CHAPTER I
INTRODUCTION

A. Background of the Problem

The materials of teaching and learning of English in junior high schools contain too little local culture. Indeed, local culture is important to be taught to students, so they can get to know themselves and where they belong into. Unfortunately, most materials taught in junior high schools come from the text books that do not necessarily contain the local culture that is suitable as a teaching material.

Besides the problem of materials containing very little local culture, teaching English in a monotonous way also becomes a barrier for students in understanding English. For example, teachers often become the center of learning in class, yet the students do not participate much in the class. The teaching and learning of English in junior high schools focus on text books. Furthermore, it is the teacher who becomes the center of learning, not the students, that is not ideal for achieving successful learning target.

Based on the problems above, a digital learning media development project should be done to support learning English in junior high schools. The project focuses on developing a learning media that has close links with the art and culture of Indonesia. In this study, the digital learning media developed for junior high school students will be in the form of *Ramayana* story, transformed

into a teaching and learning material. Ramayana story was chosen because it is one of famous cultural products of Indonesia in the form of folklore.

The history of puppet of the *Ramayana* story has long been known by Javanese people and still favored and watched until now in the form of puppet performance, the play of *Ramayana* story, *Ramayana* dance. The performance of *Ramayana* in the form of fragments is often presented as classical performing arts, especially in Yogyakarta. Nowadays, the story of *Ramayana* also has been shown on a TV programme, even though the story is slightly different from the *Ramayana* story in Java version. The high rating of *Ramayana* series on TV also has proven that the series is favoured by many people in Indonesia.

The other reasons, as the story of *Ramayana* has been very familiar among all people in Java, it is assumed that the story can be used in junior high schools as the learning media. This learning media inserts a cultural content. By using *Ramayana* story as the learning medium, it will also introduce and preserve the ancient culture of Java through puppet story.

B. Identification of the Problem

Based on the problems that often arise in the teaching of English for junior high schools, and the results of interview with the teachers and students at SMP N 1 Lendah in June 2015, some problems were found related to English teaching and learning process. The first problem was lack of appropriate materials such as books, supporting media such as film, interactive media, magazine and newspapers according to *Standard Competence (Standar Kompetensi)* and *Basic*

Competence (Kompetensi Dasar) in *School-Based (KTSP)* curriculum. The students did not experience any change in the teaching and learning of English; even, all materials presented in SMP N 1 Lendah were always the same every year. The second problem was lack of materials containing local wisdom used in English teaching and learning media for students. Local learning content in the media is necessary yet it is rare, whereas learning material using local content can introduce junior high school students to their local culture. Commonly, the materials such as texts or stories come from foreign sources or tourism places in foreign countries, while materials containing local tourism destinations are very rare.

As a country that has strong culture, especially the Javanese culture, there are many familiar ancient stories in Indonesia; one of them is *Ramayana*. The story of *Ramayana* indeed comes from India, but once entering Java, the storyline and figures have been adapted to be typical of Java. Hence, this is the reason why *Ramayana* in Javanese version should be taught to students in junior high schools because it is expected that students can grasp and understand the story of *Ramayana* that has already been very popular even though originally the story came from India along with Hinduism.

The last problem was in terms of arousing students' interest in learning English in junior high schools. Based on the observations, most students admitted that they had difficulties in learning English. The problem was also closely related to the learning medium which was monotonous and never changed from year to

year. It is common to see that teachers only use the same text books and students worksheet for several years without the intention to innovate.

C. Limitation of the Problem

Based on the problems stated above, and based on the observation analysis which has been done in SMP 1 Lendah, the researcher will develop learning media for students in junior high schools to help them learn reading skill. The development of learning medium will focus on reading skill because the medium provides many narrative stories which are useful to improve the reading skill.

D. Formulation of the Problems

Based on the limitations of the problem above, the problems are formulated as follows:

1. what are the target learning English of junior high school students, particularly the reading skill?
2. what are the learning needs of junior high school students in learning English, particularly the reading skill?
3. how should *Ramayana* movie be developed appropriately as the media for grade VIII students of junior high school in the learning of reading skills?

E. Objective of the Development

The study has some objectives for facilitating learners in understanding English texts. Those objectives are:

1. to describe the target needs of grade eight students of junior high school in learning reading.
2. to describe the learning needs of grade eight students of junior high school.
3. to design the appropriate culture-based media for the grade eight students of junior high school to learn reading skills.

F. Product Specifications of the Development

The result of the product are in the form of:

1. Course grid
2. Digital Learning media
3. Teacher's Guide Book
4. Answer key

G. Significances of the Study

The study has significant contribution theoritically and practically for:

1. Grade eight students of junior high school

   The result of this research is aimed at providing useful input for students to have more practice in using their reading skills.

2. The English teachers of junior high school

The result of this research is expected to be a resource to inspire teachers of junior high school in developing appropriate media for their students in order to improve their English teaching process.

3. The English media development

The result of this research is useful for media developers in developing specific learning media that meet students' needs.

CHAPTER II
LITERATURE REVIEW

A. Theoretical Review

1. English Language Teaching and Learning

In English language teaching and learning, a language aspect is very important. Language plays most aspect in the teaching and learning process. As Brown (2005) defines, language is systematic. Therefore, in the teaching process, delivering materials about language must be done in a systematic way. In addition to being systematic, language comes in various symbols; they can be vocal and visual (Brown, 2005). In teaching language, teachers can use not only texts, but also visual media, such as picture book, movie, and cartoon. As language is acquired by all people in much the same way, language and language teaching are both universal characters. It operates in speech community or culture (Brown, 2005).

Brown (2000) also states that learning is the process of acquiring or getting knowledge of a subject or a skill by studying experiences or instructions. Further, Brown (2000) mentions that learning is acquisiting on or "getting". When students are learning a new skill, they are actually getting information on how to do the skill, and then try to retent it. Retention of skill or information implies storage system, memory, and cognitive organization (Brown, 2000).

Besides storing information, learning also involves other activities, namely focusing on and behaving upon the events in the external world of the learners. Therefore, learning may result in a change in behavior (Brown, 2000)

In relation to learning, Brown (2000) states that teaching is the process of building and facilitating learning. Teaching also enables learners to learn and set the condition for learning. It implies that teaching cannot be separated from learning.

The teacher's understanding of what learning is will determine their understanding of what teaching is. Teacher's understanding of how students learn will determine their philosophy of education, teaching style, approaches, methods, and the classroom teaching. The approach, the methods, and the teaching that are used in the classroom depend on the teacher's understanding of what learning is. In other words, the concept of teaching is interpreted in line with the concept of learning.

2. Reading skills

a. The Nature of Reading

According to Walter (2004), reading is an active processing which students think, reason, and apply strategies to construct meaning. He also states reading is not merely recognizing written words, but is also acknowledging the messages conveyed by the text.

In other hand, Maxom (2009) suggests that reading in English learning process has a considerable role in the language teaching to strengthen the skills which are acquired by the students in speaking, listening, and writing. Richards and Renandya (2002) also state reading can also enhance the students' acquisition by understanding the linguistically written texts.

Besides the definitions from experts as discussed above, actually the reading skill is not only measured from the written texts, but also involves an active process to understand the contents of the texts so that the message can be delivered. It is called the reading process. According to Syatriana (2010: 30), the reading process includes three stages: (1) letter and word recognition, (2) comprehension of concepts, and (3) reaction and assimilation of the new knowledge with the reader's past experiences.

b. Reading Comprehension

Snow (2002) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Snow (2002) also noted, there are three elements of reading comprehension. The elements are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension takes part.

1) The reader

Fluency plays an important role in comprehending texts. A quick and efficient recognition of words, some aspects of syntactic parsing, and several components of fluency are essential in the reading comprehension. Besides, to be able to comprehend a text well, a reader must have a wide range of capacities and abilities. These include cognitive, motivational, and linguistic capacities and knowledge.

2) The text

Texts can be difficult or easy, depending on some factors. The content, vocabulary, linguistic structure, discourse style, and genre affect the difficulty of the texts. When they are not suited to the readers' knowledge and experience, the texts may be too difficult.

3) The activity

A reading activity has one or more purposes. The purposes of the reading may affect comprehension. For instance, when we want to find information about job vacancy on the newspaper, we will read the column quickly, than after we find what we are looking for, suddenly we slow down our reading speed. Meanwhile, when we are reading a novel, we want to understand the whole content, not just a small part of the novel. Therefore, we tend to read a novel carefully from page to page, and our reading speed is averagely the same from the beginning to the end.

c. Reading Aloud

An active learning strategy of reading aloud is a learning strategy to stimulate students to actively participate in the learning process in class. Carger (1993) notes that reading aloud provides English learners with a basis for meaningful communication as they respond to and share reactions to stories. Reading aloud can help students be more focused and stimulate other activities such as discussions and group work.

Reading aloud can also hone students' skills in managing reading speed and intonation. This is in accordance with Fondas (1992), who confirms in his study, the idea that reading aloud improves incidental vocabulary acquisition regardless of the reading ability of the readers. Gabrielatos (2002) also states that pronunciation can be improved in a more comprehensive way during read-aloud whereas it happens that the individual sounds and words are usually taught in isolation by ELT teachers in the class. Besides, spoken production and communication can be facilitated when reading aloud activity is run.

Therefore, a learning strategy of reading aloud can be stated as one of the activities in the digital learning media can not only support students' understanding in understanding the story, but it also can hone their skills, such as improving precision in punctuation and intonation when reading the story texts.

d. Macro- and Micro- of Reading skills

According to Harmer (1998), a language consists of four skills. The skills are namely listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. However, reading as the receptive skill is not a passive skill. In addition, Gerlach and Ely (1971) states that reading involves guessing, predicting, checking, and asking oneself questions. The questions may lead to a greater discussion and reflection on the text.

Brown (2001: 306) also has conducted a study to comprehend texts in improving the reading skill. He lists the micro skills and macro skills of reading by adapting micro skills and macro skills of listening and speaking. Here are the micro skills of reading:

1) recognize a core of words, and interpret word order patterns and the significance;
2) recognize grammatical word classes (noun, verbs, etc., systems (e.g., tense agreement, pluralization), pattern, rules, and elliptical forms;
3) recognize that a particular meaning may be expressed in different grammatical forms;

Meanwhile, the following aspects are the macro skills of reading:

1) recognize the communicative function of written texts, according to form and purpose;
2) infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relation as the main idea, supporting idea, new information, given information, generalization information, and explication;
3) detect culturally specified references and interpret them in a context of the appropriate cultural schemata;

4) develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of word from context, and activating schemata for the interpretation of text.

The process of reading is divided into three approaches. They are bottom-up processing and top-down processing.

1) Bottom-up processing

Brown (2001) mentions that the readers must first recognize a multiplicity of linguistic signals (letters, syllables, words, phrase, grammatical cues, discourse markers) and use their linguistic data-processing mechanism to impose some sort of order on these signals. The data-driven operations obviously require sophisticated knowledge of language itself. Among all perceived data, the readers select the signals that make some sense, that cohere, that have a meaning.

2) Top-down processing

While in the bottom-up processing, the readers focus on the smallest units of the text to gain meaning, in the top-down processing it will be vice versa. Harmer (2001) mentions that the readers get a general view of the reading passages. Brown (2001) also states the general view is withdrawn from the reader's intelligence and experience when getting new information.

3) Interactive reading

Brown (2001) mentions that none of the two approaches is better than the other. He says that both of them are important, so it is better to combine the two processes in teaching receptive skills, in this case reading. He also says that "in

practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says".

This digital learning media will choose interactive reading to be developed because this type of reading combines two processes in teaching receptive skills. The processes include bottom-up process and top-down process. As the implementation, the digital learning media will be designed interactively by involving the users, in this case the students, to participate more in the learning process.

e. English Teaching and Learning in Junior High Schools

Piaget (1954) proposes a theory on stages of intellectual development based on the age and human's intelligence development through the following stages:

1) Sensory – motor stage : in the age range between 0 – 2 years old
2) Preparational stage : in the age range between 2 – 7 years old
3) Concrete stage : in the age range between 7 – 11 years old
4) Formal operational stage : in the age range of 11 years old and above

Thus, junior high school students belong to formal operational stage because their age is above 11 years old.

Brown (2001) states that "terrible teens" are age of transformation, confusion, self-consciousness, growing and changing bodies and minds. Teens are in opposition between childhood and adulthood. Therefore, a very special set of consideration applies to teach them.

Hamer (2001) supports this statement by claiming that teenagers tend to be unmotivated, surly, and uncooperative and that they are poor language learners. He also clarifies that all of the comments about young children, teenagers, and adults can be organized. It depends on individual learners' differences and motivation. He claims that the crucial thing in these ages is the search for an individual identity, and this search provides the key challenge for this group of teenagers; if they are engaged in this group, they will have a great capacity to learn, a great potential for creativity, and a passionate commitment.

f. Teaching English in Junior High Schools

Teaching English in junior high schools aims at helping the students develop their communication competence both in oral and written forms (BSNP, 2006:208). The school-based curriculum (KTSP) adopts the model of a communicative competence suggested by Celce-Murcia in Helena I.R. (2000). The communicative competence model is described as follows:

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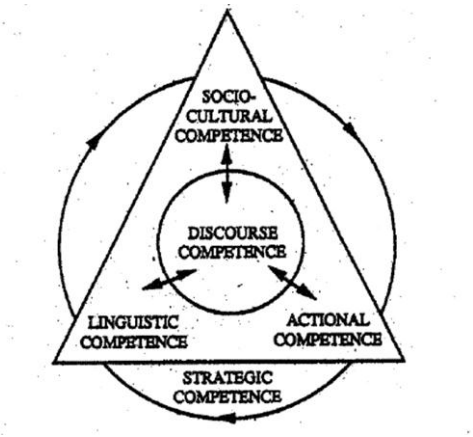

Figure 1: **A Communicative Competence Model by Celce Marcia in Augustien (2000)**

From Figure I above, the main competence is the discourse competence, which is the main target of this model. It means that when a person communicates both in oral and written forms, he or she is involved in a discourse.

According to Agustien (2000), there are four teaching steps to achieve those competences; the steps are Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

g. Learning media for Students of Junior High Schools

There are three genres taught in the eighth grade students of junior high schools; the genres are descriptive, recount, and narrative genres. When studying a narrative text, students do not only read the text but also identify the features of the narrative text like grammar, simple past tense, vocabulary, and how to give a response to the spoken narrative text.

There are four skills in English language learning, that is, reading, listening, vocabulary, and grammar. There are two language skills taught through this program; the skills are listening and reading. The listening practice helps the students understand the spoken narrative text; while the reading practice helps the students understand the written narrative text. To understand some difficult words related to the text, the English teacher gives vocabulary glossary. There are also grammar practices to help the students learn the tenses used in the narrative text.

h. Teaching Reading for Eighth Grade Students of Junior High Schools

In relation to this matter, the National Ministry of Education has arranged regulations, which standardize the national curriculum. In the national curriculum, the standard of competence and basic competence of English teaching and learning for each grade has been regulated. The national curriculum is expected to be a guideline for the teachers in making decisions about how they teach and what learning materials they will use to teach junior high school students.

The following table presents the standard of competence and basic competence of the reading skill for eighth grade students of junior high schools in the second semester according to BSNP 2006.

Table 1. **The standard and basic competence in School-based Curriculum**

Standard of Competence	**Basic Competence**
Reading : 1.3 Responding to the meaning and rhetorical stages of a simple, short essay accurately, fluently and thankful with regard to the surrounding environment in the form of and narrative text	11.1 Read aloud meaningful functional text and simple, short essay in the form of recount and narrative by saying, stress and intonation are acceptable with regard to the surrounding environment 11.2 Responding to the meaning in a simple short functional written text accurately, fluently and acceptable with regard to the surrounding environment; responding to the meaning and rhetorical stages of a simple, short essay accurately, fluently and thankful with regard to the surrounding environment in the form of narrative texts

In English Language teaching and learning in junior high schools, reading has a basic aspect of focus. Richards (2002) states some reasons why reading receives a special focus. The first reason is most of language learners often have reading as their most important goal because they want to be able to read for information and for pleasure. Second, written texts serve various pedagogical purposes. The comprehensible written texts can enhance the process of language acquisition. The good models for writing also provide opportunities to introduce a new topic to stimulate a discussion and to study a language like vocabulary, grammar, and idioms. In other words, reading is considered a highly-valued skill by teachers and students.

Research on the teaching of reading finds some significant findings; one of them is the bottom-up and top-down processing. The bottom-up approach explains and determines both first and second language research and theory. Cambourne (1979) and Nunan (1991) propose the basis of the vast majority of reading schemes. The central notion of bottom-up approach is reading is basically a matter of decoding a series of written symbols into their aural equivalents Nunan, (1991). In this processing, the reader processes each letter as it encounters. The reader should recognize a multiplicity of linguistic signals and use their linguistic data-processing mechanism to impose some sort of order on these signals. The derivation of meaning is the end process in which the language is translated from one symbolic representation to another.

Then, Kolers and Katzman in Nunan (1991) state that the research on human memory provides counterfactual evidence. It shows that the serial processing of every letter in a text in the bottom-up approach would slow reading up to the point where it would be difficult for the meaning to be retained. Based on some research findings, there is an alternative to the bottom-up approach, that is, the top-down processing emphasizes the reconstruction of meaning rather than the decoding of a form. The central process is the interaction between the reader and the text. The reader brings to this interaction their knowledge of the subject, knowledge and expectation about how a language works, and motivation, interest and attitudes toward the content of the text. However, this approach sometimes fails to distinguish adequately between beginning readers and fluent readers. The top-down notion is that reading proceeds through the generation of hypotheses about upcoming text elements as proposed by Stanovich (1980).

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

In addition, the issue of integrating four language skills in the teaching and learning processes becomes an interesting discussion. The interrelationship of skills is emphasized in the integrated approaches to language teaching. Brown (2001) states reading ability will be developed best if it is taught in association with writing, listening, and speaking. Based on Brown's statement, developing

reading skills can be best achieved if there is an interrelationship of those four skills.

Reading comprehension is primary a matter of developing appropriate and efficient comprehension strategies. Brown (2001) also suggests some micro skills for reading comprehension; they are:

1) Identifying the purpose of reading
2) Using grapheme rules and patterns to help in bottom-up decoding (especially for beginning level learners)
3) Using efficiently a silent reading technique for relatively rapid comprehension (for intermediate to advanced levels)
4) Skimming the text for main ideas
5) Scanning the text for specific information
6) Using semantic mapping or clustering
7) Guessing when it is uncertain
8) Analyzing vocabulary
9) Distinguishing between literal and implied meanings
10) Capitalizing on discourse markers to process relationships

Furthermore, to achieve the success in the teaching of reading, teachers should be able to design an interactive reading technique. Brown (2001) states eight principles for designing an interactive reading technique; the principles are:

1) In an interactive curriculum, it is important not to overlook the importance of specific instructions in reading skills.

2) Using techniques that are intrinsically motivating
3) Balancing authenticity and readability in choosing a text
4) Encouraging the development of reading strategies
5) Including both bottom-up and top-down techniques
6) Following SQ3R sequence
7) Subdividing the techniques into pre-reading, during-reading, and after reading phases
8) Building some evaluative aspects to the technique

Based on the discussion above, it is concluded that there are many ways for teachers to create attractive materials for teaching and learning. Teachers are expected to be able to create effective teaching materials and a good classroom condition. The most important thing is that teachers are expected to be able to accommodate and draw the students' attention in teaching reading.

3. Defining Digital Learning Media

Learning media come from the Latin word *medius* which literally means 'middle', 'intermediate' or 'introductory'. In Arabic, the media are intermediary or introductory messages from the sender to the receiver. Gerlach and Ely (1971) say that the media are understood broadly by human, materials, or events that establish the conditions which enable the students to acquire knowledge, skills, or attitudes. More specifically, the notion of media in teaching and learning tends to mean the graphic tools, photography, or electrical devices to capture, process, and reconstitute the visual and verbal information. Further, Djamarah (2002) states

that media are any tool which can be used as a conduit to achieve the goal of delivering message.

Kemp (1986) suggests some features, which are also the characteristics of media.

1) The factor of presentation or ability in presenting pictures
2) The factor of size; large or small
3) The factor of color: black or white
4) The factor of motion-stationary or moving
5) The factor of language, written or oral
6) The factor of relationship between images and sounds - images only, sounds only or the combination of pictures and sounds

While learning is a process, a method, or an act which makes the study of living things (KBBI, 2002), learning media are the media used in the learning process as a bridge of messages between a teacher and students in order to achieve teaching objectives.

a. Digital Learning Media

Kemp and Dayton (1985) suggest the following classification of types of media: (1) print media (2) media display (displayed media); (3) overhead transparency (OHP); (4) sound recordings; (5) voice slides and film strips; (6) presentation of multi-image; (7) videos and films; and (8) computer-based learning (computer based instruction).

Moreno & Mayer (2000) mention that digital learning materials support the integration of images, animations, pictures and graphics to promote learning through experiences aligned with visual and verbal repository systems of the learners. To ensure that an instruction presented as part of digital learning materials is aligned with tenets of learning, the teacher and students should ensure that the content, design, and presentation of digital materials are aligned with the following:

1) Digital learning materials should be context based;
2) The content presented should relate to objectives of the lesson or presentation;
3) Digital learning materials should promote participation through active involvement;
4) Digital learning materials should promote collaboration and engage students in learning;
5) Digital learning materials presented should lay the foundation for students to develop autonomy and control over learning by creating new knowledge;
6) Digital learning materials should promote personal growth of students by creating new knowledge;
7) Learning outcomes should stimulate a perspective and understanding rather than a prescribed outcome;
8) Students are engaged in learning;
9) Addressing different learning styles;
10) Promoting the use of prior knowledge aligned with visual and verbal knowledge;
11) Promoting higher level thinking skills;
12) Promoting literacy skills;
13) Motivating students to learn.

b. Movie as Media of Learning

Heinich (2005) states that motion pictures (videos/movies) are the type of media that are able to show moving images integrated with sound elements. The examples of this type of media are namely films and videos. Both of these media

have features or extraordinary abilities as a medium of communication. Videos and movies can display information and knowledge in a realistic impression.

Videos and movies are also able to show the events, and the objects are recorded significantly. The prudent use of both media will provide a tremendous learning experience for students or audience effectively. Heinich (2005) also points out several advantages that can be provided by the video medium in communicating information and knowledge, that are:

1) Motion pictures can display moving images (motion pictures) and can show the information that contains the elements of motion in it. The ability to display elements of motion pictures is an attribute of the video medium.
2) Motion pictures can show a process gradually. Gradual movements can be shown effectively through this medium.
3) Videos (motion pictures) can be used as secure media of observation. Pictures of objects recorded in a video program can be safely observed by viewers. The recorded object might pose a danger if it is observed directly.
4) Motion pictures can be used to learn a particular skill or skills. Athletics lessons, for example, can be studied effectively through the medium of video. Existing facilities in the video and the ability to slow motion (slow motion) as well as lying off moving images (freeze frame) can be used to analyze specific parts or processes of a movement.
5) Dramatization in a video (a motion picture) program can arouse the emotions of viewers. Motion picture medium, therefore, may play a role in shaping the attitudes of individual and society. In the world of business

and industry, the video medium is used to observe and analyze social relationships between individuals.

6) Videos can be used to show an appreciation, particularly appreciation of other racial or ethnic culture. This media can be used to record the ceremony or ritual that is unique and in a rare place ethnically so that viewers can see the ceremony as a learning experience.
7) Motion picture medium can be used to provide the same experience (common experience) to audience at a different place. The same experience, which can be shown through the medium of video, will encourage viewers to play an effective role in creating a discussion about a certain topic.

The conclusion is digital learning media are all forms of materials for verbal and visual learning that contain information which is coherent with the learning and curriculum in junior high schools and the media can be sourced from anywhere. The digital learning media have a special feature which is shaped, and contains software to read format. The digital learning material also has the advantage of spreading the media without the need to have a physical form so it can easily be spread via the Internet, websites, blogs, and social media.

c. Using Subtitles in the Movie to Teaching and Learning Reading Skill.

This research uses subtitles in the movie as the main material for teaching reading. Anderson & Lorch (1983) state that television programs, movie and videotapes have found a place in the transmission of information and are powerful tools in promoting language teaching. Anderson also noted the subtitles or

captions (a key function on television, movie and videotapes) are synchronized with dialogue or narration of the program's audio track, augmenting, and understanding of TV programs and videos. The terms of subtitles and captions are interchangeable in this study and are defined as the translations of the spoken words to the written form with the identical language shown at the bottom of the television screen.

Paivio (1971) adds the proposed dual-coding theory, which suggests that when pictures are added to a message, the number of cues associated with the message increases. Viewers then will be more likely to remember the message. In that sense, the results of past research seem to sustain the aspect that the use of captions triggers multi-sensory processing, interacting with audio, video and print components.

In conclusion, subtitles in a movie are very beneficial to assist teachers in teaching reading in a different way. The use of subtitle in the movie in this research becomes the main material for reading, while movie is an alternative teaching material that can display the dialogue in the movie textually.

4. Developing Learning Materials

a. Definition of Materials

According to Tomlinson (1994), materials are used to help teach language to learners. Materials can be in the form of text books, cassettes, CD, videos, animations, digital media, newspapers and paragraphs written on a board, or anything which presents information about the language being learned. Nunan in

(1992) argues that teaching materials are often the most substantial and observable components of pedagogy.

b. Criteria of Good Learning Materials

Sugeng (2010) points out that a teacher must consider the criteria for good selection of instructional materials. He also explains four of six criteria of good materials from Print (1997) as follows.

1) Significance

Significant materials are the materials that suit students' needs. Significant materials also consider students' interests and motivation because the two factors play an important role in promoting the students' success in learning. The materials are more related to the students' needs that are significant to the students.

2) Validity

Validity of materials requires the materials to present what they supposed to present. The three criteria for valid materials are accuracy, authenticity, and correctness. The first criterion is accuracy, which is related to format and grammar. The materials have to be presented in a correct format and use correct grammar. The second criterion is authenticity, which is the resemblance of the materials to native language use. The last one is correctness, which is related to the content of the message or the information.

3) Social relevance

This criterion is related to the social needs of the students. The materials promote moral values and ideals and they feature social problems found in students' life or advertisements in the classroom, composed in a textbook, designed in a student worksheet, cited in a poem or an article, and so on. Therefore, whatever the teachers do to provide input, they also take into account any related principles to make the learners able to learn language efficiently.

From the explanation above, materials development can be defined as the process by which a teacher or a materials developer creates materials to meet the need in teaching and learning processes to provide a source of language. It can be creating, choosing or adapting, and organizing the materials and activities so that the students are able to learn the language effectively and achieve the learning objectives.

c. Principles in Developing Learning Materials

Tomlinson (1998) suggests the basic principles in conducting materials development for the teaching language as follows.

1). Materials should give impacts.
2). Materials should help learners feel at case.
3). Materials should help learners develop confidence.
4). What is being taught should be perceived by learners as relevant and useful.
5). Materials should require and facilitate learners with self-investment.
6). Learners must be ready to acquire the points being taught.
7). Materials should expose the learners to a language in an authentic use.

8). The learners' attention should be drawn to linguistic features of the input.

9). Materials should provide the learners with opportunities to use the target language to achieve a communicative purpose.

10). Materials should take into account that the positive effects of instructions are really delayed.

11). Materials should take into account that learners have different learning styles.

12). Materials should take into account that learners differ in affective attitudes.

13). Materials should permit a silent period at the beginning of instructions.

14). Materials should maximize learning potentials by encouraging intellectual, authentic. and emotional involvement which stimulates both right and left brain activities.

15). Materials should not rely too much on controlled practices.

16). Materials should provide opportunities for outcome feedback.

To produce good materials, in developing the materials, teachers or materials developers should follow the principles in materials to give positive effects for the students. The materials should be developed based on those elements.

d. Steps in Developing Materials

As stated by Tomlinson (2001) in Cambridge Journals (2012), materials development is both a field of study and a practical undertaking. As a field of study, it studies the principles and procedures of the design, implementation and evaluation of language teaching materials. As a practical undertaking, it refers to

anything which is done by writers, teachers or learners to provide sources of language input, to exploit those sources in ways which maximize the likelihood of intake and to stimulate purposeful output, or the supplying of information about and/or experience of the language in ways designed to promote language learning. Ideally, the 'two aspects of materials development are interactive in that the theoretical studies inform and are informed by the development and use of classroom materials' (Tomlinson, 2001). Materials developers might write text books, tell stories, bring advertisements into the classroom, express opinions, provide samples of language use, or read a poem aloud. Whatever they do to provide input, they do so ideally in principled ways related to what they know about how a language can be effectively learned. All the chapters in this book concentrate on the three vital questions of what should be provided for the learners, how it should be provided, and what can be done with it to promote language learning.

4. Narrative Text

a. Definitions of Narrative Text

Anderson and Anderson (1997) define that the narrative text is the type of text which tells a story. The purpose is to present a view of the world that entertains or informs the readers or listeners. Porter (2002) also defines narrative as "the representation of an event or a series of events". Some examples of narrative text are fantasy novel, historical fiction and stories. One of the characteristics of narrative texts is having an imagination presented in the text form. Therefore, every reader who reads this narrative text will always feel their

imagination is stimulated. The narrative text is a good learning medium for eighth grade students in junior high schools, since the students still belong to the age group which is categorized as teenagers. Teenagers are believed to still hold a strong imagination like children, although they have begun to try to make logical questions on their imagination.

b. Features of a Narrative Text

Based on Anderson and Anderson (1997), there are some constructs and language features in a narrative text. The constructs of narrative texts are:

1) An orientation (can be a paragraph, a picture or an opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

2) A complication that sets off a chain of events that influences what will happen in the story.

3) A sequence of event where the characters react to the complication.

4) A resolution in which the characters finally sort out the complication.

5) A coda that provides a comment or moral based on what has been learned from the story (an optional step)

Meanwhile, the language features usually found in a narrative are:

1) Specific characters
2) Time words that connect events to tell when they occur
3) Verbs to show the actions that occur in the story

4) Descriptive words to portray the characters and settings.

6. The Story of *Ramayana* in Javanese Version

According to Suwito (2009) *Ramayana* is an original story written by Valmiki (Walmiki) from India around the year 400 BC. Valmiki as the main *Ramayana* author only wrote the script's core, then the other Indian authors added stories in the *Ramayana* to amount to 24,000 lines of poetry.

Ramayana story entered Indonesia through trade activities along with the Indian culture and the religions it brought, such as Hinduism and Buddhism. Later, Indian culture formed an acculturation with that of Indonesian culture. This is proven with the existence of a number of Hinduism and Buddhist kingdoms. However, the story of *Ramayana* that we know today has transformed so that the story of *Ramayana* in Indonesia will be different from the *Ramayana* in India. *Ramayana* epic in Java first appeared in the form of *kakawin* (literature) which was then called *kakawin Ramayana*. *Kakawin Ramayana* was supposedly written around 9th AD, referring to the old Javanese language it used. Old Javanese language has become a vehicle for culture that is important since 9th AD, Zoetmulder (1974).

Soebadio (2001) states the *Ramayana* story from India was indeed written by Valmiki. However, it was then modified in such a way to adjust the context of "Javaneseness", that *kakawin Ramayana* from multiple viewpoints seems to differ from the *Ramayana* epic in Valmiki's version. The *sloka* (a couplet of Sanskrit

verse) that appear are different from that in India and cannot be found in the original Indian texts.

In addition to undergoing a transformation in the story, the story of *Ramayana* in Javanese version also gets additional distinctive characters. During the kingdom of Islam, Sunan Kalijaga created a group of characters named *Punakawan* which includes *Semar, Gareng, Petruk, Bagong.* These Punakawan figures still can be seen until now in the entire puppet story. Punakawan figures in charge of instilling character and moral values through conversations in the story can be made in view of the public or the audience in a puppet show, Purnamasari (2013).

