.

Back to menu Play Sound Nilai:0 / 5 CHECK RESET

Figure19: Completing Dialogue

(e) Expressing Yourself

In this activity, users are required to make a dialogue based on certain situations given by arranging the jumbled sentences in order to be a good dialogue. The users should drag and drop the jumbled sentences to the right sequence. Having arranged the sentences, users should check the score by clicking the button *Check*. This activity is aimed to help users to express compliments and congratulations by making a good dialogue. It is illustrated as follows.

Arrange the jumbled utterances by dragging each utterance in order to make a good dialogue based on the situation given and then practice it in pairs.

The jumbled utterances

Chiko: Hi, I'm looking for you.

Chika: Hi, Chiko!

Chika: Thank you. How did you know?

Chiko: Congratulation on getting the best mark on the drama class, Chika.

Chika: Sorry, I'm just from canteen. What's going on?

Chiko: Mr. John told me.

The good dialogue

Back to menu

Next

Figure20: Expressing Yourself

4.) Read and Write

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter to the kinds of activity in this cycle. The activities are *Enriching Your Vocabulary*, *Comprehension*, *Learning Compound Adjectives*, *Learning Qualitative Adjectives* and *Making A Good Text*. Below is the layout of *Read and Write*.

What A Nice Hair Cut!

✕

Home

LEARNING OBJECTIVES

PRE-ACTIVITY

LISTEN & SPEAK

READ & WRITE

SUMMARY

MUSIC CORNER

VOLUME

▶ Play
⊕
⊖
■ Stop

enriching your vocabulary
comprehension
learning compound adjective
learning qualitative adjective
making a good text

Figure 21: Read and Write

(a) Enriching Your Vocabulary

In this activity, users are required to match the words provided to their Indonesian meaning. The activity also enables users to learn the pronunciation by clicking the words provided. Having matched the words provided to their meaning, the users should click the button *Check*, and then they will get the total score. This activity is aimed to help users to identify the meaning of the words in the input text. The layout of this kind of activity is illustrated as follows.

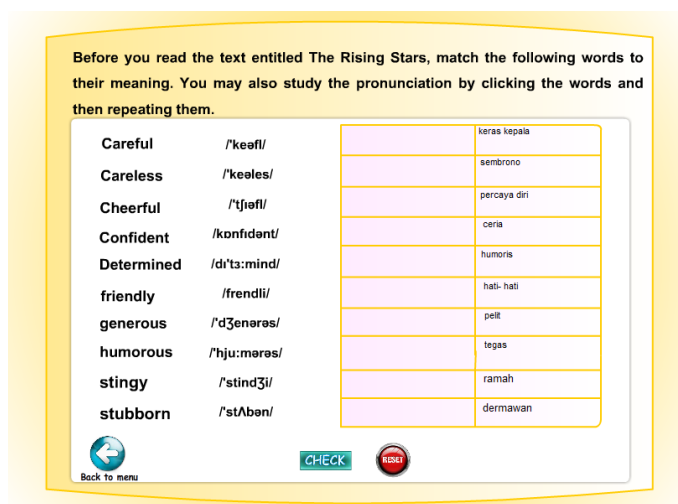


Figure 22: Enriching Your Vocabulary

(b) Comprehension

This activity requires users to get detailed information based on the text. Firstly, users have to read the text titled *The Raising Stars* before they complete the required information based on the text. Then, the users should click the button *Check* in order to check the total score. This activity is aimed to get the detailed information based on the text. The layout is illustrated as follows.

Read the following text, and then complete the required information based on the text.

The Rising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Cresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Daniel Radcliffe Adapted from: <http://www.wikipedia.org>

Physical Appearance		Characters	
Hair	<input type="text"/>	He is	<input type="text"/>
Eyes	<input type="text"/>		<input type="text"/>
Height	<input type="text"/>		<input type="text"/>


Figure 23: Comprehension

(c) Learning Compound Adjectives


This activity is divided into two parts. In the first part, users will study compound adjectives. Then, in the second part, users will have an exercise in which users have to complete sentences with the right compound adjectives by dragging the compound adjectives. The last, the users should click the button *Check* in order to check the total score. This activity is aimed to identify compound adjectives. Below is the layout of this activity.

Study the compound adjectives below.


For hair:
 Brownish-black hair
 Pitched-black hair
 Crayish-haired
 Wavy-haired
 Blonde-hair



For legs:
 Long-legged, style-footed, knock-kneed



For eyes:
 Bright-eyes
 Cross-eyes
 Far-sighted
 Near-sighted
 Pencil-thin eyebrows



For hair:
 Brownish-black hair
 Pitched-black hair
 Crayish-haired
 Wavy-haired
 Blonde-hair




Figure 24: Learning Compound Adjectives 1

Fill in the blanks with the appropriate compound adjectives.

1. Mr. Adam always appears neat with his _____ because he always shaves every two days.
2. As a sportman, Arnold is _____
3. Mr. Dama is no longer young. He is _____
4. She is really looks beautiful with her _____
5. Anita's hair is no longer _____. She is coloring it _____

Brownish-black hair
red lips
Blonde-hair

grayish-haired man
clean-shaven chin
straight and muscular man

←
CHECK
↺

Back to menu
Back

Figure 25: Learning Compound Adjectives 2

(d) Learning Qualitative Adjectives

This activity is divided into two parts. Firstly, users have to match some words of qualitative adjectives to the right definition by dragging the words to the right definition. Secondly, users have to complete a paragraph with the right qualitative adjectives. The all parts of the activity are aimed to identify qualitative adjectives. Below is the layout of this activity.

Match the adjective with their definitions by clicking the adjectives and then dragging to their right definitions.

People who do not like give something to others _____

Someone who likes giving thing to others _____

A person who waits calmly for things and doesn't worry if things are not on time _____

A person who doesn't usually worry or get angry _____

People who don't do what they say they will _____

Someone who is often gloomy and depressed _____

People who have a high opinion of their own importance _____

A people who doesn't often ask for other people's help _____

A person who enjoys being with other people _____

People who show their feeling easily _____

moody	stingy	emotional	unreliable	independent
generous	proud	patient	easygoing	sociable

←
CHECK
↺

Back to menu
Next

Figure 26: Learning Qualitative Adjectives 1

Complete the following text by dragging the appropriate words provided in the box.

The Cute Mike
 Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a _____ voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol. Mike has a _____ smile. His body is _____. His _____ cheeks make him cute. Mike is a nice and _____ person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

beautiful	plump
chubby	nice
cheerful	

Picture: <http://yance.files.wordpress.com>

Back to menu CHECK RESET Back

Figure 27: Qualitative Adjectives 2

(e) Making A Good Text

In this activity, users have to arrange the jumbled sentences in order to be a good paragraph. Then, users should click the button *Check* in order to check the total score. This activity is aimed to lead the user to write a good paragraph. The layout of this activity is illustrated as follows.

Arrange the following paragraphs in order to be a good descriptive text.

The Wrong Paragraph

Debby Putti is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr. Fajar Putti and Mrs. Ana Karaeng. Debby become a famous model when she won the competition of Teenage Model 2005

Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby was wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles.

Her hobbies are cooking Japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Kris Dayanti.

Debby Putti

Debby is a cheerful and friendly girl. Everybody likes her because she is a humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-tempered when she loses her

The good Paragraph

Back to menu CHECK RESET

Figure 28 : Making A Good Text

5.) Summary

This program provides summary for every unit. In this unit, the users learn how to express disbelief and surprise, news item texts, and the negative form of present continuous tense. The layout of the summary is illustrated as follows.



Figure 29: Summary

6.) Music Corner

This program also provides a music corner. The aim of this corner is to create an interesting learning based on the students' interest in music. Having learned, they can visit this corner to refresh their mind from getting tired because of the learning of materials.

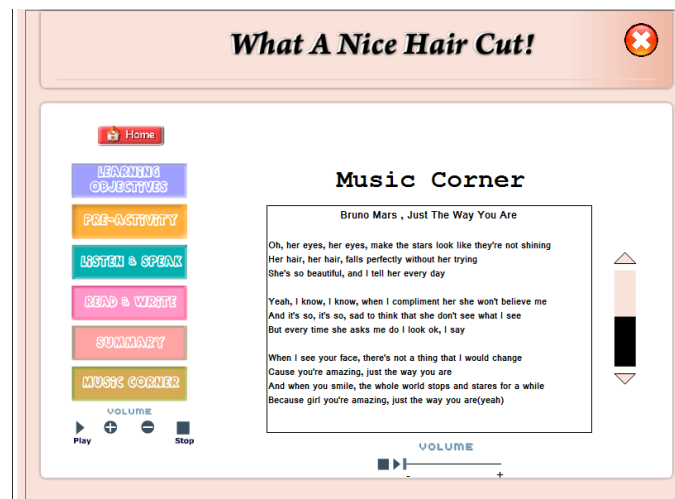


Figure 30: Music Corner

d.) Second Unit: *I Don't Believe It!*

Once users click the button *I Don't Believe It!* and then they are able to view the *Menu Page*. It is as illustrated in the Figure 31.



Figure 31: Menu Page Unit 2

Menu Page has been arranged with five selections, the first is *Learning Objectives*, the second is *Pre-Activity*, the third is *Listen and Speak*, the next is

Read and Write, the fifth is *Summary*, and the last is *Music Corner*. Those selections are described and analyzed as follows.

1.) Learning Objectives

In this slide, users are able to view the learning objectives of unit *I Don't Believe It!* It is as illustrated in the Figure 32 below.



Figure 32: Learning Objectives

This slide informs to users some learning objectives they are going to learn. In addition, each part of the units in this interactive learning multimedia is divided into three cycles. The first cycle is *Pre-activity*, the second is *Listen and Speak* cycle and the last is *Read and Write* cycle. Those cycles are described and analyzed as follows.

2.) Pre-activity

In this page, users are required to answer questions orally. The questions given are related to the topic of each unit. This activity is aimed as a warming up before users go to the main activity. They are led into the topic which is related to materials they are going to learn. The page is illustrated below.

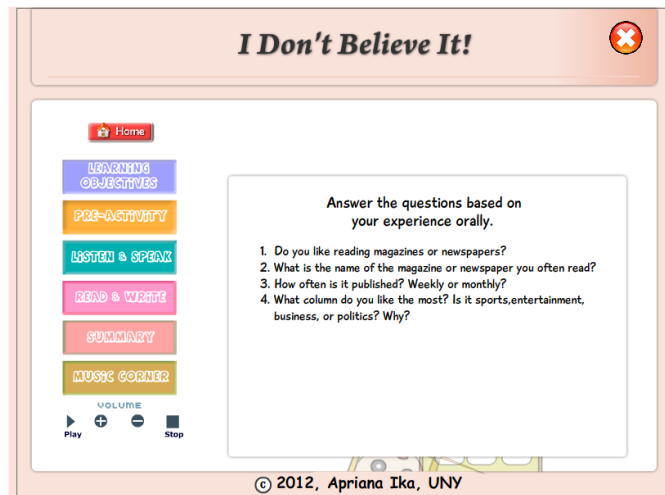


Figure 33: Pre Activity

3.) Listen and Speak

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter to the kinds of activity in this cycle. The activities are *Enriching Your Vocabulary*, *Comprehension*, *Identifying Expressions*, *Completing Dialogue*, *Expressing Your Self*. The layout is presented as follows.



Figure 34: Listen and Speak

(a) Enriching Your Vocabulary

In this activity, users are required to match the words provided to their Indonesian meaning. The activity also enables users to learn the pronunciation by clicking the words provided. Having matched the words provided to their meaning, the users should click the button *check*, and then they will get the total score. This activity is aimed to help users to identify the meaning of the words in the input text. The layout of this kind of activity is illustrated as follows.

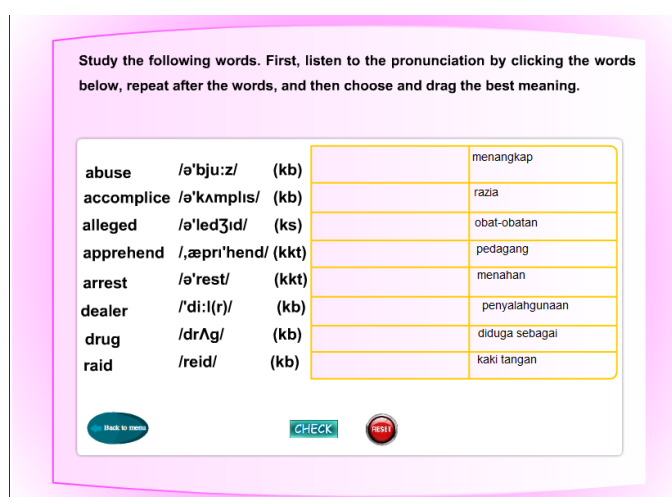



Figure 35: Enriching Your Vocabulary

(b) Comprehension

This activity requires users to comprehend information based on the listening section. Firstly, users should click the button *Play* to have listening section and then click the button *True* if the statements provided are true and click the button *False* if the statements provided are false. Then, the users should click the button *Check* in order to check the total score. This activity is aimed to help users to comprehend detail information of listening text. The layout is illustrated as follows.

Listen to a dialogue between Arnys and Marcell and then state whether the statements are true (T) or false (F) by clicking the letter T or F

Play Sound



No	Statements	T	F
1	Arnys and Marcel go to the canteen together		
2	Arnys has bad news		
3	Marcel has read The Jakarta post		
4	Roy Marten was accused of being a drug dealer		
5	Roy Marten was arrested together with four other people		
6	Roy Marten was apprehended in Surabaya		
7	The police found 47 grams of crystal meth		

Back to menu

Figure 36: Comprehension

(c) Identifying Expressions

This activity is divided into three parts. In the first part, the users are required to study some expressions of disbelief and surprise used in the previous dialogue, they also study the others expressions of disbelief and surprise. Below is the layout of this activity.

Study the following expressions
In the dialogue between Arnys and Marcell you find some expressions with different functions. Here are the expressions.

Expressions	Functions
Are you serious? Really?	Expressing disbelief Expressing surprise

Below are some other expressions.

Expressions	Functions
No! I don't believe it! You must be joking! You are kidding!	Expressing disbelief
That's very surprise What a surprise! My goodness!	Expressing surprise

Back to menu

Next

Figure 37: Identifying Expressions 1

In the next slide, still in *Identifying Expressions*, users will be shown to video and then they are required to pay attention to the expressions. Having

studied the video, users should decide whether some expressions used in the video belongs to disbelief or surprise. This activity also enables users to learn the pronunciation of some expressions used by clicking the button *Play*. The sequences of this activity are aimed to introduce users to the expressions of disbelief and surprise. The layouts are illustrated as follows.



Figure 38: Identifying Expressions 2

In the video you find the expression below.
Listen to the expressions, repeat after the words, and then decide whether the expressions belong to disbelief or surprise by dragging each expression to the right classification.

<p>1. Are you serious? </p> <p>2. Really? </p>	<p>3. My goodness! </p> <p>4. I don't believe it! </p>
--	--

	Disbelief	Surprise
1.		
2.		
3.		
4.		

Figure 39: Identifying Expressions 3

(d) Completing Dialogue

In this activity, users are required to complete dialogue based on what they heard. Firstly, they should click the button *Play* to have listening section while they should complete the missing expressions based on the dialogue they heard. Having completed the missing expressions, the users should click the button *Check* in order to check the total score. This activity is aimed at checking the users' ability in completing dialogue by typing the missing expressions. This slide is illustrated as follows.

Listen to the dialogue and then complete the missing expressions

- Andi : Did you know that Heath Ledger died?
Amys : (1)
Andi : No, I'm not. I read it in a magazine this morning.
Amys : Oh, my goodness!
- Retno : Kian Egan has announced his engagement to Jodi Albert.
Anita : (2)
Retno : Why should I? The engagement was announced in the newspaper.
Anita : Oh, he breaks my heart.
- Virga : Did you know that Mulan Kwok has changed her name into Mulan Jameela?
Adib : (3) How did you know?
Virga : I read it in my mom's magazine.
- Ayu : Ariel 'Peterpan' and his wife are getting a divorce. I read the news in the newspaper.
Denias : (4)
Ayu : Of course. I'll bring the newspaper and show it to you.
- Marcell : Your rock idol is caught using drugs.
Ruben : Ahmad Albar? (5)
Marcell : I say the truth. I read the news this morning

Back to home Play / Stop Nilai:0 / 5 CHECK RESET Answer key

Figure 40: Completing Dialogue

(e) Expressing Yourself

In this activity, users are required to make dialogue based on certain situations given by arranging the jumbled sentences in order to be a good dialogue. The users should drag and drop the jumbled sentences to the right sequence. Having arranged the sentences, users should check the score by clicking the button *Check*. This activity is aimed at checking the users' ability in expressing themselves by making a good dialogue. It is illustrated as follows.

Arrange the jumbled utterances by dragging each utterance in order to make a good dialogue based on the situation given and then practice it in pairs.
You tell your classmate that his/her idol has broken up with his girlfriends because he has an affair with a new model.

The jumbled utterances

Tita: I don't have any time to watch the program. What's going on?

Ika: He has an affair with a new model named Atiqah Hashtolan.

Ika: Dude Herfino has broken up with Asmiranda.

Tita: Ika: Are you kidding me?

Tita: Why did he break up with Asmiranda?

Tita: Wow, that's surprising.

Ika: No, I'm not. I watched "Insert" this morning.

Ika: have you watched the infotainment today?

The good dialogue

Figure 41: Expressing Yourself

4.) Read and Write

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter to the kinds of activity in this cycle. The activities are *Enriching Your Vocabulary*, *Comprehension*, *Getting The Synonym*, *Studying Passive Form* and *Making A Good Text*. Below is the layout of *Read and Write*.

I Don't Believe It!

Home

LEARNING OBJECTIVES

PRE-ACTIVITY

LISTEN & SPEAK

READ & WRITE

SUMMARY

MUSIC CORNER

VOLUME
Play Stop

enriching your vocabulary comprehension getting the synonym studying passive voice making a good text

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Figure 42: Read and Write

(a) Enriching Your Vocabulary

In this activity, users are required to match the words provided to their Indonesian meaning. The activity also enables users to learn the pronunciation by clicking the words provided. Having matched the words provided to their meaning, the users should click the button *Check*, and then they will get the total score. This activity is aimed to help users to identify the meaning of the words in the input text. The layout of this kind of activity is illustrated as follows.

Match the following words to their meaning. You may also study the pronunciation by clicking the words and then repeat them.

Allegation	/ˌæləˈgeɪʃn/	(kb)		kesaksian
Discharge	/dɪsˈtʃɑːdʒ/	(ks)		ketabahan
Fortitude	/ˈfɔːtɪtjuːd/	(kb)		berhubungan dengan penyakit jiwa dugaan
Investigation	/ɪnˌvestɪˈgeɪʃn/	(kb)		kepemilikan
Possession	/pəˈzeɪʃn/	(kb)		perintah menahan
Psychiatric	/ˌsaɪkiˈætrɪk/	(ks)		meninggalkan
Restraining order	/rɪˈstreɪnɪŋ ˈoːdə(r)/	(kb)		pemeriksaan
Testimony	/ˈtestɪməni/	(kb)		

Back to menu CHECK RESET

Figure 43: Enriching Your Vocabulary

(b) Comprehension

This activity requires users to get detailed information based on the text. It is divided into two parts. The first is reading section. Users have to read the text titled *Britney Spears-Lutfi Investigated for ‘Drugging’ Spears* before they have the second section. Having read, they have to answer questions in the form of multiple choice questions in the next slide. Then, the users should click the button *Check* in order to check the total score. This activity is aimed to get detailed

information based on the text titled *Britney Spears-Lutfi Investigated for 'Drugging' Spears*. The two layouts are illustrated as follows.

Read the following text, and then answers the questions

Britney Spears - Lutfi Investigated for 'Drugging' Spears

Caption: Britney Spears is followed by a frenzy of photographers while shopping at Fred Segal in West Hollywood, Los Angeles, California - 15.02.08.

Britney Spears estranged manager Sam Lutfi is under investigation by Los Angeles police over allegations he drugged the troubled star. Lutfi was served a restraining order earlier this month (Feb 2008) and was instructed to keep his distance from the Spears family after Britney's mother Lynne claimed the manager had admitted he drugged her daughter. According to website TMZ, the allegations are now being investigated by the Major Crimes Division of the Los Angeles Police Department. Lutfi's new spokesman Michael Sands tells TMZ.com he is aware of the investigation. Spears had been hospitalized for psychiatric evaluation at Los Angeles UCLA Medical Centre, but was discharged last week (06 Feb 2008) after a seven-day stay.

Adapted from: <http://www.thejakartapost.com>








Figure 44: Comprehension 1

Questions

- Who is Sam Lutfi ?
 - A photographer
 - Britney's manager
 - Britney's mother
 - A policeman in LA
- Why was he instructed to keep his distance from the Spears family?
 - Because he had admitted he drugged Britney Spears
 - Because he is under investigation by Los Angeles Police
 - Because he is not professional
 - Because he had deceived Britney
- Who is Lynne? What did she do?
 - A spokesman, he claimed someone had admitted he drugged Britney
 - Britney's mother, she claimed the manager had admitted he drugged Britney
 - Britney's mother, she investigate someone
 - A spokesman, he tells that the manager is under investigation
- Who is Lutfi's new spokesman? What did he say to TMZ.com?

Benar : 0 Salah : 0 Nilai : 0












Figure 45: Comprehension 2

(c) Getting the Synonym

This activity is divided into two parts. The first part is reading section, in this section users are required to read the text entitled *Lohan's Sentences to Visit Morgue*. Having read the text, users have to look up some words in the text which have synonym to the words provided. Then, the users should click the button

Check in order to check the total score. This activity is aimed to help students guessing the synonym of the words. Below is the layout of this activity.

Read the text titled Lohan's Sentences to Visit Morgue, and then find the words in the text which have the similar meaning to some words provided.