Ramayana story is played in a show called the puppet show and this is still often played in Java. The puppet itself originally comes from the western Indian art. The puppet show in Java is the same as what is in the West Indies; therefore, he suggests that the puppet was created by Hindu and Javanese people. Just as the *Ramayana* story is undergoing a transformation, which is originated in India, the puppet then gets more complex by the presence of equipments such as *kelir* (screen), *blencong* (taper of oil lamp), *cempala,* and *kepyak* (percussion instrument). Hazeu (1897) believes that the puppet show is derived from the original art of Java. It can be seen from the terms that are used, mostly in Javanese language for example, *kelir* (screen), *blencong* (taper of oil lamp), *cempala* (bludgeon), and *kepyak* (percussion instrument) to support the puppet show.

7. Culture-Based Materials

In teaching and learning an international language such as English, a teacher must consider the characteristics of such a language, the rule culture plays in teaching, and language teaching in specific, the role language plays in the cultural expressions we make, and the role the teaching materials and methods that we use. These materials and methods have different and important impact of the language aquisition. Within this view of culture foreign language education, leaners are encouraged to play multiple and different roles based on their bacground and experiences.

There are some types of materials which can be used in the learning media. Three basic types of materials can be used in language textbooks, according to Cortazzi and Jin (1991) are source culture materials, target culture materials, and international materials.

The first is source culture material. This illustrates on the learners' own culture content. Especially in Indonesia, this would involve using mostly materials that are based on Indonesian society and culture, and thus inherently familiar to the learners.

The second source of materials is from target culture, drawing on the culture of a country in which English is spoken as an L1. In the case, students would spend most of their time reading and learning about in native-English speaking countries, such as United States, Australia and Great Britain.

The third type is international target culture material, which uses a wide range of materials from a variety of culture in English- and non- English-

speaking countries around the world. For example, students in Indonesia might have lesson in English in which the focus was the historical Great Wall in China.

Culture-source material is the primary emphasis on many existing English textbooks. However, one of the major goals of teaching English as an international language is to make it easier for learners to communicate their ideas and cultural understanding in the medium of English. That being the case, there are many reasons why culture-source materials should be used.

Matsuda in Alsagoff et al. (2012) also states that any materials that engage students to explain local culture, to critically reflect upon what they take for granted, and to work on skills to describe local culture in English can be legitimately incorporated into English for International Language (EIL) classrooms. Moreover, she argues that introducing unfamiliar values requires some careful planning and response. The teachers have to ensure that the students are not offended in the learning process. Furthermore, the teachers may be confused or put off by the values and practices presented in the textbooks and they need extra time to figure out how to position themselves in the discussion.

In addition, teaching English using target culture is having potential space for problems in students learning English. For example, the students may feel difficult in comprehending a text that has different characteristics and settings from thier own culture from English speaking country because they do not have the prior knowledge related with it. The teachers also have difficulties in explaining the word and concept from the culture aspects because they do not have any experience of living in the English speaking countries. Therefore, the

researcher used source culture or local culture in developing learing media in order to make students understand better what they are going to read and comprehend the content by using thier prior knowledge.

B. Conceptual Framework

The purpose of this Research and Development (RnD) research is to develop digital learning media based on *Ramayana* movie to improve reading skills for eight grade students of SMP 1 Lendah. The background of this research is many English teachers often could not find suitable learning and teaching aids with a cultural base for the eighth grade students. Many of the English teachers admit that the materials taught in the class are only based on the textbooks from the school. In fact, those eighth grade students seem to earn more interest in traditional art and culture of Indonesia, particularly Java. In addition, so far the teaching of reading is only focused on the texts in the book, without any other variation which is more interesting and interactive. As a result, the students feel boring when they have the English class and they do not enjoy the English teaching and learning process.

To solve the problems above, it was necessary to develop a digital learning medium based on the *Ramayana* movie to improve the reading skill of the eighth grade students of the junior high school. The procedure of developing the digital learning medium based on the *Ramayana* movie to improve the reading skill for those eighth grade students can be seen in Figure 2 below.

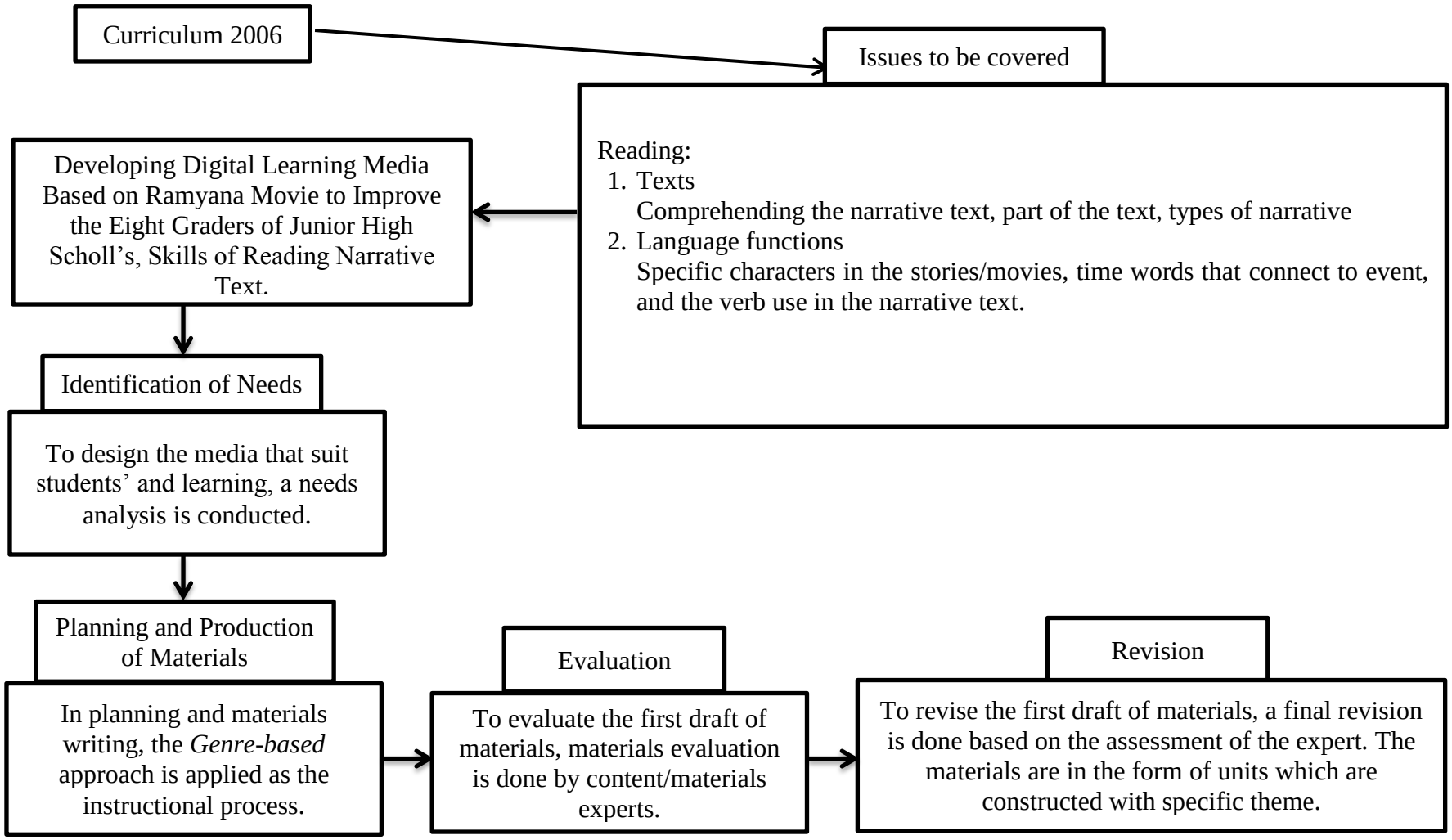

Figure 2: **The Schema of the Conceptual Framework of the Study**

CHAPTER III
RESEARCH METHOD

A. Type of the Study

This study was designed to developed a digital learning media based on *Ramayana* movie to improve the reading skills of narrative texts to eight graders of junior high schools. Therefore, it was categorized into Research and Development (R & D). According to Borg and Gall (1983), educational research and development is used to be called R & D with the term of 'product', which not only includes material objects, such as texts books, interactive media, multimedia learning, films and so on, but is also intended to set the procedures and processes, such as a method of teaching or a method for organizing instructions. Therefore, it is important to analyze the need and validate the effective products in order to produce products which can give a good contribution in the education field.

Further, the statement above proposes a cycle as the step of the process in the Research and Development research. The cycle consists of studying research findings related to the product to be developed.

B. The Setting of the Research

The needs analysis was conducted on June 16, 2015 to the students of VIII class, SMP 1 Lendah. Actually this class had complete facilities to support English teaching and learning processes. Nonetheless, the class did not have much learning media to be presented during the English class.

In this research, the population was the students of SMP N 1 Lendah grade VIII B and each class consisted of 32 students participating in the field study.

Table 2. **A Number of Grade VIII Students in SMP N 1 Lendah**

SCHOOL	**CLASS**	**Number of students**
SMP N 1 Lendah	VIII B	32
TOTAL		32

C. Research Procedures

This research study was classified into R & D. The research procedure followed the R & D cycle steps proposed by Jolly and Bolitho (1998).However, some of the steps were done in a simple way with regard to the researcher's feasibility. The research procedures were as follows:

1. Identification of Needs Analysis

In this step, need analysis was conducted. This step was intended to find information about the English teacher's and the students' characteristics toward the English lesson by observations, interviews, and questionnaires. The interview was conducted both to the English teacher and the students. The result of the need analysis was used as a guideline in *Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text.*

2. Planning

The information collected from the first step was used to plan the teaching aids. This step included defining the target skills, topics, and objectives of the materials. The need analysis and the curriculum were employed as the basis for selecting the topic.

3. Production of Materials

In the phase, the researcher started selecting and/or developing materials and the delivery methods. In addition, the researcher wrote the first draft of the materials development. The writing process considered the layout, size frame, giving visual contents, reproduction, video length, video speed, sounds, etc.

4. Evaluation

Then, to assess whether the developed materials had already been appropriate for the students or not, the expert judgment was conducted by consulting the developed materials to the experts. The results of the judgement were used as a guideline to write final draft.

5. Revision

Finally, based on the result of the expert judgement, the materials were then revised to be structurally acceptable reading narrative text materials. The illustration of the research procedure is illustrated in Figure 3 below.

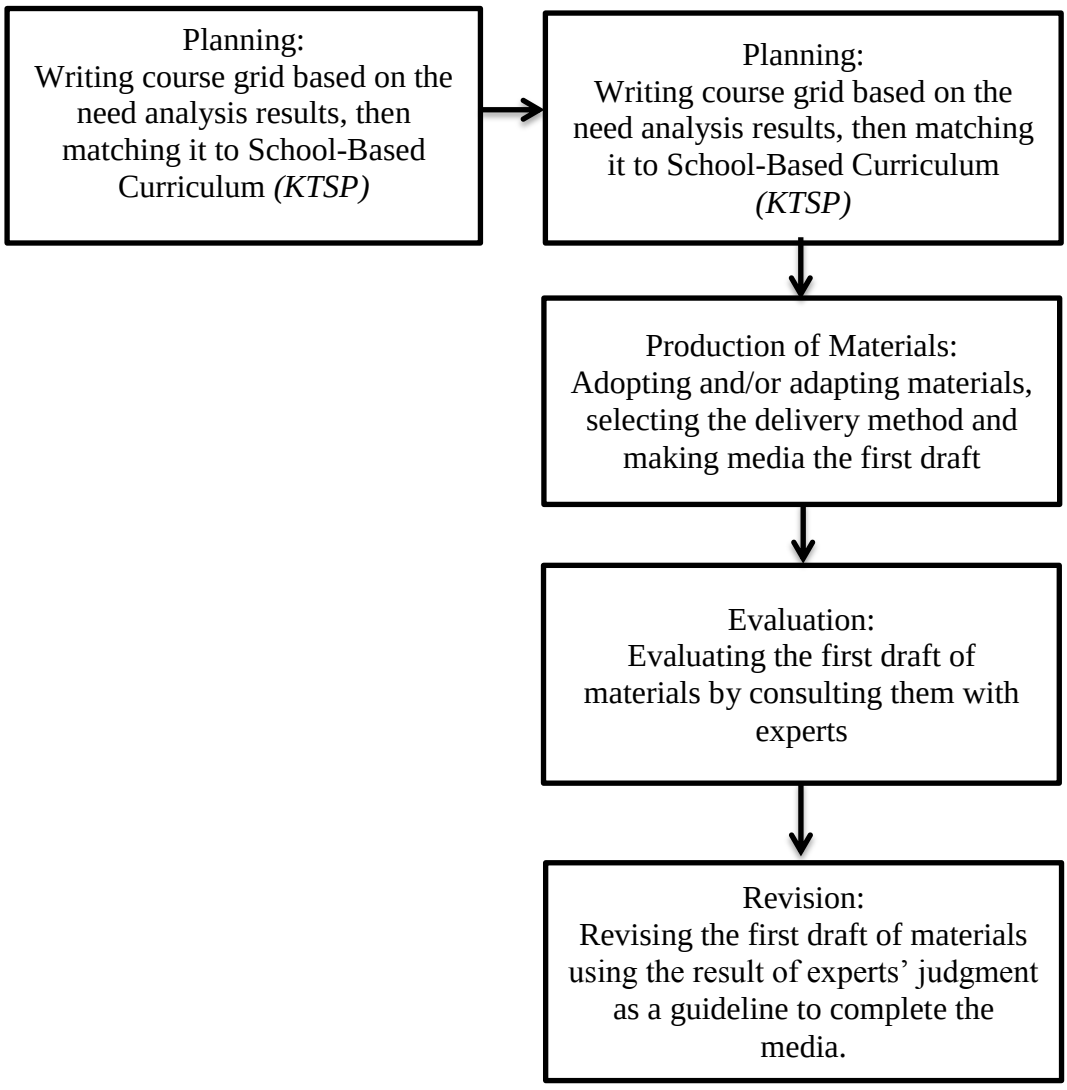

Figure 3**: Research Procedures**

D. Data Collection Techniques

The types of the data collection technique used in the study were questionnaires, and an observation guide. Therefore, the data of the study were in the form of result scores from the questionnaires, percentages, and field notes.

In this study, the data collection technique was employed in three steps. They were needs analysis step, arrangement of multiple choice questions, and evaluation of the first draft step. In the first step, the observation guide was used

to observe the teaching and learning activities. It was aimed to observe the English teaching and learning process and the students' behavior toward the English lesson. The data of the observation were in the form of field notes.

1. Questionnaire for the Students

To fulfill the validity requirements for the first questionnaire, validity construct was employed. To obtain the construct validity, consultation was done to the first supervisor in terms of the outline of the questionnaire, in order to know whether or not the questionnaire was capable of providing information about students' characteristics and needs. Furthermore, some references were also used related to the students' profiles, target needs, learning needs and the movie's structure (Tomlinson, 1998; Harmer, 2001; Brown, 2001; Hutchison and Waters,1987; Nunan, 2004 and Berk, 2003).

After the first steps, the questionnaires for the students were made in the form of multiple choice questions. The questionnaires consisted of two section questions. In the first section or section A, there were five questions that were aimed to get the data about the students' profile. Meanwhile, in the second section or section B, there were 25 multiple choice questions to get the data about their motivation toward the English lesson, interest, teaching aids, and English daily use. The data of the questionnaires were in the form of scores. The organization is shown in Table 3, while the content coverage of the questionnaires can be seen in Appendix A.

Table 3. **The Organization of the Need Survey Questionnaire**

No	Aspect	Number of items	Purpose of the questions	References
1	Students personal identity	Section A	To find out personal information about the learners	Tomlinson (1998:240)
Target Needs				
2	Necessities	1	To find out learners' needs related to the demand of the target situation	Harmer (2001:5),
4	Lacks	2	To find out the gap between learners' existing knowledge and the required knowledge level	Tomlinson (1998:240),
5	Wants	3-4	To find out learners' needs related to the target situation from the learners' point of view	Brown (2001 : 142), Hutchinson and Waters (1987:57).
Learning Needs				
6	Input	5-14	To find out to find out the content that should be carried out in the tasks which are designed.	Hutchison and Waters (1987: 55-60), Nunan (2004: 53-63), Nunan (2004 47 – 52)
7	Setting	15-16	To find out whether the tasks should be carried out in groups, pairs or individual	Hutchinson (1987: 55)
8	Learners' role	17-18	To get information about learner's Role	Hutchinson (1987: 55), Nunan (2004 47 – 52)

9	Teachers' role	19-20	To find out the learners' role in the classroom	Nunan (2004 47 – 52) Hutchinson (1987: 60 – 63)
10	Movie Structure	22-25	The aspects of movie structure.	Berk (2003: 202)

2. Questionnaire for the Expert Judgement

The second type of questionnaire was to evaluate the designed materials and tasks by getting feedback from experts. Table 4 shows the organization of the questionnaire for materials evaluation. The complete version of the expert judgment questionnaire was available in the Appendix F.

Table 4. **The Organization of Questionnaire for Expert Judgement**

Question number	**Purposes of the questions**	**Source(s)**
Part A	To get information about experts profile.	Tomlinson (1998:241)
Part B		
1-10	To get information about goals and methodology	Brown (2001), Harmer (2001:296) Brown (2001), Harmer (2001:296)

11-24	To get information about the Content, Sequences and Instructions	Brown (2001: 142) ,Hutchinson and Waters (1987)
25-33	To get information about Type setting, Ilustrations and General layout	Brown (2001: 142)
34-37	To evaluate in buttons appropriateness	Stemler (1997:-5-7)
38-42	To get evaluate about design guide book for teachers	Harmer (2001:302)
43-45	To get information about movie structure	Berk, (2002, 2003)

E. Data Analysis Technique

1. Quantative Data

The data and information obtained were used to improve the program and to indentify the feasibility of the program for the learning process. Data which had been collected needed to be analyzed to arrive at the result of the conclusions from the content expert, the media expert, the English teacher and also the students of grade VIII. The quantitative data were also obtained from the result of questionnaires from the content expert, the media expert, the English teacher and the students, while qualitative data were obtained from suggestions and comments from the content expert, the media expert, the English teacher and the students.

a. Needs Analysis Questionnaire

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

The needs analysis questionnaire were analysed by percentage. A percentage is calculated by dividing the number of students receiving a given scores by the total number of students and multiplying by 100, Lodico, Spaulding and Voegtle, (2010). The formula can be described as follows.

$$p = \frac{\mathrm{f}}{N} \mathrm{X}\ 100\%$$

P = Percentage of the item
f = Collected scores / observed frequency
N = Number of cases / expected frequency
100 = Fixed number

The highest percentage of answers on each question is considered as the tendency of students' condition.

b. Expert Judgement Questionnaire

The expert judgement questionnaire was distributed to material expert after finishing the writing of the first draft. It was used to evaluate the materials whether they are appropriate or not for the students in terms of content, presentation, language and lay out or graphic.

The expert judgement questionnaire applied the Likert scale to analyse the data. The main principle of the Likert scale is to determine the position of the respondents regarding to their attitude statement. Widoyoko (2013) states that the

Likert scale has three kinds of model: three-point, four-point, five-point model. The researcher will apply the five-point model because of its strengths. For instance, it has better and more variety responses than the other models. Then, it forces the tendency of the respondents into agreement or disagreement because there is no neutral option in this model. The five-point model can be described in the next points.

Table 5: **Five-point Model of Likert Scale.**

Strongly Agree	(SA)/ *Sangat Setuju (SS)*
Agree	(A) / *Setuju (S)*
Hesitate	(H) / *Ragu-ragu (R)*
Disagree	(D) / *Tidak Setuju (TS)*
Strongly Disagree	(SD) / *Sangat Tidak Setuju (SDS)*

Below, the formula of the range of interval proposed by Widoyoko (2013):

$$R = \frac{(\mathrm{Xh} - \mathrm{Xl})}{5}$$

R = Range
Xh = The highest scale
Xl = The lowest scale
5 = Range of the Likert-Scale

The table below is the example of the data conversion proposed by Widoyoko (2013).

Table 6: **The Data Conversion of the Likert Scales**

Scale	**Interval**	**Categories**
1	$1 \leq x \leq 1.74$	Very poor
2	$1.75 \leq x \leq 2.24$	Poor fair
3	$2.25 \leq x \leq 3.24$	Fair
4	$3.25 \leq x \leq 4.24$	Good
	$4.25 \leq x \leq 5$	Very good

The term *x* refers to mean of the score obtained from the expert judgment. To find the mean (x), the researcher uses the formula proposed by Suharto (2005):

$$x = \frac{\sum fx}{N}$$

x= the mean value
∑fx= sum of the data score
N= the total number of question

2. Qualitative Data

The qualitative data were analysed using the three stages analysis proposed by Miles, Hubberman and Saldana (2014: 12-13), namely data condensation, data display, and drawing and verifying conclusion which are described in the next three points.

a. Data condensation

It was the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appears in the full corpus of written-up field notes, documents, and other materials.

b. Data display

It was the process of organizing information that permits conclusion drawing and action.

c. Drawing and verifying conclusion

It was the process of deciding what things mean by noting patterns, explanations, causal flows, and propositions. After that, the conclusion was

verified with argumentation, peer review or extensive effort to find the validity of the data. Figure 4 below illustrates the process of qualitative data analysis.

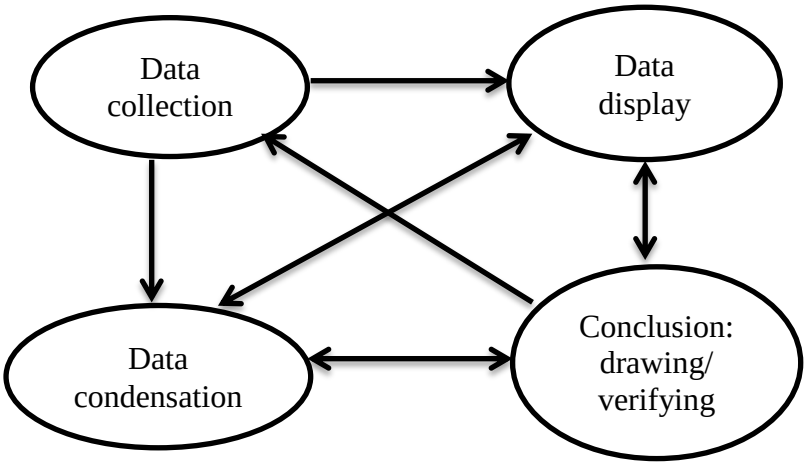

Figure 4**: The Process of Qualitative Data Analysis**

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

1. Describing Needs Analysis

a. Instrument of needs analysis

Before conducting needs analysis, the insrument for needs analysis was developed. The questionnaire consisting of 25 questions was developed based on the blue print that had been made previously. The blue print was based on the theories of developing materials by Nunan (2004) and Hutchinson and Waters (1987) while the movie was developed based on the theory by Berk (2003). Furthermore, the questionaire developed based on the blue print aim to figure out who the learners are and to get information about the learners' background knowledge, attitude towards English, learning styles, needs and expectation from learning English.

b. Target Needs

The respondents who filled the need analysis questionnaire were eighth grade students of SMP N 1 Lendah. The description of the respondents is presented in the folowing table.

Table 7. **The Respondents of the Need Analysis**

Number of Respondents	**Sex**		**Age**
	Male	**Female**	
32	**14**	**18**	**14**

1.) Necessities

The tables in this section present grade VIII students' necessities in learning English.

Table 8. **Needs of the Students**

No	**Question**	**Options**	**Percentage (%)**
1.	Why do you have to study English ?	a.Because English is a lesson in school	68.7%
		b. Because it is required to work or go abroad	12.5%
		c. Because I want to be fluent in speaking English with foreigners who come to Indonesia	37.5%
		d. Because many good books are written in English	13%

From the needs of students above, most students choose to answer because English was a lesson in school. This was an early indicator that the students felt the need to learn English was just because it was a subject in school

and they needed to get good grades to be able to continue to the next school level. With such data, the digital learning media that was made for reading in accordance with the regulations, with regard to core competence (*SK)* and basic competence (*KD)* in School-based (*KTSP*) curriculum.

2.) Lack

The table in this section is presented in order to show the current reading proficiaency level of grade VIII students and difficulties found in reading.

Table 9. **Lacks of the Students**

No	**Question**	**Options**	**Percentage (%)**
2	What are difficulties which you encounter when reading texts?	a. Translating difficult words according to the context	43.7%
		b. Comprehending reading texts	59.3 %
		c. Identifying the main idea of English texts	6.2 %
		d. Others	0 %

More than half a percent the students in learning to read was comprehending reading text. According to the lack of the students above, the digital learning media should provide materials containing some activities related to reading comprehension of the texts, understanding the story with the question and answer to comprehending the text or story, for example, using the puppets with *Ramayana* story as the subject.

3.) Wants

The table below displays what grade VIII students want to learn in reading lesson related to text types and language functions.

Table 10. **Wants of the Students**

No	Question	Options	Percentage (%)
3.	What is your goal in learning to read in English?	a. To be able to master the vocabulary related to everyday life	46.8 %
		b. To be able to use good grammar	18.7 %
		c. To be able to read and understand the meaning of texts	53.1 %
		d. Others	6.4 %
4.	What activity you expect from the learning media to help you learn English easily, especially reading?	a.Watching the movies	68.7 %
		b. Creating drama	0 %
		c. Reading texts with adequate illustrations	43.7%
		d. Arranging separate sentences into one story	18.7 %
		e. Others	0 %

From the students' wants, the percentage shows that most the students revealed that their reason of learning to read English texts was to be able to read the English text and understand the meaning of texts. They wanted to possess and remember every word in the English well. With the understanding, the digital

learning media which was created was enriched with content or material that made students able to learn reading comprehension.

To accomodate the students' wants, the digital learning media was made in accordance with what the students wanted. Majority of students wanted to learn English language especially reading by watching the movie. Therefore, the result of the observation above shows that the students wanted a digital learning media that invited them to watch a movie for helping them in reading English text. This was appropriate, because digital learning media developed for reading was using the movie containing local wisdom.

c. Learning Needs

Learning needs are considered what the learners need to do in order to learn (Hutchinson and Waters, 1987).

1.) Input

In this section, the tables display the result of input for students such as the use of the word length in the story, using a material content, the characters in material content and etc. for developing the digital learning media.

Table 11. **Input of Word Length in the Story**

No	Question	Options	Percentage (%)
5.	How long is the length of the text you want?	a.150 words - 200 words	21.8 %
		b. 200 words - 250 words	43.7 %
		c. 250 words - 300 words	18.7 %
		d. more than 300 words	15.6 %

Table 11 shows that the most of students felt comfortable to learn reading from the text that was about 200-250 words in length. The selection of length of words most preferred by students was used as a reference to create story content in the digital learning media, outside the context of a story in the movie later. Texts with more than 300 words gained the smallest percentege. However, they were still inserted in the movie or applied in the tasks.

Table 12. **Using a Material Content**

No	Question	Options	Precentages (%)
6.	What is the type of story that will make you interested in learning to read English texts?	a. A story in the film/ movie	62.5 %
		b. Short story in the books	12.5 %
		c. A story using illustrations	43.7 %
		d. Others	62.5 %

Mostly students wanted to learn reading from a story presented through the movie they were watching. The majority of students chose learning with the movie to support their English learning. Therefore, digital learning media based on a movie was created to improve reading skill. The movie was chosen as an alternative medium to make the students enjoy learning English.

Table 13. **The Characters in Material Content**

No	**Question**	**Options**	**Percentage (%)**
7.	If you are asked to read a narrative text, what must the text tell about?	a. Characters in animation and imaginative figures	62.5 %
		d. Human characters	12.5 %
		c. Animal characters	25 %
		d. Others	0 %

From Table 13, it shows that the students wanted the narrative texts presented through digital learning media were about imaginative figures. These figures could be perceptions or other forms of living beings, and the puppet could be capable of representing the imaginative figures they like. In addition to imaginative figures, as the main content in digital learning media development, it needed to include all the characters in the questionnaires, such as animal figures and human figures to make the narrative story become rich.

Table 14. **The Font Sizes, Types, and Colors**

No	Question	Options	Percentage (%)
8.	What should the size of the fonts on the Digital Learning media in the computer be?	a. From 12 to 14	43.7%
		b. From 15 to 17	43.7%
		c. From 18 to 20	12.5%
9.	What is the prefered type of font on Digital Learning media that will be used?	a. Comic Sans MS	53.1%
		b. Times New Roman	40.6%
		c. Arrial Narrow	3.1%
		d. Century Gothic	3.1%
		e. Others	0%
10.	What is the prefered color of display letters on the computer-based Digital Learning Media?	a. The same color	9.3%
		b. Different colors for important information	75%
		c. The contrasting colorfor the background	12.5%
		d. Others	3.1%

Table 14 shows the similarity of percentage for students who chose the font size between 12 to 15 and 15 to 17. This similarity became a separate consideration, as font size of 15 to 17 was used as a title at the beginning of units or became a theme chapter. The font size of 12 to 15 was considered in writing the story content, task and other student activities in the material. Meanwhile, the font size of 15 was used for writing the title of the story and the sub-chapters.

Other than the font size used in digital learning media, font type was also influential. Most students selected Comic San MS to be used as the default font in the digital learning media. In addition, the use of other font such as Times New Roman was also chosen by students as the standard font in digital learning media later. The large font selection made the digital learning media have a different impression and look more artistic. This was developed as a standard font so that the medium did not seem to be too formal and stiff. However, the other fonts such as Times New Roman would also be considered. As for the colour of display font to be used, the students chose to use different font colors for showing different information. Based on the suggestion, the display color of digital learning media was different colors for important information in order not to disrupt the students' focus while enjoying the movie.

Table 15. **Ilustration in the Material**

No	Question	Options	Precentages (%)
11..	Do display pictures or illustrations to support the story, and the task in Digital Learning Media need to be added?	a. No need to be added	0 %
		b. Sometimes it is needed	25 %
		c. Really need to be displayed	75 %

Table 15 shows that illustrations in the story were very necessary to be presented. In the digital learning media that was made, there was always a picture or illustration as complementary and also as accessories in each slide bar.

Table 16. **Backsound in the Material**

No	Question	Options	Precentages (%)
12.	Does the backsound on Digital Learning Media (in digital format) need to be added?	a. No need to be added	0%
		b. Sometimes it is needed	62.5%
		c. Very important	37.5%

For backsound in the material, Table 16 shows that students required backsound as digital learning media of learning. In addition, the most students argued that sometimes the addition of backsound was required in the medium.

Table17. **Background of the Digital Learning Media**

No	Question	Options	Precentages (%)
13.	What is the prefered background screen used in Digital Learning Media?	a. Having the same color and illustration of each page	53.1 %
		b. Background which has variations, such as change in color every two pages change in illustration of each page	28.1%
		c. Background has variations, such as change in color every four pages and change in illustration of each page	6.2 %
		d. Background must be different for every page	18.7 %
		e. Others	0 %

From Table 17, it shows there were the most students choose to use the the same color and illustration for each page.

Table 18**. Navigation Tools**

No	Question	Options	Precentages (%)
14.	What must the display buttons (navigation system) in the Digital Learning Media preferably be?	a. Not too complicated	37.5%
		b. Having a clear symbol (such as Next and Previous buttons).	50%
		c. Easy to find the location of the navigation buttons	21.8%
		d. Others	9.3%

From Table 18 above, the data shows half of percent that students wanted the navigation system to have clear symbols (such as the Next and Previous buttons). The placement of the buttons must be in a strategic location, making it easier for students. Besides, in making digital learning media, it also considered some options to enhance minor navigation buttons such as shape, location, text and color button as the digital learning media required easy and clear navigation buttons.

In addition, procedures specify what learners would actualy do with the input forming the point of departure for the learning task. The descriptions of the procedures are presented in the following tables.

Table 19. **Learning Procedures**

No	Question	Options	Percentage (%)
15.	What activities you prefer to learn reading in English?	a. Watching the film/ movie and then answering the questions according to the film /movie	43.7%
		b. Watching the film/ movie then describing or retelling the content of reading, plots, and characters	12.5%
		c. Matching words, sentences, or the story in sequence by using chunks of text as images based on sources from the movie or the story in the book	3.1%
		c. Reading the story in a book and then answering questions from the story	40.6%
		d. Reading the text and then filling the gaps or arranging sentences in a proper order	9.3%
		e. Grouping words in the text to get in formation about the reading.	6.2%
		f. Others	3.1%
16.	To attract your attention for reading the instructions in the development of Digital Learning Media, what should the instructions be?	a. Both diverse and interesting in terms of content, evaluation, and activities	62.5%
		b. The contents are not too hard or too long	28.1%
		c. Added with color, illustration, music that should be rich	31.2%
		d. Others	0%

Table 19 tells about what students wanted in learning to read English. The majority of students wanted to watch a film /movie and then answered the

questions according to the film /movie they watched. The ability to answering questions from the movie was the expected target, because this digital learning media was enriched with learning activities related to the movie as the basis of the activity of reading skills.

Meanwhile for variations in the digital learning media, the most of students wanted both diverse and interesting medium in terms of content, evaluation. Moreover, variation in activities kept the aspect of its material content, so that when students used this medium, they would not feel bored because they could do a lot of learning activities after watching the movie.

2.) Setting

This section provides information related to the students' desired settings such as setting of the task, and setting of the learning activities.

Table 20. **Setting**

No	**Question**	**Options**	**Percentage (%)**
17.	How would you do the tasks in the Digital Learning Mediu?	a. Individually	53.1 %
		b. In pairs	28.1 %
		c. In group	12.5 %
		d. Others	6.2 %
18.	What activity do you prefer in learning to read in English using the Digital Learning	a. Writing down all the information I got from the material, the text and the instructions on the Digital Learning media	37.5 %

	Media?	b. Working on every question and existing activities in the Digital Learning media	12.5 %
		c. Doing activities that I consider interesting and also I understand	59.3 %
		d. Others	0 %

Table 20 shows that as many students chose to work individually for doing the task. Although the majority students chose to do the task individually, the activities and tasks in the digital learning media were made in pairs. For activities such as doing tasks or answering questions, the half of percent students wanted to do activities that they considered interesting and also that they understood.

From the above data, the variation of activities for students in the digital learning media was enriched. The tasks were designed to be done in individaully, and in pairs. The digital learning media also provided content that was easy for thorough understanding. The medium was presented with some guidance and dictions that were not too difficult to be understood for eight grade students in the junior high school.

3.) Learner's Role

This part presents the result of the learners' roles that the learners want to take in reading.

Table 21. **Learner's Role**

No	Question	Options	Percentage (%)
19.	What is the prefered kind of Digital Learning Media to learn reading in English?	a. Making it easier in learning English any time and any where, considering the digital format is easy to carry and copy (passive participant)	46.8%
		b. Presenting materials and activities that encourage me to be more aware and interested in learning English. (Reading among participants)	59.3%
		c. Giving me the opportunity to play an active role in every activity that is in the Digital Learning Media. (active students)	12.5%
		d. Others	0%
20.	What do you think of giving the answer key on the Digital Learning Media?	a. Not needed	18.7%
		b. Required at the end of the Digital Learning Media	40.6%
		c. Required at the end of the activities or tasks	53.1%

From table 21 above, the majority of students who chose questions and activities that encouraged them to be more aware of and interested in the subjects of English, meaning students were attracted first with a question in order to understand the content of the material to be studied. This digital learning media tried to accommodate them by making the display and a few minor questions aiming to attract the attention of students. Those questions were in accordance with standard competence (*SK*) and basic competence *(KD)* that were applicable

to reading skills. While for the presence of answer key as an alternative, the most of students said it was important but it must be placed at the end of the materials or activity.

From the data obtained and presented in the tables above, the later activities in the medium for digital learning were designed to suit the activities and tasks that invited students to play an active role and provide with them with opportunities so that students who had already been engaged could actively participate. It also should pay attention to students who were passive by placing an icon that could attract the attention of the students. Meanwhile, for the answer key, it would be placed in each section in every unit of activities.

4.) Teacher's Role

This part presents the result of the desired teachers' roles in reading.

Table 22. **Teacher's Role**

No	**Question**	**Options**	**Precentages (%)**
21.	What do you expect from your teacher in learning to read English texts using the Digital Learning media?	a. Explaining the steps that must be taken to use and operate the Digital Learning media	37.5%
		b. Giving assignments and questions of activities in Digital Learning media	12.5%
		c. Giving examples of activities to do in Digital Learning media	56.2%
		d. Others	6.2%

From table 22 above, the most students who revealed that teachers had to give an example to work on activities in the digital learning media. From the data obtained above, the media was completed with a guide book that provided explanations and examples of activities for teachers to be able to explain the activity, thus the digital learning media could be adequate and understood by students.

5.) Movie Structures

This part presents the result of the form of the movie to apply in digital learning media.

Table 23. **Movie Structures**

No	Question	Options	Percentage (%)
22.	How long is the duration of *Ramayana* movie in the Learning Media?	a. 1 – 3 minutes	12.5 %
		b. 3 – 6 minutes	28.1%
		c. 4 – 8 minutes	25%
		d. 5 – 10 minutes	34.3 %
23.	What language is most preferably used in the *Ramayana* movie?	a. Easy to understand and simple English	68.7 %
		b. English used in every day conversation	34.3 %
		c. Formal and official English	6.2%
		d. Others	3.1 %
24.	How many characters in the	a. Only two characters	3.1 %

	Ramayana movie are?	b. More than two characters but less than five characters	34.3 %
		c. More than two characters but less than ten characters	12.5%
		d. There is no limitation, in accordance with the existing characters in the original story	50 %
25.	What must the subtitle or the text in the movie preferably be?..	a. Having colored letters which are displayed clearly and slowly	65.6 %
		b. Having capital letters to make them easier to see	21.8 %
		c. Having letters with different colors on each character/ characters to show who is speaking.	12.6%
		d. Others	0 %

Note: Before the data about the structures movie-making were obtained, there had been an explanation regarding the digital learning media that would be created. In addition, the movie of *Ramayana* had been featured to students before the data collection was done. For the duration of the movie as displayed in Table 4.17, the result is 34.3% of students chose 5-10 minutes for the duration of movie. For the conversation, students chose that it must be in English that was easy to understand and simple. For the selection of figures or characters, as many as 50 % of students chose no limitation in number, so it just presented the existing characters in the original story.

Finally, the students selected the subtitle to be displayed on the *Ramayana* cartoon movie and the result shows that 65.6 % of students wanted the subtitle to

contain letters having different colors on each character / characters to distinguish who is talking.

In the development of *Ramayana* movie as the digital learning media for reading, a movie had been developed with a duration of 3-4 minutes, using the number of characters in accordance with the original story of *Ramayana*. In addition, the movie was presented in English language which was easy to understand and simple. The digital learning media would use subtitles with different colors for easily distinguishing each character from their dialogue.

2. Course Grid

Course grid was written as the guidline to developing learning media for eight grade students of SMPN 1 Lendah. It was made based on the result of the need analysis in the form of questionnaire. It contained the target needs and learning needs. The highest percentage of the students' answer from the questionnaire was included to make the course grid. The course grid also was designed by referring to the School-Based Curriculum *(KTSP)* and the result of needs analysis. It consisted of core and basic competences, unit numbers, indicators of achievement, input texts, grammar and vocabulary, and learning tasks.

a. The Course Grid For Unit I

The course grid for Unit I was derived from core competence Number 1.1, and basic competences Number 11.1 and Number 11.2.3. The topic of the unit was "When Rama met Shinta" and the focus was to introduce the narrative text

such as the parts of narrative text and types of narrative text. The complete version of the course grid for Unit 1 is available in the Appendix B.

b. The Course Grid For Unit II

The course grid for Unit II was derived from core competence Number 1.1, and basic competences Number 11.1, and Number 11.2. The topic of the unit was "Rahwana Kidnapped Shinta" and the focus was on grammars and language features of a narrative text. The complete version of the course grid for Unit 2 is available in the Appendix B.

c. The Course Grid For Unit III

The course grid for Unit 3 was derived from core competence Number 1.1, and basic competences Number 11.1, and Number 11.2. The topic of the unit was "*Ramayana* War" and the focus was to introduce simple past tense. The complete version of the course grid for Unit 3 is available in the Appendix B.

3. Digital Learning Media Development

In designing the digital learning media program, it began by creating the screen of digital learning media and then designing and the layout of the program. After that, reserchер designed the materials in the program. The following is the detailed information of the first draft of the digital learning media.

a. Digital Learning Media Layout

Based on the observation sheet which had been designed, the first step was to design the layout. Figure 4 presents a brief design of the layout of digital learning media.

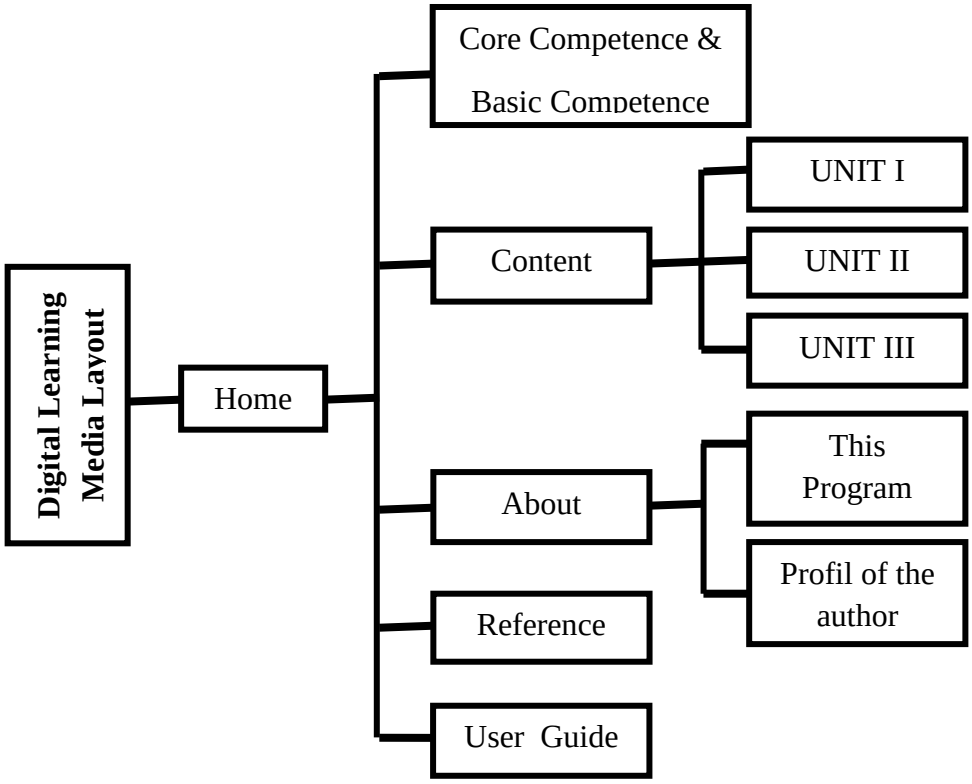

Figure 5. **Digital Learning Media Layout**

1) Home Screen

The home screen is the opening page of the program. It consists of threeparts: the title of the program in center, the *Home*, *Help* and *Exit* buttons in the top screen, and the bottom consist of *Previous* and *Next* buttons.

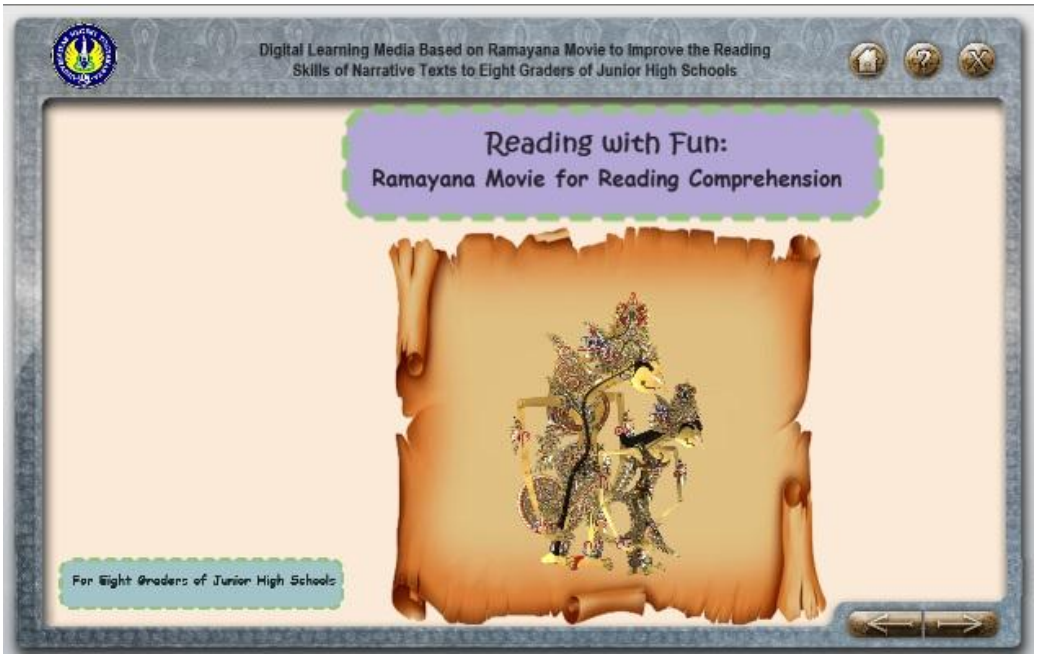

Figure 6. **The First Design of the Home Screen**

2) Main Menu

In the main menu page, there are five options. Those are *Core and Basic Competence*, *Contents*, *About*, *References*, and *User Guide*. The following is the first design of the main menu screen in the digital learning media.

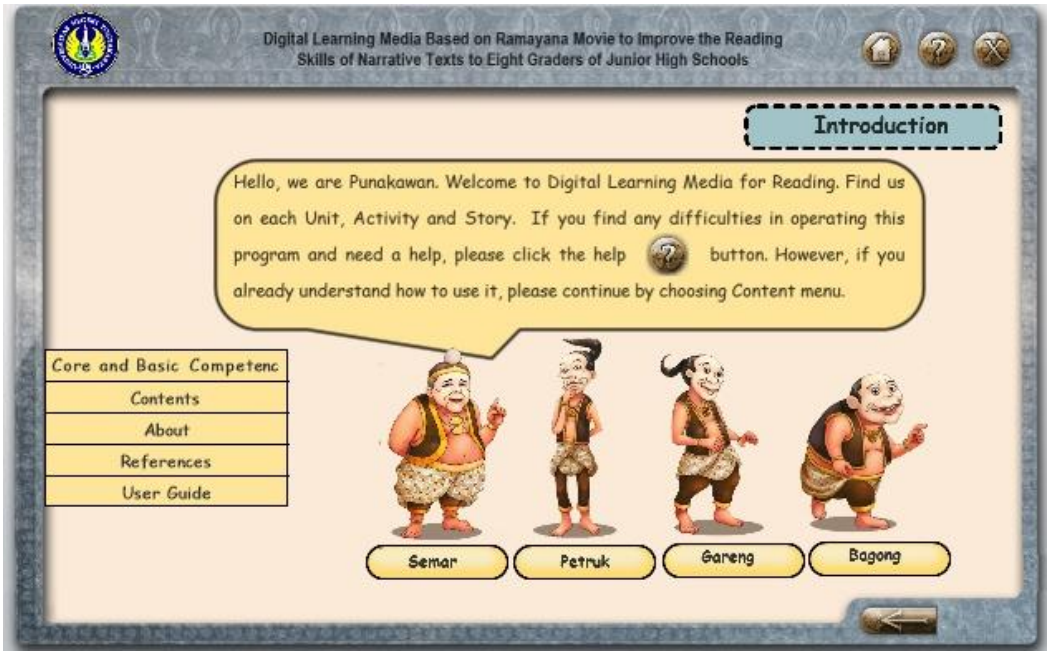

Figure 7. **The First Design of the Main Menu**

a) Core and Basic Competence

The content of the page presents the list of core and basic competence as the basis of the development of materials. Figure 8 shows the first design of the Core and Basic Competence in the digital learning media.

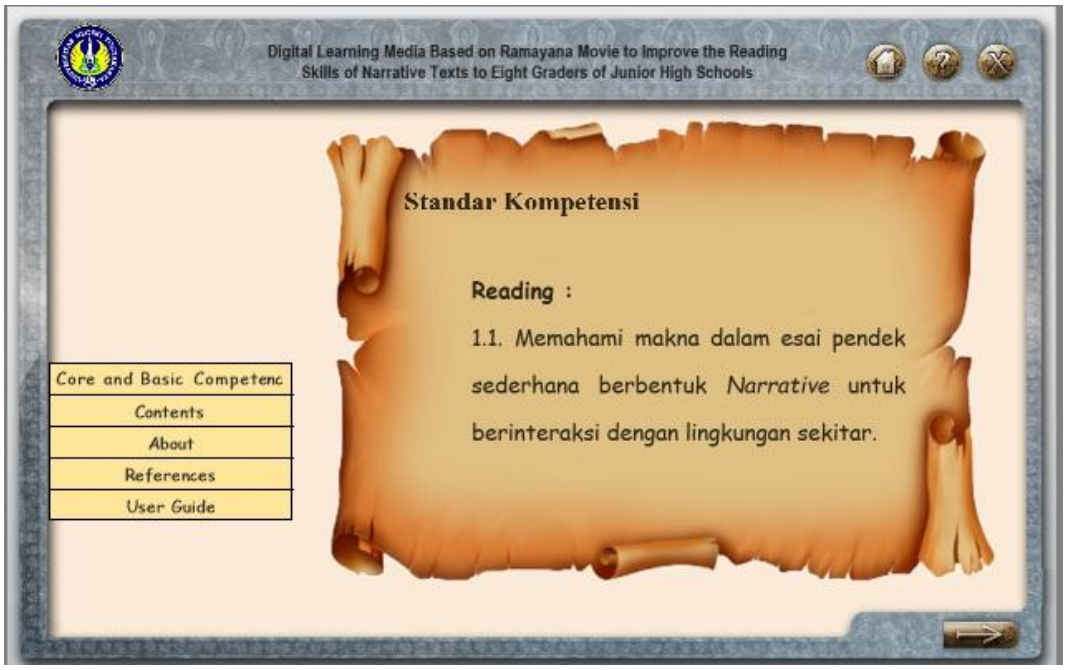

Figure 8. **The First Design of the Core and Basic Competence**

b) Contents

The content page presens the units that were developed based on the theme. There are three options provided in this page: Unit 1 *(When Rama met Shinta)*, Unit 2 *(Rahwana Kidnapped Shinta)*, and Unit 3 *(Ramayana War)*. Here is the picture:

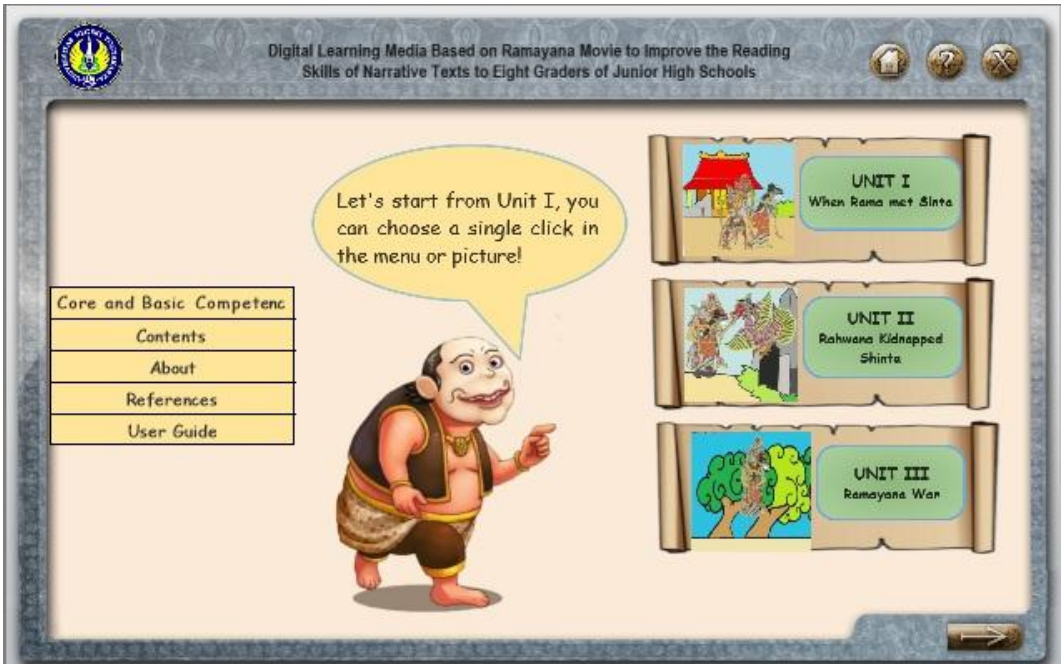

Figure 9. **The First Design of the Contents**

c) About

This page consists of two options: *About the Program* and *Profile of the Author*. This page describes the detailed information of the multimedia developed and also shows the author's profile. The following is the first design of the Information of the Program in the Digital Learning Media.

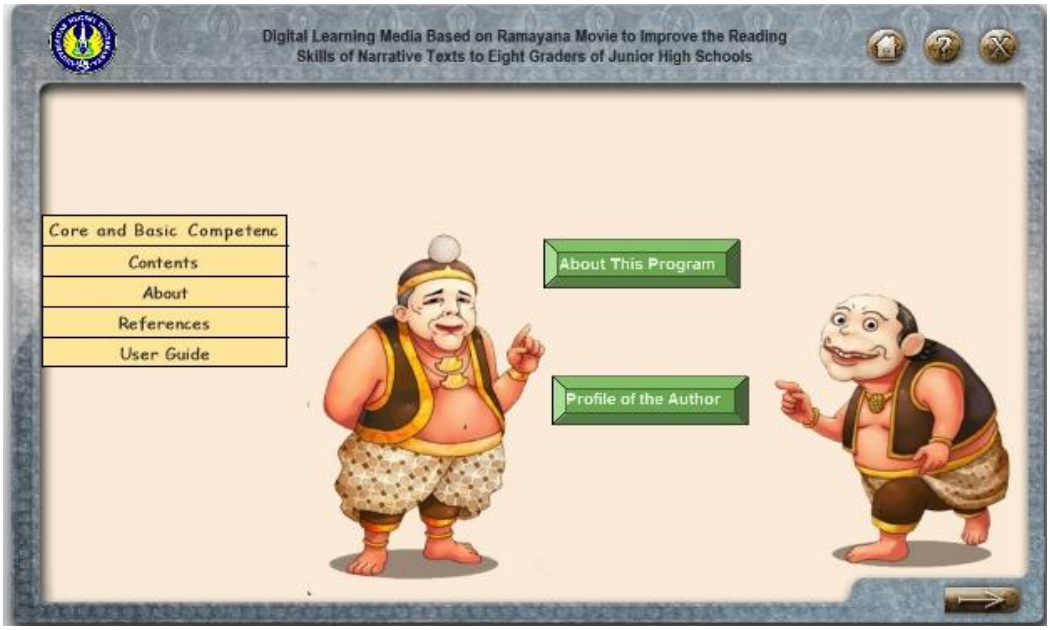

Figure 10. **The First Design of the About**

d) References

This page consists of two slides. It displays the sources of the materials. Figure 11 shows the first design of the references in digital learning media.

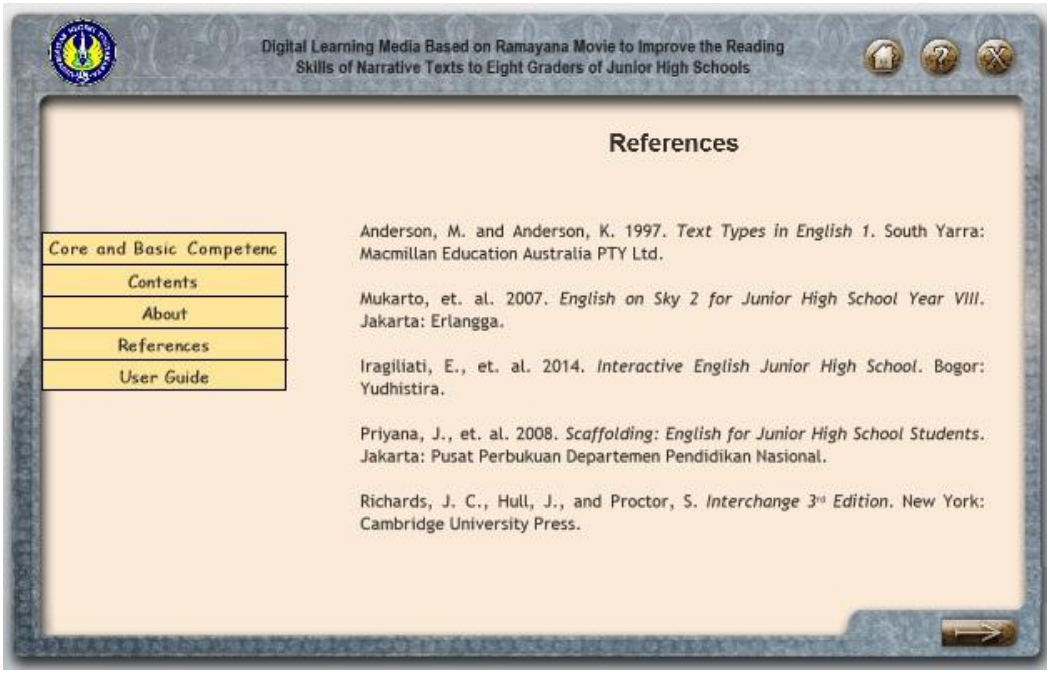

Figure 11. **The First Design of the References**

e) User Guide

The page shows the instruction on how to use the media. There are some important buttons that the users have to learn before using the media. Here is the first design of the user guide in digital learning media.

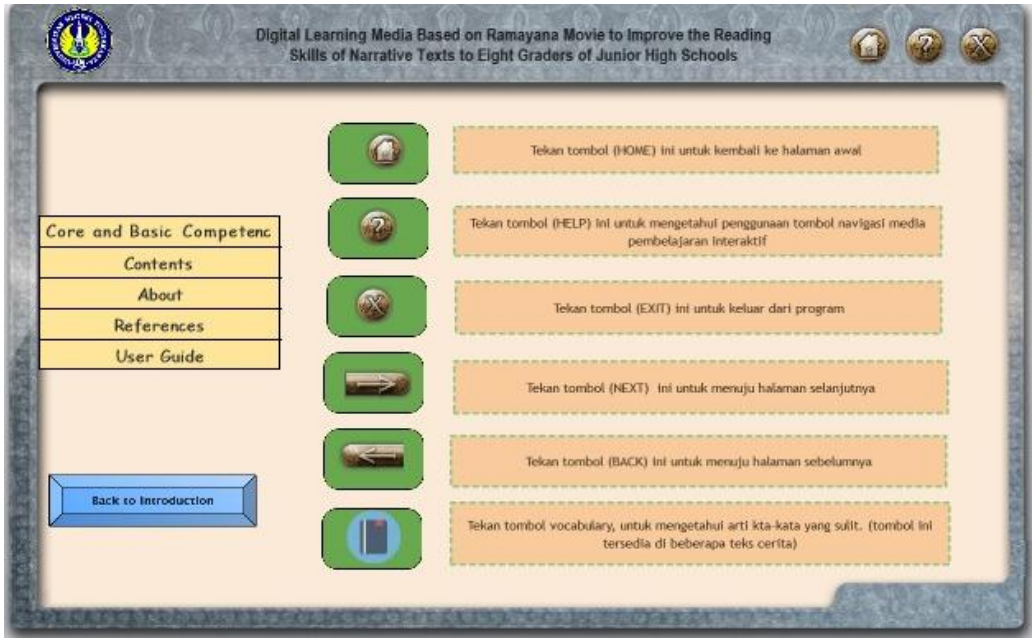

Figure 12. **The First Design of the User guide**

b. The Unit Design

As the course grid had been designed, the next step was to develop the materials. Figure 5 presents a brief design of each unit of the materials.

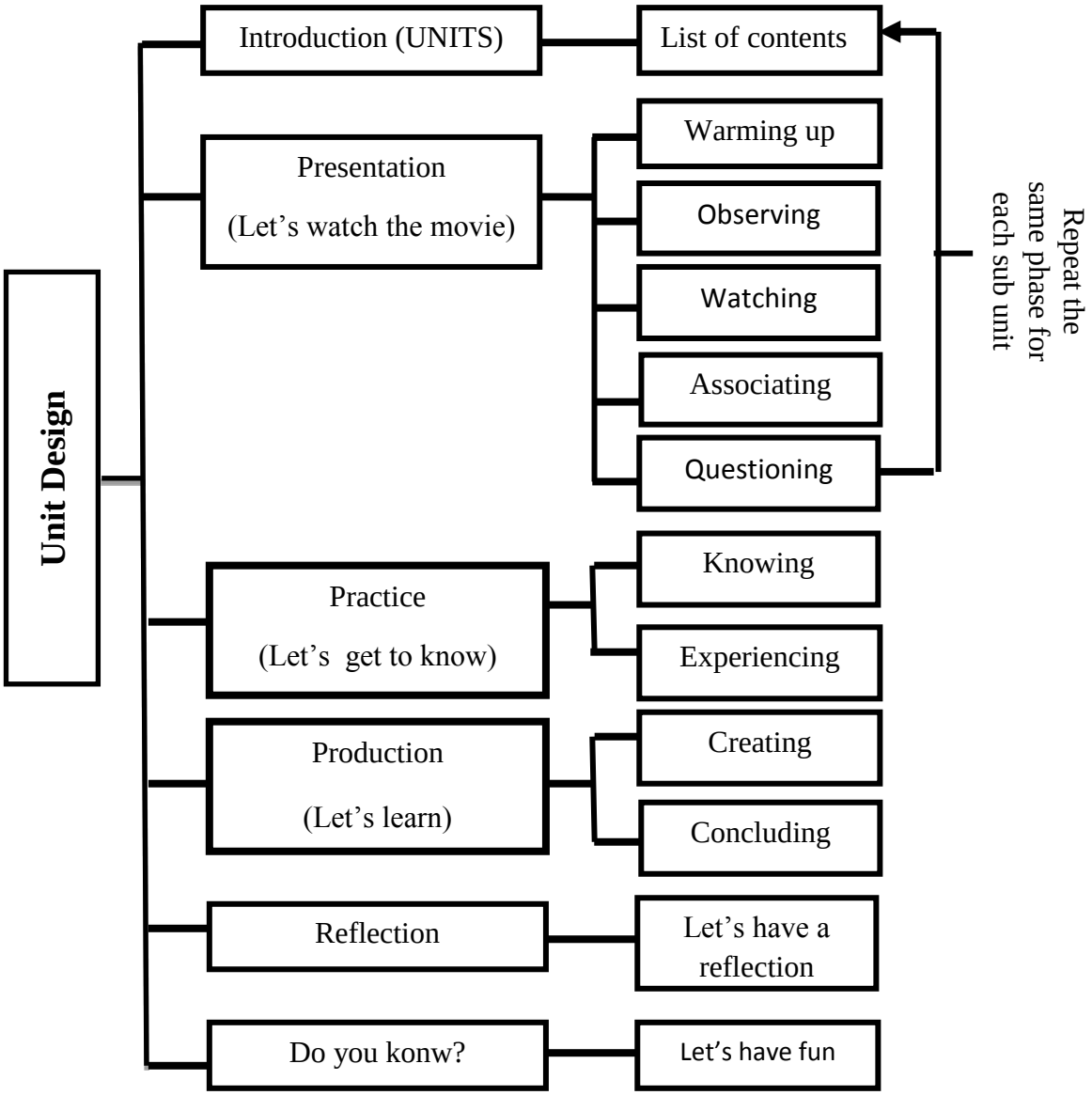

Figure 13. **Unit Design**

As presented in Figure 13, each unit of the materials was divided into three sub unis; the first sub unit consisted of movie related to task and activities in the next page; the second part consisted of materials related to understanding of a narrative text and the third part consisted of materials related to understanding of the whole unit. It means that after completing the steps in the first sub unit,

namely Language Functions part, the students were led to the Introduction part, *Let's Watch the Movie* menu, *Let's Get to Know* menu, *Let's Learn* menu, *Reflection* and *Do You Know*.