Lohan's Sentence to Visit Morgue

BEVERLY HILLS, California: Lindsay Lohan is about to see dead people. In June, the 21-year-old actress will visit the morgue as part of her punishment for misdemeanour drunken driving. "She's going to see bodies. We'll have anywhere from 20 to 50 people in the class and she's treated like any other individual," Los Angeles County Coroner's Assistant Chief Ed Winter said Friday. Lohan was arrested twice last year on DUI charges and pleaded guilty in August to misdemeanour drunken driving and cocaine charges. "The morgue visits include a walk-through of the service floor where autopsies are taking place along with the processing of the deceased. They also wind up seeing deceased people in our crypt," Winter said. "It's to show them what reality is." Adapted from: The Jakarta Post, January 21, 2008


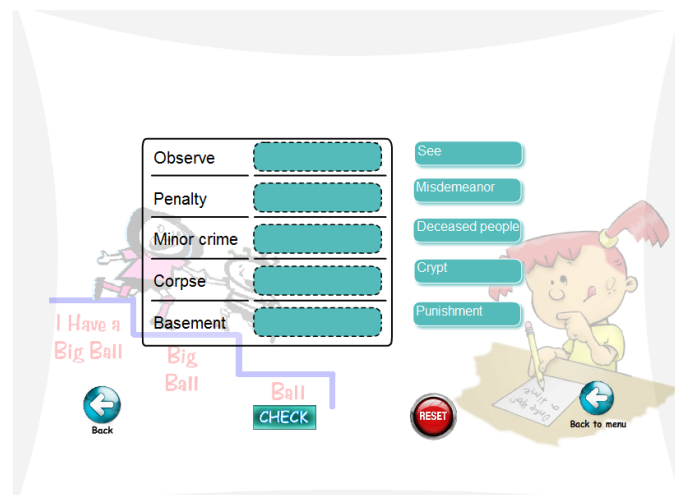
 Next

Figure 46: Getting the Synonym 1



Observe	<input type="text"/>	See
Penalty	<input type="text"/>	Misdemeanor
Minor crime	<input type="text"/>	Deceased people
Corpse	<input type="text"/>	Crypt
Basement	<input type="text"/>	Punishment

Back RESET Back to menu

Figure 47: Getting the Synonym 2

(d) Studying Passive Form

In this activity, users have to study grammar especially the passive form of present continuous tense. It is due to in this cycle users are expected to be able to write news item texts. Firstly, users will be shown to the pattern of the passive form of present continuous tense with the examples. Secondly, users are required

to do exercise in which they have to change active sentences in the form of negative sentences and vice versa. This activity is aimed to help users to write a good news item text in which mostly a written text is in the negative form. Below is the layout of this activity.

Let's study grammar

In the news item entitled Britney Spears-Lutfi Investigated for 'Drugging' Spears you find the sentence:
 "... the allegations are now being investigated by ..."

The sentence is the passive form of the present continuous.
 The pattern is: *am / is / are + being + v3*
 For example:
 The patient is being examined by the doctor.
 The students are being given the lesson about drugs.


 Next

Figure 48 : Studying Passive Form 1

Nilai:0 / 5

Change the following sentences into passive and vice versa.

1. Ratna is buying a beautiful gown.
2. Ina is doing her homework.
3. Mira is cooking fried rice in the kitchen.
4. Nadya is being picked by mother at the airport.
5. I am being tested for driving license for the third time by the police.





CHECK



Figure 49: Studying Passive Form 2

(e) Making A Good Text

This activity is divided into two parts. The first part is completing a written text and then the second is making a good news item text. In the first part, users are required to complete missing words in the news item text titled *Roy Marten's Arrest* by dragging words provided in order to be a complete text. Then, the users should click the button *Check* in order to check the total score. In the second part, users have to arrange the jumbled sentences in order to be a good paragraph. The all parts of this activity are aimed to lead the user to write a good paragraph. The layout of this activity is illustrated as follows.

Complete the following text by dragging the appropriate words provided in the box.

Roy Marten's Arrest
Thursday, November 22, 2007

Roy Marten's arrest for narcotic possession has received a different 1) _____ from the infotainment industry. Nearly all the 2) _____ broadcast by private TV stations has tried to offset Roy's alleged crime by presenting the humanitarian 3) _____ of "a wife's fortitude". At least Roy has been seized twice in the drug 4) _____ the latest taking place after his testimony on the great 5) _____ of narcotics to his life. It means that Roy also deceived the public and trivialized law enforcers' anti-narcotic 6) _____.



Therefore, Roy's behavior does not deserve the continuous defense of TV infotainment programs, even by his 7) _____ Alex Asmasoebrata. Such developments make the 8) _____ wonder whether the shows have been financed by narcotic syndicates.

The fact that Roy had just received about an ounce of shabu when he was captured indicates that he may have been an active 9) _____ as well as a drug trafficker.

His case is thus more serious than the previous arrests of fellow 10) _____ Gagon, Derry, Polo and Doyok. Why do infotainment circles so aggressively defend Roy?

Adapted from: <http://www.thejakartapost.com>

- User
- Artists
- Friend
- Infotainment
- Response
- Case
- Campaigns
- Theme
- Public
- Danger

CHECK **RESET**  

Back to menu Next

Figure50: Making A Good Text 1

Arrange the following sentences in order to be a good news items text.

The Wrong Paragraph

"I wanted my fans to know because I don't take plastic surgery lightly," she says.

Tisdale Has No Regrets about Nose Job

NEW YORK: High School Musical star Ashley Tisdale says she was somewhat distressed when she first saw her new profile le after her recent nose job.

Tisdale had surgery Nov. 30 to correct a deviated septum that worsened over the years and contributed to breathing problems. Tisdale says she decided to talk about her surgery because she "didn't want to play a game of denying it or being coy.

The 22-year-old actress-singer "kind of freaked out," she tells People magazine in its Jan. 28 issue. "I was so swollen. I was like, 'Oh my gosh, is it going to stay like this?'" Tisdale says she does not regret having the surgery but is sorry she decided to sing in public two

The good Paragraph

Back to menu CHECK RESET

Figure 51: Making A Good Text 2

5.) Summary

This program provides a summary for every unit. In this unit, the users learn how to express disbelief and surprise, make news item texts, and use the passive form of present continuous tense. The layout of the summary is illustrated as follows.

I Don't Believe It!

✖

Home

LEARNING OBJECTIVES
PRE-ACTIVITY
LISTEN & SPEAK
READ & WRITE
SUMMARY
MUSIC CORNER

VOLUME
Play + - Stop

Summary

In this unit you learn:

- 1) How to express disbelief, for example:
 - I don't believe it!
 - Are you serious?
 - You must be joking!
- 2) How to express surprise, for example:
 - Really?
 - That's very surprising.
 - What a surprise!
- 3) News item text is a text which is telling information about even of the day which is considered newsworthy or important. It includes the newsworthy event, the background event, and the sources.

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Figure 52: Summary

6.) Music Corner

This program also provides a music corner. The aim of this corner is to create an interesting learning based on the students' interest in music. Having learn, they can visit this corner to refresh their mind from getting tired because of the learning of materials.



Figure 53 Music Corner

c.) Evaluation

This program also provides evaluation. There are 25 multiple choice questions. The questions are divided into two sections, those are listening section and reading section. Number 1 up to number 11 are for listening section, then for the rest are for reading section. The evaluation is illustrated as follows.

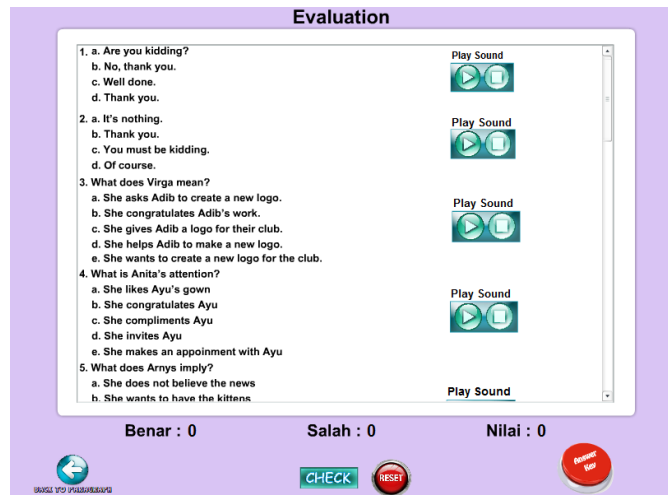


Figure 54: Evaluation

d.) Reflection

Once users click the reflection page, they have opportunities to measure what extent they have learnt in each unit. Here is the layout design of reflection.

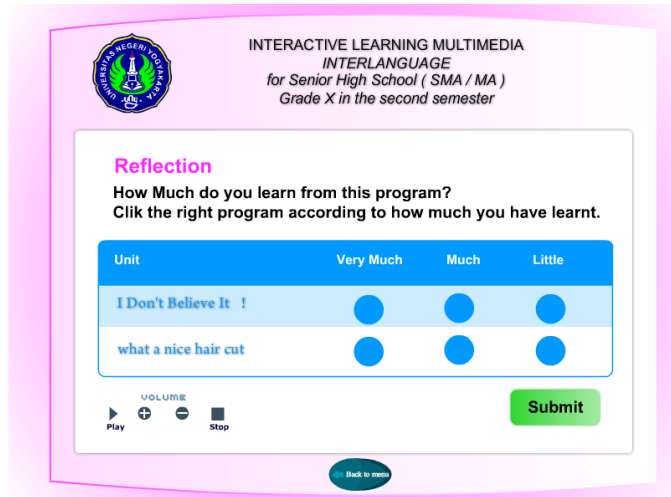


Figure 55: Reflection

C. The Result of Expert Judgment

1. Experts Evaluation

Once the interactive learning multimedia was completed, it was called the first draft. After that, the interactive multimedia was evaluated and tested. One of the main purposes of the evaluation is to validate that the materials and the media are ready to use by the students. Two experts did the evaluation and testing. The first expert concerned with the content and the second one concerned with the design of the interactive learning multimedia.

a. Evaluation by the Content Expert

The content evaluation of the interactive learning multimedia was carried out by a content expert. The evaluation aimed to see whether the product of the interactive multimedia had been ready to be implemented in the class. The result of the evaluation was analyzed using quantitative conversion proposed by Sudijono (2003: 335). The content expert said that the materials were good, the practices were relevant to the learning objectives, and the program was easy to use. There were no more suggestions of content evaluation by the content expert. The content expert said that the product of the interactive learning multimedia was ready to use. The content evaluation was presented as follows.

Table 8: The result of materials/contents evaluation

No.	Statements	Score	Category
1	The materials in the interactive learning multimedia are appropriate with the learning objectives (<i>Materi dalam media pembelajaran ini sesuai dengan tujuan pembelajaran</i>).	4	Good
2	The materials in the interactive learning	4	Good

	multimedia are consistently organized, it is divided into spoken cycle and written cycle (<i>Materi dalam media pembelajaran ini tersusun secara konsisten, terbagi dalam siklus berbicara, siklus menulis</i>).		
3	Four language skills (listening, speaking, reading, writing) are well covered. (<i>4 ketrampilan berbahasa (listening, speaking, reading, writing) tercakup dengan baik</i>).	4	Good
4	The materials are arranged based on the students' need (<i>Materi ini disusun sesuai dengan kebutuhan siswa</i>).	4	Good
5	The delivery of material is good (<i>Penyampaian materi baik</i>).	4	Good
6	The materials in the interactive learning multimedia use the correct grammar (<i>Materi dalam media pembelajaran ini menggunakan tata bahasa yang baik dan benar</i>).	4	Good
7	The choice of words are good (<i>pemilihan kata yang baik dan benar</i>).	4	Good
8	The materials are arranged from the easy materials to the more complex materials. (<i>Materi ini disusun dari materi yang tingkat kesulitannya rendah hingga yang lebih kompleks</i>).	4	Good
9	The instructions are clear (<i>Kalimat perintah jelas</i>).	4	Good
10	The interactive learning multimedia help students to have individual learning (<i>Media pembelajaran ini dapat membantu siswa belajar secara mandiri</i>).	4	Good
	Mean	4	Good

Based on the data above, the total mean in the aspect of slides obtain 4.00.

According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the mean values of technical quality belong to the “good” with $3.4 < \bar{x} \leq 4.2$. It can be concluded that the interactive learning multimedia is effective and appropriate, so it is ready to be implemented for students.

b. Evaluation by the Media Expert

The next step, the media evaluation was carried out by a media expert. This evaluation aimed to see whether the product of the interactive multimedia had been ready to be implemented in the class. The results of media evaluation by a media expert use a quantitative conversion proposed by Sudijono (2003: 335). The questionnaire is presented as follows.

Table 9: The result of media evaluation

No.	Statements	Score	Category
Slides			
1	Slides are intereting so it can motivate students (<i>Tampilan slides menarik sehingga dapat memotivasi siswa</i>).	5	Very Good
2	The composition of colours are not too many (<i>Komposisi warna tidak terlalu ramai</i>).	4	Good
3	The combination of colors are well (<i>Kombinasi warna baik</i>).	5	Very Good
4	The combination of text colours and background colours are well-suited (<i>Kombinasi warna teks dan background serasi</i>).	4	Good
5	The design layouts are simple (<i>Menggunakan desain layout simple/ sederhana</i>).	5	Very Good
	Mean	4.6	Very Good
Elements in interactive learning multimedia			
6	Texts are clear and easy to read (<i>Teks jelas dan mudah dibaca</i>).	4	Good
7	Texts use the right font (<i>Teks menggunakan huruf/ font yang tepat</i>).	5	Very Good
8	The size of pictures is good (<i>Ukuran gambar baik</i>).	5	Very Good
9	The placement of pictures is effective (<i>Penempatan gambar efektif</i>).	5	Very Good
10	The placement of design animation is effective (<i>Penempatan animasi efektif</i>).	5	Very Good
11	The quality of audio is good (<i>Kualitas audio baik</i>).	4	Good
12	Audio in this interactive learning multimedia is clear (<i>Audio dalam media pembelajaran ini jelas</i>).	4	Good
13	The quality of video is good (<i>Kualitas video baik</i>).	5	Very Good

14	The sound of video is clear (<i>Suara video jelas</i>).	4	Good
15	The visualization of video is good (<i>Visualisasi/gambar pada video jelas</i>).	5	Very Good
	Mean	4.6	Very Good
Navigation			
16	The button of system navigation is good (<i>Tombol navigasi baik</i>).	5	Very Good
17	The buttons of system navigation are consistently placed (<i>Tombol navigasi ditempatkan secara konsisten</i>).	4	Good
18	The buttons of system navigation are not too complicated (<i>Tombol navigasi tidak terlalu rumit</i>).	5	Very Good
	Mean	4.7	Very Good
Feedback			
19	The use of feedback is good (<i>Respon langsung yang tersedia baik</i>).	5	Very Good
20	Users can learn individually using this interactive learning multimedia (<i>Pengguna dapat belajar mandiri dengan media pembelajaran ini</i>).	5	Very Good
21	The score provided can help the users to measure their performance (<i>Skor tersebut dapat membantu pengguna dalam mengukur hasil mereka</i>).	5	Very Good
	Mean	5	Very Good

Based on the data above, the total mean in the aspect of slides obtained 4.6. In the aspect of elements, it obtained 5.0. In the aspect of navigation, it obtained 4.7. Then, in the aspect of feedback, it obtained 5.0. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the mean values of technical quality belong to the “very good” category because \bar{x} (mean value) > 4.2. It can be concluded that the interactive learning multimedia was effective and appropriate, so it was ready to be implemented for students.

D. TRY OUT

After got validation from the experts, the next step was the implementation of the interactive learning multimedia to the students. It was necessary in order to

know whether the product was appropriate for the first grade students of senior high students. There were 32 students participating in the try out.

1. Data Analysis

The data were collected by using questionnaires and interview. The questionnaires covered all the aspects and elements of interactive learning multimedia. The questionnaires were divided into five sections. The results of the data lead to the new final product. The detailed results of each section are illustrated in Tables 10-14. Table 10 shows the analysis of the materials of interactive learning multimedia.

Table 10: The Results of Questionnaire in the Aspect of Materials Quality

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
1	The appearances of materials are eye-catching. (<i>Tampilan materi menarik</i>).			1	15	16	32	143	4.47	Very Good
2	The tasks are logically sequenced, from the easier tasks to the complex ones. (<i>Latihan yang diberikan tersusun secara baik dari yang mudah ke yang sulit</i>).			2	21	9	32	135	4.22	Very Good
3	The delivery of materials are easy to understand. (<i>Penyampaian materi mudah dipahami</i>).		1	2	20	9	32	133	4.16	Good
4	The tasks are delivered by clear instruction. (<i>Latihan-latihan dilengkapi dengan petunjuk yang jelas</i>).		2	7	13	10	32	127	3.97	Good

Based on Table 10, the data collected from the students in the aspect of materials, the mean scores range from 3.96 to 4.46. Item 1 has the highest mean value of 4.46, while the lowest mean value for item number 4 is 3.96 which is the lowest among the items. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “Very Good” with $\bar{x} > 4.2$, while the lowest mean value is categorized as “Good” with $3.4 < \bar{x} \leq 4.2$. It means no revision related to the aspects of screen design. The students agreed that the content in the interactive multimedia is appropriate for them. Then, the data will further be supported by the following interview.

-
- T: Menurut kalian bertiga isi materi secara keseluruhan dalam media ini bagaimana? Apakah sudah sesuai dengan buku *Interlanguage*? (What do you think about the materials? Was it appropriate to the book *Interlanguage*?)
- S1: Udah kok miss, ada beberapa penambahan materi didalamnya, dan menurut saya itu lebih baik miss. Latihan- latihannya bervariasi jadi gak ngebosenin. Secara keseluruhan bisa diikuti kok miss, tapi ada kurangnya sedikit. (It was good, Miss. There were practices to avoid the boredom. Actually, the materials were easy to follow but there was some lacks).
- T: Menurut kalian apakah materinya menjadi menarik? ,dan apakah materi ini tersusun secara baik dari yang lebih mudah ke yang lebih sulit? (What do you think about the materials? Was it interesting? , and were the materils logically sequenced from the easier materials to the complex ones?)
- S2: Iya miss, materinya menjadi lebih menarik dan susunan materinya dari yang lebih mudah ke yang lebih sulit. Tapi di bagian vocabulary saya merasa sulit miss kalau tidak pake kamus,hehehee (yes miss, the materials were interesting and logically sequenced from the easier materials to the complex one, but in the part of vocabulary I find difficulty without sing dictionary, hehehee)
- T: Okay, pertanyaan selanjutnya (sambil tersenyum). Bagaimana dengan aktivitas dalam media ini, apakah sudah cukup baik dan bervariasi? (okay, the next questions, how about the activities? Were the activities good and various?)
- S2: Aktivasnya macem- macem, miss. Jadi nggak ngebosenin buat kita, ada music corner-nya juga, saya suka music-nya miss. (the activities were various, miss. So, it didn't make us to feel bored, there is music corner as well and I like the music, miss).
- T: Apakah penyampaian materi nya mudah dimengerti? Dan apakah media pembelajaran ini dapat membantu kalian dalam belajar? (was the delivery of the materials easy to understand? Did the media help you in learning?)
- S3: Mudah kok, miss. Saya suka media pembelajaran ini karena bisa buat belajar sendiri. (yes miss, I like the media because it can help us to have individual learning)
- S1: Iya miss, saya juga. Daripada ngerjain pake buku terus, kan bosen miss. Jadi harus ada inovasi yang baru. (yes miss, me too. Doing exercise in textbook makes us to feel bored. So, there should new innovation).
- S2: Iya miss, saya juga. (Yes, miss. Me too)
-

Table 11: The results of questionnaire in the aspect of screen design/slides

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
	Screen Design and Slides									
5	The slides in this interactive learning multimedia are interesting. (<i>Tampilan slides pada media pembelajaran ini menarik</i>)	1		3	15	13	32	135	4.22	Good
6	Promote engagement between the users and materials content. (<i>Meningkatkan ketertarikan pengguna dengan isi materi</i>).			3	13	16	32	139	4.34	Very Good
7	The composition of colours are good (<i>komposisi warna baik</i>)		2	5	16	9	32	128	4.00	Good
8	The composition of colours are not too many (<i>Komposisi warna tidak terlalu ramai</i>)	1	4	7	15	5	32	115	3.59	Good
9	The combination of colors are well (<i>Kombinasi warna baik</i>)		3	3	15	11	32	130	4.06	Good
10	The combination of text colours and background colours are well-suited (<i>Kombinasi warna teks dan background serasi</i>)		2	4	13	13	32	133	4.16	Good

Based on Table 11, the data collected from the students in the aspect of screen design and slides, the mean scores range 3.59 to 4.40. Item 6 possesses the highest mean value of 4.40, whereas the lowest mean value for item number 8 is 3.59. According to *Quantitative Data Conversion* proposed by Sudijono (2003:

335), the highest mean value is categorized as “Very Good” with $\bar{x} > 4.2$, while the lowest mean value is categorized as “Good” with $3.4 < \bar{x} \leq 4.2$. It means no revision related to the aspects of screen design. The students agreed that the screen design can encourage their attention. There was no change related to screen design and slides of the interactive multimedia. Then, the data will further be supported by the following interview.

-
- T: *Apakah tampilan slide menarik sehingga dapat meningkatkan ketertarikan kalian terhadap materi? (was the slides interesting so it can increase your interest toward the materials?)*
- S2: *Slidenya lumayan menarik miss, tapi yang bikin saya tertarik nggak cuma slidenya lo miss, tetapi juga aktivitas yang menarik. (the slides were quite interesting, miss, but it is not about the slides that make me interested but the activities as well).*
- T: *Bagaimana dengan komposisi dan kombinasi warnanya? Apakah sudah cukup baik dan tidak terlalu ramai? (what about the coposition and combination of the colours? Were the colours already good and not too many colours?)*
- S1: *Lumayan baik miss, tapi kadang nggak matching miss,hehehehhe, terus warnanya terlalu feminim miss kalau menurut saya. (it is good enough miss, but sometimes it is not matching, miss.hehhehee)*
- S2: *Nggak miss, kalau menurut saya sudah pas warnanya,hehee (I disagree miss, I think it is already good)*
-

Table 12: The results of questionnaire in the aspect of elements

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
	Elements in Interactive Learning Multimedia									
11	Texts are clear and easy to read (<i>Teks jelas dan mudah dibaca</i>)			3	14	15	32	140	4.38	Very Good
12	Texts use the right font (<i>Teks menggunakan huruf/ font yang tepat</i>)			6	16	10	32	132	4.13	Good
13	The texts are easy to understand (<i>teks mudah dipahami</i>)			5	17	10		133	4.16	Good
14	The size of pictures is good		2	3	17	10	32	131	4.09	Good

	<i>(Ukuran gambar baik)</i>									
15	The placement of pictures is effective (<i>Penempatan gambar efektif</i>)			5	19	8	32	131	4.09	Good
16	The animation motivate, and attracts users' attention (<i>Animasi dapat memotivasi dan menarik perhatian pengguna</i>)	1	2	14	15	32	139	4.34	Very Good	
17	The placement of design animation is effective (<i>Penempatan animasi efektif</i>)	1	7	16	8	32	127	3.97	Good	
18	The backsound supports the presentation of materials (<i>musik pengiring mendukung penyajian materi</i>)	1	2	11	7	11	32	121	3.78	Good
19	The quality of audio is good (<i>Kualitas audio baik</i>)	1		10	17	4	32	128	4.00	Good
20	Audio in this interactive learning multimedia is clear (<i>Audio dalam media pembelajaran ini jelas</i>)		2	8	14	8	32	124	3.88	Good
21	The videos support the presentation of materials (<i>video mendukung penyajian materi</i>)			3	16	13	32	138	4.31	Very Good
22	The visualization of video is good (<i>Visualisasi/ gambar pada video jelas</i>)		1	9	11	11	32	128	4.00	Good
23	The sound of video is clear (<i>Suara video jelas</i>)		2	9	11	10	32	125	3.91	Good

Based on the data collected from 32 students in the aspect of elements in interactive learning multimedia on Table 12, the mean scores range from 3.78 to 4.38. Item 11 possesses the highest mean value of 4.38 whereas the lowest mean value for item number 18 is 3.78. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “Very Good” because \bar{x} (mean value) > 4.2 , while the lowest mean value is categorized as “Good” with $3.4 < \bar{x} \leq 4.2$. There is no revision related to the aspects of

interaction and feedback. The students agreed that the elements in this interactive learning multimedia are good. Then, the data will further be supported by the following interview.