A unit had six main parts, namely Introduction, *Let's Watch the Movie*, *Let's Get to Know*, *Let's Learn, Reflection,* and *Do You Know*. The introduction part consisted of introducing topic of the unit to the students, activating their schema, and preparing them for the main lesson.

The menu of *Let's Watch the Movie* consisted of activities and exercises based on the movies designed to lead students in achieving the targeted competencies stated in the curriculum. The tasks were divided into six stages that were adapted from scientific approaches, namely warming up, observing, associating watching and questioning. In the warming up stage, students were given a few questions to be answered orally. In the observing stage, students had some highlights or clue about the film they watched. In the watching stage, students watched a movie with a duration of about 8 to 10 minutes. In the questioning stage, the task was focused on analyzing the movie including understanding the characters and elements of the movie. Then, students were given some questions related to the movie.

The menu *Let's Get to Know* consisted of two sections, called knowing and experiencing. The purposes were to give students some activities such as reading short stories and to introduce students to the narrative texts. Once students understood the material, it was called knowing. The next step was Experiencing.

In this stage, the students learnt about the tasks related with the part presented in the Knowing stage.

The next menu was *Let's Learn* consisting of two sections, namely creating and concluding. Creating part focused on the activities done independently. In this activity, the students were invited to understand the material in depth. Then, there was a summary of the results of the exercise unit.

The next menus were *Reflection* and *Do You Know*. *Reflection* was a slide containing a few questions to gauge students' understanding of the material in each unit they learned. Meanwhile, *Do You Know* was a slide containing some general knowledge and theories as a supplement to the student.

4. The First Draft of the Materials

The developed material consisted of three units. The design of each unit followed the unit design in the Figure 5. The next section is the elaboration of the units.

a. Description of Unit 1

This unit was derived from core competence Number 1.1, and basic competences Number 11.1 and Number 11.2. The title of the unit was "When Rama met Shinta", representing the theme of the unit. It was chosen as the theme of the unit based on the students' interest. This unit consisted of 4 activites and 2 exercises. The developed unit is described in Table 24.

Table 24. **Description of Unit 1**

<table>
<tr><td colspan="2">Unit 1

When Rama met Shinta

In this unit, students got acquainted with puppet characters in the movie's first part. In addition, the students were introduced to narrative text, part of narrative text, and examples of narrative text.</td></tr>
<tr><td colspan="2">Warming up</td></tr>
<tr><td></td><td>Instruction

Answer the questions orally

Description

In this slide, students and teachers discussed everything about puppets, stories, and performances.</td></tr>
<tr><td colspan="2">Observing</td></tr>
<tr><td></td><td>Instruction

The highlights of the first part of Ramayana movie will be given in this slide.

Description

In this slide, students would be given some clues or notes regarding what should be considered before watching the movie of Ramayana part one.</td></tr>
<tr><td colspan="2">Watching</td></tr>
<tr><td colspan="2">Associating</td></tr>
<tr><td>Activity 1</td><td>Instruction

Now after watching the movie, let’s review the characters. Match each picture below with the correct character’s name at the bottom.</td></tr>
</table>

	Description This activity encouraged students to remember the characters in the *Ramayana* movie part one.
Questioning	
Activity 2	**Instruction** Let's learn the meaning of the words found in the text. With your partner, draw a line to match the word in Column A with the meaning in Column B. You can use dictionary. **Description** This activity focused on the addition of the words. Students were invited to match the word with its meaning in pairs. This activity was accompanied by voting for the correct pronunciation.
Knowing	
Activity 3	**Instruction** Read aloud the following story **Description** This activity encouragee students to read the text of the *Ramayana* story part one in turn based on the boxes that already existed in the slide.
Experiencing	
Activity 4	**Instruction** After you read the text, answer the following questions. **Description** In this activity, the students answeredsome questions related to the text they read.
	Instruction The text in Activity 3 is a narrative text. A narrative text is to entertain and educate the reader. Narrative texts have five parts:

	Description Students were introduced to parts of the narrative text.
Creating	
Exercise 1	**Instruction** Let's learn the meaning of the words found in the text. Draw a line to match the word in Column A with the meaning in Column B. You can use the dictionary. **Description** This excercise focused on the addition of the words. Students were invited to match the words with their meaning. This activity was added with voting for the correct pronunciation.
Concluding	
Excercise 2	**Instruction** Reorder the paragraphs in the right side and match them with parts of a narrative text in the left side. Put them in the box provided. **Description** Excercise 2 was a summary of the entire unit I. Here, students were invited to sort random paragraphs based on part of the narrative texts, namely Orientation, Complication, Sequence of Events and Resolution.
Reflection	
Do You Know	

b. Description of Unit 2

This unit was derived from core competence Number 1.1, and basic competences Number 11.1 and Number 11.2. The title of the unit was "Rahwana kidnapped Shinta", representing the theme of the unit. It was chosen as the theme

of the unit based on the students' interest. This unit consisted of 5 activites and 2 exercises. The developed unit was described in Table 24.

Table 25. **Description of Unit 2**

<table>
<tr><td colspan="2">Unit 2

Rahwana kidnapped Shinta

In this unit, students got acquainted with puppet characters in the second part of the movie. In addition, students were introduced to language features in the narrative text.</td></tr>
<tr><td colspan="2">Warming up</td></tr>
<tr><td></td><td>Instruction

Answer the questions orally.

Description

In this slide, students and teachers discussed everything about puppets, stories and performances.</td></tr>
<tr><td colspan="2">Observing</td></tr>
<tr><td></td><td>Instruction

The highlights of the second part of Ramayana movie are as follows.

Description

In this slide, students were given some clues or note regarding what should be considered before watching Ramayana movie part two.</td></tr>
<tr><td colspan="2">Watching</td></tr>
<tr><td colspan="2">Associating</td></tr>
</table>

Activity 1	**Instruction** Now after watching the movie, let's review the characters. Match each picture below with the correct character's name at the bottom. **Description** This activity encouraged students to remember the characters in the *Ramayana* movie part two.
Questioning	
Activity 2	**Instruction** State whether each statement below is true or false based on the movie. **Description** This activity encouraged students to choose whether the statement was correct or wrong.
Knowing	
Activity 3	**Instruction** Let's learn the meaning of the words found in the text. With your partner, draw a line to match the word in Column A with the meaning in Column B. You can use dictionary to help. **Description** This activity focused on the addition of the words. Students were invited to match the word with its meaning in pairs. This activity was completed with voting for the correct pronunciation.
Experiencing	
Activity 4	**Instruction** Work in pairs! Reorder the picture in the left side to match the story in the right side. Put it in the box provided! If you have finished doing the task, please share your work to

	your friends. **Description** In this activity, students sorted the images in accordance with the paragraph in the right side. They did it in pairs.
	Instruction Language features of a narrative text. **Description** Students were introduced to the language feature of a narrative text.
Activity 5	**Instruction** Analyze the story in Activity 4. Write maximum 3 words in each box provided. **Description** In this activity, students tried to analyze the text in Activity 4 in accordance with what they had learned about the language feature of a narrtive text.
Creating	
Excercise 1	**Instruction** Read the following story **Description** In this exercise, the students read the text independently.
Concluding	
Excercise 2	**Instruction** Analyze the story in Excercise 1. Write maximum 3 words in each box provided. **Description** In this exercise, students analyzed the text they read previously.

	Students analyzed the language according to the features that had been studied previously.
Reflection	
Do You Know	

c. Description of Unit 3

This unit was derived from core competence Number 1.1, and basic competences Number 11.1 and Number 11.2. The title of the unit was "*Ramayana* War", representing the theme of the unit. It was chosen as the theme of the unit based on the students' interest. This unit consisted of 5 activites and 2 exercises. The developed unit is described in Table 26.

Table 26. **Description of Unit 3**

Unit 3 ***Ramayana* War** In this unit, students got acquainted with puppet characters in the third part of movie. In addition, students were introduced to the past tense and summarized the story.	
Warming up	
	Instruction Answer the questions orally **Description** In the slide, students and teachers discussed everything about puppets, stories, and performances.
Observing	

	Instruction The highlights of the third part of *Ramayana* movie are as follows. **Description** In this slide, students were given some clues or notes regarding what should be considered before watching the *Ramayana* movie part three.
Watching	
Associating	
Activity 1	**Instruction** Now after watching the movie, let's review the characters. Match each picture below with the correct character's name at the bottom. **Description** This activity encouraged students to remember the characters in the *Ramayana* movie part three.
Questioning	
Activity 2	**Instruction** Answer the questions below according to the pictures provided. **Description** This activity encouraged students to choose the statement based on the images that had been provided.
Knowing	
Activity 3	**Instruction** Fill in the blanks with the words provided in the box. **Description**

	In this activity, students would fill words in the blanks in the story based on words provided.
Experiencing	
Activity 4	**Instruction** Now, arrange these paragraphs into a good story. **Description** In this activity, students rearranged random paragraphs by filling numbers inside the box provided.
	Instruction Grammar stage **Description** Students were introduced with the simple past tense.
Activity 5	**Instruction** Change the following regular verb into their past form. You can use the dictionary. **Description** In this activity, students changed Verb I into Verb II with the help of dictionary.
Creating	
Excercise 1	**Instruction** Now, arrange these paragraphs into a good story. **Description** In this exercise, students rearranged random paragraphs by filling a number in the box provided.
Concluding	
Excercise	**Instruction**

2	Write the paragraphs based on the pictures. Please use the word provided. **Description** In this exercise, students created simple sentences using the words provided in the box. Students were guided by an image. It is the complete picture of the story of *Ramayana*.
Reflection	
Do You Know	

5. The Expert Judgment

As the first draft of the materials had been developed, the materials were then evaluated. The materials evaluation was conducted by distributing expert judgment questionnaires to an expert. The expert was the lecture having more than five years of working experiences in the field of TEFL and being a permanent lecturer in English Education Department at Yogyakarta State University. The results of the questionnaires were evaluated and became the basis to revise the materials. The next section is the elaboration of the results of the expert judgment questionnaires, validation and reviews of the materials, and revisions of the materials.

a. The Result and Revision of the Expert Judgment of Unit I

1) The Result of the Expert Judgment

There were six aspects of the materials that were evaluated. Those aspects were the appropriateness of the goals, the appropriateness of the contents, the appropriateness of the multimedia, the appropriateness of the navigation

buttons, the appropriateness of the teacher's guide book and the appropriateness of the movie sturcture. The results of the analysis of the questionnaire for expert judgment of Unit 1 are described in the next section.

a) The Appropriateness of the Goals

The second aspect to evaluate was the appropriateness of the learning goals with the developed material. The learning goals in this context referred to the goals and methodology in the material. The following table shows the results of the analysis.

Table 27. **The Appropriateness of the Goals of Unit I**

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	4
2	The indicators were clearly stated at the end of each unit.	3
3	The title in each unit was interesting to junior high school students of class VIII.	4
4	The material created contained numerous activities and media (movie, images, animation, text, etc.) supporting language learning.	5
5	The materials which were created provided new vocabularies to students.	4
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	4
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	5
8	Input (movie, images, animation, text, etc.) given was in compliance with the language level of junior high school students of class VIII.	4
9	Input (movie, images, animation, text, etc.) given motivated students to work on all activities.	4
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**4.1**

Table 27 shows that the mean value of the appropriateness of the learning goals of Unit 1 is 4.1. It implies that this unit falls into the category of "Good" as the value 3.4 is in the range of $3.25 \leq x \leq 4.24$.

b) The Appropriateness of the Contents

The second aspect to evaluate was the appropriateness of the contents of the developed material. The content in this context referred to the information about the content, sequences and instructions included in the materials. The following table shows the results of the analysis.

Table 28. **The Appropriateness of the Contents of Unit I**

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	4
3	Through the activities, the materials were suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materias were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the materials provided new knowledge on both English language and culture to students in junior high school of class VIII.	3
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	4
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	4
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	5

12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3
14	Level of difficulty of the contents, activities, and tasks had been adjusted, starting from the easiest one to the most difficult level.	4
15	The order of materials was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the material helped students understand the content.	4
17	The illustration was interesting and in line with junior high school students of class VIII.	4
Mean (x)		**3.8**

Table 28 shows that the mean value of the appropriateness of the content of Unit 1 is 3.8. It implies that this unit falls into the category of "Good" as the value 3.8 is in the range of $3.25 \leq x \leq 4.24$.

c) The Appropriateness of the Multimedia

The third aspect to evaluate was the appropriateness of the multimedia of the developed material. The multimedia in this context referred to information about setting, ilustrations and general layout. The following table shows the result of the analysis of Unit 1.

Table 29. **The Appropriateness of the Multimedia of Unit I**

No	Items	Mean
1	Frame layout was made with the existing standard size.	5
2	The slide design was interesting to junior high school students of class VIII.	5
3	The slide design was clear and simple.	5
4	The picture color and illustrations used were clear and interesting.	4
5	Font used was clear and had precise size.	5
6	Composition and slide layout already fit in the view on the screen.	5
Mean (x)		**4.8**

Table 29 shows that the mean value of the appropriateness of the multimedia of Unit 1 is 4.8. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

d) The Appropriateness of the Navigation Buttons

The third aspect to evaluate was the appropriateness of the navigation bottons of the developed materials. The navigation buttons in this context referred to position buttons appropriately. The following table shows the result of the analysis of Unit 1.

Table 30: **The Appropriateness of the Navigation Buttons of Unit I**

No	Items	Mean
1	All navigation keys to browse/operate functioned well.	5
2	Navigation keys to browse/operate were positioned consistently.	5
3	Navigation keys to browse/operate were easy to access.	5
4	Navigation keys to browse/operate were not too complicated (having a common symbol which was understood by the users).	5
Mean (x)		**5.0**

Table 30 shows that the mean value of the appropriateness of the multimedia of Unit 1is 5.0. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

e) The Appropriateness of the Teacher's Guide Book

The third aspect to evaluate was the appropriateness of the teacher's guide book of the developed material. The teacher's guide book in this context referred to the design of the guide book. The following table shows the result of the analysis.

Table 31. **The Appropriateness of the Teacher's Guide Book of Unit I**

No	Items	Mean
1	The teacher's guide book facilitated teachers in delivering the material.	5
2	The teacher's guide book was made clear and interesting.	4
3	The teacher's guide book made it easy for teachers to give explanation in each activity and task.	3
4	The language used could be understood even by teachers without English background.	4
5	There were answer keys in the teacher's guide book.	5
Mean (x)		**4.2**

Table 30 shows that the mean value of the appropriateness of the multimedia of Unit 1 is 4.2. This value is in the range of $3.25 \leq x \leq 4.24$which falls into the category of "Good".

f) The Appropriateness of the Movie Structures

The third aspect to evaluate was the appropriateness of the movie structure of the developed material. The movie structure in this context referred to get information about movie structure such as the lengh, characters, and language used in the movie. The following table shows the result of the analysis.

Table 32: **The Appropriateness of the Movie Structures of Unit I**

No	Items	Mean
1	The duration of the movie/film was in compliance with the learning process.	4
2	The language used in the movie/film was understandable and clear.	5
3	The number of characters in the movie/film was in compliance with the number of characters in the original story.	4
Mean (x)		**4.2**

Table 32 shows that the mean value of the appropriateness of the movie sturctures of Unit 1 is 4.3. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

2) Revision of Unit 1

In general, the expert suggested that Unit 1 needed to be revised in terms of the language by recommending some grammatical, typos, punctuation, font formatting and sentence directions. Then, as the needed revision had been made, the materials were considered as the final draft. Table 51 describes the revisions of Unit1.

Table 33: **The Revisions of Unit 1**

Parts of the Unit	Points to Revise	Revision
Let's watch the movie	A correction in the direction sentences: You can select the menu on the right side	You can select the menu on the left side.
Let's get to know	A suggestion in the direction sentences: Read aloud the following story	Clarify the direction of reading aloud (in the teacher's guide book)
Let's learn	No explanation about adverbs, nouns or adjectives.	Add explanation about adverbs, nouns or adjectives.
Reflection	Extra point can be given as an indicator of student's understanding.	Add a few points related to reading comprehension
Do you know?	Do you know ? (punctuation)	Do you know?

b. The Result of the Expert Judgment and Revision of Unit 2

1) The Result of the Expert Judgment

There were six aspects of the materials that were evaluated. Those aspects were the appropriateness of the goals, the appropriateness of the content, the appropriateness of the multimedia, the appropriateness of the navigation buttons, the appropriateness of the teacher's guide book and the appropriateness of the

movie sturcture. The results of the analysis of the questionnaire for expert judgment of the Unit 2 are described in the next section.

a) The Appropriateness of the Goals

The second aspect to evaluate was the appropriateness of the learning goals with the developed materials. The learning goals in this context referred to the goals and methodology included in the materials. The following table shows the results of the analysis.

Table 34. **The Appropriateness of the Goals of Unit 2**

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	4
2	The indicators were clearly stated at the end of each unit.	3
3	The title in each unit was interesting to junior high school students of class VIII.	3
4	The materials which were created contained numerous activities and media (movie, images, animation, text, etc.) that supported language learning.	4
5	The materials which were created provided new vocabularies to students.	5
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	3
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	4
8	Input (movie, images, animation, text, etc.) given was compliance with the language level of junior high school students of class VIII.	4
9	Input (movie, images, animation, text, etc.) given motivated students to work on all activities.	4
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**3.8**

Table 33 shows that the mean value of the appropriateness of the learning goals of Unit 2 is 3.8. It implies that this unit falls into the category of "Good" as the value 3.4 is in the range of $3.25 \leq x \leq 4.24$

b) The Appropriateness of the Content

The second aspect to evaluate was the appropriateness of the content of the developed material. The content in this context referred to the information about the content, sequences, and instructions included in the materials. The following table shows the results of the analysis.

Table 35: **The Appropriateness of the Content of Unit 2**

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	3
3	Through the activities, the materials were suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materials were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the material provided new knowledge on both English language and culture to students in junior high school of class VIII.	3
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	3
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	3
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	4
12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3
14	Level of difficulty of the contents, activities and tasks had been adjusted, starting from the easiest one to the most difficult level.	4

15	The order of materials was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the material helped students understand the content.	4
17	The illustration was interesting and in line with junior high school students of class VIII.	4
Mean (x)		**3.5**

Table 34 shows that the mean value of the appropriateness of the content of Unit 2 is 3.5. It implies that this unit falls into the category of "Good" as the value 3.8 is in the range of $3.25 \leq x \leq 4.24$.

c) The Appropriateness of the Multimedia

The third aspect to evaluate was the appropriateness of the multimedia of the developed material. The multimedia in this context referred to information about setting, ilustrations and general layout. The following table shows the result of the analysis.

Table 36. **The Appropriateness of the Multimedia of Unit 2**

No	Items	Mean
1	Frame layout was made with the existing standard size.	5
2	The slide design was interesting to junior high school students of class VIII.	5
3	The slide design was clear and simple.	5
4	The picture color and illustrations used were clear and interesting.	4
5	Font used was clear and hada precise size.	5
6	Composition and slide layout already fit in the view on the screen.	5
Mean (x)		**4.8**

Table 36 shows that the mean value of the appropriateness of the multimedia of Unit 2 is 4.8. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

d) The Appropriateness of the Navigation Buttons

The third aspect to evaluate was the appropriateness of the navigation bottons of the developed materials. The navigation buttons in this context referred to positioning the buttons appropriately. The following table shows the result of the analysis

Table 37: **The Appropriateness of the Navigation Buttons of Unit 2**

No	Items	Mean
1	All navigation keys to browse/operate functioned well.	5
2	Navigation keys to browse/operate were positioned consistently.	5
3	Navigation keys to browse/operate were easy to access.	5
4	Navigation keys to browse/operate were not too complicated (having a common symbol which was understood by the users).	5
Mean (x)		**5.0**

Table 37 shows that the mean value of the appropriateness of the multimedia of Unit 1 is 5.0. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

e) The Appropriateness of the Teacher's Guide Book

The third aspect to evaluate was the appropriateness of the teacher's guide book of the developed material. The teacher's guide book in this context referred to designing a guide book for teachers. The following table shows the result of the analysis.

Table 38. **The Appropriateness of the Teacher's Guide Book of Unit 2**

No	Items	Mean
1	The teacher's guide book facilitated teachers in delivering the materials.	5
2	The teacher's guide book was made clear and interesting.	4
3	The teacher's guide book made it easy for teachers to give explanation in each activity and task.	3
4	The language used could be understood even by teachers without English background.	4
5	There were answer keys in the teacher's guide book.	5
Mean (x)		**4.2**

Table 38 shows that the mean value of the appropriateness of the multimedia of Unit 2 is 4.2. This value is in the range of $3.25 \leq x \leq 4.24$ which falls into the category of "Good".

f) The Appropriateness of the Movie Structures

The third aspect to evaluate was the appropriateness of the movie structure of the developed material. The movie structure in this context referred to get information about movie structure such as the lengh, characters, and language used in the movie. The following table shows the result of the analysis.

Table 39. **The Appropriateness of the Movie Structures of Unit 2**

No	Items	Mean
1	The duration of the movie/film was in compliance with the learning process.	4
2	The language used in the movie/film was understandable and clear.	5
3	The number of characters in the movie/film was in compliance with the number of characters in the original story.	4
Mean (x)		**4.2**

Table 39 shows that the mean value of the appropriateness of the movie sturctures of Unit 2 is 4.2. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

2) Revision of Unit 2

In general, the expert suggested that Unit 1 needed to be revised in terms of the language by recommending some grammatical errors, typos, punctuation, font formatting and sentence directions. Then, as the needed revision had been made, the materials were considered as the final draft. Table 51 describes the revisions of Unit 2.

Table 40. **The Revision of Unit 2**

Parts of the Unit	Points to Revise	Revision
Let's watch the movie	A correction in the direction sentences: You can select the menu on the right side	You can select the menu on the left side
Let's get to know	A suggestion in the direction on activity 4	Add the direction for reading comprehension, according to the course grid. The rules can be added / teacher clarifies in the book.
Let's learn	No explanation about adverbs, nouns, or adjectives.	Add some explanations adverbs, nouns, or adjectives
Refelction	No extra point as an indicator of student's understanding	Add a few points related to student's reading comprehension
Do you know?	Do you know ? (punctuation)	Do you know?

c. The Result of the Expert Judgment and Revision of Unit 3

1) The Result of the Expert Judgment

There were six aspects of the materials that were evaluated. Those aspects were the appropriateness of the goals, the appropriateness of the contents, the appropriateness of the multimedia, the appropriateness of the navigation buttons, the appropriateness of the teacher's guide book and the appropriateness of the

movie sturcture. The results of the analysis of the questionnaire for expert judgment of the Unit 3 are described in the next section.

a) The Appropriateness of the Goals

The second aspect to evaluate was the appropriateness of the learning goals with the developed materials. The learning goals in this context referred to the goals and methodology included in the materials. The following table shows the results of the analysis.

Table 41. **The Appropriateness of the Goals of Unit 3**

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	3
2	The indicators were clearly stated at the end of each unit.	4
3	The title in each unit was interesting to junior high school students of class VIII.	3
4	The material created contained numerous activities and media (movie, images, animation, text, etc.) that supported language learning.	3
5	The material created provided new vocabularies to students.	4
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	4
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	3
8	Input (movie, images, animation, text, etc.) given was compliance with the language level of junior high school students of class VIII.	3
9	Input (movie, images, animation, text, etc.) given motivated students to work on all activities.	3
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**3.4**

Table 41 shows that the mean value of the appropriateness of the learning goals of Unit 3 is 3.4. It implies that this unit falls into the category of "Good" as the value 3.4 is in the range of $3.25 \leq x \leq 4.24$.

b) The Appropriateness of the Content

The second aspect to evaluate was the appropriateness of the content of the developed material. The content in this context referred to the information about the content, sequences, and instructions included in the materials. The following table shows the results of the analysis.

Table 42. **The Appropriateness of the Content of Unit 3**

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	4
3	Through the activities, the material was suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materials were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the materials provided new knowledge on both English language and culture to students in junior high school of class VIII.	4
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	2
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	2
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	4
12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3

14	Level of difficulty of the contents, activities and tasks had been adjusted, starting from the easiest one to the most difficult level.	4
15	The order of material was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the materials helped students understand the content.	4
17	The illustration was interesting and in line with junior high school students of class VIII.	4
Mean (x)		**3.5**

Table 42 shows that the mean value of the appropriateness of the content of Unit 3 is 3.5. It implies that this unit falls into the category of "Good" as the value 3.8 is in the range of $3.25 \leq x \leq 4.24$.

c) The Appropriateness of the Multimedia

The third aspect to evaluate was the appropriateness of the multimedia of the developed material. The multimedia in this context referred to information about setting, ilustrations and general layout. The following table shows the result of the analysis.

Table 43. **The Appropriateness of the Multimedia of Unit 3**

No	Items	Mean
1	Frame layout was made with the existing standard size.	5
2	The slide design was interesting to junior high school students of class VIII.	5
3	The slide design was clear and simple.	5
4	The picture color and illustrations used were clear and interesting.	4
5	Font used was clear and had a precise size.	5
6	Composition and slide layout already fit in the view on the screen.	5
Mean (x)		**4.8**

Table 43 shows that the mean value of the appropriateness of the multimedia of Unit 1 is 4.8. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

d) The Appropriateness of the Navigation Buttons

The third aspect to evaluate was the appropriateness of the navigation bottons of the developed material. The navigation buttons in this context referred to positioning buttons appropriately. The following table shows the result of the analysis.

Table 44. **The Appropriateness of the Navigation Buttons of Unit 3**

No	Items	Mean
1	All navigation keys to browse/operate functioned well.	5
2	Navigation keys to browse/operate were positioned consistently.	5
3	Navigation keys to browse/operate were easy to access.	5
4	Navigation keys to browse/operate were not too complicated (having a common symbol which was understood by the users).	5
Mean (x)		**5.0**

Table 44 shows that the mean value of the appropriateness of the multimedia of Unit 3 is 5.0. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

e) The Appropriateness of the Teacher's Guide Book

The third aspect to evaluate was the appropriateness of the teacher's guide book of the developed material. The teacher's guide book in this context referred to designing a guide book for teachers. The following table shows the result of the analysis.

Table 45. **The Appropriateness of the Teacher's Guide Book of Unit 3**

No	Items	Mean
1	The teacher's guide book facilitated teachers in delivering the material.	5
2	The teacher's guide book was made clear and interesting.	4
3	The teacher's guide book made it easy for teachers to give explanation in each activity and task.	3
4	The language used could be understood even by teachers without English background.	4
5	There were answer keys in the teacher's guide book.	5
Mean (x)		**4.2**

Table 45 shows that the mean value of the appropriateness of the teacher's guide book of Unit 3 is 4.2. This value is in the range of $3.25 \leq x \leq 4.24$ which falls into the category of "Good"

f) The Appropriateness of the Movie Structures

The third aspect to evaluate was the appropriateness of the movie structures of the developed material. The movie structure in this context referred to the information about movie aspect such as the lengh, characters, and language used in the movie. The following table shows the result of the analysis.

Table 46. **The Appropriateness of the Movie Structures of Unit 3**

No	Items	Mean
1	The duration of the movie/film was in compliance with the learning process.	4
2	The language used in the movie/film was understandable and clear.	5
3	The number of characters in the movie/film was in compliance with the number of characters in the original story.	4
Mean (x)		**4.2**

Table 46 shows that the mean value of the appropriateness of the movie sturctures of Unit 3 is 4.2. This value is in the range of $4.25 \leq x \leq 5$ which falls into the category of "Very Good".

2) Revision of Unit 3

In general, the expert suggested that Unit 1 needed to be revised in terms of the language by recommending some grammatical errors, typos, punctuation, font formatting and sentence directions. Then, as the needed revision had been made, the materials were considered the final draft. Table 51 describes the revisions of Unit 3.

Table 47. **The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revision
Let's watch the movie	A correction in the direction sentences: You can select the menu on the right side	You can select the menu on the left side
	Font format menu in Unit III still center text.	Change to text left, equated such as in Unit 1 and Unit 2.
Let's get to know	A suggestion in the direction on activity 4.	Add the direction for reading comprehension, according to the course grid. Rules can be added / teacher clarified in the book.
	No explanation of adverbs, such as noun or adjective, etc.	Change an adverb such as *(kb, kk, ks, kkt)*
Let's learn	A suggestion in the direction on excercise 1.	Add the direction for reading comprehension, according to the course grid. Rules can be added / teacher clarified in the book.
Refelction	No extra point as an indicator of student understanding	Add a few points related to reading comprehension
Do you know?	Do you know ? (punctuation)	Do you know?

B. Description of the Interview Result

The result of an interview on June 16, 2015 with an English teacher of grade VIII, SMP 1 Lendah was mostly the same as what had been stated in the

needs analysis for students. The interview included the students' response toward English learning, their difficulties in learning reading, and their response if they were taught English using attractive learning media.

The first interview discussed difficulties which were often faced by students. The teachers argued that most students felt lazy and bored with English learning in class. Even, some students perceived English as a difficult subject, similar to Mathematics.

> "It is very hard to arouse the students' interest and motivate them to concentrate on English learning while in the class. Most of those students reveal that English is as difficult as Mathematics".

The teacher's expectation to attract the students' interest would be accommodated with the digital learning media proposed in this study. The media would be made attractive for junior high school students by giving colourful animation and layout in the appearance.

The second interview explained students' difficulties in learning reading in the English class. Most student felt confused of how to find the main idea in each paragraph or text, and how to answer questions related to a story text.

> "Most students are too lazy to read long texts which are mostly available in English text books. Some of them would like to read half of a text, and not to finish reading it. Then, they will ask their tablemate when they face difficulty in reading the text or understanding the story in the text."

From the abovementioned problem, it seemed that short texts were preferable than the longer ones. Therefore, the digital learning media would include more short texts. If there was a story which was quite long to be written in one text, the story would be divided into several parts.

The last question was how if those students get a different learning media than usual to learn English. In regards to the question, the teachers answered that it would be great; they supported the idea to supply those students with varying and alternative media than they used to get. Almost all teachers in the school only used text books and students' worksheet to teach English, since actually they were difficult to get other proper and suitable media to teach English materials to the eight grade students

> "Varying and creative media may arouse the students' interest and motivation to learn English. However, the number of proper media is recently limited. I also feel hard to find the right teaching media on the internet. A creative learning media can only be obtained when there is an English Education student conducting teaching practice in our school. It seems that students would be much passionate to learn English when they are taught by the English Education student than by their teacher. It is because the media offered is much more attractive to the students."

For this reason, the main goal of making the digital learning media for grade eight student would be achieved. The digital learning media was made to fulfil the students' need to have different and interesting learning environment in class. They media would try to combine a movie and texts for the learning of reading narrative texts.

C. Discussion

Harmer (1998) suggests a language consists of four skills: listening, speaking, reading, and writing. In this research, the aim is to develop an appropriate media that can help students to learn reading skill. Thus, this study is limited to increasing reading skill.

The result is designing the digital learning media related to the students' preferences and needs analysis, completed with suggestion and revision by expert

judgement. After analyzing the needs, the next step was writing the course grid. The course grid was developed by referring to *School-based Curriculum* (KTSP) and considering the results of the needs analysis. It consisted of core and basic competences, unit numbers and title, indicators of achievement, input texts, learning materials and teaching aids. The complete version of the course grid is available in Appendix B.

As Moreno & Mayer (2000) mention, digital learning materials support integration of images, animations, pictures, and graphics to promote learning through experiences aligned with visual and verbal repository systems. Referring to the theory, and after the course grid had been designed, the materials were developed in the form of digital learning media equipped by (1) Lectora to create the media, (2) Adobe Photoshop, Corel Draw to create the pictures, (3) Corel Video Studio Pro to combine graphics, audio and animation.

This research used subtitles in the movie as the main material for teaching reading. Anderson & Lorch (1983) point out that movies are beneficial in promoting language teaching. They also note the significance of subtitles or captions, which are synchronized with dialogue or narration of the movie or video. Thus, this research saw the importance of inserting subtitles in the movie. In this case, AHD Subtitle Maker was employed.

The digital learning media consisted of three units in which each unit had different number of tasks depending on the competences that the students had to reach. The movie parts were applied to each unit in the digital learning media

as input for reading. Therefore, in using the movie, the instructors/ teachers would be guided by a teachers' guide book.