-
- T: Menurut kalian apakeh teks-nya sudah jelas? (are the texts clear?)
 S1,2,3: Sudah, miss. (yes, miss)
 T: Kalau gambarnya bagaimana? Apakah ukuran dan penempatannya sudah sesuai? (what about the picture? Were the size and the placement appropriate?)
 S1: Sudah miss, hanya saja gambarnya cuma dikit, hehehehe (it is already good, miss, but there is few picture miss.)
 T: Baiklah, lalu bagaimana dengan desain animasi? Apakah sudah baik dan meningkatkan motivasi kalian? (okay, then, how about the animation? Was the animation already good? Did it increase your motivation?)
 S2: Kalau menurut saya udah bagus miss, tapi yang paling memotivasi saya aktivitas didalamnya miss.(I think it was already good miss, but the activity it the most interesting)
 T: Kalian setuju nggak dengan adanya backsound?(do you agree with the existing backsound?)
 S2: Setuju miss, biar relaxed,hehehe (I agree miss, it made us relaxed,hehehe)
 T: Bagaimana dengan kualitas audionya? Apakah sudah baik?(how about the quality of the audio? Was it already good?)
 S3: Kurang begitu jelas miss, saya duduk paling belakang. (the sound is nor really clear miss, I sat on the back)
 T: Oh begitu ya, ada yang duduk di depan?(okay, who sat in front?)
 S1: Saya miss, jelas kok miss. Kalau menurut saya sepertinya speaker-nya kurang bagus deh miss. (I am, miss. it was clear miss. I think the speaker was not good miss.)
 T: Baiklah, sebenarnya tadi itu memang speaker-nya kurang medukung jadi suaranya tidak bisa terdengar sangat jelas. Tapi apakah kalian dapat menangkap maknanya?(okay, actually the speaker was not good so the sound was not clear. However, do you get the point of the listening text?)
 S1,2,3: Bisa kok miss.(yes, miss)
 T: Apakah kualitas suara dan gambar pada video sudah baik?(were the quality of audio and visualisation good?)
 S1: Sudah baik, miss.(yes, miss. it was good)
 S2: Iya miss, udah bagus kok. (yes, miss, it was already good)
-

Table 13: The results of questionnaire in the aspect of navigation

No	Navigation	Likert scale					N	Total score	Mean	Category
		1	2	3	4	5				
24	The buttons of system navigation are not too complicated (<i>Tombol navigasi tidak terlalu rumit</i>)	2	3	3	13	11	32	128	4.00	Good
25	Users are free and easy to choose the menu (<i>pengguna bebas dan mudah memilih menu</i>)	1	1	6	16	8	32	125	3.91	Good
26	The buttons of system navigation are consistently placed (<i>Tombol navigasi ditempatkan secara konsisten</i>)		2	7	18	5	32	122	3.81	Good

Based on Table 13, the data collected from 32 students in the aspect of navigation, the mean scores range from 3.81 to 4.00. Item 24 possesses the highest mean value of 4.00, whereas the lowest mean value for item number 26 is 3.81. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest and the lowest mean value are categorized as “Good” with $3.4 < \bar{x} \leq 4.2$. There is no revision related to the aspects of screen navigation. The students agreed that, every key button in the interactive multimedia run well. Then, the data further will be supported by the following interview.

T: Bagaimana dengan tombol navigasinya? Apakah terlalu rumit? (what about the navigation? Was that complicated?)

S1,2,3: Nggak kok miss, nggak rumit. (no miss, it was not complicated)

T: Apakah penempatan tombolnya sudah konsisten? (was the placement of navigation consistent?)

S1,2,3: Sudah miss. (it was already good miss)

Table 14: The results of questionnaire in the aspect of feedback

No	Feedback	Likert scale					N	Total score	Mean	Category
		1	2	3	4	5				
27	The interactive learning multimedia is easy to use (<i>media pembelajaran ini mudah digunakan</i>)			2	18	12	32	138	4.31	Good
28	Provide response after answer the questions well. (<i>Menyediakan respon setelah menjawab pertanyaan dengan baik</i>).		1	3	23	5	32	128	4.00	Good
29	Users can learn individually using this interactive learning multimedia (<i>pengguna dapat belajar mandiri dengan media pembelajaran ini</i>)			3	21	8	32	133	4.16	Good
30	This interactive learning multimedia can motivate users to learn English			2	16	14	32	140	4.38	Very Good

Based on Table 9, the data collected from 32 students in the aspect of feedback, the mean scores range from 4.00 to 4.38. Item 30 possesses the highest mean value of 4.38, whereas the lowest mean value for items number 28 is 4.00. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “Very Good” because \bar{x} (mean value) > 4.2, while the lowest mean value is categorized as “Good” with $3.4 < \bar{x} \leq 4.2$. There is no revision related to the aspects of feedback. The students agreed that feedback in the interactive learning multimedia runs well. Then, the data further will be supported by the following interview.

-
- T: *Apakah media ini mudah untuk digunakan? (was the media easy to use?)*
 S1,2,3: *Mudah miss. (yes miss, it was easy to use)*
 T: *Bagaimana tanggapan kalian dengan feedback yang tersedia? (what is your opinion with the feedback?)*
 S1: *Sudah baik miss, jadi kami bisa tahu skor-nya sehingga dapat mengukur kemampuan. (it was good miss, so we can know the score and measure our ability)*
 T: *Apakah media pembelajaran ini dapat memotivasi kalian untuk belajar? (did the media increase your motivation in learning?)*
 S1,2,3: *Iya miss. (Yes, miss)*
-

2. Findings and Discussions

Based on the result of the implementation, the students were happy with the interactive learning multimedia. This fact was proven by the data obtained from the questionnaires and the interview guidelines. Their feedback of the interactive learning multimedia was classified into some points that represent the quality of the interactive learning multimedia. Those were the materials or contents, the slides or screen designs, the elements, the navigations, and also feedback.

The materials/contents in the interactive learning multimedia were well covered. It was developed based on the four language skills (listening, speaking, reading, and writing) as in the *Interlanguage*. Besides, the materials meet the students' needs and have learning objectives. The selecting materials or contents in the interactive learning multimedia were based on the steps in the ADDIE model proposed by Taylor (2004). The practices are presented from the easier to complex. The activities are varied. The users are given opportunities to control the movement of the practices and materials in order to have individual learning.

Regarding to the slides/screen design, the texts on the screen designs and slides were legible. The text can be read in a normal reading pattern. Then, the

designs of slides were interesting so they can motivate users to learn. Besides, the composition and combination of colors were well-suited. The slides and screen design agreed with the characteristics of interactive multimedia proposed by Vaugan (2000) and the principles of Stemler (1997) about the ideal of the texts, the screen design, and the colors. It was stated that the texts in interactive learning multimedia should be clear and meaningful, the screen design should develop and maintain the students' interest so it can motivate the students, and the selecting of the colors should be harmonious.

The elements of the interactive multimedia worked well. The texts are readable and clear. Graphics (pictures) and animation were placed together with the texts in order to support the function of the texts, the size of the graphics and animations in the slides were appropriate. The audios provided backsound and a music corner which were completed by *volume control* and *play and stop* buttons in order to avoid the users' boredom. In terms of the videos, the quality of images and sound was good. The videos were not blurred and it was completed by playback button which worked well. The elements of the interactive learning multimedia agreed with the characteristics of interactive multimedia proposed by Vaugan (2000) and the principles of Stemler (1997) about the elements. It was stated that the texts should readable and clear, the graphics or pictures can be animated to illustrate points, the audios and videos should be clear.

The navigation system worked well. The buttons were placed consistently in the same location, and the buttons were completed with their functions, e.g. the buttons of *back* and *next* to process the lesson, the *exit* to exit from the program,

the *home* if there were time delays on accessing information, the *play the audio* to play the audio, the *reset* to repeat the practices, the *check* to check the answers, to get the total score, the total of true and false answers. The navigation system of the interactive learning multimedia agreed with the characteristics of interactive multimedia proposed by Vaugan (2000). It was stated that the buttons (navigation system) that are easy to use.

The feedback of the interactive learning multimedia was focused on the practices to promote users to be active participants by allowing them to do the practices and then got the feedback immediately in the form of the total score. Based on the data analysis, it can be concluded that the interactive learning multimedia was appropriate as learning media to help students to learn English and there was no need for further revision. Then, the interactive multimedia was packaged into a CD. This was the final product of findings in this research. The feedback of the interactive learning multimedia agreed with the characteristics of interactive multimedia proposed by Vaugan (2000). It was stated that interactive multimedia should provide immediate feedback.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objective of this research was to develop an appropriate interactive learning multimedia for *Interlanguage: English for Senior High School Students Grade X*. Based on the research findings of the research study, the conclusions are as follows.

1. The Appropriate Design of Interactive Learning Multimedia

In terms of the design, the appropriate interactive multimedia has two components. The first is *Home page*, and the second is *Menu page*. Those components are described as follows.

a. Home page

Home page of the interactive learning multimedia enables users to start the program. It is the page in which users are free to choose the selections they want to learn. *Home page* has four main buttons to enter the selections. The first is *What A Nice Hair Cut!*, the second is *I Don't Believe It!*. Those are the units of materials. The third is *Evaluation* that enables users to evaluate their learning. The last is *Reflection* which enables users to measure their learning performance. Besides, it is completed with buttons of *User Guide* and *The Developer*. Those sections are described as follows.

1.) First Unit: *What A Nice Hair Cut!*

The first unit provides spoken cycle and written cycle that emphasis on the expression of complimenting and congratulating, and also descriptive text. The spoken cycle shows the sequence to express one's compliments and congratulation to others. Then, the written cycle provides the sequences to describe someone.

2.) Second Unit: *I Don't Believe It!*

The second unit provides spoken cycle and written cycle that emphasis on the expression of disbelief and surprise, and also news item text. The spoken cycle shows the sequence to express disbelief and surprise to others. Then, the written cycle provides the sequence to make a news item text.

3.) Evaluation

This page provides evaluation for the two units, *What A Nice Hair Cut!* and *I Don't Believe It!*. The evaluation consist of 25 multiple choices which is divided into two part, those are listening and reading sections.

4.) Reflection

This page gives the users opportunities to measure what extent they have learnt in each unit.

Home page is also completed with the information about the user guide and the designer. The selections are presented as follows.

1.) The User Guide

User guide is the page which gives the information how to use the interactive learning multimedia for the users. It introduces the use of buttons which are used in the interactive multimedia.

2.) The Designer

This page enables users to get information about the designer of the interactive learning multimedia.

b. Menu page

Once the users click *What A Nice Hair Cut!* and *I Don't Believe It!*, they are able to view the *Menu page*. The menu page has six sections. The first is *Learning Objectives*, the second is *Pre-activity*, the third is *Listen and Speak*, the fourth is *Read and Write*, the fifth is *Summary*, and the last is *Music Corner*. The sections are described as follows.

1.) Learning Objectives

This section informs to users some learning objectives in which the users are able to view the lists of what they have to learn and achieve from the interactive multimedia.

2.) Pre-activity

In this page, users are required to answer questions orally based on their experience. The questions given are related to the topic of the unit. This activity is aimed as a warming up before users go to the main activity. They are led into the topic which is related to materials they are going to learn.

3.) Listen and Speak

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter to the kinds of activity in this cycle. The activities are *Enriching Your Vocabulary*, *Comprehension*, *Identifying Expressions*, *Completing Dialogue*, and *Expressing Your Self*. In the first unit, the sequence of activity led the users to express compliment and congratulation to others. In the second unit, the sequence of activity led the users to express the expressions of disbelief and surprise to others.

4.) Read and Write

In this cycle, users learn some kinds of activity. There are some buttons that should be clicked to enter the kinds of activity in this cycle. The activities in the first unit are *Enriching Your Vocabulary*, *Comprehension*, *Learning Compound Adjectives*, *Learning Qualitative Adjectives*, and *Making A Good Text*. Those sequences of activities led the users to describe someone. While, in the second unit, the activities are *Enriching Your Vocabulary*, *Comprehension*, *Getting The Synonym*, *Studying Passive Form* and *Making A Good Text*. Those sequences of activities led the users to make a news item text.

5.) Summary

This program provides summary of materials in every unit, so users will get the summary of what they have learned.

6.) Music corner

This program also provides a music corner. The aim of this corner is to create an interesting learning based on the students' interest in music. Having

learn, they can visit this corner to refresh their mind from getting tired because of the learning of materials.

2. The Characteristics of Appropriate Interactive Learning Multimedia

Appropriate interactive learning multimedia in this study has five features, namely materials/contents, slides, elements in interactive learning multimedia, navigation, interaction and feedback. The features are described as follows.

a. Materials/Contents

This study indicates that the materials meet the students' needs and have learning objectives. The practices are presented from the easier to the more complex. The activities are varied. The materials presentation and instruction are delivered briefly. Moreover, the users are given opportunities to control the movement of the practices and materials in order to have individual learning.

b. Slides/Screen Design

The study indicates that the texts on the screen design and slides are legible (the text should not be smaller than 12), readable (lines of text must be easy to scan in normal reading pattern). The design of slides is interesting so it can motivate users to learn. Besides, the composition and combination of colors are well-suited.

c. Elements of Interactive Learning Multimedia

The study indicates that the elements of the interactive learning multimedia are complete which consist of texts, graphics (pictures), animations, audios, and videos. Graphics (pictures) and animations are placed

together with the texts in order to support the function of the text, the size of the graphics and animations in the slides are appropriate. The audio involve the backsound and music corners which are completed by *volume control* and *play and stop* buttons in order to avoid the users' boredom. In terms of the video, the quality of image and sound are good. The video is not blurred and it is completed by playback button which works well.

d. Navigation System

The study indicates that the navigation is placed consistently in the same location, and the buttons are completed with their functions, e.g. the buttons of *back* and *next* to process the lesson, the *exit* to exit from the program, the *home* if there are time delays on accessing information, the *play the audio* to play the audio, the *reset* to repeat the practices, the *check* to check the answers, to get the total score, the total of true and false answers. Those key buttons in the interactive multimedia work well.

e. Interaction and Feedback

The study indicates that the feedback of the interactive learning multimedia is focused on the practices to promote users to be active participants by allowing them to do the practices and get the feedback in the form of the total score, the total of true and false answers. The program does not give limited time to respond to the questions.

B. Suggestions

There are some suggestions proposed to the English teachers and the further product developers.

1. For English Teachers

Before using the program, teachers should understand how to operate the program and also understand the supporting software that is needed to run this program. The use of interactive multimedia is expected to help the students deal with the technology in their learning. On the other side, the use of this program is also expected to stimulate the innovation of English language teaching.

2. For the Further Product Development

Considering the improvement of this interactive learning multimedia, there are some suggestions for further product development as follows.

- a.) In terms of materials or content, the further product development should be varied. It means that there are many textbooks that can be developed into the interactive learning multimedia to support the English learning process.
- b.) In terms of slides or screen design, the further product development should make the slides more interesting and pay attention to the composition and combination of colors.
- c.) In terms of interaction and feedback, the further product development should be varied, e.g. provides not only the total score and the total true and false answers but also discussion of answer keys.
- d.) In terms of navigation, the further product development should add other keys or icons which are needed in interactive multimedia, e.g. *overview of*

instruction key to review the introduction to the unit, *comment key* to record user's comment about the lesson.

e.) In terms of elements, the further product development should be created better than before. The text must be easy to read in normal reading pattern. The graphics (pictures) and animation should be varied in order to support the presentation of materials. The recording of audio should use the high quality of recorder and involve native speakers. In terms of video, the further product development should provide the *full screen buttons* in order to get clearer video.

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Appendices

Interlanguage Textbook

WHAT A NICE HAIR CUT!





<http://www.exposay.com>



<http://genasik.telkomsel.com>

You often compliment and congratulate others in many ways. When they do the same to you, you also respond to them. Do you know how to do them very well?

Reading and writing are very important skills. The texts that you read and write may include descriptive texts on people. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

Look at the following photos of celebrities. Do you recognize them? In pairs, write down their names. Look at the example.



Number	Celebrity Name	Number	Celebrity Name
1	Drew Barrymore	5	.....
2	.....	6	.....
3	.....	7	.....
4	.....	8	.....

Pictures:

1. <http://www.poster.net>
2. <http://redlights.files-wordpress.com>
3. <http://www.suamerdeka.com>
4. <http://www.batamevent.com>
5. <http://upload.wikimedia.org>
6. <http://www.aolcdn.com>
7. <http://office.indonesiaselebri.com>
8. <http://www.wallpaperbase.com>



Task 2

Based on Task 1, answer the following questions. The words in the box below may help you answer the questions. Then, compare your answers with your partner's.

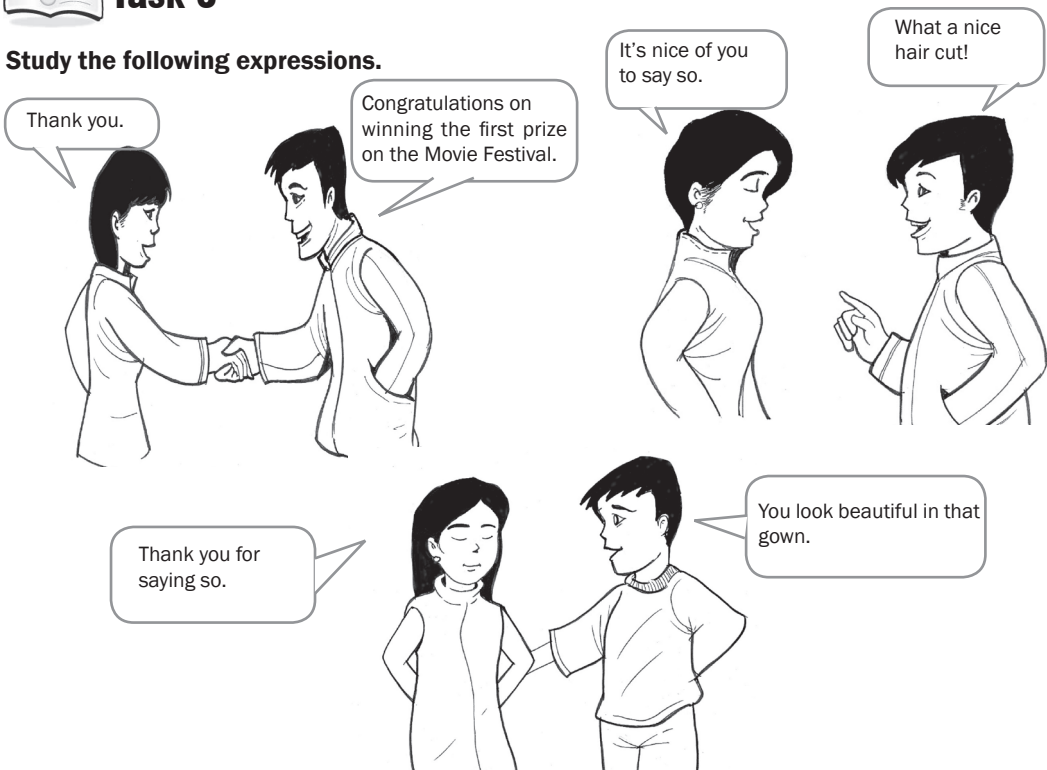
bearded ['bi:ədɪd] (ks)	: berjenggot
charming ['tʃɑ:mɪŋ] (ks)	: mempesona
cute [kju:t] (ks)	: manis
gorgeous ['gɔ:dʒəs] (ks)	: menawan
gown [gaʊn] (kb)	: gaun
slim [slɪm] (ks)	: ramping
wavy ['weɪvi] (ks)	: bergelombang

1. Is any of them your favourite actor or actress?
2. If none of them is your favourite actor or actress, who is your favourite actor/actress?
3. What makes you adore him/her?
4. What do you know about him/her?
5. Do you want to be like him/her?



Task 3

Study the following expressions.



B. Let's Act



1. Listen and Speak



Task 4

Listen carefully to the dialogue. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example. The listening script is in the Appendix.

Situation: Ayu won tickets to watch a movie in the cinema.

Questions

No.	Statements	T/F	Correction
1.	Ayu is wearing a cute hat.	F	Denias is wearing a cute hat.
2.	Ayu won a free ticket from the radio.		
3.	Ayu asks Denias to go to the cinema with her.		
4.	Denias refuses Ayu's invitation.		
5.	Denias cannot come at 7.		
6.	Ayu and Denias are going to the cinema tomorrow evening.		



Task 5

Study the following expressions.

In the dialogue in **Task 4** you find some expressions with different functions. Here are the expressions.

Expressions	Functions
<ul style="list-style-type: none">You look cute with that hat.	Complimenting
<ul style="list-style-type: none">Congratulations!	Congratulating
<ul style="list-style-type: none">Thank you for saying so.Thank you.	Responding to compliments and congratulations

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none"> • What a ...! • That's a very nice ... • I like your ... • You're looking good! 	Complimenting
<ul style="list-style-type: none"> • Congratulations on winning ... • I'd like to congratulate you on ... • I must congratulate you on your ... • Well done. 	Congratulating
<ul style="list-style-type: none"> • Thanks. • Oh, not really. • It's nice of you to say so. • How kind of you to say so. 	Responding to compliments and congratulations



Task 6

Listen to the dialogues to complete the missing expressions. Look at the example. The listening script is in the Appendix.

- Ruben : Congratulations on getting a free coupon to borrow movies from 'Nemo' DVD rental.
Anita : Thank you.
- Adib : I like your shoes.
Denias :
Adib : Where did you buy them?
Denias : I bought them in the new department store near my house.
- Arnys : Everybody in the club loves your work.
Marcell : Thank you.
Arnys : Where did you get the idea?
Marcell : A scene in The Lord of The Rings inspired me.
- Retno : I saw your performance on TV yesterday. You have impressed the jury.
Andi : Thanks. I worked hard to prepare everything.
- Virga : It seems that your diet programme works on you. You're looking good.
Ayu :
- Anita :
Retno : Oh, not really.
Anita : Where did you get it?
Retno : I made it myself.



Task 7

In pairs, complete the following conversation with the expressions in the box. Then, perform it with your partner.

You look charming in that white gown.
What a gorgeous boy!
Congratulations on your birthday.
Thank you.