The advantage of Lectora as the software for creating the digital learning media is its compatibility with any type of operating system (OS) such as *Windows OS (xp, 2007, Win 7, Win 10), Machintosh (iMac, Mac min, Mac Book/pro air, Android* (with adaptor software). It is suitable to play both in the classroom and language laboratory with a set of additional audio aids such as headphones and active speakers.

However, Lectora also has several weaknesses. First, Lectora with full version and features is very expensive. Therefore, as an alternative, this media used free-trial Lectora that could only be used for a month; after reaching the expired date, the free-trial version of Lectora would not function anymore. In addition to Lectora, there were also several software employed in this study, namely Adobe Photoshop, Corel Draw and Corel Video Studio Pro; those are considered advanced software for editing and creating media. The users must have basic skill in picture and video editing since the software feature complicated buttons and system that will be potentially confusing especially for beginners.

Each unit followed the same unit design that comprised five parts namely *Let's Watch the Movie, let's Get to know, Let's Learn, Reflection* and *Do You Know*. The detailed descriptions of each unit are available in Table 23 for Unit 1, Table 24 for Unit 2, and Table 25 for Unit 3. The complete version of the first draft of the materials is available in Appendix E.

After all data were processed according to the needs analysis and suggestion from expert judgement, there were five aspects of the materials that were evaluated, namely the appropriateness of the goals, the appropriateness of the content, the appropriateness of the multimedia, the appropriateness of the teacher's guide book and the appropriateness of the movie structure. In conclusion, a digital lerning media was created, consisting of:

1. **Unit 1**

Unit I was entitled *"When Rama Met Shinta".* Unit 1 consisted of 6 tasks with 4 activities and 2 excercises. In this unit, students were introduced to the picture and the story of the early life of Rama and Shinta in *Ramayana* Movie part I. After the students watched the movie, the next activity was to test the students' understanding of the *Ramayana* Movie part I and to provide new vocabulary to grade eight students. In addition, in the Unit I, the students were also introduced to the form of narrative text and some examples of the types of narrative texts. At the beginning of this unit, students would be expected to learn about text narrative and to have motivation to study further about the story of *Ramayana* epic.

By referring to the observation result, font Comic San MS with 16-20 pt size was the most appropriate to be applied in the writing of instruction in each activity and exercise, while font 12-14 pt was declared as the standard writing of content in Unit 1. Moreover, the use of pallet colour as the background in each slide had been suitable, based on the observation result.

The main problem in creating the Unit 1 was positioning illustration and supporting pictures, given the size of the slide was unable to change. Furthermore, the length of each text was 200 – 250 words, thus sometimes one text had to be written in two slides in order the appearance was still proportional and did not overlap the menu bar.

Despite the narrow slide, this digital learning media was still user-friendly as there was an alternative "direct" button to continue to the next slide. Moreover, the menu bar in each slide was hidden or removed, thus it did not distract the content. Alternatively, there were two buttons "next" and "previous" to help guide the users in learning with this media.

After the media was submitted to the expert judgment, the Unit I got some input and revision. This revision included advice on paying attention to punctuation, correcting typo and adding a few questions on the menu Reflection to identify the understanding of the students on the material in the Unit I.

2. Unit 2

Unit 2 was entitled *"Rahwana Kidnapped Shinta".* Unit 2 consisted of 7 tasks with 5 activities and 2 excercises. In this unit, students were invited to find out more about the *Ramayana* movie in Unit 1. The movie part in Unit 2 is a continuation of movie part of Unit 1 that told about Shinta who was kidnapped by Rahwana and it became the beginning of *Ramayana* war. After the students watched the movie part, the next activity was to test the students regarding their understanding of *Ramayana* movie part 2. In addition, in Unit 2, there were also

activities to give students new vocabulary. Unit 2 also introduced language feature of narrative text to the students.

As in Unit 1, Unit 2 also employed Comic Sans MS font with the same size and position. Moreover, the length of the text was still the same.

The main issue found in the making of Unit 2 was the variation in activities that demanded change in slide layout. In several slides, menu bar was not displayed since there was an activity of arranging jumble paragraphs into one complete story that must be displayed in one slide. As a solution, the "previous" button was removed, thus the users would not need to move to the next slide before finishing this activity.

After the media was submitted to the expert judgment, the Unit 2 got some input and revision. This revision included advice to paying attention to punctuation, correcting typo, fixing the command sentence, adding more activities related to reading comprehension in the teacher's guide book and adding a few questions in menu Reflection to measure the understanding of students on material in Unit 2.

3. Unit 3

Unit 3 was entitled *"The War of Ramayana".* Unit 3 consisted of 7 tasks with 5 activities and 2 exercises . This unit invited students' curiosity to know the end of *Ramayana* movie. The movie part in Unit 3 was the final part of the story of *Ramayana* that told about Rama's victory and the defeat of Rahwana. Activities in Unit 3 were still the same as in Unit 1 and Unit 2. However, in this unit, students were given individual activities much more. Unit 3 was also the summary

of the previous unit. Thus, students were invited to write a simple sentence in past tense as one aspect of the narrative text.

The use of Comic Sans MS font with the same size as in Unit 1 and Unit 2 was still found in this unit. Unit 3 was the last unit and provided much more complicated and varying activities. In one slide in Unit 3, there was an activity which required the students to combine texts and pictures, so that the menu bar should be deleted from the slide. Moreover, some activities had long instruction. Hence, it was common that the instruction and the activity were positioned separately, not in the same slide.

As a consequence, the font size must be reduced to allow the texts and the pictures to be closer. To provide more space in each slide, the menu bar was once again removed and replaced with the "next" button. As mentioned previously that the instruction was too long and positioned separately with the activity, alternatively the instruction was completed with interesting and funny pictures and illustrations to enrich the layout of the content in every slide. Moreover, the addition of supporting pictures and illustrations made the content not isolated.

After the media was submitted to the expert judgment, the Unit 3 got some input and revision. This revision included advice to paying attention to punctuation, correcting typo, fixing the command sentence, adding activities related to reading comprehension in the teacher's guide book and adding a few questions in menu Reflection to measure the understanding of students on material in Unit 3.

The overall results of the evaluation were shown by Likert-Scale that the developed material was good enough as the mean value was 4.2, which was in the interval $3.25 \leq x \leq 4.24$; this makes the digital learning media felt into the category of "Good". It implies that the developed material is appropriate to be implemented in grade VIII students of junior high school. However, there were several parts of the material that were in need to be revised. In general, the expert suggested that the first draft of the material needed to be revised in terms of language by revising several grammatical errors, typos, punctuation, font formatting, and sentence directions. Then, as the needed revision had been made, the material was considered the final draft. The revisions are given in Table 32, Table 39, and Table 46.

CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

The conclusions in this study were drawn from the findings and discussions presented in Chapter IV aiming to answer the research questions of the research. The first one is related to the results of the needs analysis in terms of students' target needs. The second one is regarding the results of the need analysis, particularly in terms of students' learning needs. The third one is related to appropriate culture-based media as the learning media for the grade eight students of junior high school.

1. The target needs of grade eight students of junior high school in learning reading

The results of the needs analysis revealed that the students perceived English merely as a subject taught in school. In terms of the students' necessities, they studied English to get grades to be able to continue to the next school level. Morover, in the lack students were still difficult in reading comprehension. The students found difficulties in finding story ideas, main ideas, and reading analysis. In terms of wants, the students wanted to study English using a movie that could increase their understanding and help them find the main ideas in the narrative texts, and in the students' wants that most the students revealed that their reason of learning to read English texts was to be able to read the English text and understand the meaning of texts. To accommodate the students' wants, the digital

learning media was made in accordance with what reading by watching the movie.

2. **The learning needs of grade eight students of junior high school in learning reading**

Learning needs refer to what the learners need to do in order to learn. The analysis focused on finding out what learners do in order to learn English with five components, namely; input, setting, learner's roles, teacher's role and movie structure. Related to the input, the students preferred the learning media with texts no longer than 200-250 words, supported with imaginative characters. Moreover, for the media, the students chose the font of Comic Sans MS, and with illustrations and images in almost every slide. In terms of setting, the students wanted the activities to be done individually. In terms of learner's and teacher's roles, the students were willing to participate; however, they also expected their teacher to give examples of activities to do in the digital learning media. Lastly, in regards to the structure of the movie as the main content in the digital learning media, the students wanted the movie to be developed with a duration of 5-10 minutes with a simple language and easy to understand.

3. **The appropriate culture-based media as the learning media for the grade eight students of junior high school to improve reading skill**

Referring to the results of the needs analysis and materials evaluation, the appropriate culture-based media for reading comprehension of grade eight students was in the form of digital learning media equipped with teacher's guide

book compiled in a CD. Moreover, each unit of the developed materials has the following design.

a. Home Screen

The home screen is the opening page of the program. It consists of three parts: the title of the program in the center; the *Home, Help* and *Exit* buttons in the top of the screen, and; the *Previous* and *Next* buttons in the bottom.

b. Main Menu

In the main menu page, there are five options. Those are *Core and Basic Competence*, *Contents, About, References,* and *User Guide.*

1) Core and Basic Competence

The page presents the list of core and basic competences as the basis of the development of the media.

2) Content

This page contains three units of the materials. Each unit of the materials is divided into three sub units; the first sub unit consists of task and activities related to the movie in the next page; the second part consists of materials related to understanding of a narrative text and the third part consists of materials related to understanding of the whole unit. It means that after completing the steps in the first sub unit, namely Language Functions part, the users are led to the Introduction part. Then, they will find *Let's Watch the Movie* menu, consisting of activities and exercises based on the movie and designed to lead them in achieving the targeted competencies stated in the curriculum. In *Let's Get to Know* menu, the purposes are to give the users some activities such as reading

short stories and to introduce them to the narrative texts. Next, *Let's Learn* menu contains activities where the users are invited to understand the material in depth. Then, there is a summary of the results of the exercise unit. There is also a slide containing a few questions to gauge the users' understanding of the material in each unit. *Reflection* was a slide containing a few questions to gauge students' understanding of the material in each unit they learned.Meanwhile, *Do You Know* is a slide containing some general knowledge and theories as a supplement to the users.

3) About

This page describes the detailed information of the multimedia developed and also shows the author's profile.

4) References

This menu displays the sources of the materials both images and texts in digital learning media.

5) User Guide

This menu consists of some important buttons that the users have to learn before using the media.

In terms of appropriateness, the digital learning media has been suited to cultural context as the main theme of this study. The digital learning media offers a Javanese version of *Ramayana* movie to introduce the users, in this case the eighth grade students, to their culture. The digital learning media has got feedback from the expert judgment and given some suggestions. The suggestions are mostly about paying attention to typos, considering the position of menus and

buttons, and improving some writing formats, but without changing the whole layout or design. Overall, the media has been appropriate to apply to the eight grade students.

B. Recommendations

In this part, the researcher offers suggestions to grade eight students of junior high school, English teachers, and media developers.

1. For Grade Eight Students

For the grade eight students who wish to use the developed media for their learning, this digital learning media requires certain devices and tools to access, such as a laptop with the *Windows* or *Macintosh* for *Operating System*. As an alternative, the students can operate these programs in their tablet or smartphone with the help of *Android converter* that will change the type of the original file extension into the one applicable for smartphone. However, the *Android converter* would be probably reducing some parts in the media; for instance, the sound clarity might be lower, sharpness of pictures or movies might be decreased, and some frame might be shrinking.

2. For English Teachers

For teachers who are interested in applying this media in their teaching, it is very important to guide their students in the learning process when the students feel confused with the contents in the media. In addition, teachers who use this media must also be accustomed to operate digital learning media so that this media can run smoothly. Meanwhile, for teachers who want to develop the same

product, it is better if they have background and interest in culture or local wisdom.

3. For English Media Developers

For other researchers or media developers, the digital learning media can be developed or can be modified in terms of both the content and the layout. For this reason, the media developers must have an interest in it and become familiar with how to make the learning media. The media developers should be able to write a draft (course grid) of the media based on the achievement indicators from the Standard Competence *(Kompetensi Standar)* and Basic Competence *(Kompetensi Dasar)* in current curriculum. In addition, the media developers also must have an interest in culture and local wisdom, because the media is created to teach English language with Indonesian local culture approach. It is necessary because Indonesia has strong culture with many traditional stories that can be transformed into digital learning media. In addition, the media developers should also have proper skill to run the digital learning media.

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APPENDICES

APPENDIX A

RESULT OF NEEDS ANALYSIS OF THE DIGITAL LEARNING MEDIA

A. QUESTIONNAIRE

KUESIONER KEBUTUHAN BELAJAR ADIK-ADIK

b. Data Pribadi Siswa

Nama : _____

Umur : _____

Jenis kelamin : _____

Kelas : _____

c. Analisis Kebutuhan Belajar Siswa

Berilah tanda silang (x) pada huruf a, b, c, dan/atau seterusnya dan/atau menuliskan informasi yang tidak terdapat pada pilihan-pilihan kuesioner ini sesuai dengan keadaan yang paling menggambarkan diri Anda saat ini. Pilihan jawaban BOLEH LEBIH DARI SATU untuk setiap pertanyaan.

1. Menurut adik-adik, kenapa adik-adik harus belajar bahasa Inggris?
   a. Karena bahasa Inggris merupakan pelajaran yang ada di sekolah.
   b. Karena mempunyai cita-cita bekerja atau pergi keluar negeri.
   c. Karena ingin lancar berbahasa Inggris dengan orang asing yang datang ke Indonesia.
   d. Karena banyak buku-buku bagus yang di tulis dalam bahasa Inggris.
2. Kesulitan yang adik-adik temui saat mengerjakan tugas-tugas membaca *(reading)* adalah?...
   a. Mengartikan kata *(vovabulary)* sesuai dengan konteks.
   b. Memahami teks bahasa Inggris.
   c. Mengidentifikasi ide pokok dari teks bahasa Inggris.
   d. (lainnya)....

3. Pembelajaran membaca *(reading)* seharusnya membuat saya....
    a. Mampu menguasai kosakata *(vocabular)* yang berkaitan dengan kehidupan sehari-hari dengan baik.
    b. Mampu menggunakan tata bahasa *(sturcture)* dengan baik.
    c. Mampu membaca dan memahami makna dalam teks dengan baik.
    d. (lainnya).....
4. Menurut adik-adik media apa yang adik-adik sukai dan mempermudah dalam belajar bahasa Inggris terutama membaca?
    a. Menonton film.
    b. Membuat drama.
    c. Membaca dengan disertai gambar ilustrasi.
    d. Menyusun kalimat yang terpisah menjadi satu cerita.
    e. (lainnya)...
5. Jika adik-adik di suruh membaca, panjang teks bacaan yang adik-adik inginkan adalah?.....
    a. 150 kata – 200 kata.
    b. 200 kata – 250 kata.
    c. 250 kata – 300 kata.
    d. (lainnya).....
6. Jenis cerita yang akan membuat adik-adik tertarik untuk belajar membaca *(reading)* adalah?....

a. Cerita yang berada film/ movie.

b. Cerita pendek yang ada di buku.

c. Cerita yang banyak menggunakan ilustrasi gambar.

d. (lainnya).....

7. Jika adik-adik membaca teks *Narrative*, adik-adik mengharapkan teks tersebut menceritakan tentang?..

a. Karakter tokoh animasi ataupun imajinatif.

b. Tokoh orang.

c. Karakter binatang.

d. (lainnya).....

8. Ukuran huruf pada *Digital Learning Media* (pembelajaran dengan format digital) berbasis komputer sebaiknya berukuran....

d. Ukuran 12 sampai 14.

e. Ukuran 15 sampai 17.

f. Ukuran 18 sampai 20.

9. Jenis *Font* (huruf) pada *Digital Learning Media* (pembelajaran dengan format digital) sebaiknya menggunakan....

f. Comic Sans MS.

g. Times New Roman.

h. Arrial Narrow.

i. Century Gothic.

j. (lainnya).....

10. Tampilan warna huruf pada *Digital Learning Media* (pembelajaran dengan format digital) berbasis komputer sebaiknya menggunakan.....
    e. Warna yang sama.
    f. Warna yang berbeda untuk informasi-informasi penting.
    g. Warna yang kontras dengan warna latar *(background.*
    h. (alinnya).....
11. Tampilan gambar-gambar yang mendukung terhadap cerita, dan soal pada *Digital Learning Media* (pembelajaran dengan format digital) menurut adik-adik harus.....
    d. Tidak perlu di tambahkan.
    e. Kadang-kadang saja.
    f. Sangat perlu di tampilkan.
12. Ada suara latar *(backsong)* pada *Digital Learning Media* (pembelajaran dengan format digital) menurut adik-adik...
    d. Tidak perlu di tambahkan.
    e. Kadang-kadang saja.
    f. Sangat perlu.
13. Tampilan latar *(background)* yang di gunakan pada *Digital Learning Media* (pembelajaran dengan format digital) sebaiknya.....
    f. Latar *(background)* yang semua sama baik warna maupun ilustarsi setiap halaman.
    g. Latar *(background)* yang mempunyai vareasi setiap dua halaman berganti baik warna maupun ilustarsi setiap halaman.

h. Latar *(background)* yang mempunyai vareasi setiap empat halaman berganti baik warna maupun ilustarsi setiap halaman.
i. Latar harus berbeda di setiap halamannya.
j. (lainnya).....

14. Tampilan tombol-tombol *(navigation system)* dalam *Digital Learning Media* (pembelajaran dengan format digital) menurut adik-adik sebaiknya...
    e. Tidak terlalu rumit .
    f. Mempunyai simbol yang jelas (seperti tombol Next dan Pervious).
    g. Mudah untuk menemukan letak tombol-tombol navigasi tersebut.
    h. (lainnya).....
15. Aktivitas seperti apa yang adik-adik sukai dalam belajar membaca *(reading)* dalam bahasa Inggris?
    e. Menonton film/ movie kemudian menjawab pertanyaan sesuai dengan film/ movie yang telah di tonton.
    f. Menonton film/ movie kemudian mendiskripsikan atau menceritakan kembali isi bacaan, alur, tokoh yang ada di dalamnya.
    g. Mencocokan kata, kalimat, atau runtutan cerita dengan menggunakan potongan gambar berdasarkan sumber teks seperti dari movie atau dari cerita di buku.
    h. Membaca cerita di buku kemudian menjawab pertanyaan dari cerita tersebut.
    i. Membaca teks kemudian mengkoreksi kalimat yang rumpang atau salah

j. Mengelompokkan kata yang ada di dalam teks untuk mendapatkan informasi tentang bacaan tersebut.

k. (lainnya).....

16. Dalam pengembangan *Digital Learning Media* (pembelajaran menggunakan format digital) , untuk menarik perhatian adik-adik dalam belajar membaca *(reading)* maka media pembelajaran tersebut harus?....

e. Beragam dan menarik baik konten cerita, kegiatan evaluasi.

f. Tidak terlalu sulit dan terlalu panjang isi kontennya.

g. Penambahan warna, ilustrasi, musik dalam media harus di perbanyak

h. (lainnya)....

17. Saya lebih suka mengerjakan tugas yang ada pada *Digital Learning Media* (pembelajaran menggunakan format digital) secara.....

e. Individu.

f. Berpasangan.

g. Berkelompok.

h. (lainnya).....

18. Dalam belajar membaca *(reading)* dalam bahasa Inggris dengan menggunakan *Digital Learning Media* (pembelajaran menggunakan format digital), saya lebih suka....

e. Menulis segala informasi yang saya dapatkan dari materi, teks dan instruksi yang ada pada *Digital Leraning Media* tersebut.

f. Mengerjakan setiap soal dan aktivitas yang ada pada *Digital Learning Media* tersebut.

g. Mengerjakan aktifitas yang menurut saya menarik dan juga saya pahami.
h. (lainnya).....

19. *Digital Learning Media* (pembelajaran dengan format digital) untuk belajar membaca *(reading)* sebaiknya menurut adik-adik adalah.....
    e. Memudahkan saya dalam belajar bahasa Inggris kapan saja dan dimana saja, mengingat format digital mudah di bawa dan di copy.
    f. Adanya soal dan aktifitas yang mendorong saya semakin paham dan tertarik dengan pelajaran bahasa Inggris.
    g. Memberikan kesempatan kepada saya untuk berperan aktif dalam setiap aktivitas yang ada di *Digital Learning Media* tersebut.
    h. (lainnya).....
20. Adanya kunci jawaban pada *Digital Learning Media* (pembelajaran dengan format digital) menurut adik-adik.....
    d. Tidak perlu.
    e. Diperlukan diakhir *Digital Learning Media.*
    f. Diperlukan diakhir aktivitas maupun soal.
21. Dalam belajar membaca *(reading)* dalam bahasa Inggris dengan menggunakan *Digital Learning Media* (pembelajaran dnegan format digital) di sekolah, bantuan apa yang adik-adik harapkan dari guru....
    e. Menjelaskan langkah-langkah yang harus dilakukan untuk menggunakan dan mengoprasikan *Digital Learning Media.*
    f. Memberikan penugasan dan soal dari aktivitas-aktivitas pada *Digital Learning Media.*

g. Memberikan contoh untuk mengerjakan aktivitas-aktivitas pada *Digital Learning Media.*

h. (lainnya).....

22. Saya mengharapkan jika film/movie yang mengangkat tentang kartun Ramayana dalam untuk pembelajaran membaca *(reading)* di *Digital Learning Media* (pembelajaran dengan format digital) mempunyai durasi..

e. 1 –3 menit.

f. 3 – 6 menit.

g. 4 – 8 menit.

h. 5 – 10 menit.

23. Bahasa yang digunakan dalam film/movie kartun Ramayana untuk pembelajaran membaca *(reading)* di *Digital Learning Media* (pembelajaran dengan format digital) sebaiknya menggunakan.....

e. Bahasa Inggris yang mudah di mengerti dan sederhana.

f. Bahasa Inggris yang di gunakan dalam percakapan sehari-hari.

g. Bhasa Inggris yang formal dan resmi.

h. (lainnya).....

24. Saya menginginkan jumlah karakter di dalam film/movie yang ada di film/ movie kartun Ramayana untuk pembelajaran membaca *(reading)* di *Digital Learning Media* (pembelajaran dengan format digital) adalah...

e. Cukup dua tokoh saja.

f. Lebih dari dua tokoh dan kurang dari lima tokoh.

g. Lebih dari dua tokoh dan kurang dari sepuluh tokoh.

h. Tidak ada batasan, Sesuai dengan tokoh yang ada di cerita asli.

25. Dalam film/ movie kartun Ramayana untuk pembelajaran membaca *(reading)* di *Digital Learning Media* (pembelajaran dengan format digital), *subtitle* atau teks yang ada di film utuk membantu memahami percakapan di film/ movie sebaiknya...

a. Warna hurufnya jelas dan di tampilkan secara perlahan-lahan.
b. Huruf kapital sehingga memudahkan untuk dilihat.
c. Hurufnya mempunyai warna yang berbeda di setiap tokoh/ karakter untuk membedakan siapa yang sedang berbicara.
d. (lainnya).....

B. THE RESULT OF QUESTIONNAIRES

1. Target needs

a. Necessities

No	Question	Options	Percentage (%)
1.	Why do you have to study English ?	a.Because English is a lesson in school	68.7%
		b. Because it is required to work or go abroad	12.5%
		c. Because I want to be fluent in speaking English with foreigners who come to Indonesia	37.5%
		d. Because many good books are written in English	13%

b. Lack

No	Question	Options	Percentage (%)
2	What are difficulties which you encounter when reading texts?	d. Translating difficult words according to the context	43.7%
		e. Comprehending reading texts	59.3 %
		f. Identifying the main idea of English texts	6.2 %
		d. Others	0 %

c. Wants

No	Question	Options	Percen

			tage (%)
3.	What is your goal in learning to read in English?	a. To be able to master the vocabulary related to everyday life	46.8 %
		b. To be able to use good grammar	18.7 %
		c. To be able to read and understand the meaning of texts	53.1 %
		d. Others	6.4 %
4.	What activity you expect from the learning media to help you learn English easily, especially reading?	a.Watching the movies	68.7 %
		b. Creating drama	1 %
		c. Reading texts with adequate illustrations	43.7%
		d. Arranging separate sentences into one story	18.7 %
		e. Others	0 %

2. Learning Needs

a. Input

No	**Question**	**Options**	**Percentage (%)**
5.	How long is the length of the text	a.150 words - 200 words	21.8 %

	you want?	b. 200 words - 250 words	43.7 %
		c. 250 words - 300 words	18.7 %
		d. more than 300 words	15.6 %
6.	What is the type of story that will make you interested in learning to read English texts?	a. A story in the film/ movie	62.5 %
		b. Short story in the books	12.6 %
		c. A story using illustrations	43.7 %
		d. Others	62.5 %
7.	If you are asked to read a narrative text, what must the text tell about?	a. Characters in animation and imaginative figures	62.5 %
		d. Human characters	12.5 %
		c. Animal characters	25 %
		d. Others	0 %
8.	What should the size of the fonts on the Digital Learning media in the computer be?	g. From 12 to 14	43.7%
		h. From 15 to 17	43.7%
		i. From 18 to 20	12.5%
9.	What is the prefered type of font on Digital Learning media that will be used?	k. Comic Sans MS	53.1%
		l. Times New Roman	40.6%
		m. Arrial Narrow	3.1%
		n. Century Gothic	3.1%
		o. Others	0%
10.	What is the prefered color of display letters on the computer-based Digital Learning Media?	i. The same color	9.3%
		j. Different colors for important information	75%
		k. The contrasting colorfor the background	12.5%
		l. Others	3.1%
11.	Do display pictures or illustrations	g. No need to be added	0 %

.	to support the story, and the task in Digital Learning Media need to be added?	h. Sometimes it is needed	25 %
		i. Really need to be displayed	75 %
12.	Does the backsound on Digital Learning Media (in digital format) need to be added?	g. No need to be added	0%
		h. Sometimes it is needed	62.5%
		i. Very important	37.5%
13.	What is the prefered background screen used in Digital Learning Media?	k. Having the same color and illustration of each page	53.1 %
		l. Background which has variations, such as change in color every two pages change in illustration of each page	28.1%
		m. Background has variations, such as change in color every four pages and change in illustration of each page	6.2 %
		n. Background must be different for every page	18.7 %
		o. Others	0 %
14.	What must the display buttons (navigation system) in the Digital Learning Media preferably be?	i. Not too complicated	37.5%
		j. Having a clear symbol (such as Next and Previous buttons).	50%
		k. Easy to find the location of the navigation buttons	21.8%
		l. Others	9.3%
15.	What activities you prefer to learn reading in English?	l. Watching the film/ movie and then answering the questions according to the film /movie	43.7%
		m. Watching the film/ movie then describing or retelling the content of reading, plots, and characters	12.5%

		c. Matching words, sentences, or the story in sequence by using chunks of text as images based on sources from the movie or the story in the book	3.1%
		n. Reading the story in a book and then answering questions from the story	40.6%
		o. Reading the text and then filling the gaps or arranging sentences in a proper order	9.3%
		e. Grouping words in the text to get in formation about the reading.	6.2%
		f. Others	3.1%
16.	To attract your attention for reading the instructions in the development of Digital Learning Media, what should the instructions be?	i. Both diverse and interesting in terms of content, evaluation, and activities	62.5%
		j. The contents are not too hard or too long	28.1%
		k. Added with color, illustration, music that should be rich	31.2%
		l. Others	0%

b. Setting

No	**Question**	**Options**	**Percentage (%)**
17.	How would you do the tasks in the Digital Learning Mediu?	i. Individually	53.1 %
		j. In pairs	28.1 %
		k. In group	12.5 %

		l. Others	6.2 %
18.	What activity do you prefer in learning to read in English using the Digital Learning Media?	i. Writing down all the information I got from the material, the text and the instructions on the Digital Learning media	37.5 %
		j. Working on every question and existing activities in the Digital Learning media	12.5 %
		k. Doing activities that I consider interesting and also I understand	59.3 %
		l. Others	0 %

c. Learner's Role

No	**Question**	**Options**	**Percentage (%)**
19.	What is the prefered kind of Digital Learning Media to learn reading in English?	i. Making it easier in learning English any time and any where, considering the digital format is easy to carry and copy (passive participant)	46.8%
		j. Presenting materials and activities that encourage me to be more aware and interested in learning English. (Reading among participants)	59.3%
		k. Giving me the opportunity to play an active role in every activity that is in the Digital Learning Media. (active students)	12.5%
		l. Others	0%
20.	What do you think of giving the answer key on the Digital	g. Not needed	18.7%
		h. Required at the end of the Digital Learning Media	40.6%

	Learning Media?	i. Required at the end of the activities or tasks	53.1%

d. Teacher's Role

No	Question	Options	Precentages (%)
21.	What do you expect from your teacher in learning to read English texts using the Digital Learning media?	i. Explaining the steps that must be taken to use and operate the Digital Learning media	37.5%
		j. Giving assignments and questions of activities in Digital Learning media	12.5%
		k. Giving examples of activities to do in Digital Learning media	56.2%
		l. Others	6.2%

e. Movie Structures

No	Question	Options	Percentage (%)
22.	How long is the duration of Ramayana movie in the Learning Media?	i. 1 – 3 minutes	12.5 %
		j. 3 – 6 minutes	28.1%
		k. 4 – 8 minutes	25%
		l. 5 – 10 minutes	34.3 %

23.	What language is most preferably used in the Ramayana movie?	i. Easy to understand and simple English	68.7 %
		j. English used in every day conversation	34.3 %
		k. Formal and official English	6.2%
		l. Others	3.1 %
24.	How many characters in the Ramayana movie are?	i. Only two characters	3.1 %
		j. More than two characters but less than five characters	34.3 %
		k. More than two characters but less than ten characters	12.5%
		l. There is no limitation, in accordance with the existing characters in the original story	50 %
25.	What must the subtitle or the text in the movie preferably be?..	a. Having colored letters which are displayed clearly and slowly	65.6 %
		b. Having capital letters to make them easier to see	21.8 %
		c. Having letters with different colors on each character/ characters to show who is speaking.	12.6%
		d. Others	0 %

APPENDIX B

INTERVIEW TRANSCRIPT OF THE DIGITAL LEARNING MEDIA

The Trancsript of Interview

Interview = I
Teacher = T

I : Selamat Siang bu.

I : Good afternoon, mam.

T :Selamat siang juga.

T : Good afternoon

I : tolong perkenalkan diri Anda sebagai data diri.

I : Please introduce yourself to fulfill the personal identification data

T : oke, nama saya Saminem, saya sebagai guru bahasa Inggris di SMP N 1 Lendah. Saya telah mengajar selam 15 tahun.

T : OK, my name is Andrianti, I am an English teacher in SMP N 1 Lendah. I have been teaching English for. VII years.

I : Terimakasih, pertanyaan selanjutnya adalah Anda sebagai guru bahasa Inggris yang mengajar di SMP, pertanyaan pertama adalah bagaimana respon siswa SMP kelas VIII terhadap mata pelajaran bahasa Inggris?

I : Thanks mam, then as an English teacher in the junior high school, the first question is how does the response of grade eight students in the school to the English subject?

T :Respon siswa terhadap bahasa Inggris sangat sulit menumbuhkan ketertarikan dan memotivasi siswa untuk dapat lebih berkonsentrasi terhadap bahasa Inggris. Kebanyakan dari siswa merasa ini terlalu susah, bahkan sama susahnya dengan Matematika.

T : Students revealed English is very difficult. It is hard to arouse their motivation to concentrate more on the English subject. Most of the students feel this is too hard, even similar to Mathematics.

I : apakah hal tersebut dari cari ibu mengajar?

I : Is it because of the way you teach?

T : Saya rasa tidak, karena ketika saya mengajar saya selalu menunggu siswa paham, jika belum saya selalu mengulanginya. Namun, hal yang sangat disesalkan siswa cenderung pasif, jadi sangat sulit membedakan siswa tersebut telah paham atau belum.

T : I think no, because when I am teaching I always make a pause and wait for the students to understand, if they have not understood, I always repeat it. However, it is pity that the students tend to be passive, so it is very difficult to identify whether the students have learned it well or not.

I : apakah dari material atau media pembelajarannya?

I : Or is it because of the material or teaching aids?

T : Bisa juga itu terjadi.

T : Yeah, maybe.

I : Kenapa?

I : Why?

T : Media yang kami gunakan selama ini hanya dua yaitu buku cetak dan LKS. Kedua buku tersebut isinya hampir sama yaitu teks dan soal tidak ada aktifitas yang lain. Jika menemukan soal cerita kebanyaka siswa malas membaca cerita panjang. Kebanyakan dari mereka memilih hanya membaca setengah dari cerita tersebut dan bertanya kepada teman sebangkunya jika dia mengalami kesulitan.

T : The teaching aids that we use for teaching English are only two, namely text books and student worksheets. Both contain quite similar things, namely texts and tasks, while there are no other activities. Students are also too lazy to read a long story text. Most of them choose to read only half of the story and then ask their tablemate regarding the rest of the text and when they find difficulties.

I : Apa mungkin cerita tersebut mempunyai kata yang sulit di pahami oleh siswa?

I : Is it because the text contains to many difficult words that the students can’t understand?

T : saya rasa tidak, namun karena teks yang terlalu panjang siswa menjadi malas untuk membacanya.

T : I don't think so, it is just because the text is too long so that the students become lazy to read it.

I : fokus utama yang ibu inginkan dari aktifitas membaca itu seperti apa?

I : What does your main focus or objective of asking students to learn reading a text in English subject?

T :Saya hanya ingin siswa dapat menemukan gagasan utama, sehingga jika ada pertanyaan mereka tidak membaca ulang, sangat tidak efektif itu.

T : I just want the students to find the main idea, so if I ask a question to them, they won't read and find the answer by reading the text again, it's truly ineffective.

I :Seandainya ada media yang berbeda dari yang ibu pakai mengajar sekarang, apakah itu cocok untuk siswa?

I : If there is an alternative teaching aids to complement the media you use now, would it be suitable for the students?

T : Saya pikir mungkin media itu dapat membangkitkan motivasi belajar siswa.

T : I think it is good. The media may arouse the learning motivation of those students.

I : Jika media itu berformat digital apakah siswa bisa mengadaptasi?

I : If the media is in a digital format, do you think the students can adapt to it?

T : bisa, karena selain siswa mendapatkan pelajaran Teknologi Informasi dan Komputer, siswa sekarang juga telah akrab dengan laptop dan gedget, mungkin itu dapat menjadi pilihan untuk membangkitkan motivasi siswa.

T : Yes, I think they can, because the students already get lesson in information technology and computers, students now have also been familiar with laptops and gadgets, that could be an alternative to generate the students' motivation.

I : Jadi apa harapan ibu dengan media berbentuk digital tersebut.

I : So, what do you expect regarding the teaching aids?

T : Seperti yang diungkapkan sebelumnya, itu bisa menjadi alternatif untuk belajar bahasa Inggris. Namun, nyatanya selama ini sangat media tersebut sangat terbatas,saya pun sangat susah sekali mencarinya di internet. Media itu sering ada ketika ada mahasiswa yang praktek

mengajar saja, mungkin para siswa bersemangat diajar oleh guru yang mempunyai media yang bervariatif.

T : As I told before, it can be an alternative to learn English. However, in reality, such media is very limited, very difficult to obtain, even when I searched on the internet, I couldn't find the proper media. The proper media is available when there are university students from English Education major who have teaching practice in our school. Perhaps our students will be eager to learn English if taught using attractive media.

I : Terimakasih bu, atas masukan serta apa saja yang menjadi konsentrasi untuk pembuatan media.

I : Thanks mom, for the input and suggestion for the creation of teaching aids.

T : sama-sama saya harap semakin banyak media yang dapat diakses secara gratis dan tersedia di internet.

T : You're welcome. I hope there are more teaching aids which can be accessed anywhere and available on the internet for free.

APPENDIX C

COURSE GRID OF THE DIGITAL LEARNING MEDIA MEDIA

THE COURSE GRID DEVELOPING DIGITAL LEARNING MEDIA BASED ON RAMAYANA MOVIE

TO IMPROVE THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL'S SKILLS OF READING NARRATIVE TEXTS

Unit I

Theme	**Learning Objective**	**Indicators**	**Learning Materials**			**Teaching and Learning Activities**		**Teaching Aids**	**Sources**
			Texts	**Vocabulary**	**Grammar**	**Teacher**	**Learners**		
In Ayodya	In the beginning, students are taught to know the characters of Ramayana movie in first part and to know about the narrative text.	1. Students can identify the characters in the movie. 2. Students can identify the narrative text, narrative parts of the text and the examples of narrative text. 3. Students can analyze the parts of the	• The story in the movie. • A long time ago, there was a kingdom named Ayodya. King Dasarata ruled the kingdom... • Once upon time there were a smart mouse	Once upon a time, did, went, sleep, started, was, were, loved, burned, obeyed, faced, accepted	Simple Past Tense. S+ V2	*Routines:* 1. Greeting the learners. 2. Saying a prayer. *Pre-teaching:* 3. Introducing the theme to the learners. ***Presentation:*** 1. Asking the	*Routines:* 1. Greeting the teacher. 2. Saying a prayer. *Pre-teaching:* 3. Understandig the theme. ***Presentataion:*** 1. Mentioning and	Projector, laptop, hand out, sound audio, dictioanry, note book, a pen.	Anderson & Anderson book, Portalsejarah.com

		narrative story.	deer…			learners about the puppet show, and get to know the characters as puppets and puppet stories. 2. Watching the first part of Ramayana movie. 3. Asking the leaners to match the pictures and the name of movie characters. 4. Discussing answers together. 5. Asking the learners to match the words with the meaning in pairs. 6. Discussing	discussing the answers with the friends. 2. Watching the first part of Ramayana movie. 3. Matching the pictures and the the name of movie characters. 4. Discussing answers wtih the teacher and friends. 5. Matching the words with the meaning to other pairs. 6. Mentioning and discussing the answers with the friends.		

						answers togehter. ***Practice:*** 7. Explaining the instruction to students to read the story in sequence and divide it per box / per paragraph. 8. Correcting the vocab and spelling wrong. 9. Giving question to learners related a story that has been read. 10. Discussing the answers together. 11. Giving information about the narrative text,	***Practice:*** 7. Pay attention to the instructions given. 8. Reading aloud 9. Answer the question provided. 10. Discussing the answers with the techer. 11. The leaners can see the example of the parts of narrative text with the buttons provided..		

						narrative text purpose, the parts of narrative text and a few examples of types of narratives. ***Production:*** 12. Asking the learners to match the words with the meaning in pairs with the dictionary help. 13. Asking the learners to pair the random paragraphs into a good story in the box provided. 14. Discussing the answers togheter.	***Production:*** 12. Matching the words with the meaning with the dictioanry help. 13. Matching the random paragraphs into a good story in the box provided. 14. Discussing the answer with the		

						Post-teaching: 1. Fill the reflection pages as a summary of activities 2. Finding out the materials that the learners have understood and haven't understood. 3. Saying a prayer.	teacher. *Post-teaching:* 1. Fill the reflection pages as a summary of activities. 2. Mentioning what materials the learners have understood and haven't understood. 3. Saying a prayer.		

Theme	Learning Objective	Indicators	Learning Materials			Teaching and Learning Activities		Teaching Aids	Sources
			Texts	Vocabulary	Grammar	Teacher	Learners		
Rahwana Kidnaped Shinta.	In the second, students are taught to know the characters in Ramayana second part and students can analyze the narrative story.	1.Students can identify the characters in the movie. 2. Students can identify the language features in the narrative text. 3. Students can analyze the story.	• The story in the movie • One time in the Dandaka forest, Rama, Shinta, and Lesmana stayed… • A long time ago, there was a kingdom named Ayodya…	A long time ago, named, asked, promised, accepted, once upon a time	Simple Past Tense. S+ V2	*Routines:* 1. Greeting the learners. 2. Saying a prayer. *Pre-teaching:* 3. Introducing the theme to the learners. ***Presentation:*** 1. Remembering the learners about previous the movie. 2. Watching the	*Routines:* 1. Greeting the teacher. 2. Saying a prayer. *Pre-teaching:* 3. Understanding the theme. ***Presentataion:*** 1. Mentioning and discussing the answers with the friends. 2. Watching the	Projector, laptop, hand out, sound audio, dictioanry, note book, pen.	Ceritawayang.com, teachingenglish.org, Jaka Priyana book.

						second part of Ramayana movie. 3. Asking the leaners to match the pictures and the name of movie characters. 4. Discussing answers together. 5. Asking the learner to chect true and false statements about the story in movie. 6. Discussing the answers together.	second part of Ramayana movie. 3. Matching the pictures and the the name of movie characters. 4. Discussing answers wtih the teacher and friends. 5. Answering the true and false statement about the story in movie. 6. Mentioning and discussing the answer with the teacher and friends.		

						Practice: 7. Asking the learners to match the vocabulary words in pairs. 8. Discussing the answers together 9. Asking the learners to match the pictures based on the story provided in pairs. 10. Discussing the answers together. 11. Giving	***Practice:*** 7. Matching the vocabulary words in pairs. 8. Discussing the answers with the teacher and other pairs. 9. Matching the pictures based on the story provided. 10. Discussing the answers with the teacher and other pairs. 11. pay attention to the teacher's explanations 12. Analyzing the previous story and discussing with the teacher.		

						information about language feature in the narrative text. 12. Asking the learners to try analyze of the story before. ***Production:*** 13. Asking the learners to reading of the story provided. 14. Asking the learners to analyze of the story provided. 15. Discussing the answers together.	***Production:*** 13. Reading of the story provided 14. Analyzing the story provided. 15. Discussing the answers with the teacher and friends. *Post-teaching:* 1. Fill the reflection pages as a summary of activities. 2. Mentioning what materials the learners have understood and haven't		

						Post-teaching: 1. Fill the reflection pages as a summary of activities 2. Finding out the materials that the learners have understood and haven't understood. 3. Saying a prayer.	understood. 3. Saying a prayer.		

Unit III

Theme	Learning Objective	Indicators	Learning Materials			Teaching and Learning Activities		Teaching Aids	Teaching Aids
			Texts	Vocabulary	Grammar	Teacher	Learners		
Ramayana War	In the third, students are taught to know the characters in Ramayana in third part and students can write a simple past tense.	1. Students can identify the characters in the movie. 2. Students can identifya the simple past tense 3. Students can write menulis kalimat sederhana.	• The story in the movie... • She was the daughter of Dewi Pertiwi... • When Rama was exiled in the forest, a female giant fell in love with Rama...	Adopted, married, once upon a time, exiled, greeted, remembered, killed	Simple past tense S+ V2	*Routines:* 1. Greeting the learners. 2. Saying a prayer. *Pre-teaching:* 3. Introducing the theme to the learners. ***Presentation:*** 1. Remembering the learners about previous the movie. 2. Watching the	*Routines:* 1. Greeting the teacher. 2. Saying a prayer. *Pre-teaching:* 3. Understanding the theme. ***Presentataion:*** 1. Mentioning and discussing the answers with the friends. 2. Watching the	Projecktor, laptop, hand out, sound audio, dictioanry, note book, pen.	Puppet sticks, pictures of animals, coloured pens, and paper.

						third part of Ramayana movie. 3. Asking the leaners to match the pictures and the name of movie characters. 4. Discussing the answers together. 5. Asking the learner answer the question based on the pictures provided. 6. Discussing the answers together.	third part of Ramayana movie. 3. Matching the pictures and the the name of movie characters. 4. Discussing answers wtih the teacher and friends. 5. Answering the question based on the picture provided. 6. Mentioning and discussing the answer with the teacher and friends. ***Practice:*** 7. Filling in the blank story with the		

						Practice: 7. Asking the learners to fill in the blank story with the words provided. 8. Discussing the answers together 9. Asking the leaners to arrange the paragraphs into a good story. 10. Discussing the answer together 11. Telling the information about simple past tense. 12. Asking the learners to change the regular into their past form with the dictionary help.	words provided. 8. Discussing the answers with the teacher and other pairs. 9. Arranging the paragraphs into a good story 10. Discussing the answers with the teachers and freinds 11. Reading a simple description about grammar 12. Changging the regular verb into thier past form. With the dictionary help		

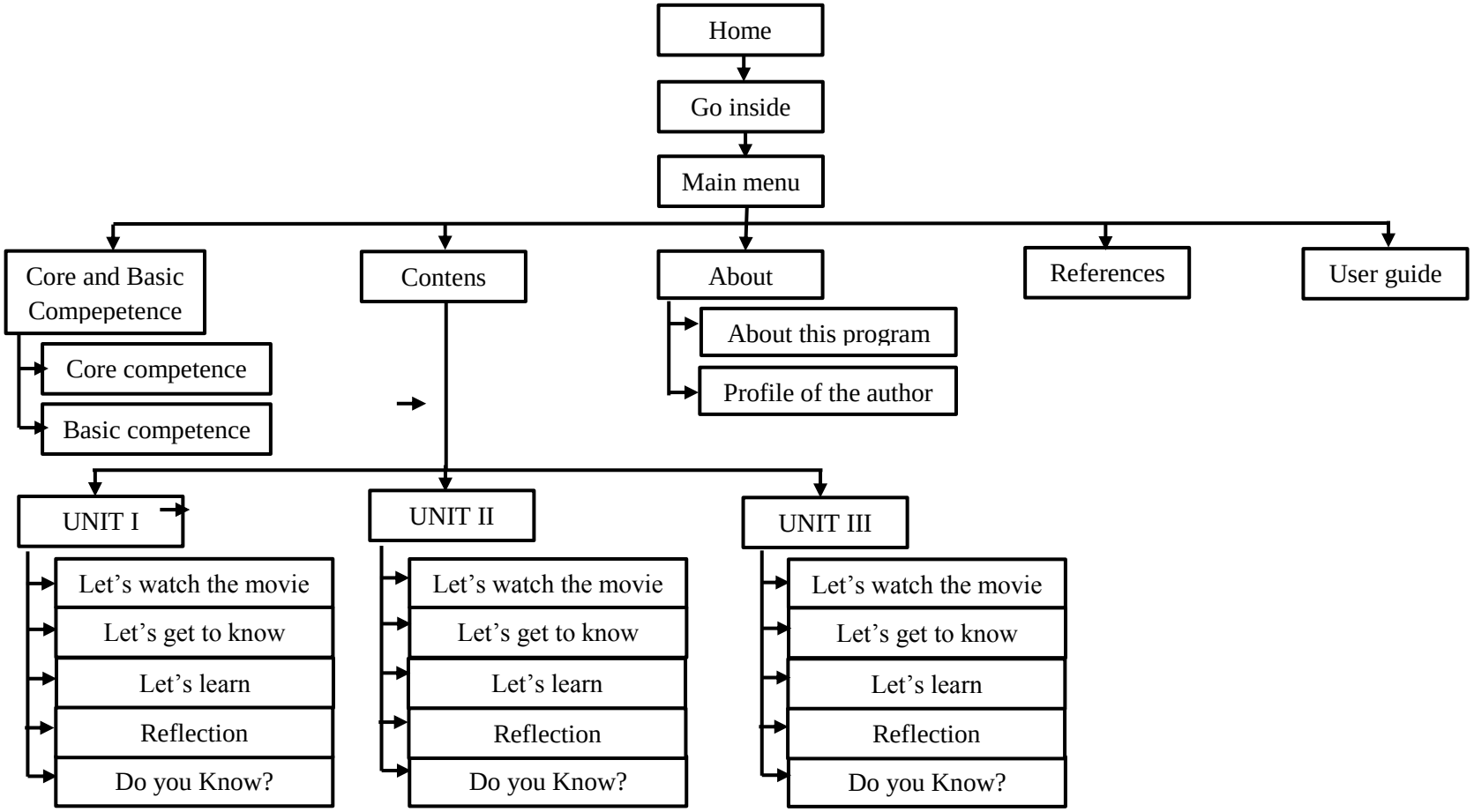
						Production: 13. Asking the leaners to arrange the paragraphs into a good story.. 14. Discussing the answers together. 15. Asking the learners to write the simple sentences based on the pictures with the words provided.	***Production:*** 13. Arranging these paragraphs into a good story. 14. Discussing the answers with the teacher and friends. 15. Writing the simple sentences based the pictures and the words provided. *Post-teaching:* 1. Fill the reflection pages as a summary of activities 2. Mentioning what		

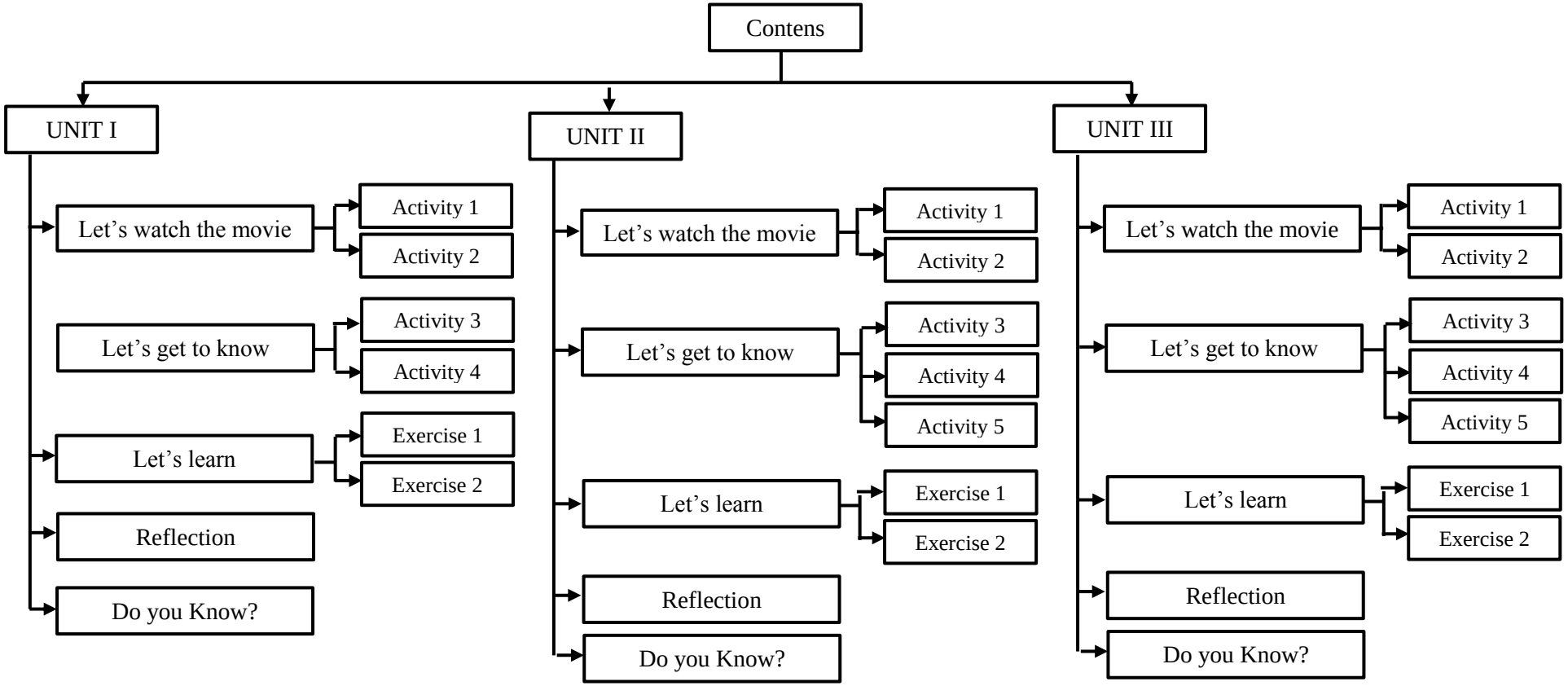
						Post-teaching: 1. Fill the reflection pages as a summary of activities 2. Finding out the materials that the learners have understood and haven't understood. 3. Saying a prayer.	materials the learners have understood and haven't understood. 3. Saying a prayer.		

APPENDIX D

FLOW CHART OF THE DIGITAL LEARNING MEDIA

FLOWCHAT DEVELOPING DIGITAL LEARNING MEDIA BASED ON RAMAYANA MOVIE TO IMPROVE THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL'S SKILLS OF READING NARRATIVE TEXTS

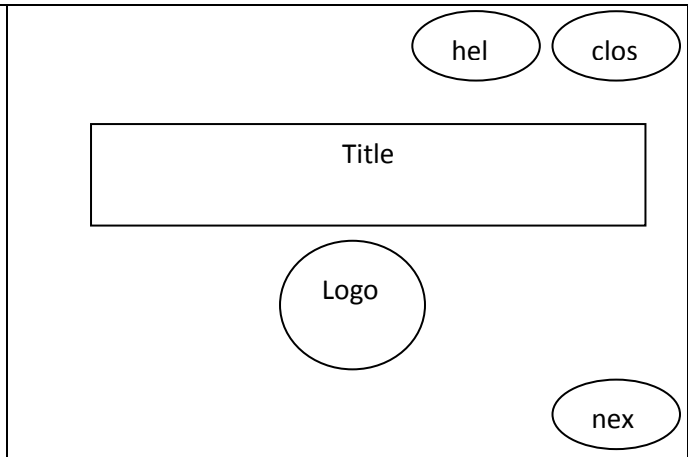
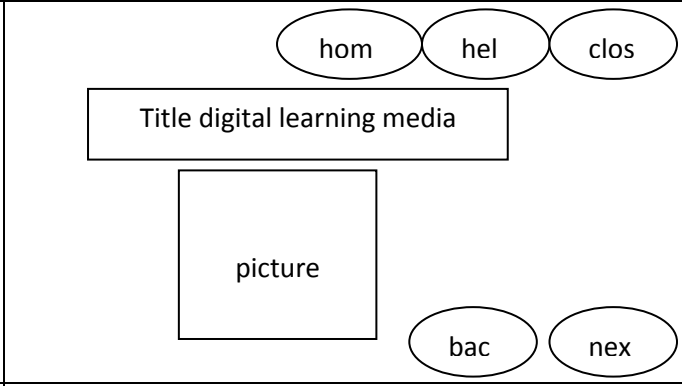
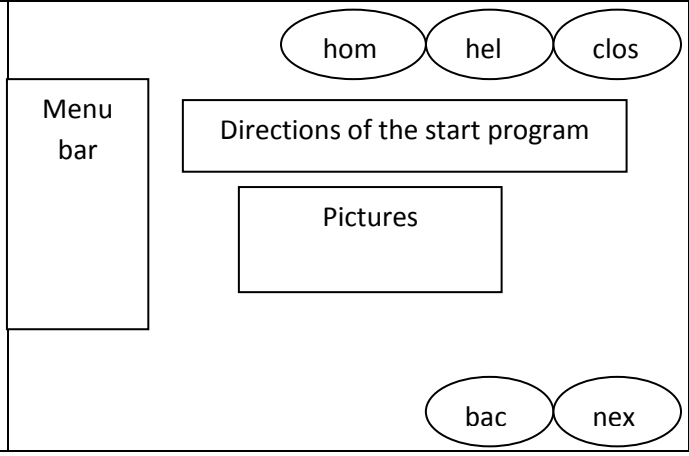


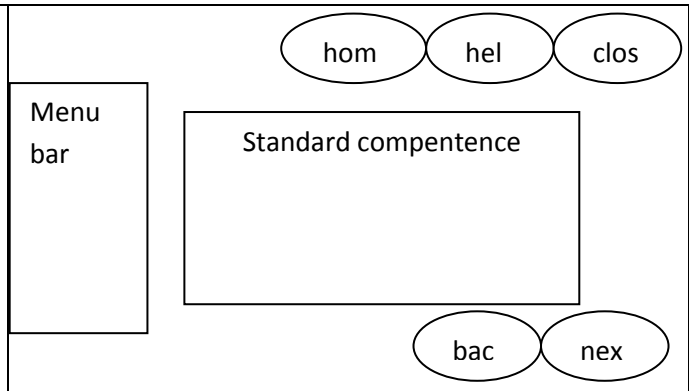
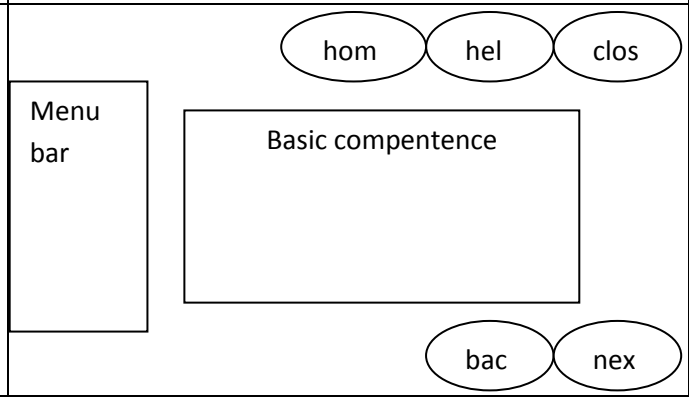
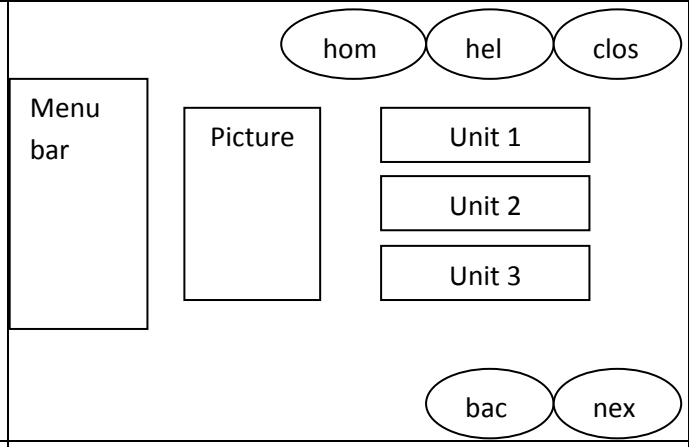
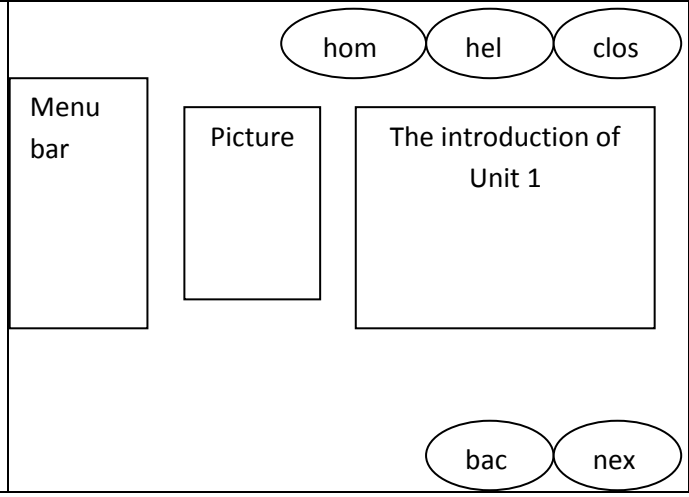

Contens
UNIT I
Let’s watch the movie
Activity 1
Activity 2
Let’s get to know
Activity 3
Activity 4
Let’s learn
Exercise 1
Exercise 2
Reflection
Do you Know?
UNIT II
Let’s watch the movie
Activity 1
Activity 2
Let’s get to know
Activity 3
Activity 4
Activity 5
Let’s learn
Exercise 1
Exercise 2
Reflection
Do you Know?
UNIT III
Let’s watch the movie
Activity 1
Activity 2
Let’s get to know
Activity 3
Activity 4
Activity 5
Let’s learn
Exercise 1
Exercise 2
Reflection
Do you Know?