- Arnys : Congratulations on your 16th birthday.
Retno : Thank you.
Anita : 1) _____
Retno : Thank you for saying so. You look so sweet in that red vest.
Anita : Thanks. Look, Denias is coming! 2) _____
Arnys : He looks so cute with his new hair cut.
Retno : Yes, you're right.
Denias : Hi, Retno. 3) _____
Retno : Thanks. By the way, congratulations on winning the first prize on Photography Competition.
Denias : 4) _____
Anita : Your idea was brilliant. I think you're a genius.
Denias : Oh, not really.
Retno : Anyway, let's start the party.



Task 8

Let's say it right.

In the conversation in Task 7 you find the word 'gown' and 'gorgeous'.
How do you pronounce it?

gown [gaʊn]

gorgeous ['gɔ:dʒəs]

Note:

The letter 'g' is pronounced 'g' when followed by 'o'. Here are some other examples.

goal [gəʊl]

gossip ['gɒsɪp]

golf [gɒlf]

govern ['gʌvən]

goose [gu:s]



Task 9

Have dialogues with your partner based on the following situations.

- Your classmate got the best mark on the Drama class.
- Your classmate wears a brown sweater. He looks great in it.
- You and your classmate attend a birthday party. Your classmate wears a nice suit.
- Your classmate won a free ticket to watch Hillary Duff's concert in Singapore.



Task 10

Listen to the following monologue and fill in the missing words. The listening script is in the Appendix.

My Favourite Actor

My favourite 1) _____ is Ringgo Agus Rahman. I like him because he is a good actor. He is also very 2) _____. Moreover, he is 3) _____. He has bright 4) _____ and slanting 5) _____. His facial expression makes him look funny. If I had a chance to meet him, I would ask him to sign my photograph.



Task 11

Tell the class your favourite celebrity and his or her physical appearance. Look at Task 10 as a model.



2. Read and Write



Task 12

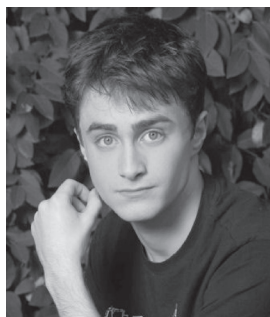
Study and pronounce the following words. Then, read the text and fill in the table. Look at the example. Compare your answers with a partner's.

active ['æktɪv] (ks)	:	aktif
bald [bɔːld] (ks)	:	botak
careful ['keəfʊl] (ks)	:	hati-hati; teliti
careless ['keələs] (ks)	:	sembrono
cheerful ['tʃiːəfʊl] (ks)	:	ceria

confident [ˈkɒnfɪdənt] (ks)	:	percaya diri
determined [drɪˈtəːmɪnd] (ks)	:	tegas
diligent [ˈdɪlɪdʒənt] (ks)	:	rajin
energetic [enəˈdʒetɪk] (ks)	:	enerjik
extrovert [ˈɛkstrəvɜːt] (ks)	:	ekstrovet
friendly [ˈfrendli] (ks)	:	ramah
generous [ˈdʒenərəs] (ks)	:	dermawan; murah hati
humorous [ˈhjuːmərəs] (ks)	:	humoris
intelligent [ɪnˈtelɪdʒənt] (ks)	:	pintar
introvert [ˈɪntrəvɜːt] (ks)	:	introvet
lazy [ˈleɪzi] (ks)	:	malas
muscular [ˈmʌskjʊlə] (ks)	:	berotot
sensitive [ˈsensɪtɪv] (ks)	:	sensitif
shy [ʃaɪ] (ks)	:	malu
skinny [ˈskɪni] (ks)	:	kurus
slanting [ˈslɑːntɪŋ] (ks)	:	sipit
stingy [ˈstɪndʒi] (ks)	:	pelit
stubborn [ˈstʌbən] (ks)	:	keras kepala
stupid [ˈstjuːpɪd] (ks)	:	bodoh
wrinkle [ˈrɪŋkl] (ks)	:	keriput

The Rising Stars

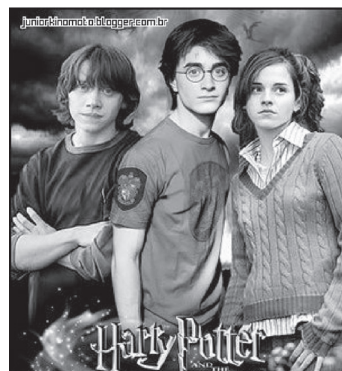
The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor.



<http://www.enjoyfrance.com>

Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.

Emma Charlotte Duerre Watson was born in Paris, France, 15 April 1990. Her nickname is Emma. She is the daughter of Chris Watson and Jacqueline Luesby. She lived in Paris until the age of five before she moved with her mother and younger brother Alexander to Oxford, England. Emma has wavy brown hair. Her height is 165 cm. She is a generous, friendly, and determined person. She also said that she is a little bit stubborn. Emma loves dancing, singing, tennis and art.



<http://data1.blog.de>



<http://readingharry.com>



<http://images.google.co.id>

Rupert Alexander Grint was born in Hertfordshire, England, 24 August, 1988. His nickname is Rupert. He is the oldest son of Nigel Grint and Jo Parsons. Rupert has bright red hair.

His height is 180 cm. He is an active and humorous person. He's also very humble. However, he is the shyest of the three Harry Potter co-stars. Rupert is arachnophobic. It means that he is afraid of spiders. He likes all kinds of music, but his favourite is classic rock and roll. His favourite school subject is Chemistry.

These Hogwarts trio have been really good friends, not only on screen but also in real life. Their secret of friendship is that they always understand each other although they have different backgrounds and personalities.

Adapted from: <http://www.wikipedia.org>

Complete the column below based on the text.

Names	Physical Appearance	Characters
Daniel Radcliffe	<ul style="list-style-type: none"> • Hair : brown • Eyes : blue • ... 	<ul style="list-style-type: none"> • loyal • shy • down-to-earth • ... • ... • ...
Emma Watson		
Rupert Grint		



Task 13

Study the following note.

The text in Task 12 is a descriptive text. Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text.

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore.



Task 14

In pairs, study the following explanation.

- To describe a person's physical appearance, you can use the following words.

Physical Appearances					
Height	Body	Age	Hair	Face	Eyes
tall short	slim thin plump fat skinny muscular	young old teenager in 20s, 30s, 40s	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round blue brown green slanting

- To describe a person's characters (qualities & habitual behaviour), you can use the following words.

Characters	
careful	careless
intelligent	stupid
confident	shy
extrovert	introvert
generous	stingy
diligent	lazy

Characters
active
cheerful
determined
energetic
friendly
humble
humorous
sensitive
stubborn



Task 15

Complete the following text about Mike Mohede with the words in the box. Look at the example.

The Cute Mike



Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a beautiful voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol.

Mike has a ... smile. His body is ... His ... cheeks make him cute. Mike is a nice and ... person. He is very friendly to everyone. Some of his fans call him “Teddy Bear” because of his plump body and nice character.

Picture: <http://yance.files.wordpress.com>

cheerful chubby nice plump beautiful



Task 16

Look at the following celebrities. In pairs, describe their physical appearances. Look at the example.

1.



Sherina Munaf

Physical appearance:

- She is tall.
- Her body is slim.
- She is a teenager.
- She has black straight hair.
- Her face is oval.
- She has round eyes.

2.



Tobey Maguire

Physical appearance:

3.



Hillary Duff

Physical appearance:

4.



David Beckham

Physical appearance:

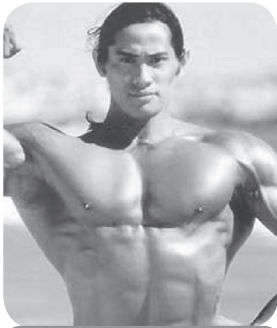
5.



Kirsten Dunst

Physical appearance:

6.



Ade Rai

Physical appearance:

7.



Jang Nara

Physical appearance:

Pictures: 1. <http://corefight.or.id> 2. <http://www.boxofficepsychics.com> 3. <http://www.wallpapergate.com> 4. <http://img2.timeinc.net> 5. <http://www.image-search.com> 6. <http://www.yarisgroovy.com> 7. <http://english.kbs.co.kr>



Task 17

Ask three of your classmates to describe the physical appearance of their idols. Then, record them in this table.

No	Your classmates	Their idols	Physical appearances
1			
2			
3			



Task 18

Based on the data in Task 17, write descriptions of two idols. Ask your classmates to give you feedback to revise your descriptions. Put your revised drafts in the school magazine.

C. Let's Do More



Task 19

Complete the following dialogue with the expressions in the box.

Congratulations!
What a nice red sweater!
You're looking good.
I like your ribbon.

- Retno : Hi, Anita. 1) _____
- Anita : It's nice of you to say so.
- Retno : I've never seen you in that sweater. Is that new?
- Anita : Well, my sister bought me this sweater yesterday.
- Retno : I see.
- Anita : Anyway, 2) _____ It makes you look sweet.
- Retno : Oh, not really. Look, Virga is coming!
- Anita : Hi, Virga. 4) _____ Who did your haircut?
- Virga : Thanks. My Mom did it.
- Retno : By the way, I heard you won a quiz on the radio yesterday.
5) _____
- Virga : Thank you.



Cultural Tips

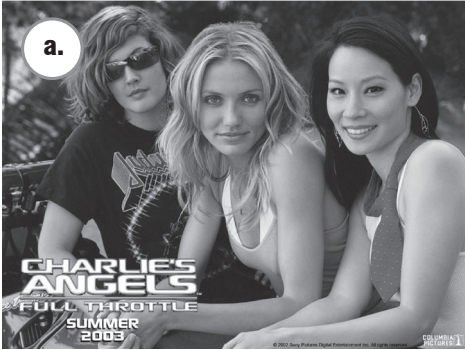
The Way They Dress in America

- **Men:** socks should match your suit. No leg should show between pant hem and shoe. Remove your hat when indoors.
- **Women:** do not overdress for daytime or wear noisy jewellery. American women do not wear a lot of make-up to the office. Low-cut blouses, short skirts, and tight clothing are not appropriate office attire.



Task 20

Work in groups of three. Describe the physical appearance of each character of the following movies.



a.

CHARLIE'S ANGELS

<http://wallpaper.diq.ru>



b.

NUTTY PROFESSOR II

<http://www.klumps.com>



c.

PRINCESS HOURS

<http://jadehwang.files.wordpress.com>



D. Let's Check Your Competence



Task 21

Find two texts describing celebrities. Then, write them down in your own words.



Task 22

Have a dialogue with your partner. Include expressions of complimenting, congratulating, and responding to compliments/congratulations.

- Your classmate wears a cute bracelet. She made it herself.
 - Your classmate has just joined a singing competition. He won the second place.
 - Your classmate has just been chosen as the captain of the class.
 - You and your classmate are going to the cinema to watch Aming's new movie. You wear a new shirt. Your classmate wears a nice blue skirt.
-



Task 23

Work in pairs. Write down a description of somebody you know. Let your classmate guess who he or she is.



Task 24

Write a short text about your idol.

Music Corner

You can find expressions of compliment in many songs. One of those songs is entitled *You Are So Beautiful by Westlife*.

You Are So Beautiful

You are so beautiful
To me
You are so beautiful
To me
Can't you see
You're everything I hoped for
You're everything I need
You are so beautiful to me



Taken from:
<http://www.lyricsandsongs.com>

You are so wonderful
To me
You are so wonderful
To me
Can't you see
You're everything I hoped for
You're everything I need
You are so beautiful (3x)
To me

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to compliment someone, for example:
 - What a ...!
 - That's a very nice ...
 - I like your ...
 - You're looking good!
- 2) How to congratulate someone, for example:
 - Congratulations!
 - I'd like to congratulate you on ...
 - I must congratulate you on your ...
 - Well done.
- 3) How to respond to compliments and congratulations, for example:
 - Thanks.
 - Oh, not really.
 - It's nice of you to say so.
- 4) Descriptive text is a text which is telling about the characteristics of a particular thing, such as person's characteristics or description.

I DON'T BELIEVE IT!





<http://www.imnotobsessed.com>

In your daily life you often find things that surprise you or things you do not believe. When you are in such a situation, you need to express your feelings. Do you know how to do that?

To follow the development, you need to read news regularly. The texts that you read may include news items on celebrities around the world. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks with up to date news.

A. Let's Get Ready



Task 1

Study the following pictures and then answer the questions based on your experience. Compare your answers with your partner's.



Questions

1. Do you like reading magazines or newspapers?
2. What is the name of the magazine or newspaper you often read?
3. How often is it published? Weekly or monthly?
4. What column do you like the most? Is it sports, entertainment, business, or politics? Why?

B. Let's Act



1. Listen and Speak



Task 2

Listen to the following monologue to complete the missing information. The listening script is in the Appendix.

Wilson Returns after Suicide Attempt

The Jakarta Post

Thursday, February 21, 2008

Los Angeles: Owen Wilson is going back to work for the first time since his reported attempt last summer.

Wilson, 39, and co-star Jennifer Aniston begin shooting March 10 on 20th Century Fox's *Marley & Me*, the studio said. It tells the tales of a couple who a dog to give parenthood a trial run, then find the mischievous pooch more than they bargained for.

After he was last August, Wilson dropped out of his summer's *Tropic Thunder*, which already had been in He was replaced by Mathew McConaughey.

Due out Christmas Day, *Marley & Me* is directed by David Frankel and based on the book by John Grogan, Alan Arkin co-stars.



Picture: <http://www.imnotobsessed.com>



Task 3

Study and pronounce the words below before you listen to a dialogue between Arnys and Marcell. Then, state whether the statements are true (T) or false (F). The listening script is in the Appendix.

abuse [ə'bjʊ:s] (kb)	:	penyalahgunaan
accomplice [ə'kʌmplice] (kb)	:	kaki tangan
alleged [ə'ledʒd] (ks)	:	diduga sebagai
apprehend [æprɪ'hend] (kkt)	:	menahan
arrest [ə'rest] (kkt)	:	menangkap
dealer ['di:lə] (kb)	:	pedagang
drug [drʌg] (kb)	:	obat-obatan
raid [reɪd] (kb)	:	razia

Situation: Arnys and Marcell meet at the canteen. They talk about Roy Marten.

No.	Statements	T/F	Correction
1.	Arnys and Marcell go to the canteen together.	F	They meet at the canteen.
2.	Arnys brings bad news.		
3.	Denias has read The Jakarta Post.		
4.	Roy Marten was accused of being a drug dealer.		
5.	Roy Marten was arrested together with four other people.		
6.	Roy Marten was apprehended in Surabaya.		
7.	The police found 47 grams of crystal meth.		



Task 4

Study the following expressions.

In **Task 3** you find some expressions with different functions. Here are the expressions.

Expressions	Functions
Are you serious?	Expressing disbelief
Really?	Expressing surprise

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none"> No! I don't believe it! You must be joking! You're kidding! 	Expressing disbelief
<ul style="list-style-type: none"> That's very surprising. What a surprise! My goodness! 	Expressing surprise



By the Way...

The word "News" is actually an acronym standing for the 4 cardinal compass points: North, East, West, and South.



Task 5

Listen to the dialogues to complete the missing expressions. Look at the example. The listening script is in the Appendix.

- 1) Andi : Did you know that Heath Ledger died?
Arnys : You're kidding.
Andi : No, I'm not. I read it in a magazine this morning.
Arnys : Oh, my goodness!

 - 2) Retno : Kian Egan has announced his engagement to Jodi Albert.
Anita :
Retno : Why should I? The engagement was announced in the newspaper.
Anita : Oh, he breaks my heart.

 - 3) Virga : Did you know that Mulan Kwok has changed her name into Mulan Jameela?
Adib : ... How did you know?
Virga : I read it in my mom's magazine.

 - 4) Ayu : Ariel 'Peterpan' and his wife are getting a divorce. I read the news in the newspaper.
Denias :
Ayu : Of course. I'll bring the newspaper and show it to you.

 - 5) Marcell : Your rock idol is caught using drugs.
Ruben : Ahmad Albar?
Marcell : I say the truth. I read the news this morning.
-



Task 6

Let's say it right.

In the dialogue between Arnys and Marcell in **Task 3** you find the word 'news'.
How do you pronounce it?

news [nju:z]

Note:

The letter 'n' is pronounced 'nj' when followed by '-e'.

Here are some other examples.

knew [nju:]

new [nju:]

newsletter ['nju:zletə]

newspaper ['nju:zpeɪpə]



Task 7

In pairs, have a dialogue with your classmate. Include the expressions of disbelief and surprise.

- You tell your classmate that his/her idol has broken up with his girlfriend because he has an affair with a new model.
- You tell your classmate that your favourite actress is going to get married with her boyfriend next month.
- You tell your classmate that an actor that he/she doesn't like was nominated for The Best Actor of The Year.



2. Read and Write



Task 8

Read the text and guess the meanings of the following words based on the context. Do it in pairs.

allegation [æli'geɪʃn] (kb)	: ...
discharge [dɪs'tʃɑ:dʒ] (kkt)	: ...
estranged [ɪ'streɪndʒd] (ks)	: ...
fortitude ['fɔ:tɪtju:d] (kb)	: ...
investigation [ɪnvestɪ'geɪʃn] (kb)	: ...
offset [ɒf'set] (kkt)	: ...
possession [pə'zeɪʃn] (kb)	: ...
psychiatric [saɪkɪ'ætrɪk] (ks)	: ...
restraining order [rɪ'streɪnɪŋ 'ɔ:də] (kb)	: ...
testimony ['testɪməni] (kb)	: ...
trivialize ['trɪvɪəlaɪz] (kkt)	: ...

Britney Spears - Lutfi Investigated for 'Drugging' Spears

Caption: Britney Spears is followed by a frenzy of photographers while shopping at Fred Segal in West Hollywood. Los Angeles, California - 15.02.08

Britney Spears estranged manager Sam Lutfi is under investigation by Los Angeles police over allegations he drugged the troubled star. Lutfi was served a restraining order earlier this month (Feb 2008) and was instructed to keep his distance from the Spears family after Britney's mother Lynne claimed the manager had admitted he



drugged her daughter. According to website TMZ, the allegations are now being investigated by the Major Crimes Division of the Los Angeles Police Department. Lutfi's new spokesman Michael Sands tells TMZ.com he is aware of the investigation. Spears had been hospitalized for psychiatric evaluation at Los Angeles UCLA Medical Centre, but was discharged last week (06 Feb 2008) after a seven-day stay.

Adapted from: <http://www.contactmusic.com>



Task 9

Study the rule below.

In the news item in Task 8 you find the sentence:

“ ... the allegations are now being investigated by ... ”

The sentence is the passive form of the present continuous.

The pattern is: **am/is/are** **being + V3**

For example:

The patient **is being examined** by the doctor.

The students **are being given** the lesson about drugs.



Task 10

Read the text again and then answer the questions below. Compare your answers with your partner's.

Questions

1. Who is Sam Lutfi?
 2. Why was he instructed to keep his distance from the Spears family?
 3. Who is Lynne? What did she do?
 4. Who is Lutfi's new spokesman? What did he say to TMZ.com?
 5. Where did Britney Spears get her psychiatric evaluation? How long did she spend her time there?
-



Task 11

Study the following notes.

The text in **Task 8** is a news item telling information about event of the day which is considered newsworthy or important. The text includes:

- newsworthy event : recounts the event in summary form.
 - background events : elaborate what happened, to whom, in what circumstances.
 - sources : comments by participants in, witnesses to and authorities expert on the event.
-



Task 12

Complete the following text with the words in the box. You may use your dictionary. Look at the example.

response campaigns public friend case
artists danger theme infotainment user

Roy Marten's Arrest

Thursday, November 22, 2007

Roy Marten's arrest for narcotic possession has received a different 1) response from the infotainment industry. Nearly all the 2) ... broadcast by private TV stations has tried to offset Roy's alleged crime by presenting the humanitarian 3) ... of "a wife's fortitude".

At least Roy has been seized twice in the drug 4) ..., the latest taking place after his testimony on the great 5) ... of narcotics to his life. It means that Roy also deceived the public and trivialized law enforcers' anti-narcotic 6)

Therefore, Roy's behavior does not deserve the continuous defense of TV infotainment programs, even by his 7) ..., Alex Asmasoebrata. Such developments make the 8) ... wonder whether the shows have been financed by narcotic syndicates.

The fact that Roy had just received about an ounce of shabu when he was captured indicates that he may have been an active 9) ... as well as a drug trafficker.

His case is thus more serious than the previous arrests of fellow 10) ... Gogon, Derry, Polo and Doyok. Why do infotainment circles so aggressively defend Roy?

Adapted from: <http://www.thejakartapost.com>

Picture: <http://celebrity.okezone.com>



Task 13

Read the following news about Lindsay Lohan. Find the words in the text which have similar meanings to the following words. Look at the example.

1. observe = see
2. penalty =
3. minor crime =
4. corpse =
5. basement =

Lohan's Sentence to Visit Morgue

BEVERLY HILLS, California: Lindsay Lohan is about to see dead people.

In June, the 21-year-old actress will visit the morgue as part of her punishment for misdemeanour drunken driving.

"She's going to see bodies. We'll have anywhere from 20 to 50 people in the class and she's treated like any other individual," Los Angeles County Coroner's Assistant Chief Ed Winter said Friday.

Lohan was arrested twice last year on DUI charges and pleaded guilty in August to misdemeanour drunken driving and cocaine charges.

"The morgue visits include a walk-through of the service floor where autopsies are taking place along with the processing of the deceased. They also wind up seeing deceased people in our crypt," Winter said.

"It's to show them what reality is."



Adapted from: *The Jakarta Post*, January 21, 2008
Picture : <http://img2.timeinc.net>



Task 14

Find two news items in the newspaper and rewrite them in your own words.



Task 15

Write a news item about any event in your school that you think important to be published. Put your final draft in the school bulletin.



Cultural Tips

In United Kingdom there are some topics which are best avoided for small talk, such as:

- Age, e.g. "How old are you?"
- Appearance or weight, e.g. "You seem to have put on some weight"
- Personal gossip about somebody you know
- Jokes that might offend (especially sexist or racist jokes)
- Money, e.g. "How much do you earn?"
- Previous or current relationships, e.g. "Do you have a girl friend?"
- Politics, e.g. "Who did you vote for at the last election?"
- Religion, e.g. "Do you believe in God?"
- Criticisms or complaints, e.g. "Why is British food so bad?"

C. Let's Do More



Task 16

Complete the following dialogue with the expressions in the box. Then, perform it with your partner.

- What was the cause of his death?
- Really?
- Oh, I'm sorry to hear that.
- I hope so.

Ruben : Anita, why do you look so miserable?

Anita : I've just read the news about Heath Ledger. It states that he passed away.

Ruben : 1) _____.

Anita : It's okay.

Ruben : You must be very sad.

Anita : Yes, he's one of my favourite actors. He was a good actor. I have watched all his movies and I love them all.

Ruben : 2) _____?

Anita : The police still investigate this case. He might have died of overdose.

Ruben : 3) _____?

Anita : He was found lying in his bed with some pills beside him. The police have not made any conclusion yet.

Ruben : I hope they'll get the cause soon.

Anita : 4) _____. Ledger's family called his death very tragic, untimely and accidental.

Ruben : I'm sure his fans feel the great loss of him.

Anita : Heath was a down-to-earth, generous, kind-hearted, life-loving, unselfish individual extremely inspirational to many.



Task 17

Read the news about Eddie Murphy then answer the questions.

Murphy Starts New Year with Marriage

LOS ANGELES: Actor Eddie Murphy celebrated New Year's Day by tying the knot with film producer Tracey Edmonds, their representatives told People magazine.

The pair exchanged vows Tuesday on a private island off Bora Bora in French Polynesia in front of a small group of family and friends, the magazine reported.

Murphy and Edmonds began dating last year and were engaged in July.

Murphy, 46, has five children from his marriage to Nicole Mitchell Murphy, who filed for divorce in 2005. He also has a daughter with Spice Girls singer Melanie Brown.

Edmonds, 40, has two sons from her 13-years of marriage to singer Kenneth “Babyface” Edmonds. As head of Edmonds Entertainment group, Inc., she has produced the film and television series Soul Food.

Murphy’s film credits include Dreamgirls, the Beverly Hills Cop, The Nutty Professor, Shrek, and Dr. Doolittle movies.

Adapted from: *The Jakarta Post*, January 4, 2008

Question

1. Where did Murphy and Edmonds hold the wedding?
2. Who is Murphy’s ex-wife?
3. Who is Kenneth “Babyface”?
4. How many children do Murphy and Edmonds have after their marriage?
5. Mention Murphy’s film credits.

D. Let’s Check Your Competence



Task 18

Have a dialogue with your partner. Include the expressions of disbelief and surprise based on the following situations.

- Your classmate tells you that he/she accidentally met your favourite singer. Your classmate has a chat with him for a while and asked his autograph for you.
- Your classmate tells you that your favourite actress and her boyfriend have been married for four years but they hide it from public. It was revealed on the magazine.
- Your classmate tells you that he/she won the radio quiz to have a dinner with his/her idol. A private TV station will broadcast this candlelight dinner.



Task 19

Find and read two news items in the newspaper about any Indonesian celebrity. Then, make a summary of the news by completing the table. Look at the example.

Newsworthy event	<p>Tisdale Has No Regrets about Nose Job</p> <p>NEW YORK: High School Musical star Ashley Tisdale says she was somewhat distressed when she first saw her new profile after her recent nose job.</p>
------------------	---

Background events	<p>The 22-year-old actress-singer “kind of freaked out,” she tells People magazine in its Jan. 28 issue. “I was so swollen, I was like, ‘Oh my gosh, is it going to stay like this?’ “</p> <p>Tisdale says she does not regret having the surgery but is sorry she decided to sing in public two weeks later.</p> <p>Tisdale had surgery Nov. 30 to correct a deviated septum that worsened over the years and contributed to breathing problems. Tisdale says she decided to talk about her surgery because she “didn’t want to play a game of denying it or being coy.”</p>
Sources	<p>“I wanted my fans to know because I don’t take plastic surgery lightly,” she says.</p> <p style="text-align: right;">Adapted from: <i>The Jakarta Post</i>, January 21, 2008</p>

Write your summary here.

Newsworthy event:	
Background events:	
Sources:	

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to express disbelief, for example:
 - I don't believe it!
 - Are you serious?
 - You must be joking!
- 2) How to express surprise, for example:
 - Really?
 - That's very surprising.
 - What a surprise!
- 3) News item text is a text which is telling information about even of the day which is considered newsworthy or important. It includes the newsworthy event, the background event, and the sources.
- 4) Passive (present continuous)
The pattern of the passive form of the present continuous is:
am/is/are being + V3

Course Grid

COURSE GRID

Students : Senior High School students, grade X, semester 2

Standard Kompetensi :

7. Memahami makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari
9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
12. Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

- 7.1 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat
- 7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan.
- 9.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: berterima kasih, memuji, dan mengucapkan selamat
- 9.2 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan rasa terkejut, menyatakan rasa tak percaya, serta menerima undangan, tawaran, dan ajakan
- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*.

12.2 Mengungkapkan makna dan langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari- hari dalam teks berbentuk *narrative*, *descriptive*, dan *news item*

Objectives :

- In the end of this lesson, students are able to use the expressions of surprise and disbelief and also compliments and congratulations
- In the end of this lesson, students are able to write descriptive and news item texts.

No	Topic	Input	Language	Indicator	Activities
1.	What a nice hair cut!	Recording a dialogue between Ayu and Denias containing expressions of compliments and congratulations - A video which contains the expressions of compliments and congratulations - Text entitled: The Rising Stars	Language function : Expressions of compliments and congratulations Compliments: You look cute in that dress. Congratulation: Congratulation!	Speaking and Listening 1. Students are able to identify the meaning of the words in the dialogue.	Pre- activity Matching the name of artists to their photo and then answering the questions provided 1. Matching some words used in the dialogue, listening to their pronunciation, repeat them and then choosing the best meanings.
			Grammar: Compound adjective Example: - long-legged - bright-eyed - middle-aged - bald-headed Qualitative adjective Example: - easygoing - emotional - generous - patient	2. Students are able to get the detailed information of the dialogue	2. Listening to a dialogue and then deciding whether the statements given are true or false.
			Vocabulary: Some adjectives used to describe someone	3. Students are able to identify and say the expressions of compliments and congratulations.	2. a. Watching a video containing the expressions of compliments and congratulations. b. Listening to the some expressions, repeat them and then classifying them into the expressions of compliments and congratulations.
				3. Students are able to express compliments and congratulations.	3. a. Completing a dialogue with the appropriate expression. b. Arranging the jumbled utterances in order to make a good dialogue based on the situations given and then practice the dialogue in pairs.
				Reading and Writing 4. Students are able to identify	4. Studying some words used in the

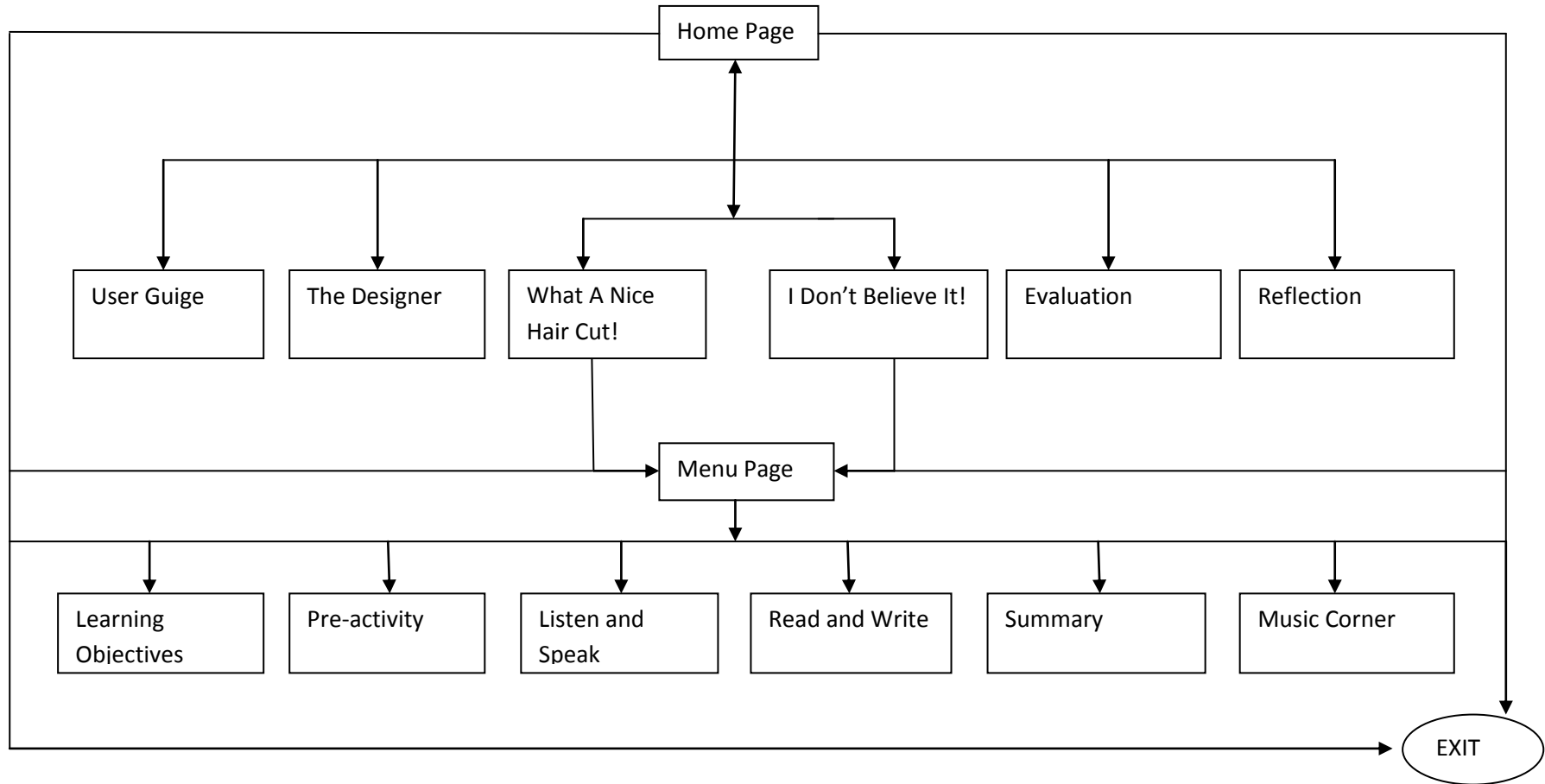
			<p>Example:</p> <ul style="list-style-type: none"> - bearded - charming - cute - slim - wavy 	<p>the meaning of the words in the input text.</p>	<p>input text, listening to their pronunciation, repeating them, and then choosing the best meaning.</p>
				<p>5. Students are able to get detailed information from the text.</p>	<p>5. Reading a text and then completing the required information based on the text.</p>
				<p>6. Students are able to identify the compound adjectives</p>	<p>6. a. Studying the compound adjectives b. Filling the blanks with the appropriate compound adjectives</p>
				<p>7. Students are able to identify the qualitative adjectives</p>	<p>7. a. Matching some adjectives with their definition b. Matching the some adjectives provided with their antonym</p>
				<p>8. Students are able to make a good descriptive text.</p>	<p>8. a. Completing the text with the words provided in the box. b. Arranging the jumbled paragraphs in order to be a good text.</p>
2.	I don't believe it	<ul style="list-style-type: none"> - Recording of some words used in the dialogue between Arnys and Marcell - A video which contains the expressions of 	<p>Language Functions : Expression of disbelief and surprise Disbelief: Are you serious? Surprise: Really?</p>	<p>Listening and Speaking 1. Students are able to identify the meaning of the words in the dialogue.</p>	<p>Pre- activity Answering some questions about news 1. Matching some words used in the dialogue, listening to their pronunciation, repeat them and then choosing the best meanings.</p>

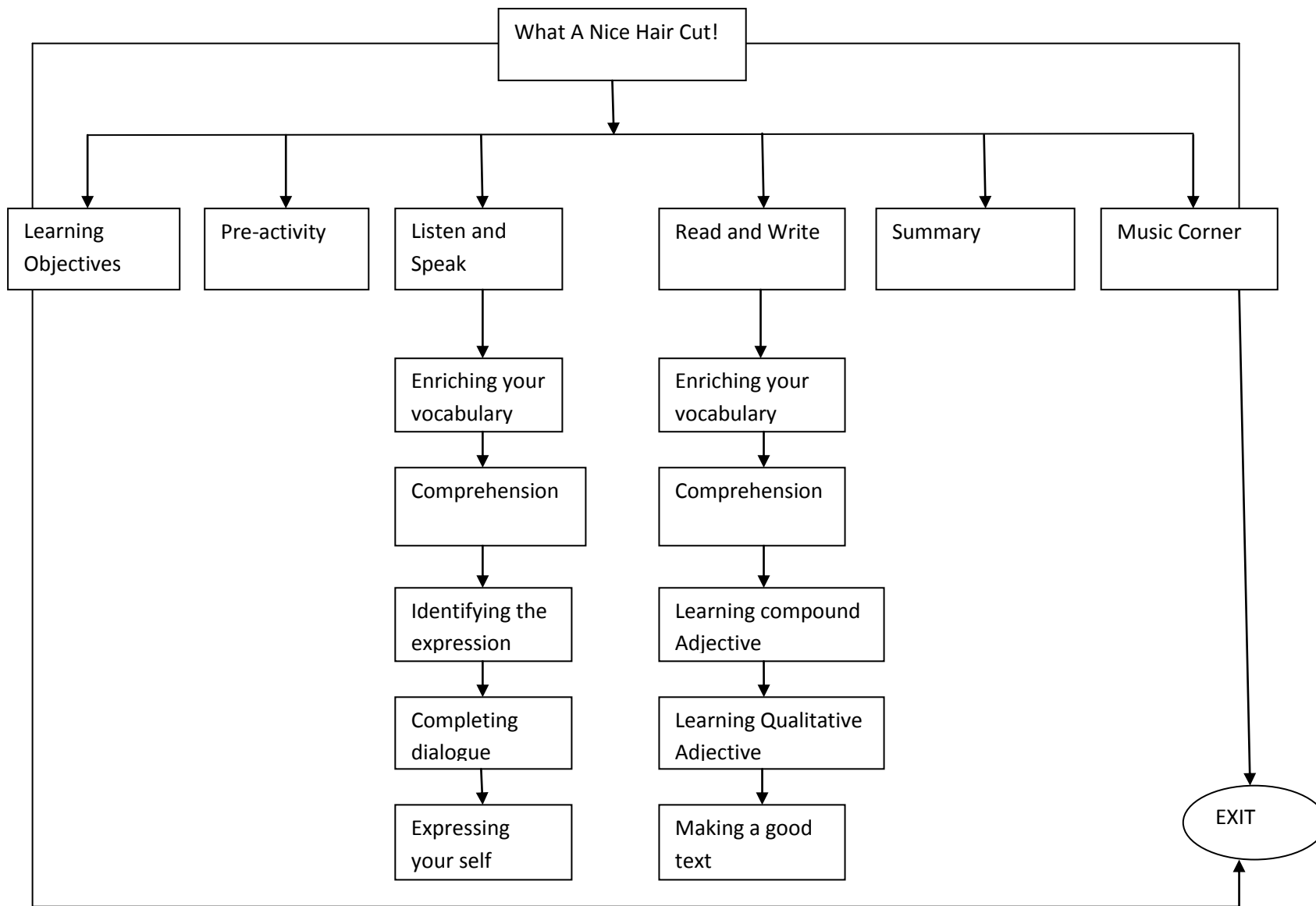
	<p>disbelief and surprise</p> <p>- Texts entitled:</p> <p>1. Britney Spears- Lutfi Investigated for ‘Drugging’ Spears</p> <p>2. Lohan’s Sentence to Visit Morgue</p>	<p>Grammar:</p> <p>Passive voice (present continuous)</p> <p>S + am/is/are +being +V3</p> <p>Example:</p> <p>The patient is being examined by the doctor.</p> <p>Vocabulary:</p> <p>1. Words used in the dialogue between Arnys and Marcell, they are talking about Roy Marten.</p> <p>Example :</p> <p>-abuse</p> <p>-alleged</p> <p>-arrest</p> <p>-drug, and etc.</p> <p>2. Words used in the text entitle Britney Spears- Lutfi Investigated for ‘Drugging’ Spears</p> <p>Example:</p>	2. Students are able to get detailed information of the dialogue.	2. Listening to a dialogue and then deciding whether the statements given are true or false.
			3. Students are able to identify and say the expressions of disbelief and surprise.	3. a. Watching a video containing the expressions of disbelief and surprise. b. Listening to the some expressions, repeat them and then classifying them into the expression of disbelief and surprise
			4. Students are able to express disbelief and surprise.	4. a. Completing a dialogue with the appropriate expression. b. Arranging the jumbled utterances in order to make a good dialogue based on the situations given and then practice the dialogue in pairs
			Reading and writing	
			5. Students are able to identify the meaning of the words in text.	5. Matching some words used in the dialogue, listening to their pronunciation, repeat them and then choosing the best meanings.
			6. Students are able to get detailed information from the text.	6. Reading a text and then answering questions based on the text.
			7. Students are able to identify the synonyms of words in the text.	7. Reading the news and then finding the words in the text which is the synonyms of the words that have been provided.

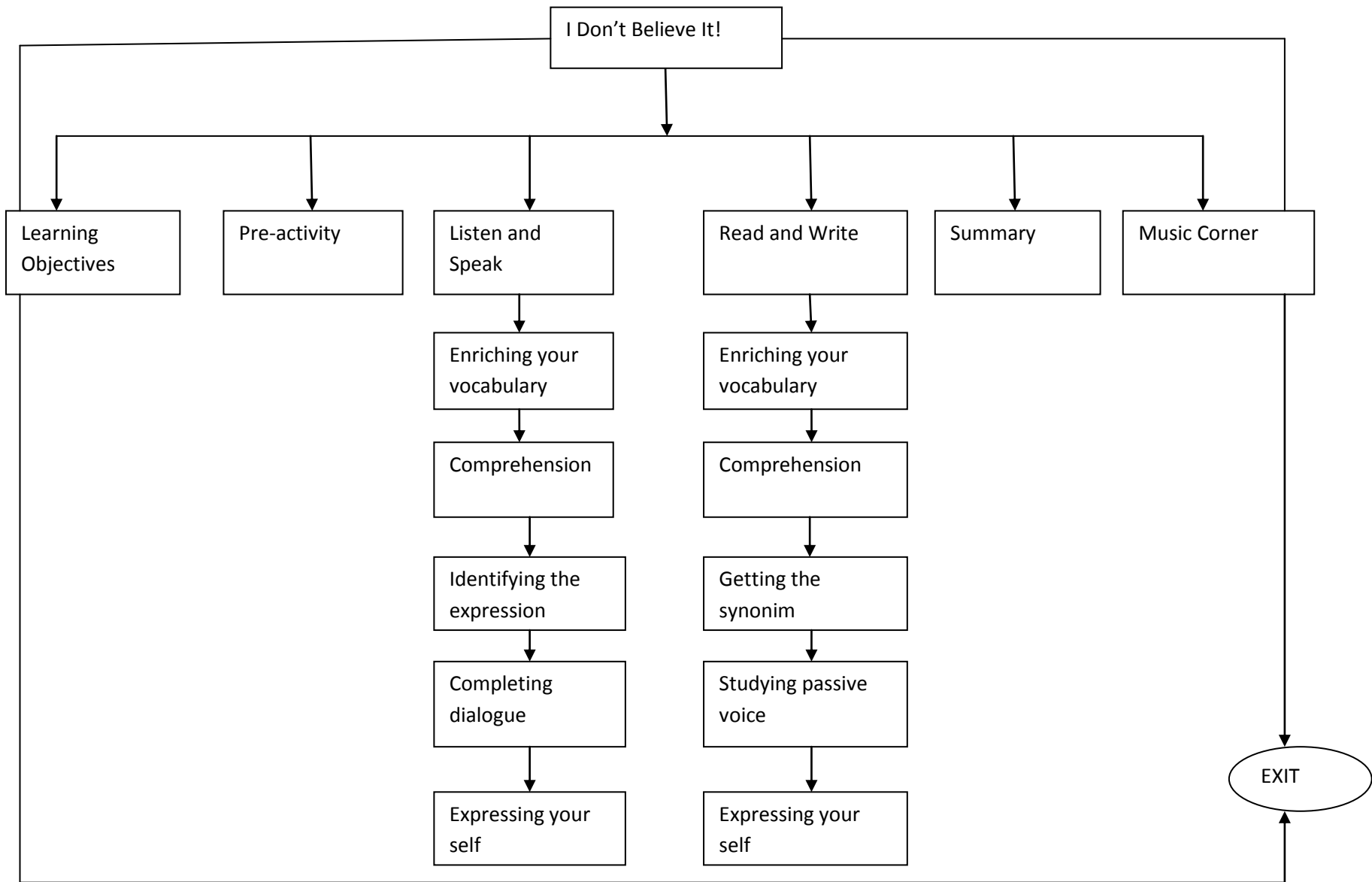
			<ul style="list-style-type: none"> - discharged - estranged - allegation - investigation - testimony, and etc. 	8. Students are able to identify the pattern of passive form of present continuous tense	8. a. Studying the passive form of the present continuous tense. b. Completing a text by using the passive form of present continuous.
				9. Students are able to write a good news items text.	9. a. Completing the text with the words provided in the box. b. Arranging the jumbled paragraphs in order to be a good text.