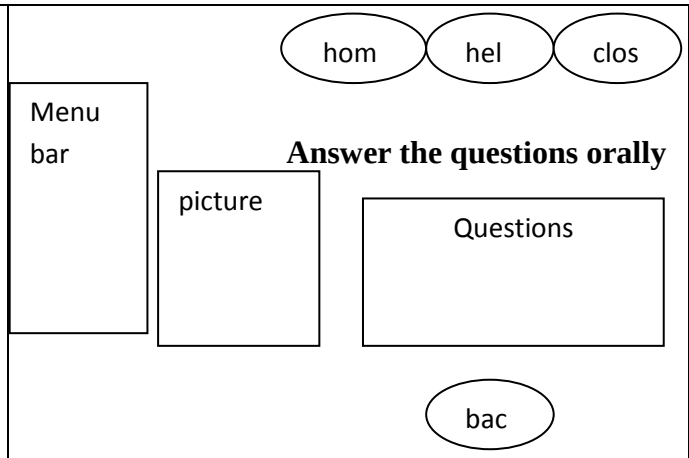
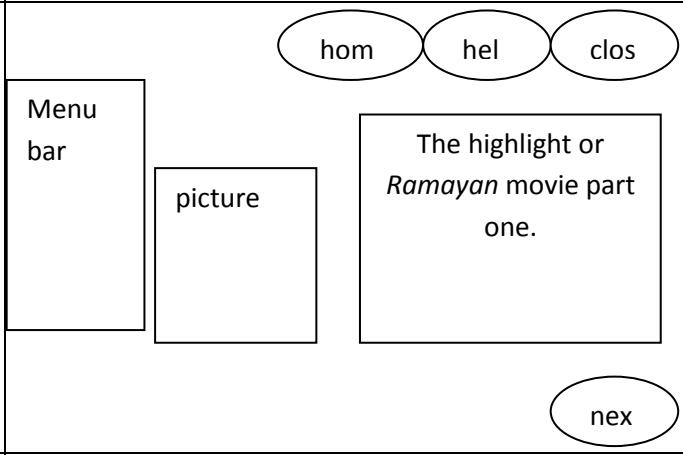
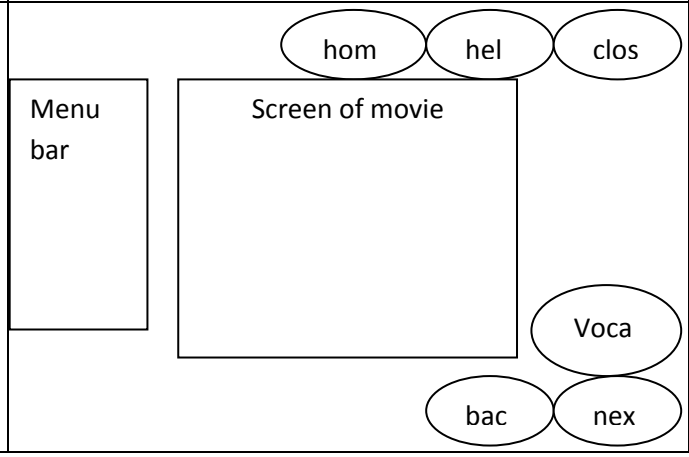
APPENDIX E

STORY BOARD OF THE DIGITAL LEARNING MEDIA

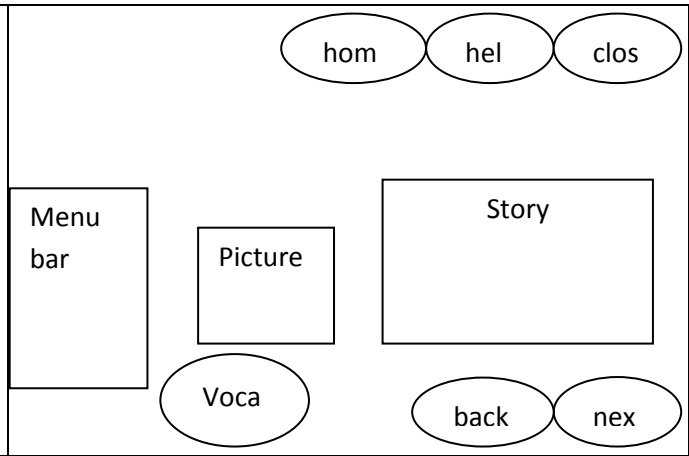
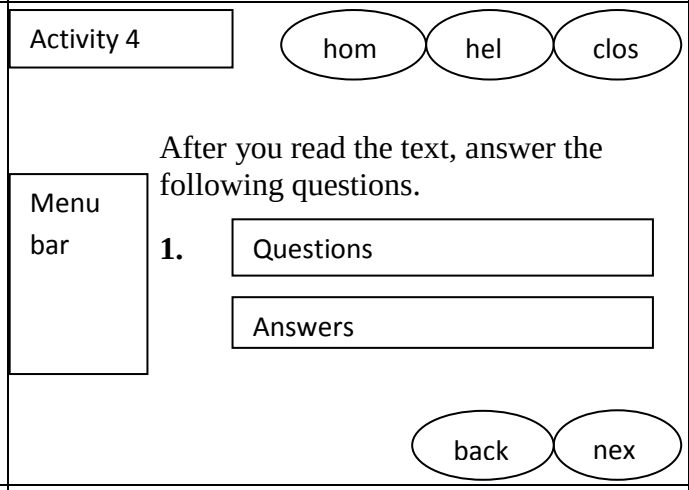
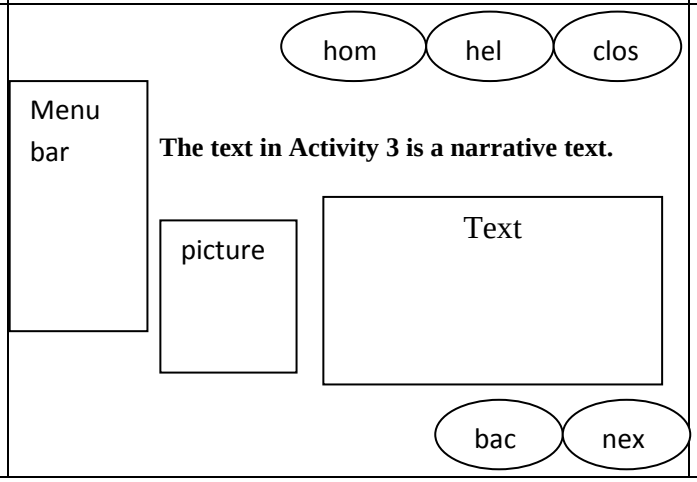
STORY BOARD OF DEVELOPING DIGITAL LEARNING MEDIA BASED ON *RAMAYANA* MOVIE TO IMPROVE THE EIGHT GRADERS OF JUNIOR HIGH SCHOOL'S SKILLS OF READING NARRATIVE TEXT

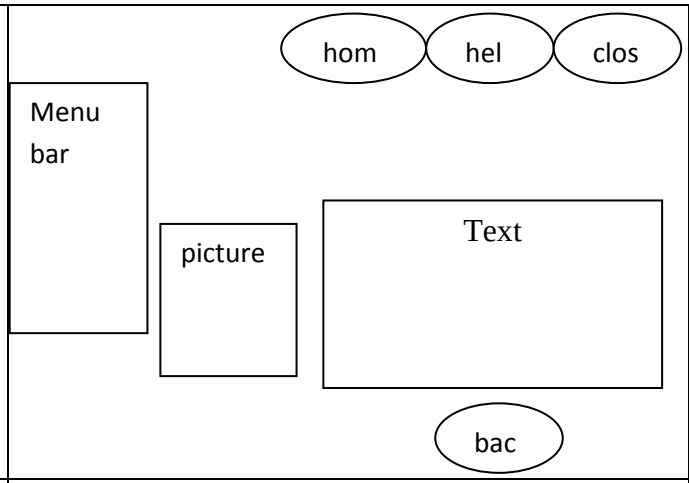
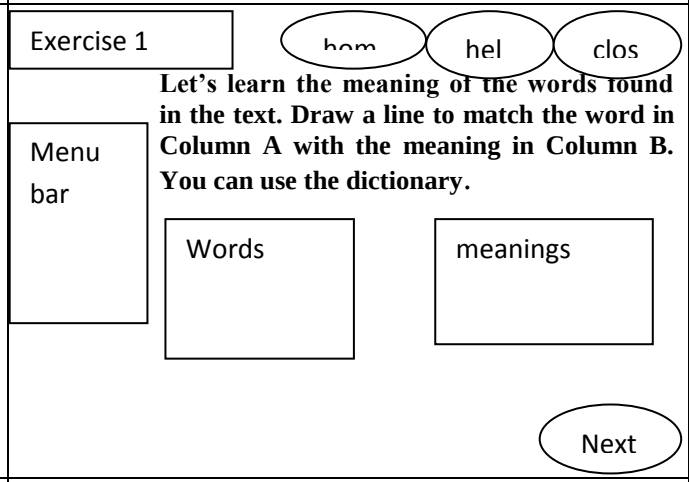
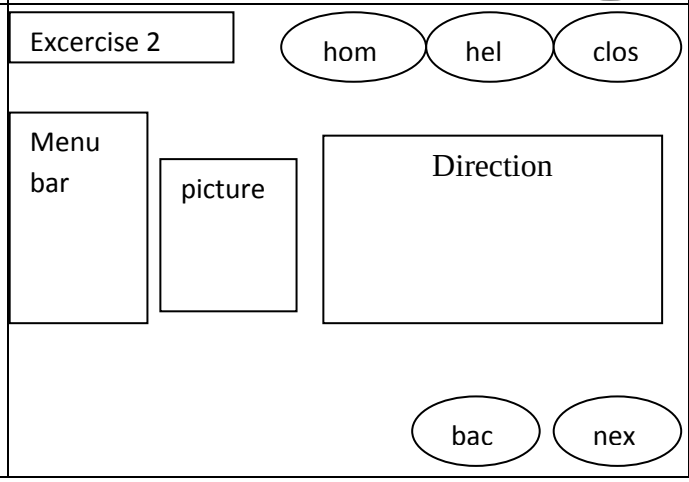
Slide 1 Home screen		The home screen of this digital learning media consists of the title of the program, logo YSU, help button, close button and next button.
Slide 2 Go inside		The go inside of this digital learning media consists of the title of digital learning media, picture, and the bottons.
Slide 3 Main menu		The main menu of this digital learning media consists of the direction, pictures, menu bar and the bottons.

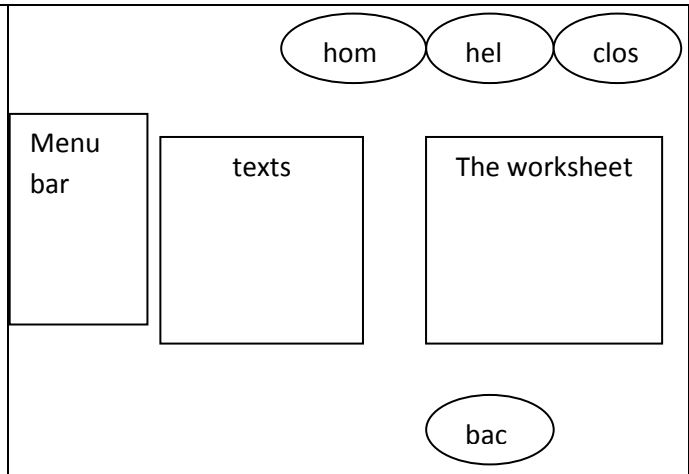
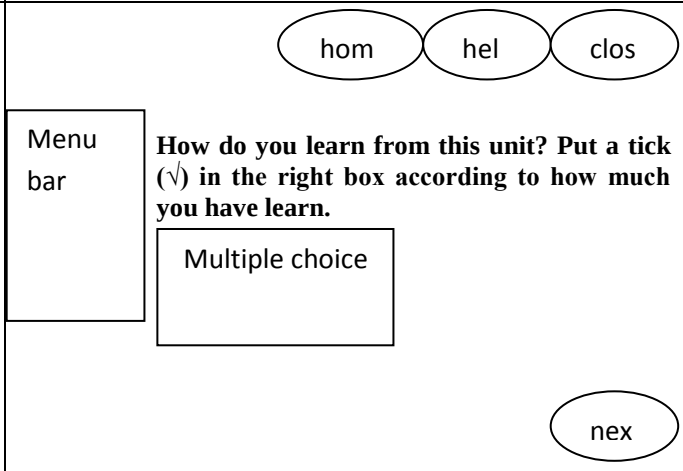
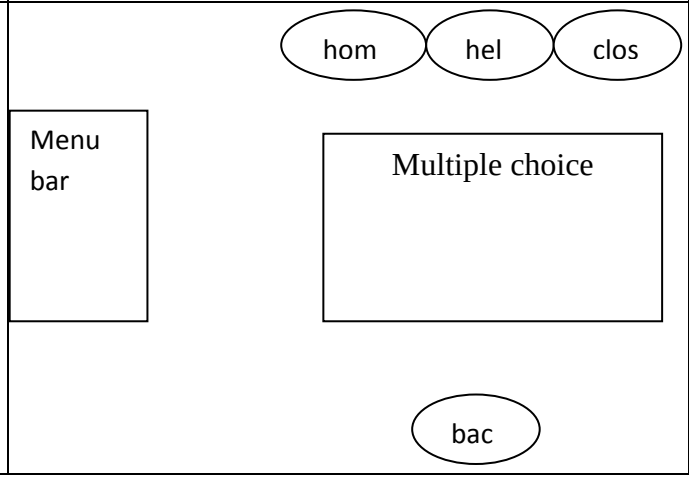
Slide 4 Core and basic compe-tence		It consist of standard competence
Slide 5 Core and basic compe-tence		It consist of basic competence
Slide 6 contents		It consist of sub-menus to go in each Units (the unit consist of three parts)
Slide 7 Unit 1		It consist of the introduction of Unit 1

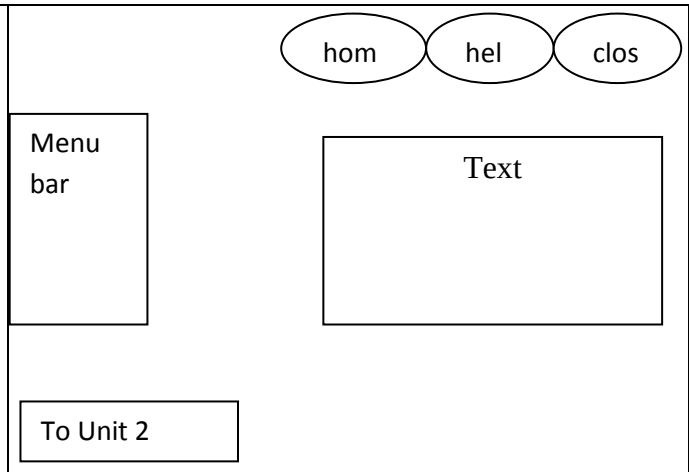
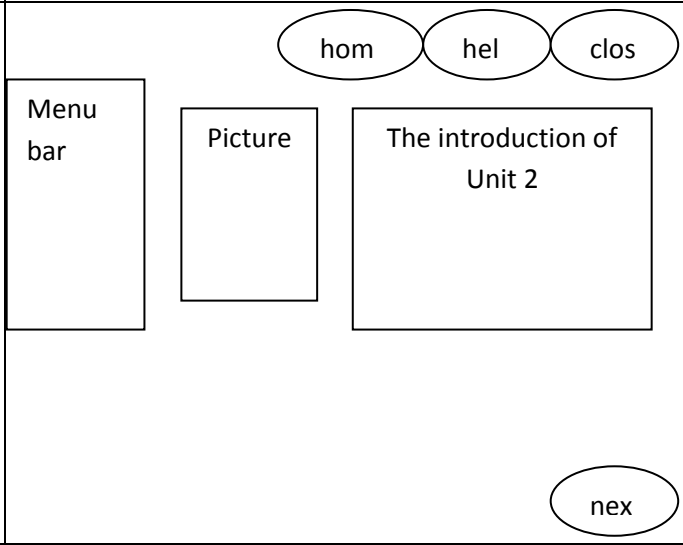
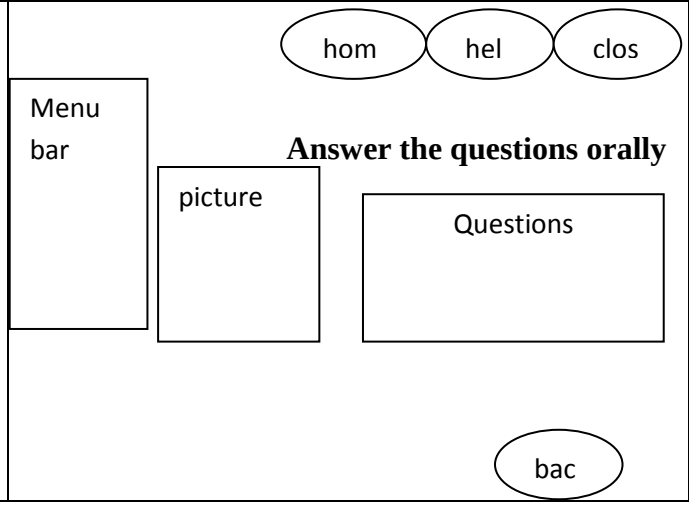
Slide 8 Go inside		It consist of three questions.
Slide 9 Let's watch the movie		It consist of the highlight or *Ramayan* movie part one.
Slide 10 Let's watch the movie		It consists of the movie and vocabulary words.

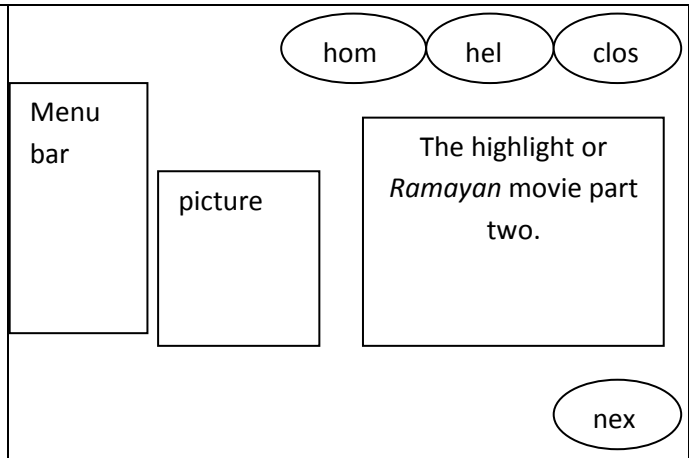
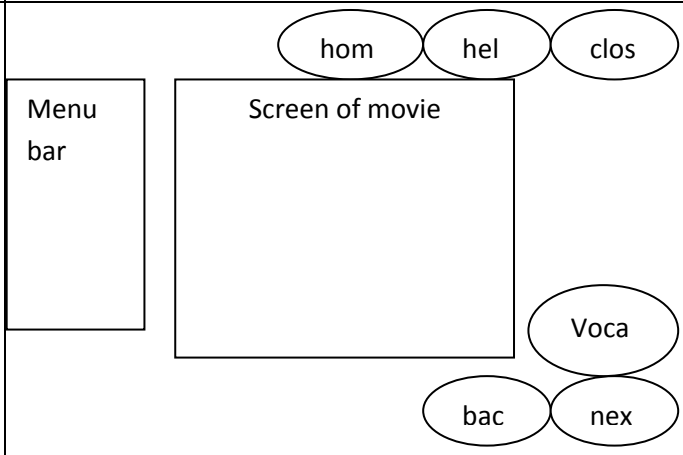
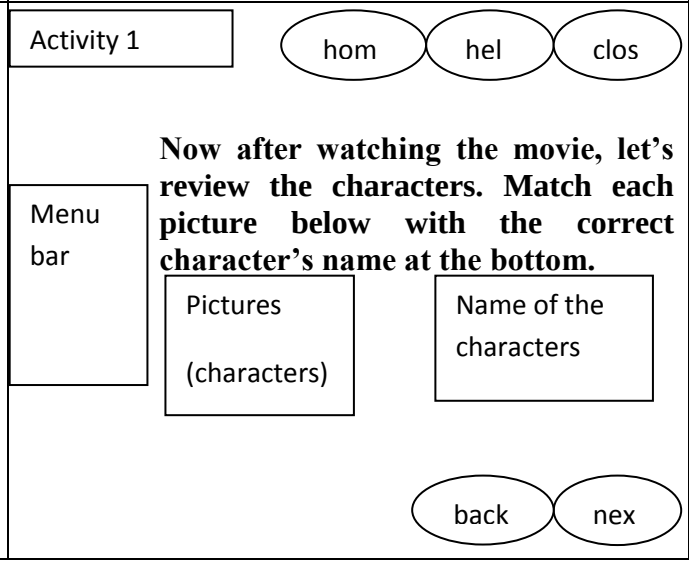
Slide 11 Let's watch the movie	Activity 1 hom hel clos **Now after watching the movie, let's review the characters. Match each picture below with the correct character's name at the bottom.** Menu bar Pictures (characters) Name of the characters back nex	It consist of five questions.
Slide 12 Let's watch the movie	Activity 2 hom hel clos **Let's learn the meaning of the words found in the text. With your partner, draw a line to match the word in Column A with the meaning in Column B. You can use dictionary.** Menu bar Words meanings back	It consist of eight questions.
Slide 13 Let's get to Know	Activity 3 hom hel clos **Read aloud the following story** Menu bar Picture Story voca nex	It consists of five parts of text and vocabulary word.

Slide 14 Let's get to Know		It consists of five parts of text and vocabulary word.
Slide 15 Let's get to Know		It consist of six questions.
Slide 16 Let's get to Know		It consists of the introduced to parts of the narrative text.

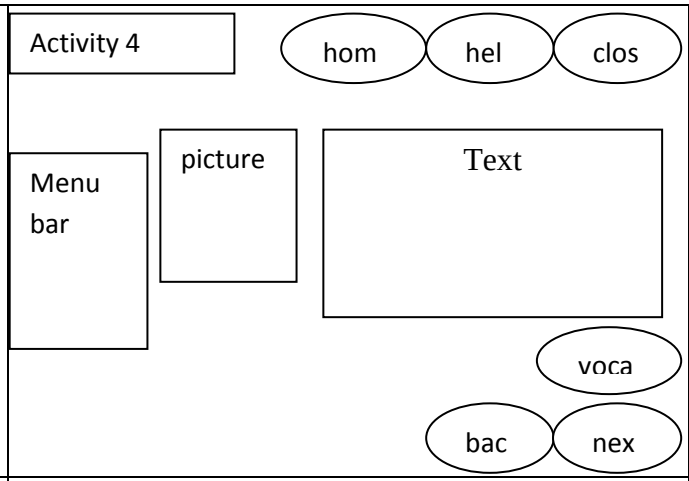
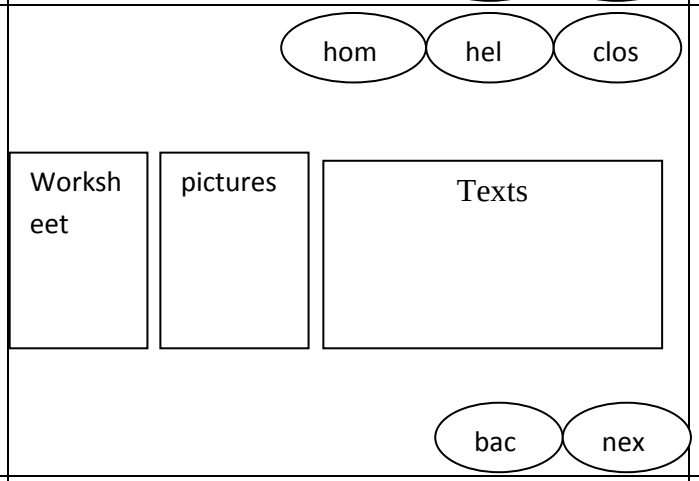
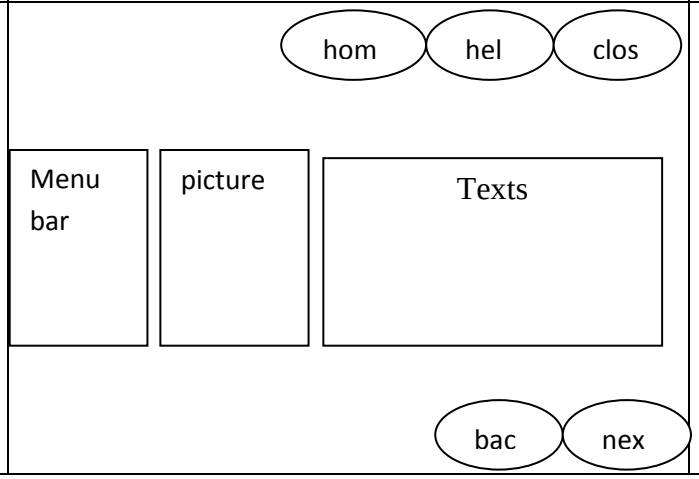
Slide 17 Let's get to Know		It consists of the introduced to parts of the narrative text.
Slide 18 Let's learn		It consist of eight questions.
Slide 19 Let's learn		It consists of the introduced of the excercise 2.

Slide 20 Let's learn		It consists of four paragraphs.
Slide 21 Reflec-tion		It consists of two questions.
Slide 22 Reflec-tion		It consists of three questions.

Slide 23 Do you know		It consists of the story and to unit 2 button.
Slide 24 Unit 2		It consist of the introduction of Unit 2
Slide 25 Go inside		It consist of three questions.

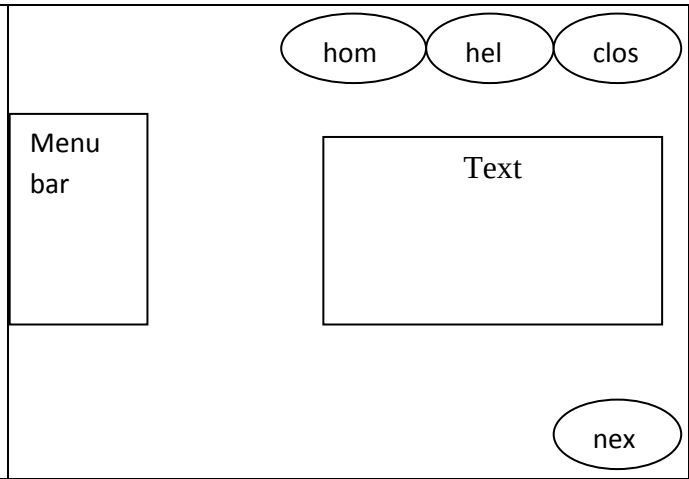
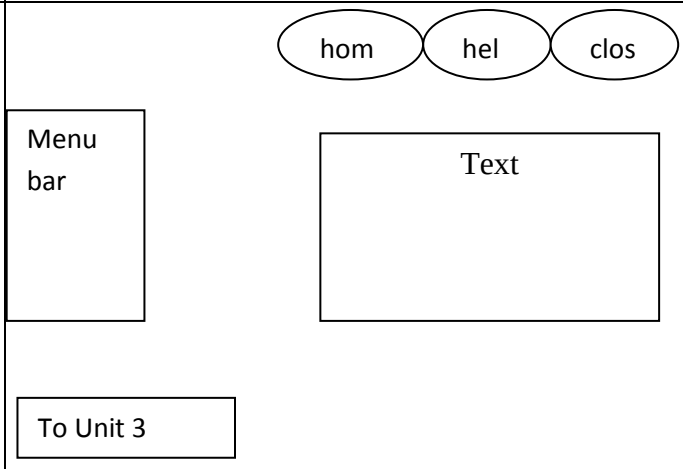
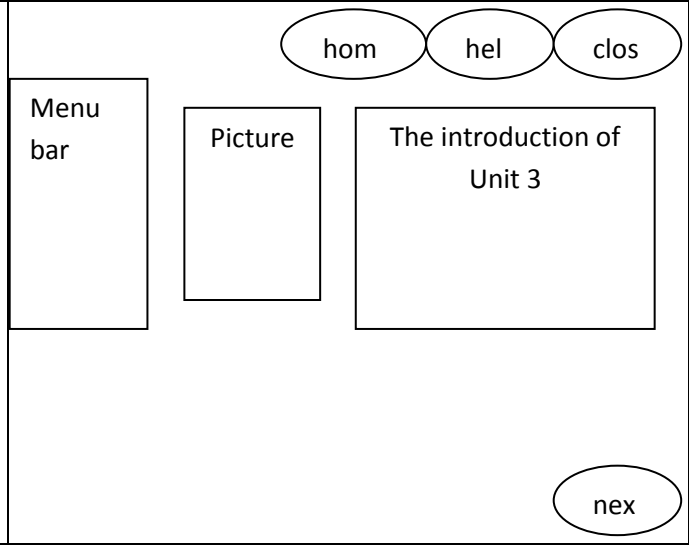
Slide 26 Let's watch the movie		It consist of the highlight or Ramayan movie part two.
Slide 27 Let's watch the movie		It consists of the movie and vocabulary words.
Slide 28 Let's watch the movie		It consist of five questions.

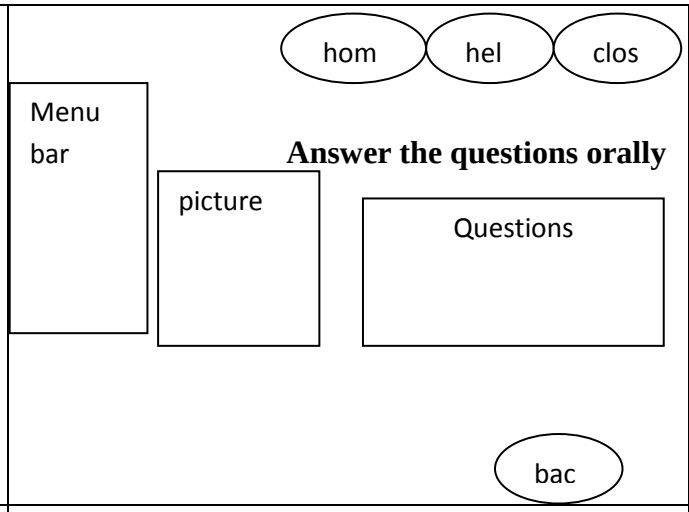
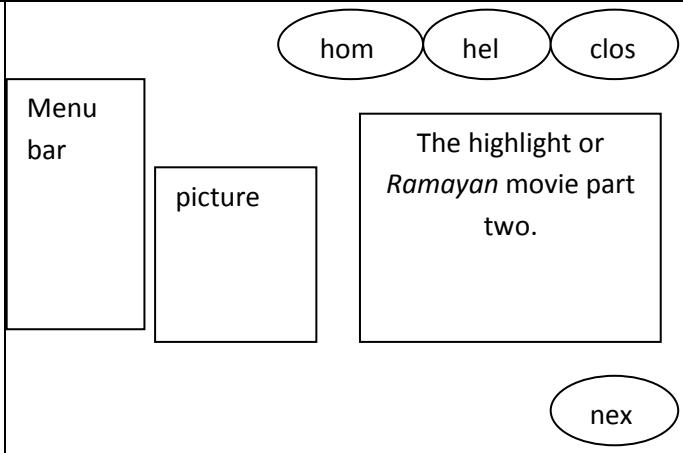
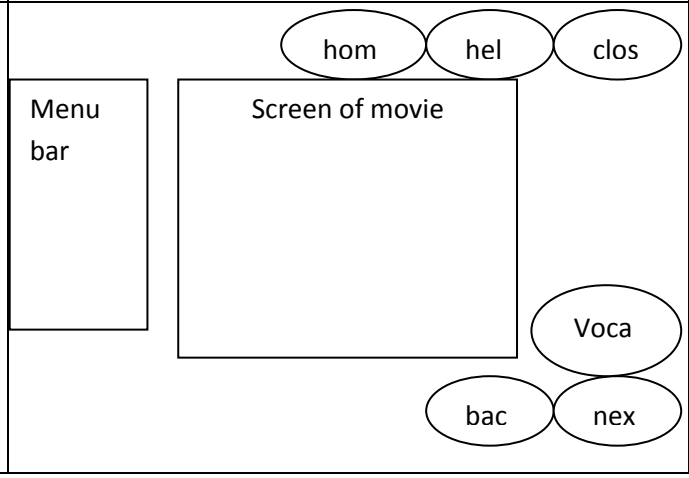
Slide 29 Let's watch the movie	Activity 2 hom hel clos **State whether each statement below is true or false based on the movie.** Menu bar **1.** Questions true fals back next	It consist of four questions.
Slide 30 Let's watch the movie	hom hel clos Menu bar **5.** Questions true fals back	It consist of six questions.
Slide 31 Let's get to know	Activity 3 hom hel clos **Let's learn the meaning of the words found in the text. With your partner, draw a line to match the word in Column A with the meaning in Column B. You can use dictionary.** Menu bar Words meanings next	It consist of eight questions.

Slide 32 Let's get to Know		It consists of the direction of the activity 4 and vocabulary words.
Slide 32 Let's get to Know		It consist of the four questions.
Slide 32 Let's get to Know		It consist of the introduced language features of a narrative text.

Slide 33 Let's get to Know	Activity 5 hom hel clos **Analyze the story in Activity 4. Write maximum 3 words in each box provided.** Menu bar picture questions answers bac	It consist of three questions
Slide 34 Let's learn	Exercise 1 hom hel clos **Read the following story** Menu bar story bac nex	It consist of two paragraphs in the story.
Slide 35 Let's learn	Exercise 1 hom hel clos Menu bar story bac nex	It consist of two paragraphs in the story.

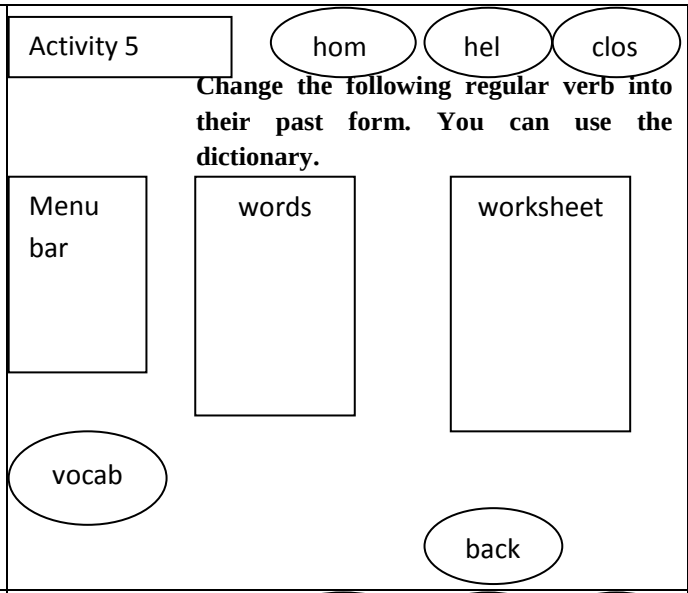
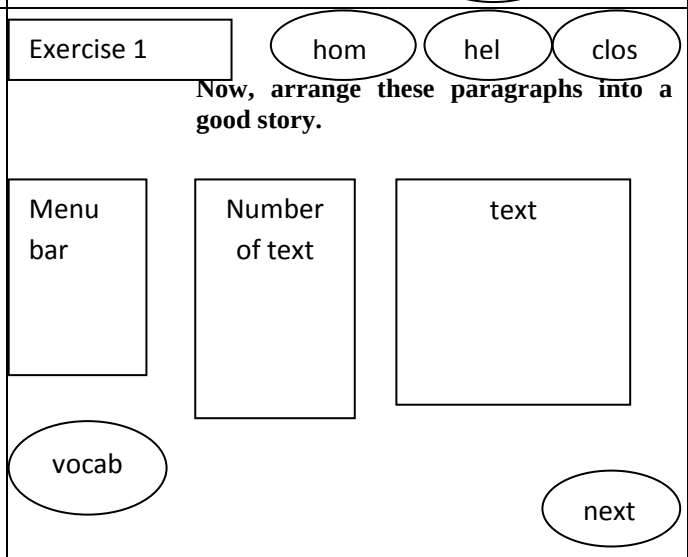
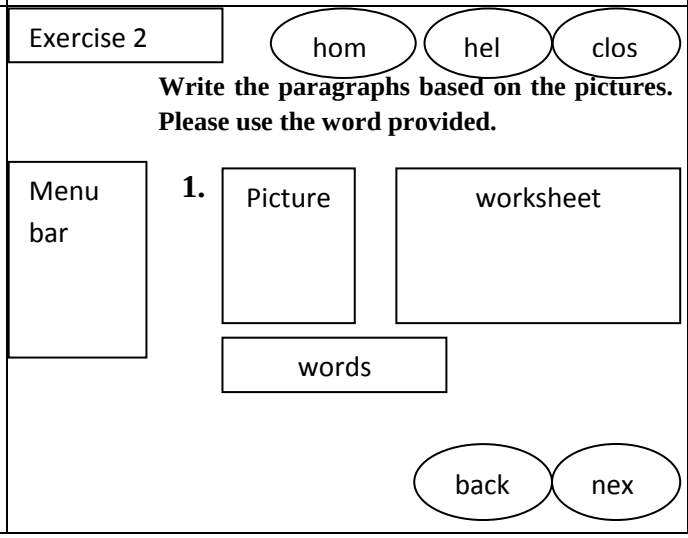
Slide 33 Let's get to Know	Exercise 2 hom hel clos **Analyze the story in Exercise 1 Write maximum 3 words in each box provided.** Menu bar picture **1.** questions answers bac	It consist of three questions
Slide 33 Reflec-tion	hom hel clos **How do you learn from this unit? Put a tick (√) in the right box according to how much you have learn.** Menu bar Multiple choice nex	It consists of two questions.
Slide 33 Reflec-tion	hom hel clos Menu bar Multiple choice bac	It consists of three questions.