Flowchart


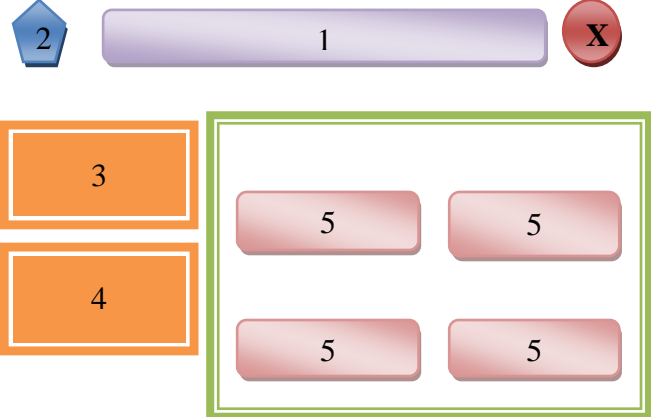

FLOWCHART

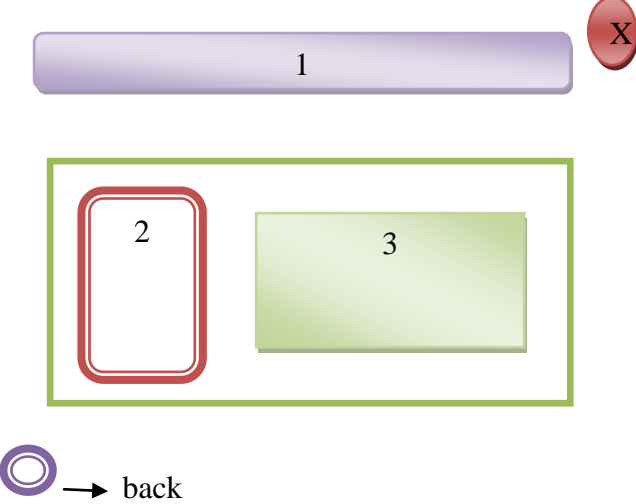

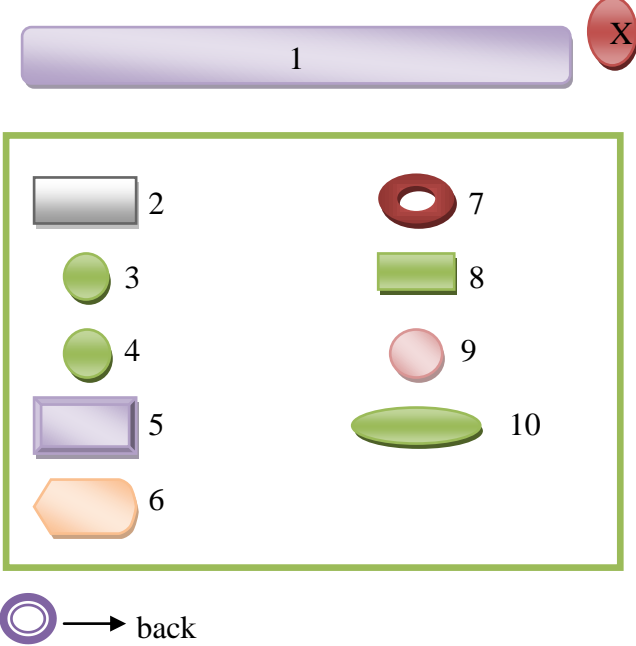







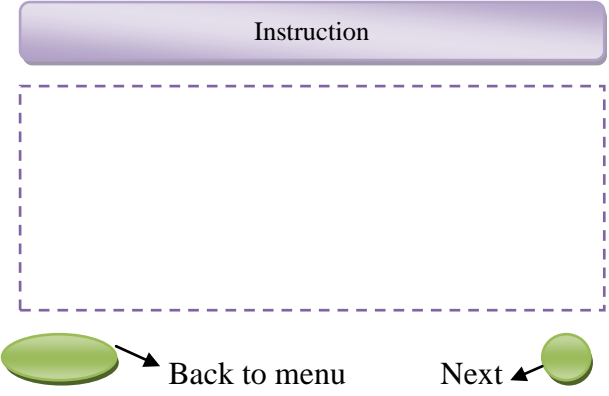
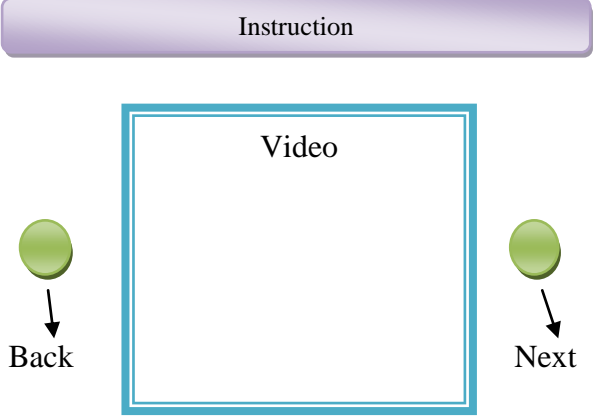
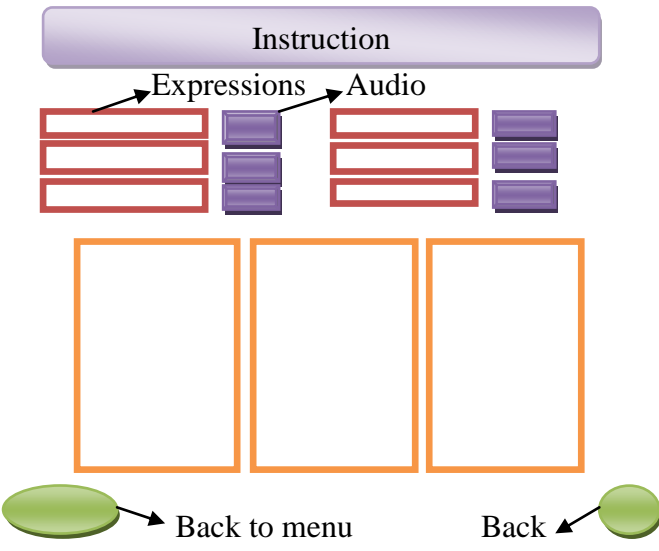
Storyboard

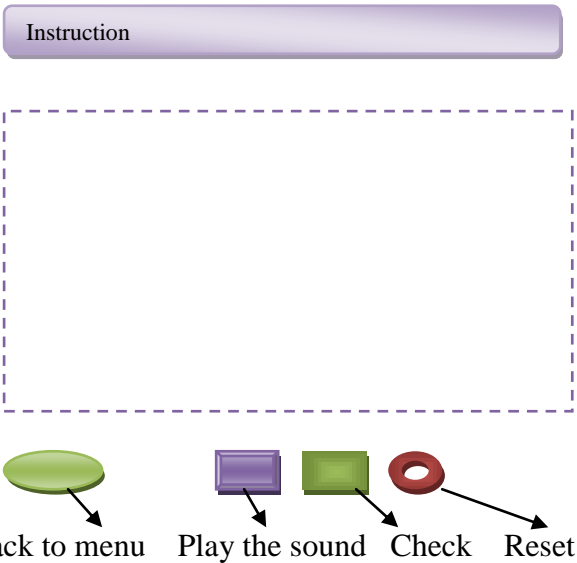
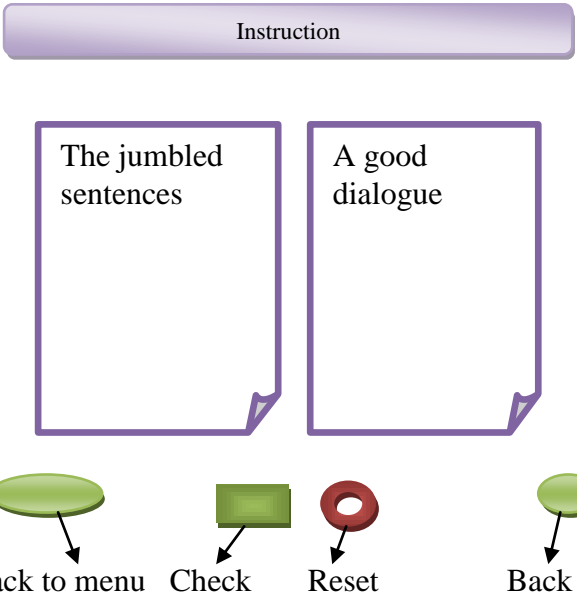
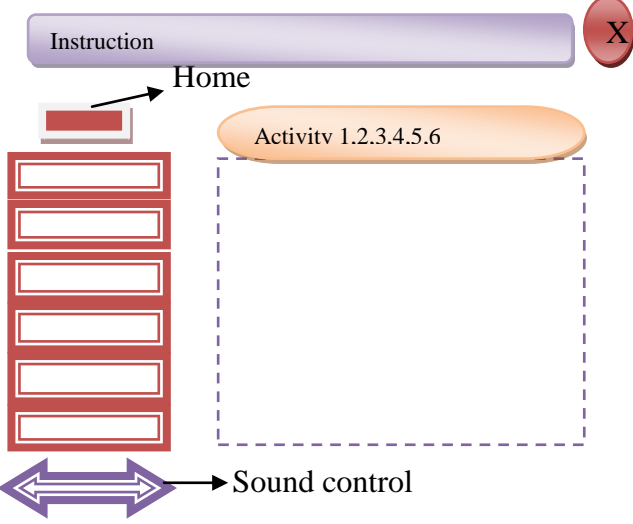
Scene	Visual	Programming
1		<p>Note: L= Logo of University</p>
2		<p>Audio: Instrumental Music</p> <p><i>Home page</i> is arranged with the following components :</p> <ol style="list-style-type: none"> 1. Title of the program. 2. Logo of University 3. User Guide for the program 4. The developer 5. Four selections of interactive learning multimedia. Those slides consist of two units of learning materials, evaluation of both units, and reflection for the entire materials. <p>Note: Once the users clicks  , go to quit of the program.</p>

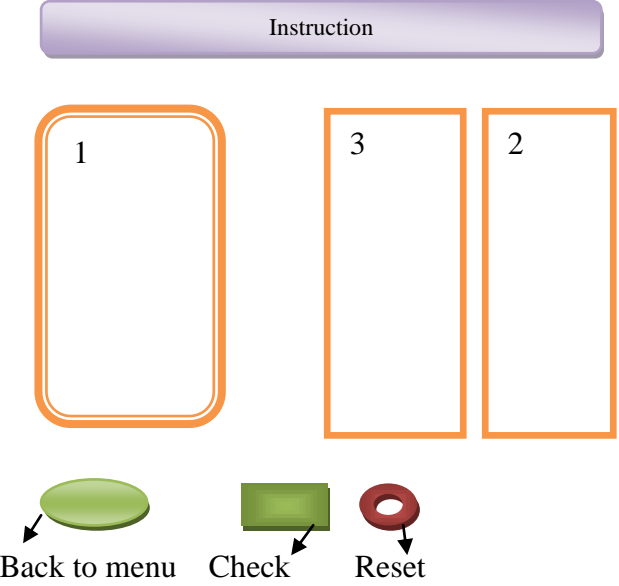
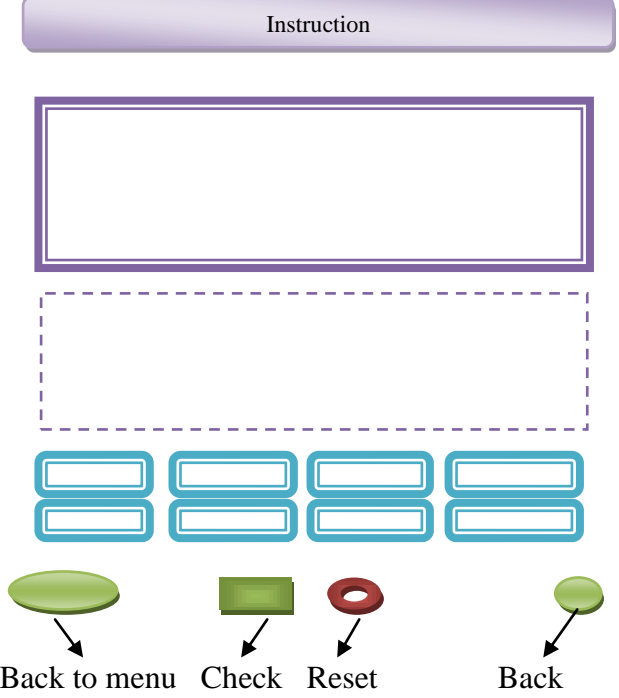
<p>3</p>		<p>The users go to the slide of <i>the developer</i>.</p> <ol style="list-style-type: none"> 1. The name of the slide. 2. The photo of the developer 3. The identity of the developer <ul style="list-style-type: none"> • After clicking the button “back”, the users go to <i>home page</i>. • Once the users clicks , go to quit of the program.
<p>4</p>		<p>The users go to the slide of <i>the user guide</i>.</p> <ol style="list-style-type: none"> 1. The name of the slide. 2. Names of buttons : <i>home</i> 3. <i>Back</i> 4. <i>Next</i> 5. <i>Play the audio</i> 6. <i>Answer key</i> 7. <i>Reset or refresh</i> 8. <i>Checking the answer</i> 9. <i>Exit</i> 10. <i>Back to menu</i> <ul style="list-style-type: none"> • After clicking the button “back”, the users go to <i>home page</i>. • Once the users clicks , go to quit of the program.

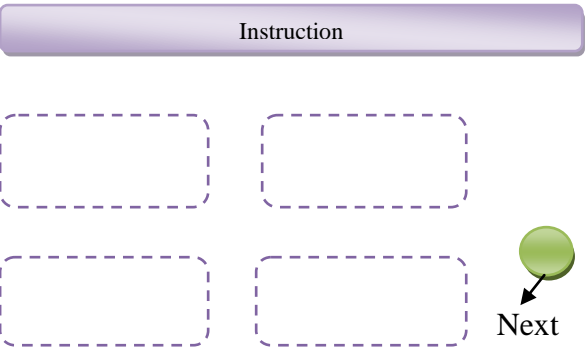
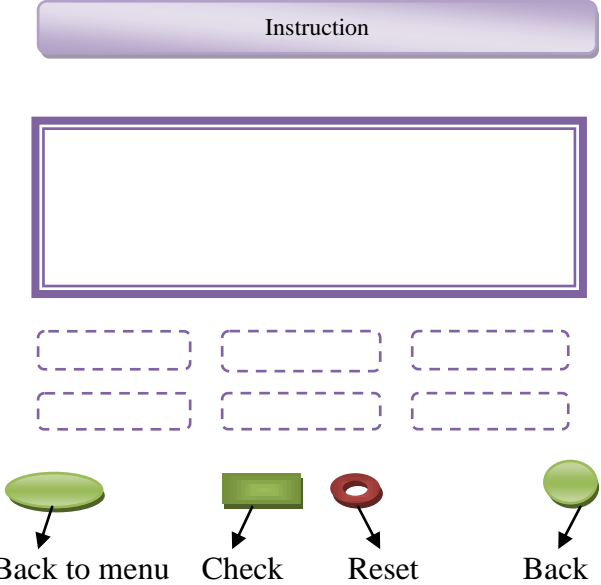
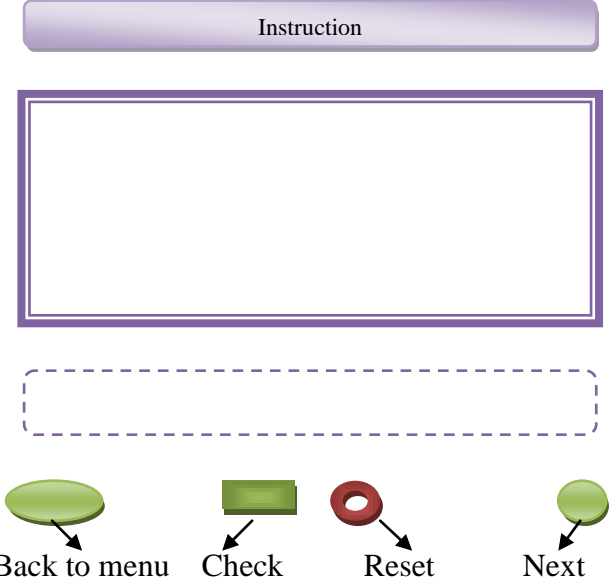
<p>5</p>		<p>Audio: Instrumental Music</p> <p>The users click the unit of <i>What A Nice Hair Cut!</i>, then they will be shown to the <i>menu page</i>.</p> <ul style="list-style-type: none"> • Menu page has 6 selection, those are <i>learning objectives, pre-activity, listen and speak, read and write, summary, and music corner</i>. • There are some learning objectives that should be achieved
<p>6</p>		<p>Audio: Instrumental Music</p> <p>The users click <i>Pre-activity</i>. They have to match the photos of artists and their names. After that, they have to answers some questions provided.</p>

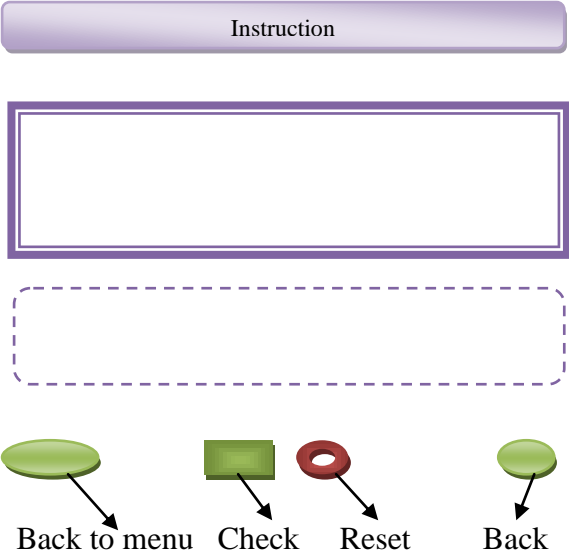
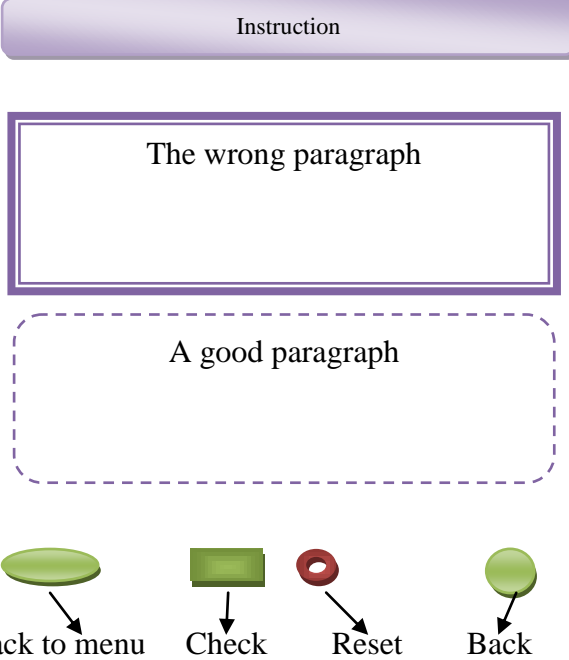
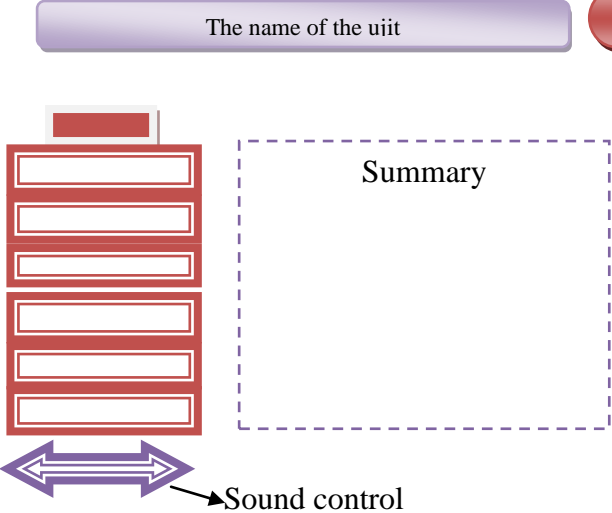
7		<p>Audio: Instrumental Music</p> <p>The users click <i>Listen and Speak</i>. Then, they will get six activities, for example : <i>enriching your vocabulary, comprehension, identifying the expression, completing dialogue, and expressing your self</i>.</p>
8		<p>The users click <i>enriching your vocabulary</i>. Then, they should match the words provided to their Indonesian meaning.</p> <ol style="list-style-type: none"> 1. Words provided 2. Indonesian meaning 3. place to drag the answer
9		<p>The users click <i>comprehension</i>. In this activity, they have to listen to the dialogue and then state whether the statements are true or false.</p>

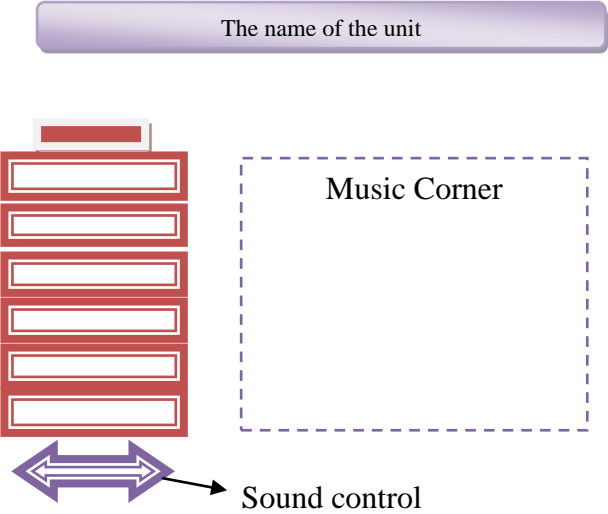
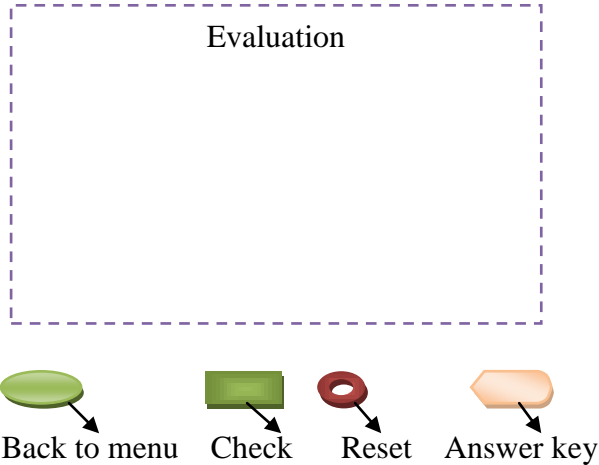
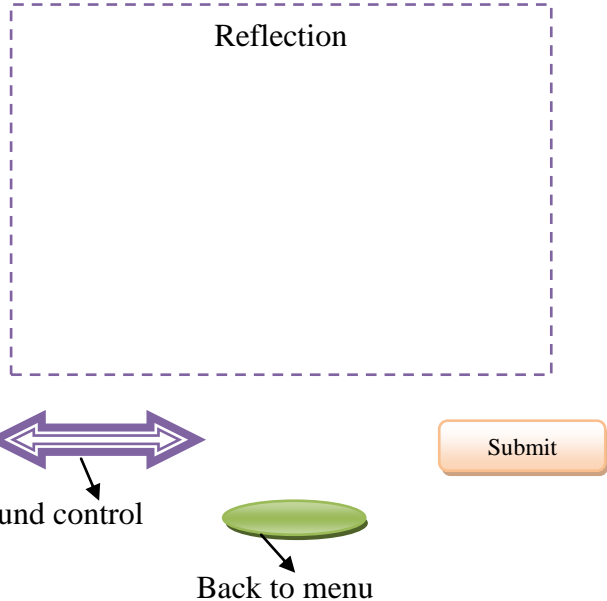
10		<p>The users click <i>identifying the expressions</i>. Then, they will study some expressions of <i>compliments</i> and <i>congratulations</i>.</p>
11		<p>Still in the <i>Identifying the expressions</i>, the user watch a video contains the expressions of <i>compliments</i> and <i>congratulations</i>.</p>
12		<p>Still in the <i>Identifying the expressions</i>, the user have to clasify some expressions, whether they belong to <i>compliments</i>, <i>conratulations</i>, or <i>responses</i> of both.</p>

13		<p>The users click <i>completing the dialogue</i>. They are required to listen to a dialogue and then complete the missing expressions.</p>
14		<p>The users click <i>expressing your self</i>. They are required to arrange the jumbled sentences in order to be a good dialogue.</p>
15		<p>Audio: Instrumental Music</p> <p>The users click <i>Read and Write</i>. Then, they will get six activities, for example : <i>enriching your vocabulary, comprehension, learning compound adjectives, learning</i></p>

		<p><i>qualitative</i> <i>adjectives</i> <i>completing and</i> <i>expressing your</i> <i>self.</i></p>
16		<p>The users click <i>enriching your vocabulary</i>. Then, they should match the words provided to their Indonesian meaning.</p> <ol style="list-style-type: none"> 1. Words provided 2. Indonesian meaning 3. place to drag the answer
17		<p>The users click <i>comprehension</i>. In this activity, they have to read a text and then complete the required information.</p>

18		<p>The users click <i>studying compound adjectives</i>. They have to learn some compound adjectives provided.</p>
19		<p>Still in the studying <i>compound adjectives</i>, the user should complete the sentences with the appropriate the compound adjectives provided.</p>
20		<p>The user click <i>studying qualitative adjectives</i>. Then, the user should match some definitions of qualitative adjectives with the right definition.</p>

21		<p>Still in the <i>studying qualitative adjectives</i>, the user should complete a paragraph with the right adjectives.</p>
22		<p>The user click <i>making a good text</i>. Then, the user should arrange the jumbled sentences in a paragraph in order to be a good paragraph.</p>
23		<p>The user go to the <i>menu page</i> and then they click <i>Summary</i>. It includes the summary of the unit.</p>

<p>24</p>		<p>The user go to the <i>menu page</i> and then they click <i>Music Corner</i>.</p>
<p>25</p>		<p>The user go to the <i>menu page</i> and then they click <i>Evaluation</i>.</p>
<p>26</p>		<p>The user go to the <i>menu page</i> and then they click <i>Reflection</i>. It includes the self reflection of the interactive learning multimedia.</p>

Final Draft

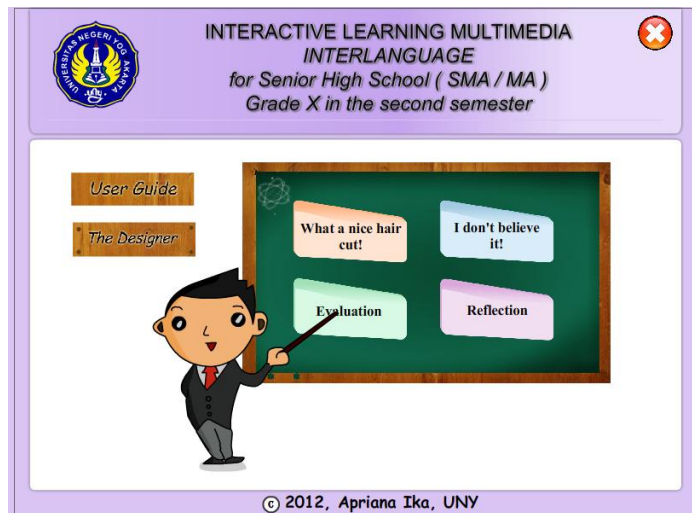


Figure 6: Home page

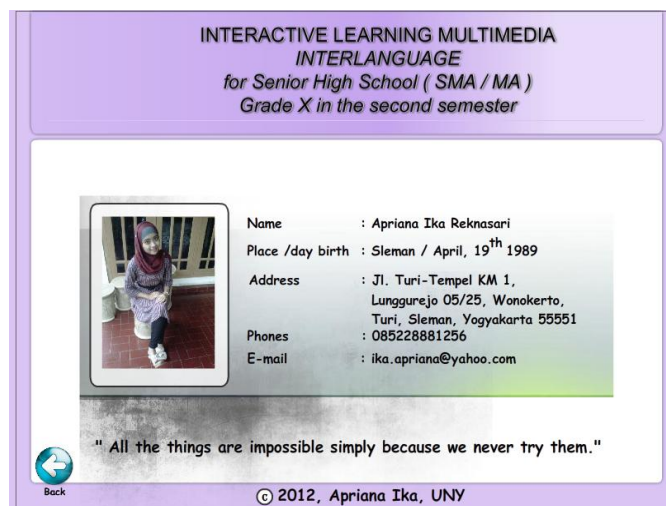


Figure 7: The Developer

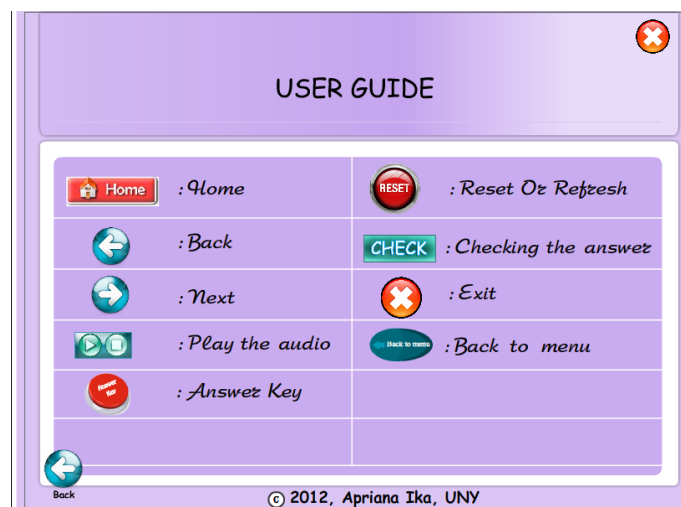


Figure 8: The User Guide

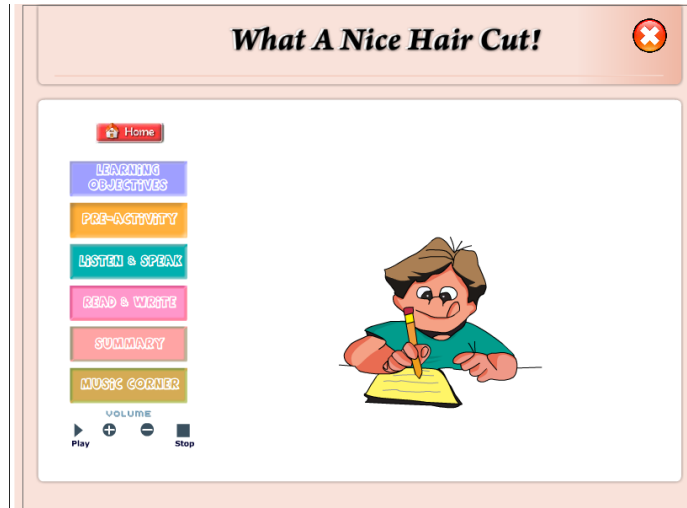


Figure 9: Menu page Unit 1

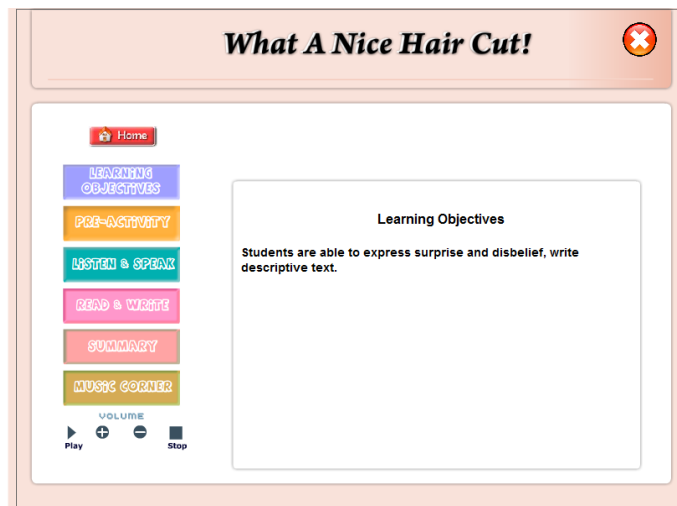


Figure 10: Learning Objectives

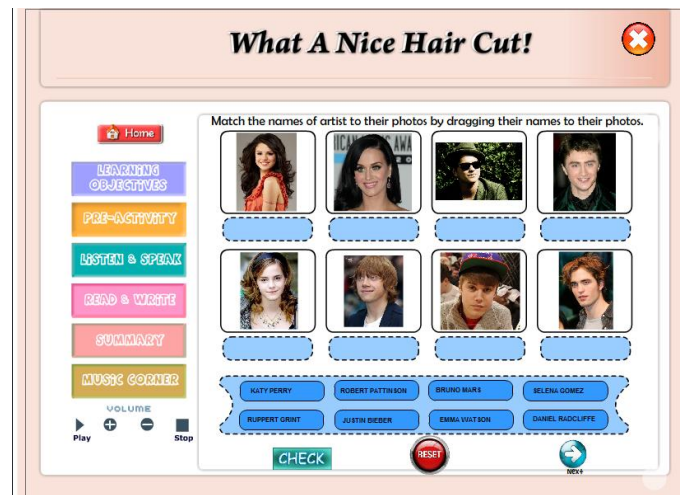


Figure 11: Pre-activity 1

What A Nice Hair Cut!

Home

LEARNING OBJECTIVES

PRE-ACTIVITY

LISTEN & SPEAK

READ & WRITE

SUMMARY

MUSIC CORNER

VOLUME

Play + - Stop

Answer the questions orally.

1. Is any of them your favourite actor or actress?
2. If none of them is your favourite actor or actress, who is your favourite actor/actress?
3. What makes you adore him/her?
4. What do you know about him/her?
5. Do you want to be like him/her?

Figure12: Pre-activity 2

What A Nice Hair Cut!

Home

LEARNING OBJECTIVES

PRE-ACTIVITY

LISTEN & SPEAK

READ & WRITE

SUMMARY

MUSIC CORNER

VOLUME

Play + - Stop

switching your vocabulary
comprehension
identifying the expressions
completing dialogues
expressing your self




Figure13: Listen and Speak


Match the following words to their meaning. You may also study the pronunciation by clicking the words and then repeating them.

Bearded	[ˈbiːədɪd] (ks)	
Charming	[ˈtʃɑːmɪŋ] (ks)	ramping
Cute	[kjuːt] (ks)	manis
Gorgeous	[ˈgɔːdʒəs] (ks)	menawan
Gown	[gaʊn] (kb)	bergelombang
Slim	[slɪm] (ks)	gaun
Wavy	[ˈweɪvi] (ks)	berjenggot
		mempesona

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CHECK
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Figure 14: Enriching your vocabulary

Listen to a dialogue between Ayu and Denias and then state whether the statements are true (T) or false (F) by clicking the letter T or F

Play Sound 

No	Statements	T	F
1	Ayu won a free ticket from the radio		
2	Ayu asks Denias to go to the cinema with her		
3	Denias refuse Ani's invitation		
4	Denias cannot come at 7		
5	Ayu and Denias are going to the cinema tomorrow evening		




Figure15: Comprehension

In the dialogue between Ayu and Denias you find some expressions with different functions. Here are the expressions.

Expressions	Functions
You look cute with that hat	Complimenting
Congratulations!	Congratulating
Thank you for saying so	Responding to compliments and congratulations
Thank you	

Below are some other expressions.

Expressions	Functions
What a ...!	
That's a very nice ...	Complimenting
I like your ...	
You look good!	
Congratulations on winning ...	
I'd like to congratulate you on ...	Congratulating
I must congratulate you on your ...	
Well done.	
Thanks.	
Oh, not really.	
It's nice of you to say so.	Responding to compliments and congratulations
How kind of you to say so.	



 

Figure16: Identifying Expressions 1

Study the following video and pay attention to the expression



Back   Next

Figure17: Identifying Expressions 2

In the video you find the expressions below. Listen to the expressions, repeat them. And then decide whether the expressions belong to compliments, congratulations or responses of both by dragging each expression to the right classification.

- | | | | |
|--------------------------------|--|---------------------|--|
| 1. What a nice red sweater! | | 4. Congratulations! | |
| 2. It's nice of you to say so. | | 5. Thanks. | |
| 3. It makes you look sweet. | | 6. Thank you. | |

	Compliments	Response	Congratulations
1.			
2.			
3.			
4.			
5.			
6.			



Figure18: Identifying Expressions 3

Listen to the dialogue and then complete the missing expressions by typing the answer.

1. Adib : I like your shoes.
Denias :
- Adib : Where did you buy them?
Denias : I bought them in the new department store near my house.
2. Amys : the new poster for our drama club. Everybody in the club loves your work.
Marcell : Thank you.
Amys : Where did you get the idea?
Marcell : A scene in The Lord of The Rings inspired me.
3. Retno : I saw your performance on TV yesterday. You have impressed the jury.
Andi : Thanks. I worked hard to prepare everything.
4. Virga : It seems that your diet programme works on you. You're looking good.
Ayu :
5. Anita :
Retno : Oh, not really.
Anita : Where did you get it?
Retno : I made it myself.



Nilai:0 / 5



Figure19: Completing Dialogue

Arrange the jumbled utterances by dragging each utterance in order to make a good dialogue based on the situation given and then practice it in pairs.

The jumbled utterances

The good dialogue

Chiko: Hi, I'm looking for you.

Chika: Hi, Chiko!

Chika: Thank you. How did you know?

Chiko: Congratulation on getting the best mark on the drama class, Chika.

Chika: Sorry, I'm just from canteen. What's going on?

Chiko: Mr. John told me.



Figure20: Expressing Yourself

What A Nice Hair Cut!

Home

LEARNING OBJECTIVES

PRE-ACTIVITY

LISTEN & SPEAK

READ & WRITE

SUMMARY

MUSIC CORNER

VOLUME

Play Stop

enriching your vocabulary comprehension learning compound adjective learning qualitative adjective making a good text




Figure 21: Read and Write

Match the following words to their meaning. You may also study the pronunciation by clicking the words and then repeating them.

Careful	/ˈkeəfl/	(adj)	<input type="text"/>	dermawan
Careless	/ˈkeələs/	(adj)	<input type="text"/>	keras kepala
Cheerful	/ˈtʃiəfl/	(adj)	<input type="text"/>	ramah
Confident	/kɒnfɪdənt/	(adj)	<input type="text"/>	sembrono
Determined	/dɪˈtɜːmɪnd/	(adj)	<input type="text"/>	percaya diri
Friendly	/ˈfrendli/	(adj)	<input type="text"/>	ceria
Generous	/ˈdʒenərəs/	(adj)	<input type="text"/>	tegas
Humorous	/ˈhjuːməərəs/	(adj)	<input type="text"/>	hati- hati
Stingy	/ˈstɪndʒi/	(adj)	<input type="text"/>	humoris
Stubborn	/ˈstʌbən/	(adj)	<input type="text"/>	pelit

Figure 22: Enriching Your Vocabulary

Read the following text, and then complete the required information based on the text.

The Rising Stars

The success of Harry Potter movies has made Daniel Radcliffe, Emma Watson, and Rupert Grint the centre of public attention. The three rising stars have grown up on screen and grown into his or her role as an actor. Daniel Jacob Radcliffe was born in Fulham, London, 23 July 1989. His nickname is Dan. He is the only child of Alan Radcliffe and Marcia Gresham. Dan has dark brown hair and blue eyes. His height is about 168 cm. He is a loyal, shy, down-to-earth, and humorous person. He is also intelligent and somewhat mysterious. He loves football, Formula One racing and gymnastics.


Daniel Radcliffe Adapted from: <http://www.wikipedia.org>

Physical Appearance		Characters	
Hair	<input type="text"/>	He is	<input type="text"/>
Eyes	<input type="text"/>		<input type="text"/>
Height	<input type="text"/>		<input type="text"/>


Figure 23: Comprehension

Study the compound adjectives below.


For hair:
Brownish-black hair
Pitched-black hair
Grayish-haired
Wavy-haired
Blonde-hair




For legs:
Long-legged, style-footed, knock-kneed



For eyes:
Bright-eyes
Cross-eyes
Far-sighted
Near-sighted
Pencil-thin eyebrows



For hair:
Brownish-black hair
Pitched-black hair
Grayish-haired
Wavy-haired
Blonde-hair



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Figure 24: Learning Compound Adjectives 1

Fill in the blanks with the appropriate compound adjectives.

1. Mr. Adam always appears neat with his _____ because he always shaves every two days.
2. As a sportman, Arnold is _____.
3. Mr. Darma is no longer young. He is _____.
4. She is really looks beautiful with her _____.
5. Anita's hair is no longer _____. She is coloring it _____.

red lips. Brownish-black hair clean-shaven chin

straight and muscular man. grayish-haired man. Blonde-hair

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Figure 25: Learning Compound Adjectives 2

Match the adjective with their definitions by clicking the adjectives and then dragging to their right definitions.

People who do not like give something to others _____

Someone who likes giving thing to others _____

A person who waits calmly for things and doesn't worry if things are not on time _____

A person who doesn't usually worry or get angry _____

People who don't do what they say they will _____

Someone who is often gloomy and depressed _____

People who have a high opinion of their own importance _____

A people who doesn't often ask for other people's help _____

A person who enjoys being with other people _____

People who show their feeling easily _____

stingy	moody	emotional	sociable	generous
unreliable	easygoing	patient	proud	independent

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Figure 26: Qualitative Adjectives 1

Complete the following text by dragging the appropriate words provided in the box.

The Cute Mike
 Michael Prabawa Mohede was born on November 7, 1983. He is better known as Mike. He has a _____ voice. He is the winner of the second season of Indonesian Idol. He also represented Indonesia in Asian Idol. Mike has a _____ smile. His body is _____. His _____ cheeks make him cute. Mike is a nice and _____ person. He is very friendly to everyone. Some of his fans call him "Teddy Bear" because of his plump body and nice character.

chubby	plump
beautiful	cheerful
nice	

Picture: <http://yance.files.wordpress.com>

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Figure 27: Qualitative Adjectives 2

Arrange the following paragraphs in order to be a good descriptive text.

The Wrong Paragraph

Her hobbies are cooking Japanese food, shopping and singing. Debby has a beautiful voice and her favorite singer is Kris Dayanti.

"Debby Putri is a model from Surabaya. Now she is a student of State Senior High School 71 Surabaya. Debby is the first daughter of Mr Fajar Putri and Mrs. Ana Karazeng. Debby became a famous model when she won the competition of Teenage Model 2005 and YTV Jrang-Jreng 2004."

"Debby is brown-skinned. She is tall and slender. She is 17 years old. Debby has wavy, short, black hair, a pointed nose and rather big ears. Her face is oval and her cheeks are dimpled when she smiles."

"Debby is a cheerful and friendly girl. Everybody likes her because she is a humorous and creative girl. She gets on well with other people and she never forces her opinions on others. But sometimes Debby is short-tempered when she loses her personal things."

Debby Putri:

A good Paragraph

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Figure 28 : Making A Good Text

What A Nice Hair Cut!

Home

LEARNING OBJECTIVES
 PRE-ACTIVITY
 LISTEN & SPEAK
 READ & WRITE
 SUMMARY
 MUSIC CORNER

VOLUME
 Play Stop

Summary

In this unit you learn:

1) How to compliment someone, for example:
 What a ...!
 That's a very nice ...
 I like your ...
 You're looking good!

2) How to congratulate someone, for example:
 Congratulations!
 I'd like to congratulate you on ...
 I must congratulate you on your ...
 Well done.

Figure 29: Summary

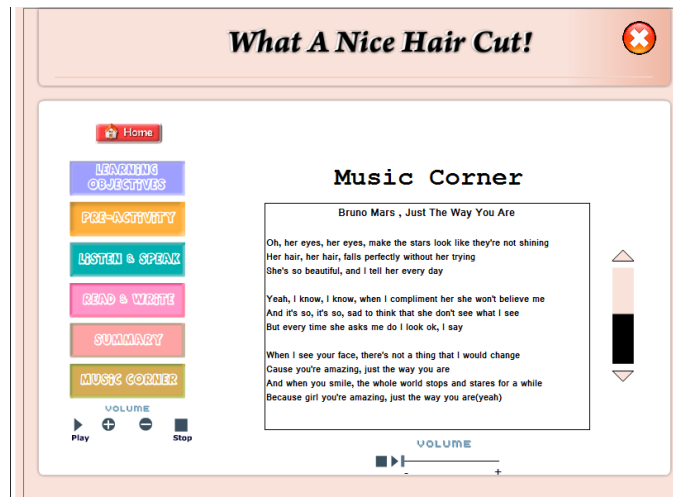


Figure 30: Music Corner



Figure 31: Menu Page Unit 2

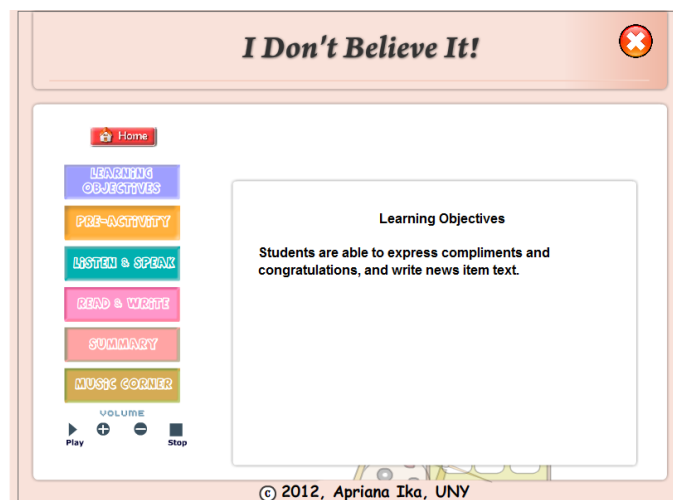


Figure 32: Learning Objectives

I Don't Believe It!

Answer the questions based on your experience orally.

1. Do you like reading magazines or newspapers?
2. What is the name of the magazine or newspaper you often read?
3. How often is it published? Weekly or monthly?
4. What column do you like the most? Is it sports, entertainment, business, or politics? Why?

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Figure 33: Pre Activity

I Don't Believe It!

entering your vocabulary comprehension identifying the expressions completing dialogue expressing your self

© 2012, Apriana Ika, UNY


Figure 34: Listen and Speak

Study the following words. First, listen to the pronunciation by clicking the words below, repeat after the words, and then choose and drag the best meaning.

abuse	/ə'bjʊ:z/	(kb)	<input type="text"/>	menangkap
accomplice	/ə'kʌmplɪs/	(kb)	<input type="text"/>	razia
alleged	/ə'ledʒɪd/	(ks)	<input type="text"/>	obat-obatan
apprehend	/,æprɪ'hend/	(kkt)	<input type="text"/>	pedagang
arrest	/ə'rest/	(kkt)	<input type="text"/>	menahan
dealer	/'di:l(r)/	(kb)	<input type="text"/>	penyalahgunaan
drug	/drʌg/	(kb)	<input type="text"/>	diduga sebagai
raid	/reɪd/	(kb)	<input type="text"/>	kaki tangan

Figure 35: Enriching Your Vocabulary

Listen to a dialogue between Amys and Marcell and then state whether the statements are true (T) or false (F) by clicking the letter T or F

Play Sound 

No	Statements	T	F
1	Amys and Marcel go to the canteen together		
2	Amys has bad news		
3	Marcel has read The Jakarta post		
4	Roy Marten was accused of being a drug dealer		
5	Roy Marten was arrested together with four other people		
6	Roy Marten was apprehended in Surabaya		
7	The police found 47 grams of crystal meth		




Figure 36: Comprehension

Study the following expressions
In the dialogue between Amys and Marcell you find some expressions with different functions. Here are the expressions.

Expressions	Functions
Are you serious?	Expressing disbelief
Really?	Expressing surprise

Below are some other expressions.

Expressions	Functions
No! I don't believe it! You must be joking! You are hiding!	Expressing disbelief
That's very surprise What a surprise! My goodness!	Expressing surprise



 

Figure 37: Identifying Expressions 1

Study the following video and pay attention to the expression



Figure 38: Identifying Expressions 2

In the video you find the expression below.
Listen to the expressions, repeat after the words, and then decide whether the expressions belong to disbelief or surprise by dragging each expression to the right classification.

1. Are you serious?  

2. Really?  

3. My goodness!  

4. I don't believe it!  

	Disbelief	Surprise
1.		
2.		
3.		
4.		

Figure 39: Identifying Expressions 3

Listen to the dialogue and then complete the missing expressions

1. Andi : Did you know that Heath Ledger died?
Armys : _____ (1)
Andi : No, I'm not. I read it in a magazine this morning.
Armys : Oh, my goodness!

2. Retno : Kian Egan has announced his engagement to Jodi Albert.
Anita : _____ (2)
Retno : Why should I? The engagement was announced in the newspaper.
Anita : Oh, he breaks my heart.

3. Virga : Did you know that Mulan Kwok has changed her name into Mulan Jameela?
Adib : _____ (3) How did you know?
Virga : I read it in my mom's magazine.

4. Ayu : Ariel 'Peterpan' and his wife are getting a divorce. I read the news in the newspaper.
Denias : _____ (4)
Ayu : Of course. I'll bring the newspaper and show it to you.

5. Marcell : Your rock idol is caught using drugs.
Ruben : Ahmad Albar? _____ (5)
Marcell : I say the truth. I read the news this morning






  Nilai:0 / 5   

Figure 40: Completing Dialogue

Arrange the jumbled utterances by dragging each utterance in order to make a good dialogue based on the situation given and then practice it in pairs.

You tell your classmate that his/her idol has broken up with his girlfriends because he has an affair with a new model.

The jumbled utterances **The good dialogue**

Tita: I don't have any time to watch the program. What's going on?

Ika: He has an affair with a new model named Atiqah Hashiholan.

Ika: Dude Herjino has broken up with Asmiranda.

Tita: Ika: Are you kidding me?

Tita: Why did he break up with Asmiranda?

Tita: Wow, that's surprising.

Ika: No, I'm not. I watched "Insert" this morning.

Ika: have you watched the infotainment today?





   

Figure 41: Expressing Yourself



Figure 42: Read and Write

Match the following words to their meaning. You may also study the pronunciation by clicking the words and then repeat them.

Allegation	/ælə'geɪʃn/	(kb)	<input type="text"/>	kesaksian
Discharge	/dis'tʃɑ:dʒ/	(ks)	<input type="text"/>	ketabahan
Fortitude	'fɔ:tɪtju:d/	(kb)	<input type="text"/>	berhubungan dengan penyakit jiwa
Investigation	/ɪn'vestɪ'geɪʃn/	(kb)	<input type="text"/>	dugaan
Possession	/pə'zeɪʃn/	(kb)	<input type="text"/>	kepemilikan
Psychiatric	/saɪki'ætrɪk/	(ks)	<input type="text"/>	perintah menahan
Restraining order	/rɪ'streɪnɪŋ 'ɔ:də(r)/	(kb)	<input type="text"/>	meninggalkan
Testimony	/testɪməni/	(kb)	<input type="text"/>	pemeriksaan

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Figure 43: Enriching Your Vocabulary

Read the following text, and then answers the questions

Britney Spears - Lutfi Investigated for 'Drugging' Spears

Caption: Britney Spears is followed by a frenzy of photographers while shopping at Fred Segal in West Hollywood. Los Angeles, California - 15.02.08.

Britney Spears estranged manager Sam Lutfi is under investigation by Los Angeles police over allegations he drugged the troubled star. Lutfi was served a restraining order earlier this month (Feb 2008) and was instructed to keep his distance from the Spears family after Britney's mother Lynne claimed the manager had admitted he drugged her daughter. According to website TMZ, the allegations are now being investigated by the Major Crimes Division of the Los Angeles Police Department. Lutfi's new spokesman Michael Sands tells TMZ.com he is aware of the investigation. Spears had been hospitalized for psychiatric evaluation at Los Angeles UCLA Medical Centre, but was discharged last week (06 Feb 2008) after a seven-day stay.

Adapted from: <http://www.thejakartapost.com>

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Figure 44: Comprehension 1

Questions

- Who is Sam Lutfi ?
 - A photographer
 - Britney's manager
 - Britney's mother
 - A policeman in LA
- Why was he instructed to keep his distance from the Spears family?
 - Because he had admitted he drugged Britney Spears
 - Because he is under investigation by Los Angeles Police
 - Because he is not professional
 - Because he had deceived Britney
- Who is Lynne? What did she do?
 - A spokesman, he claimed someone had admitted he drugged Britney
 - Britney's mother, she claimed the manager had admitted he drugged Britney
 - Britney's mother, she investigate someone
 - A spokesman, he tells that the manager is under investigation
- Who is Lutfi 's new spokesman? What did he say to TMZ.com?

Benar : 0 Salah : 0 Nilai : 0










Figure 45: Comprehension 2

Read the text titled Lohan's Sentences to Visit Morgue, and then find the words in the text which have the similar meaning to some words provided.

Lohan's Sentence to Visit Morgue

BEVERLY HILLS, California: Lindsay Lohan is about to see dead people. In June, the 21-year-old actress will visit the morgue as part of her punishment for misdemeanour drunken driving. "She's going to see bodies. We'll have anywhere from 20 to 50 people in the class and she's treated like any other individual," Los Angeles County Coroner's Assistant Chief Ed Winter said Friday. Lohan was arrested twice last year on DUI charges and pleaded guilty in August to misdemeanour drunken driving and cocaine charges. "The morgue visits include a walk-through of the service floor where autopsies are taking place along with the processing of the deceased. They also wind up seeing deceased people in our crypt," Winter said. "It's to show them what reality is."

Adapted from: The Jakarta Post, January 21, 2008


 Next


Figure 46: Getting the Synonym 1


Observe	<input type="text"/>
Penalty	<input type="text"/>
Minor crime	<input type="text"/>
Corpse	<input type="text"/>
Basement	<input type="text"/>

I Have a Big Ball

Big Ball

Ball

 Back



See

Punishment

Crypt

Deceased people

Misdemeanor



 

Figure 47: Getting the Synonym 2

Let's study grammar

In the news item entitled Britney Spears-Lutfi Investigated for 'Drugging' Spears you find the sentence:
 "... the allegations are now being investigated by ..."

The sentence is the passive form of the present continuous.
 The pattern is: *am / is / are + being + v3*
 For example:
 The patient is being examined by the doctor.
 The students are being given the lesson about drugs.


 Next

Figure 48 : Studying Passive Form 1

Nilai:0 / 5

Change the following sentences into passive and vice versa.

- Ratna is buying a beautiful gown.
- Ina is doing her homeworks.
- Mira is cooking fried rice in the kitchen.
- Nadya is being picked by mother at the airport.
- I am being tested for driving license for the third time by the police.










Figure 49: Studying Passive Form 2

Complete the following text by dragging the appropriate words provided in the box.

Roy Marten's Arrest
Thursday, November 22, 2007

Roy Marten's arrest for narcotic possession has received a different
 1) _____ from the infotainment industry. Nearly all the
 2) _____ broadcast by private TV stations has tried to offset Roy's alleged
 crime by presenting the humanitarian 3) _____ of "a wife's fortitude".
 At least Roy has been seized twice in the drug 4) _____ the latest
 taking place after his testimony on the great 5) _____ of narcotics to his life.
 It means that Roy also deceived the public and trivialized law enforcers' anti-
 narcotic 6) _____.

Therefore, Roy's behavior does not deserve the continuous defense of TV
 infotainment programs, even by his 7) _____ Alex Asmasoebata. Such
 developments make the 8) _____ wonder whether the shows have been
 financed by narcotic syndicates.

The fact that Roy had just received about an ounce of shabu when he
 was captured indicates that he may have been an active 9) _____ as well
 as a drug traffi cler.

His case is thus more serious than the previous arrests of fellow 10) _____
 Gagon, Derry, Polo and Doyok. Why do infotainment circles so
 aggressively defend Roy?

Adapted from: <http://www.thejakartapost.com>

public
 response
 theme
 campaigns
 user
 artists
 danger
 infotainment
 friend
 ease










Figure 50: Making A Good Text 1

Evaluation

1. a. Are you kidding?
b. No, thank you.
c. Well done.
d. Thank you.

2. a. It's nothing.
b. Thank you.
c. You must be kidding.
d. Of course.

3. What does Virga mean?
a. She asks Adib to create a new logo.
b. She congratulates Adib's work.
c. She gives Adib a logo for their club.
d. She helps Adib to make a new logo.
e. She wants to create a new logo for the club.

4. What is Anita's attention?
a. She likes Ayu's gown
b. She congratulates Ayu
c. She compliments Ayu
d. She invites Ayu
e. She makes an appointment with Ayu

5. What does Arnys imply?
a. She does not believe the news
b. She wants to have the kittens.

Benar : 0

Salah : 0

Nilai : 0










Figure 54: Evaluation



INTERACTIVE LEARNING MULTIMEDIA
INTERLANGUAGE
for Senior High School (SMA / MA)
Grade X in the second semester

Reflection

How Much do you learn from this program?
Click the right program according to how much you have learnt.

Unit	Very Much	Much	Little
I Don't Believe It!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What A Nice Hair Cut!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VOLUME






Play Stop

Submit



Figure 55: Reflection

Instruments

Kuesioner Analisa kebutuhan Belajar Siswa

(Needs Analysis)

Angket ini digunakan untuk mengetahui kebutuhan belajar siswa yang diperlukan dalam pengembangan media pembelajaran bahasa Inggris berbasis komputer untuk siswa kelas X SMA N 1 Sleman semester 2.

Data responden

Nama/ Kelas :

Petunjuk Pengisian

Pilih salah satu/ lebih dari alternatif jawaban yang tersedia atau isilah titik-titik yang menggambarkan keadaan diri anda yang sebenarnya.

1. Menurut saya adanya tampilan gambar yang dapat mendukung pemahaman saya terhadap materi (*explanative illustrator*) dalam media pembelajaran interaktif berbasis komputer adalah
 - a. Tidak perlu
 - b. Kadang- kadang perlu
 - c. Sangat perlu
 - d. Lainnya _____

2. Menurut saya adanya gambar yang bagus dan menarik (*decorative illustration*) dalam media pembelajaran interaktif berbasis komputer adalah
 - a. Tidak perlu
 - b. Kadang- kadang perlu
 - c. Sangat perlu
 - d. Lainnya _____

3. Menurut saya adanya suara instrumen sebagai *background* dalam media pembelajaran interaktif berbasis komputer adalah
 - a. Tidak perlu
 - b. Kadang- kadang perlu
 - c. Sangat perlu
 - d. Lainnya _____

4. Menurut saya tombol- tombol (*system navigation*) dalam media pembelajaran interaktif berbasis komputer sebaiknya
 - a. Mempunyai tombol- tombol yang lengkap
 - b. Tidak terlalu rumit
 - c. Mempunyai simbol yang tepat seperti pada tombol *next, previous, exit*, dll
 - d. Mudah untuk menemukan latak tombol- tombol navigasi
 - e. Lainnya _____

5. Menurut saya jika materi dalam media pembelajaran interaktif akan mengadaptasi buku *Interlanguage*, maka untuk materi dalam pembelajaran interaktif sebaiknya
 - a. Persis dengan materi yang ada di buku
 - b. Ada tambahan materi berupa pengayaan
 - c. Ada pengurangan/ penyederhanaan materi
 - d. Aktivitas diadaptasi sesuai keinginan

6. Dalam media pembelajaran interaktif saya lebih suka jika aktivitas *listening* (mendengarkan)
 - a. Mendengarkan dialog/ monolog dan mengerjakan latihan yang menarik
 - b. Mendengarkan dan mencocokkan
 - c. Mendengarkan dan mengulang
 - d. Mendengarkan dan melengkapi kalimat
 - e. Lainnya _____

7. Untuk aktivitas *speaking* (berbicara) saya lebih suka jika
 - a. *Retell* (menceritakan kembali)
 - b. Melakukan aktivitas tanya jawab dan survey
 - c. Membuat percakapan dan diberikan suatu situasi sebagai pedoman atau petunjuk untuk membuat dialog
 - d. Lainnya _____

8. Untuk aktivitas *reading* (membaca) saya lebih suka jika
 - a. Membaca dan melengkapi kalimat
 - b. Membaca dan mencocokkan jawaban (*matching*)
 - c. Membaca dan menjawab pertanyaan benar salah
 - d. Membaca dan menjawab pertanyaan sesuai bacaan
 - e. Membaca, kemudian mencari arti kata yang sulit
 - f. Lainnya _____

9. Untuk aktivitas *writing* (menulis) saya lebih suka jika
 - a. Diperkenalkan terlebih dahulu kosakata yang berkaitan dengan teks yang akan ditulis
 - b. Menyusun paragraf acak sehingga menjadi sebuah teks yang terpadu
 - c. Diperkenalkan model teks otentik sederhana kemudian menulis paragraf
 - d. Menulis yang berhubungan dengan kehidupan sehari-hari
 - e. Lainnya _____

10. Menurut saya adanya rekaman suara dialog, monolog dan cara membaca dalam bahasa Inggris itu
 - a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu
 - d. Lainnya _____

Kuesioner untuk Ahli Materi

Pilih salah satu penilaian sesuai dengan pernyataan sebagai berikut. Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

- Keterangan :
1. Sangat tidak setuju
 2. Tidak setuju
 3. Netral
 4. Setuju
 5. Sangat setuju

No.	Pernyataan	1	2	3	4	5	Komentar
1	Materi dalam media pembelajaran ini sesuai dengan tujuan pembelajaran						
2	Materi dalam media pembelajaran ini tersusun secara konsisten, terbagi dalam siklus berbicara/ <i>speaking</i> , siklus menulis/ <i>writing</i>						
3	4 ketrampilan berbahasa (<i>listening, speaking, reading, writing</i>) tercakup dengan baik						

4	Materi ini disusun sesuai dengan kebutuhan siswa						
5	Penyampaian materi baik						
6	Materi dalam media pembelajaran ini menggunakan tata bahasa yang baik dan benar						
7	Media ini menggunakan pemilihan kata yang baik dan benar						
8	Materi ini disusun dari materi yang tingkat kesulitannya rendah hingga yang lebih kompleks						
9	Kalimat perintah/ <i>instructions</i> jelas						
10	Media pembelajaran ini dapat membantu siswa belajar secara mandiri						

Kuesioner untuk Ahli Media

Pilih salah satu penilaian sesuai dengan pernyataan sebagai berikut. Berilah tanda centang (√) pada salah satu kolom jawaban yang sesuai dengan pendapat Anda.

- Keterangan :
1. Sangat tidak setuju
 2. Tidak setuju
 3. Netral
 4. Setuju
 5. Sangat setuju

No.	Pernyataan	1	2	3	4	5	Komentar
Slides							
1	Tampilan slides menarik sehingga dapat memotivasi siswa						
2	Komposisi warna tidak terlalu ramai						
3	Kombinasi warna baik						
4	Kombinasi warna teks dan background serasi						
5	Menggunakan layout simple/ sederhana						
Elemen- elemen pada media pembelajaran							

6	Teks jelas dan mudah dibaca						
7	Teks menggunakan huruf/ font yang tepat						
8	Ukuran gambar baik						
9	Penempatan gambar efektif						
10	Animasi ditempatkan secara efektif						
11	Kualitas audio baik						
12	Audio dalam media pembelajaran ini jelas						
13	Kualitas video baik						
14	Suara video dalam media pembelajaran ini jelas						
15	Visualisasi/ gambar pada video jelas						
Tombol navigasi							
16	Tombol navigasi baik						
17	Tombol navigasi ditempatkan secara konsisten						
18	Tombol navigasi tidak terlalu rumit						
Feedback untuk jawaban							
19	Respon langsung (<i>feedback</i>) yang tersedia baik						
20	Pengguna dapat belajar mandiri dengan media pembelajaran ini						
21	Skor penilaian yang tersedia baik, skor tersebut dapat membantu siswa dalam mengukur kemampuan						

Kuesioner Untuk Siswa

Nama :

Kelas :

No. Absen :

Petunjuk pengisian

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

Keterangan : 1. Sangat tidak setuju

2. Tidak setuju

3. Netral

4. Setuju

5. Sangat setuju

No.	Pernyataan	Kategori				
		1	2	3	4	5
Materi pada media pembelajaran						
1	Tampilan materi menarik					
2	Latihan dikembangkan baik, dari yang mudah ke yang sulit					
3	Penyampaian materi mudah dipahami					
4	Instruksi pada media pembelajaran ini jelas					
Slides						
5	Tampilan slides pada media pembelajaran ini menarik					
6	Tampilan slides pada media pembelajaran ini dapat meningkatkan ketertarikan pengguna dengan isi materi					
7	Komposisi warna baik					
8	Komposisi warna tidak terlalu ramai					
9	Kombinasi warna baik					
10	Kombinasi warna teks dan background serasi					

Elemen- elemen pada media pembelajaran						
11	Teks jelas dan mudah dibaca					
12	Teks menggunakan huruf/ font yang tepat					
13	Teks singkat padat dan jelas (mudah dipahami)					
14	Ukuran gambar baik					
15	Penempatan gambar efektif					
16	Animasi dapat memotivasi dan menarik perhatian pengguna					
17	Animasi ditempatkan secara efektif					
18	Musik pengiring mendukung penyajian materi					
19	Kualitas audio baik					
20	Audio dalam media pembelajaran ini jelas					
21	Video mendukung penyajian materi					
22	Visualisasi/gambar pada video jelas					
23	Suara video jelas					
Tombol navigasi						
24	Tombol navigasi tidak terlalu rumit					
25	Pengguna bebas dan mudah memilih menu					
26	Tombol dirancang secara konsisten					
Feedback						
27	Media pembelajaran ini mudah digunakan					
28	<i>Feedback</i> / respon langsung yang tersedia untuk setiap jawaban baik					
29	Pengguna dapat belajar mandiri dengan media pembelajaran ini					
30	Media pembelajaran ini dapat memotivasi pengguna untuk belajar					

*The result of
Students' Questionnaire*

No	STATEMENT																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
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32	3	3	3	3	3	2	2	3	2	2	4	3	4	3	3	4	3	4	4	5	3	4	2	3	3	4	4	4	5	3	
Total	143	135	133	127	135	139	128	115	130	133	140	132	133	131	131	139	127	121	128	124	138	128	125	128	125	122	138	128	133	140	
Mean	4.47	4.22	4.16	3.97	4.22	4.34	4.00	3.59	4.06	4.16	4.38	4.13	4.16	4.09	4.09	4.34	3.97	3.78	4.00	3.88	4.31	4.00	3.91	4.00	3.91	3.81	4.31	4.00	4.16	4.38	

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Documentation









Letters



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 1 SLEMAN
Jalan Magelang Km. 14 Medari Sleman Yogyakarta Telp. (0274) 868434 Fax. (0274) 867242
Terakreditasi : A

SURAT KETERANGAN

No. : 070 / 058 / 2012

Yang bertanda tangan di bawah ini Kepala Sekolah SMA Negeri 1 Sleman, dengan ini menerangkan bahwa :

Nama : **APRIANA IKA R.**
NIM : 072022440891
Jurusan/Fakultas : Pendidikan Bahasa Inggris/FBS
Universitas/Akademi : UNY

Yang tersebut di atas benar-benar telah melaksanakan observasi di SMA Negeri 1 Sleman pada bulan Januari 2012 dengan judul :

"Designing Efektif Interaktif Multimedia for Interlanguage Grade at SMA N 1 Sleman in The Academic Year 2011/2012 "

Demikian surat ini kami buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.



Sleman, 31 Januari 2012
Kepala Sekolah

Drs. Tulus Raharjo
NIP. 19520728 197903 1 003



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

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

FRMFBS/33-01
10 Jan 2011

Nomor : 679f/UN.34.12/PPN/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

8 Mei 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Komplek Kepatihan-Danurejan, Yogyakarta 55213

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

Developing Appropriate Interactive Learning Multimedia for Interlanguage Grade X for the Students of SMA Negeri I Sleman in the Academic Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : APRIANA IKA REKNASARI
NIM : 07202244081
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2012
Lokasi Penelitian : SMA Negeri I Sleman

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

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

Dekan
Dekan I,
D. Widastuti Purbani, M.A.
19610524 199001 2 001





**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4541/V/5/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 679/un34.12/pp/v/2012
Tanggal : 09 Mei 2012 Perihal : Ijin Penelitian

- Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
 2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
 3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
 4. 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.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : APRIANA IKA REKNASARI NIP/NIM : 07202244081
Alamat : KARANGMALANG YK
Judul : DEVELOPING APPROPRIATE INTERACTIVE LEARNING MULTIMEDIA FOR INTERLAGUAGE GRADE X FOR THE STUDENTS OF SMA N 1 SLEMAN IN THE ACADEMIC YEAR OF 2011/2012
Lokasi : KAB SLeMan Kota/Kab. SLEMAN
Waktu : 09 Mei 2012 s/d 09 Agustus 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 09 Mei 2012

A.n Sekretaris Daerah

Asisten Perekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman cq. Bappeda
3. Ka. Dinas Pendidikan Pemuda & OR Prov. DIY
4. Dekan Fakultas Bahasa dan Seni UNY
5. Yang Bersangkutan



Pradoko Wuryantoro, M.Si
NIP. 19580108 198603 1 011



**PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 1 SLEMAN**

JALAN MAGELANG KM. 14 MEDARI SLEMAN TELP. (0274) 868434 FAX. (0274) 867242 YOGYAKARTA
TERAKREDITASI : A

SURAT KETERANGAN

No.: 421 /*216-A* / 2012

Yang bertanda tangan di bawah ini Kepala Sekolah SMA N 1 Sleman dengan ini menerangkan bahwa :

Nama : APRIANA IKA REKNASARI
NIM : 07202244081
Jurusan : Pendidikan Bahasa Inggris
Fakultas : FBS
Instansi : UNY
Alamat rumah : Lungguhrejo, RT 05 RW 29 Wonokerto Turi Sleman

Yang tersebut di atas benar-benar telah melaksanakan penelitian di SMA N 1 Sleman pada tanggal 21 – 26 Mei 2012 dengan judul :

“Developing Interactive Learning Multimedia for Interlanguage Grade X Students of SMA N 1 Sleman the Academic Year 2011 / 2012”.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Sleman, 26 Mei 2012
Kepala Sekolah

Drs. Tulus Raharjo
NIP 19520728 197903 1 003