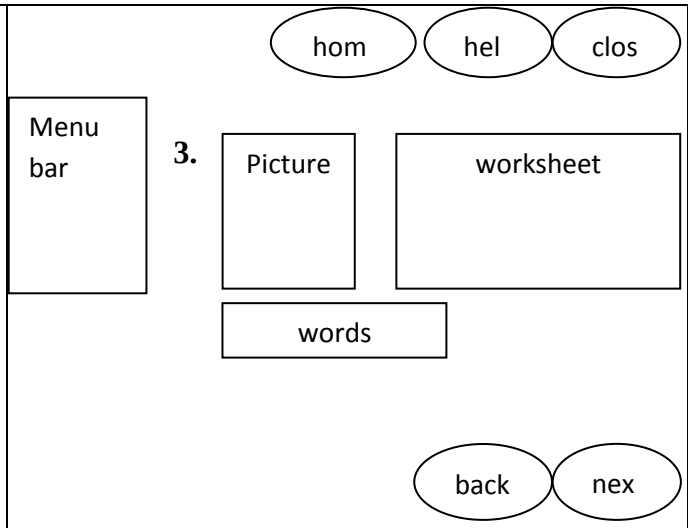
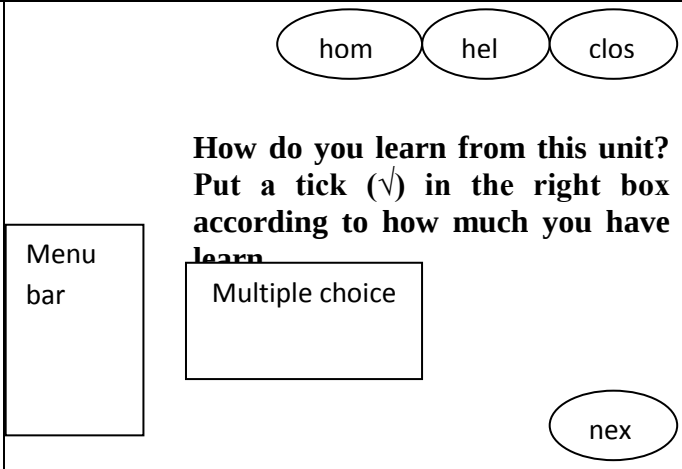
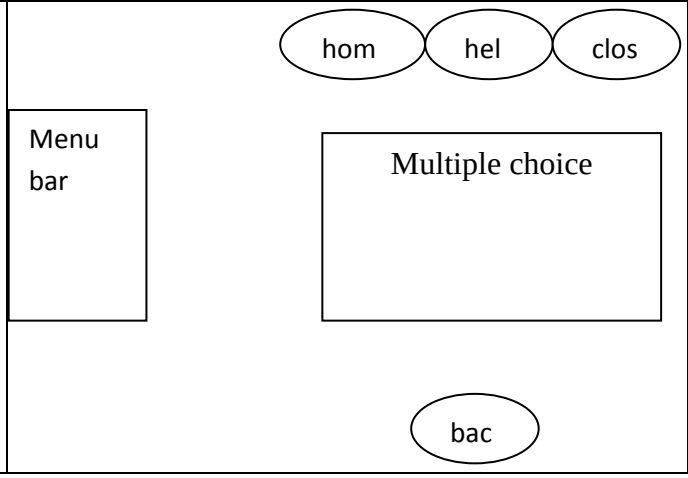
Slide 34 Do you know		It consists of the story and to unit 2 button.
Slide 35 Do you know		It consists of the story and to unit 3 button.
Slide 36 Unit 3		It consist of the introduction of Unit 3

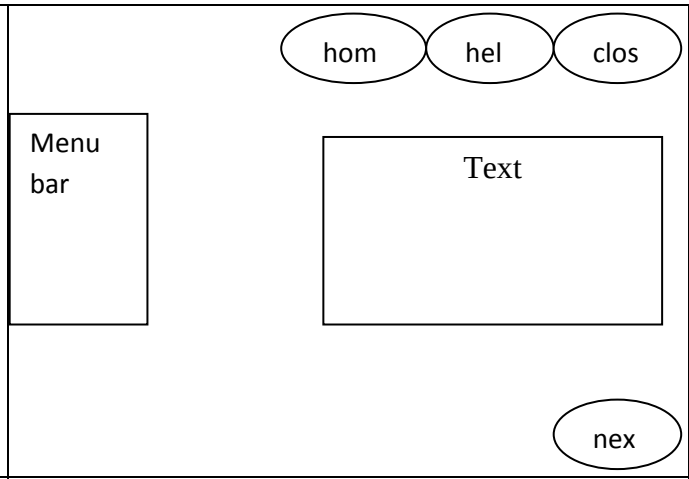
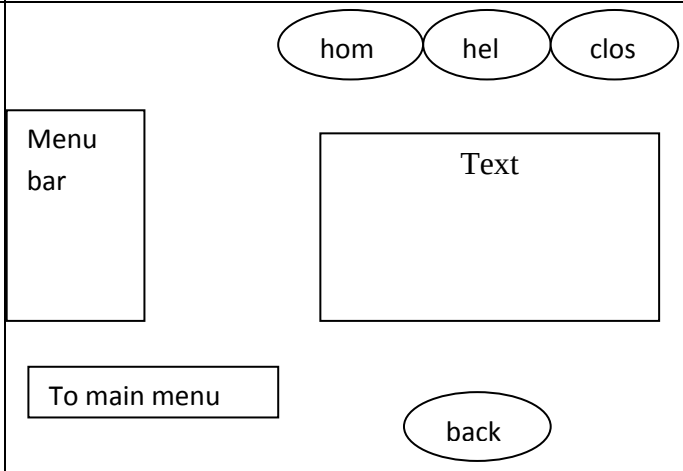
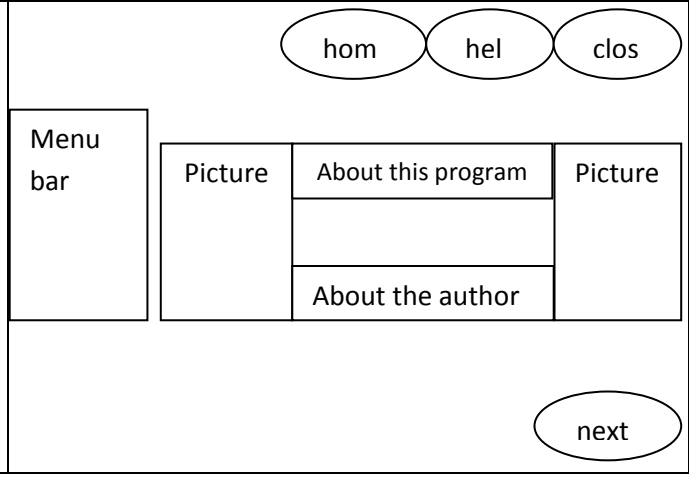
Slide 37 Go inside		It consist of three questions.
Slide 38 Let's watch the movie		It consist of the highlight or Ramayan movie part two.
Slide 39 Let's watch the movie		It consists of the movie and vocabulary words.

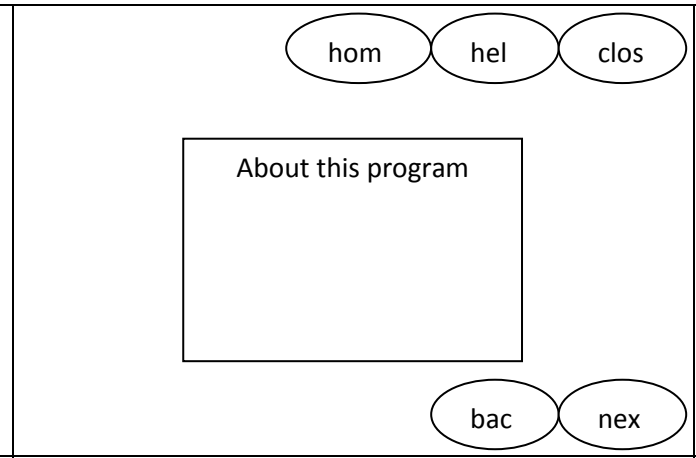
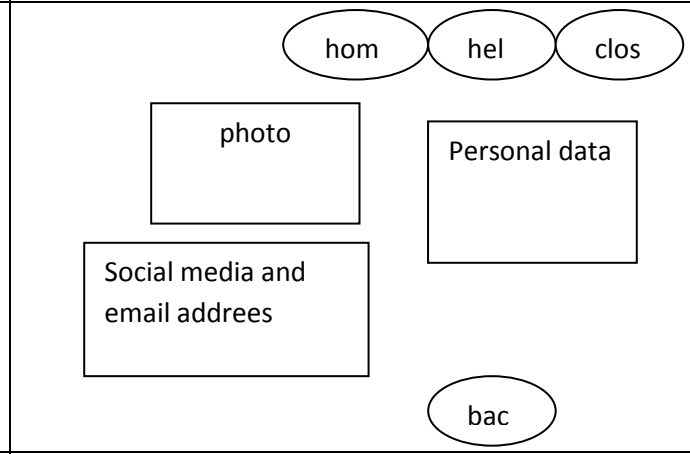
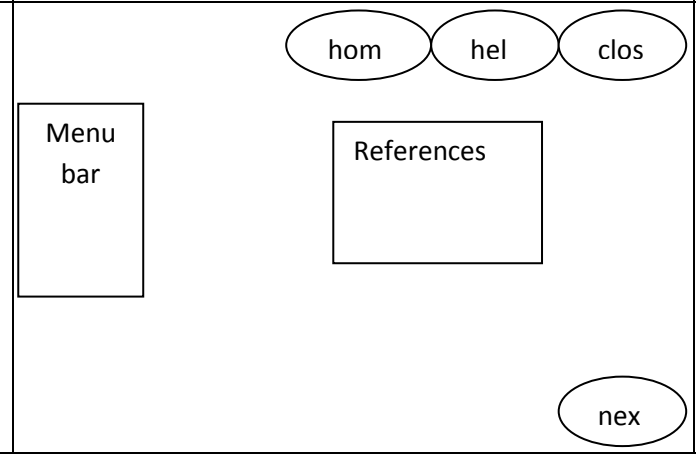
Slide 40 Let's watch the movie	Activity 1 hom hel clos **Now after watching the movie, let's review the characters. Match each picture below with the correct character's name at the bottom.** Menu bar Pictures (characters) Name of the characters back nex	It consist of five questions.
Slide 41 Let's watch the movie	activity 2 hom hel clos **Answer the questions below according to the pictures provided**. **1.** questions Menu bar picture answers bac nex	It consist of two questions
Slide 42 Let's watch the movie	hom hel clos **3.** answers Menu bar picture questions bac	It consist of three questions

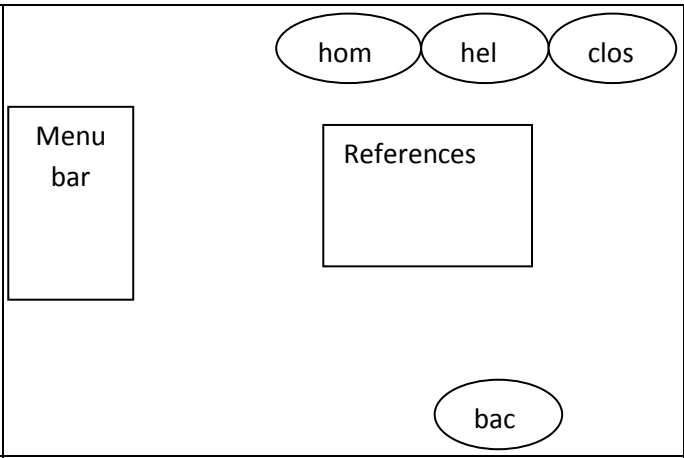
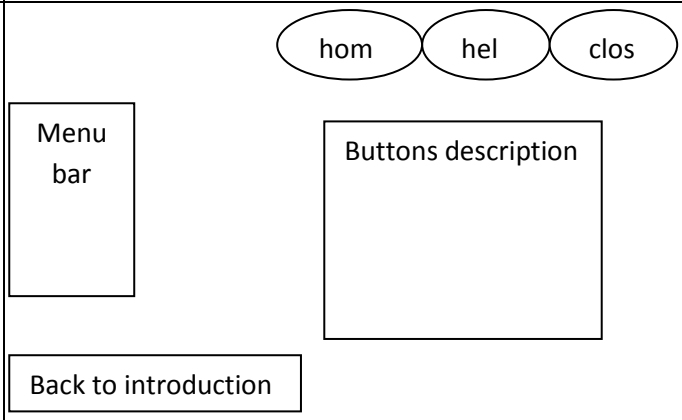
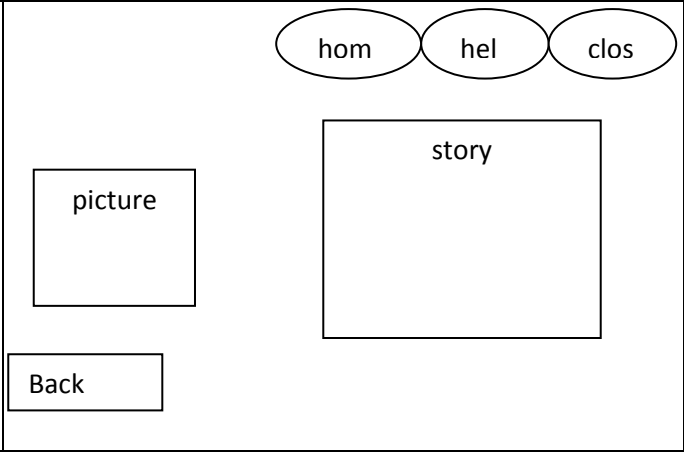
Slide 43 Let's get to know	activity 3 hom hel clos **Fill in the blanks with the words provided in the box**. Words bank Menu bar story vocab nex	It consist of eight words to fill in the story.
Slide 44 Let's get to know	activity 4 hom hel clos **Now, arrange these paragraphs into a good story**. story Menu bar vocab nex	It consist of four texts to make a good story and vocabulary words
Slide 45 Let's get to know	hom hel clos Menu bar Picture Grammar stage back nex	It consist of conducted simple past tense

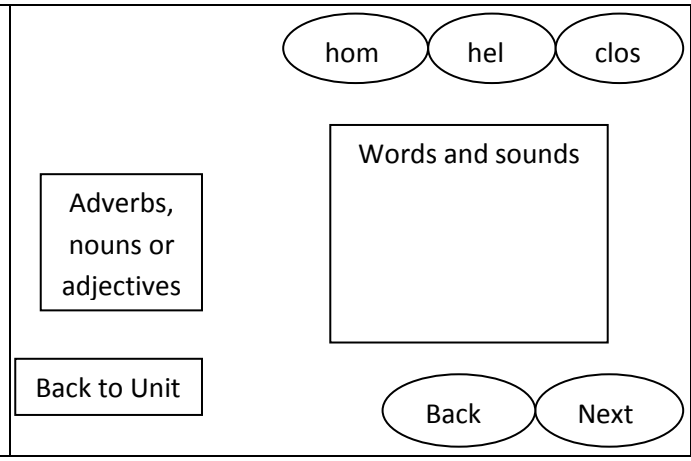
Slide 46 Let's get to know		It consists of nine questions and vocabullary words
Slide 47 Let's learn		It consists of five texts to arrange in the good story and vocabullary words
Slide 48 Let's learn		It consist of two questions

Slide 49 Let's learn		It consist of two questions
Slide 50 Reflec-tion		It consists of two questions.
Slide 51 Reflec-tion		It consists of four questions.

Slide 52 Do you know		It consist of the story
Slide 53 Do you know		It consists of the story and back to main menu button.
Slide 53 About		It consists of about this progam and about the author.

Slide 54 About		It consist of about this program.
Slide 55 About		It consist of about the author.
Slide 56 Refere-nces		It consist of about the refrences

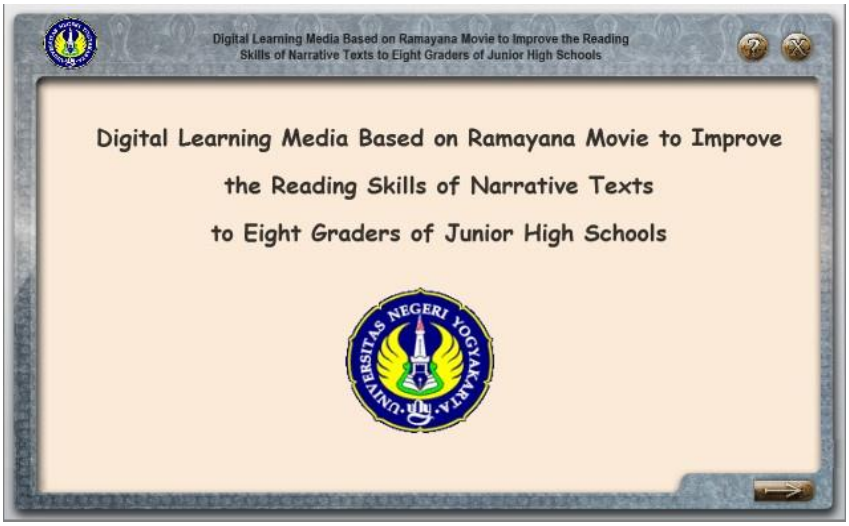
Slide 57 Refere-nces		It consist of about the refrences
Slide 58 User guide		It consists of buttons description and back to Introduction button
Slide 59-62 Addtio-nal slides		It consists of conducted about the parts of narrative text.

Slide 62-72 Addtio-nal slides		It consists of vocabularry words.

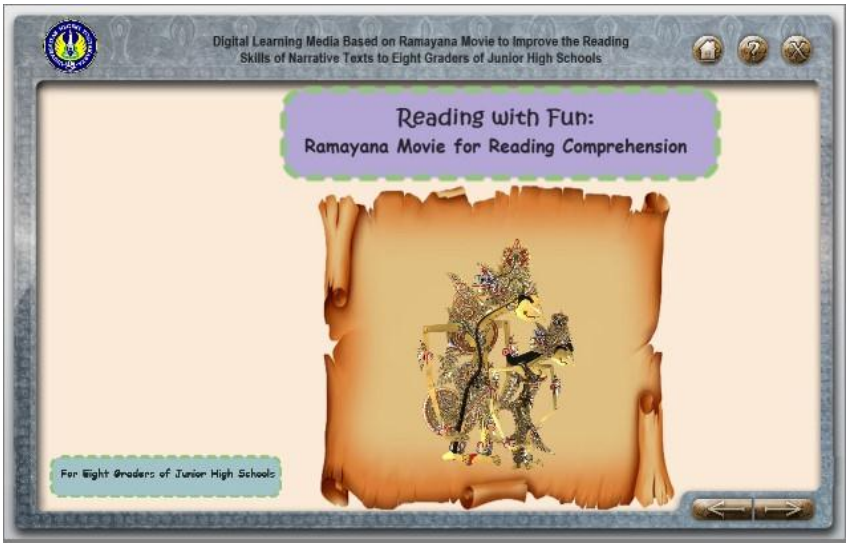
APPENDIX F

FIRST DRAFT OF THE DIGITAL LEARNING MEDIA

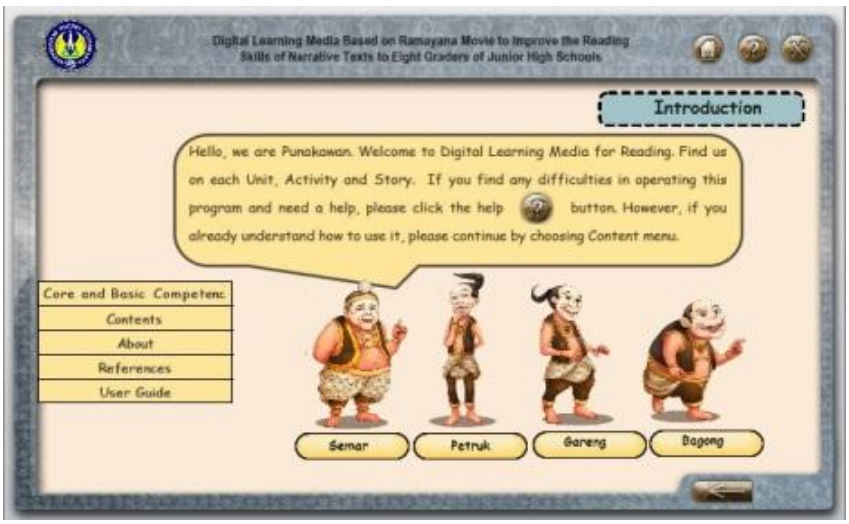
First Daft of the Digital Learning Media



1. Home

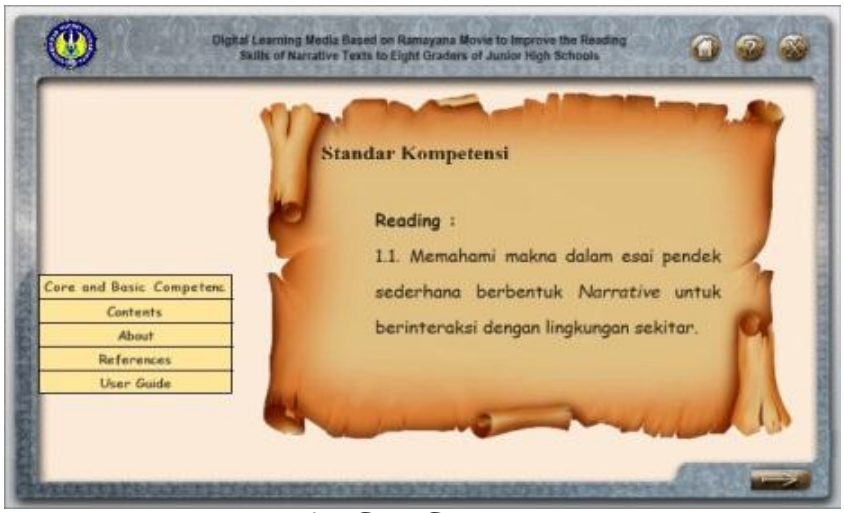


2. Go Inside

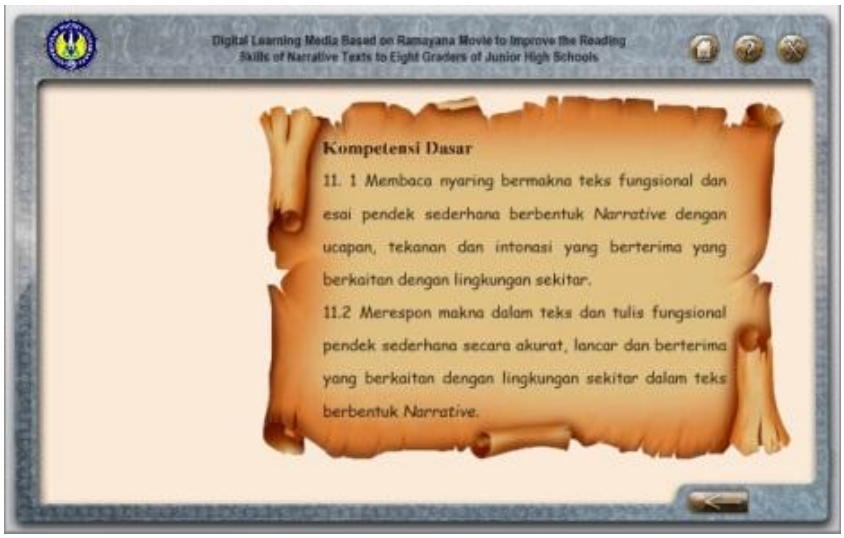


4. Main Menu

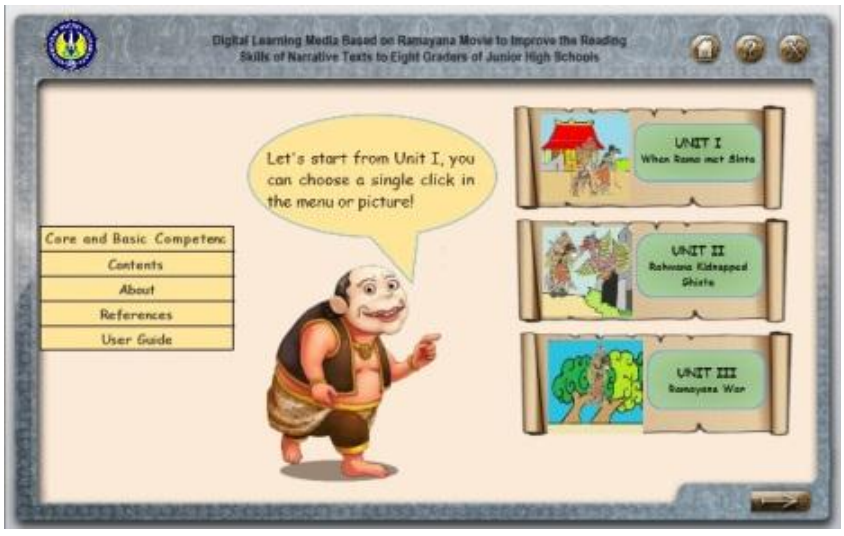
A. Core and Basic Competence



1. Core Competence

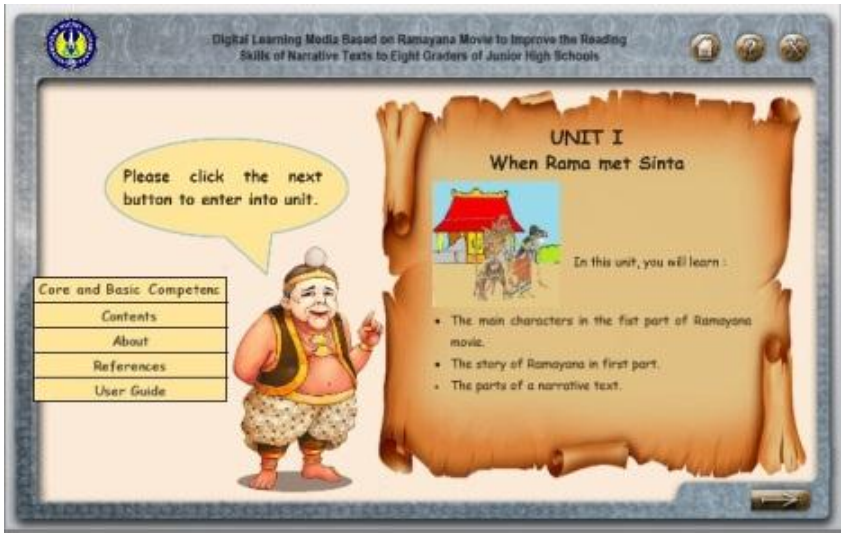


B. Contents

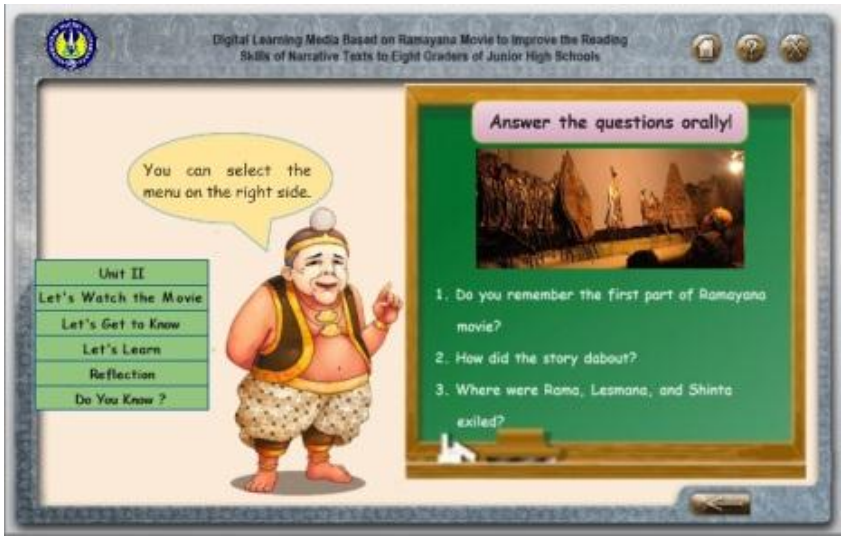


1. Main Contens

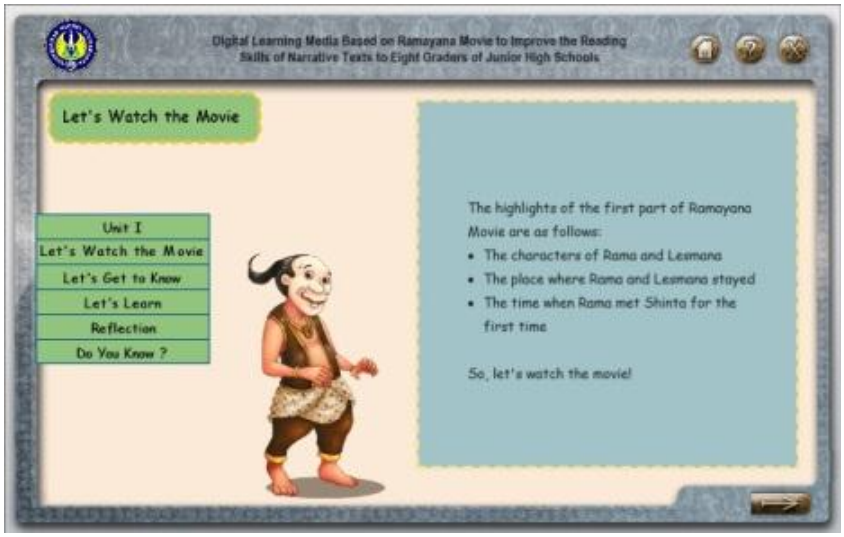
Unit 1



1. Home

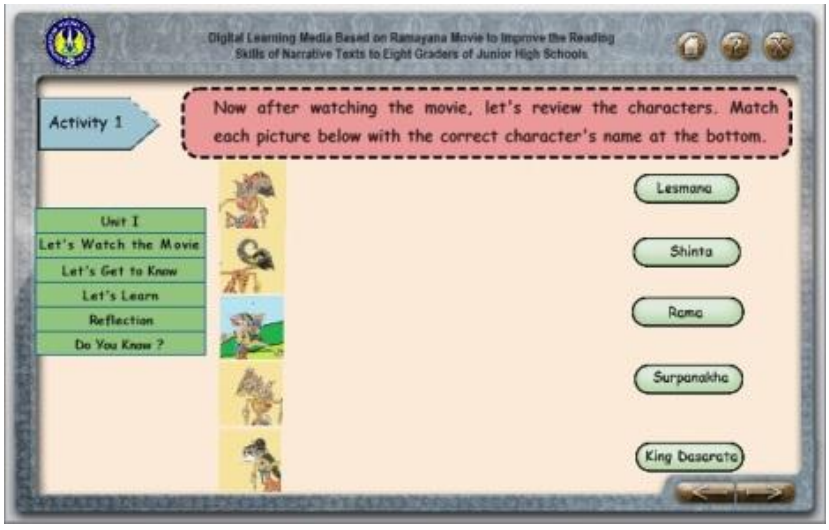


2. Go Inside

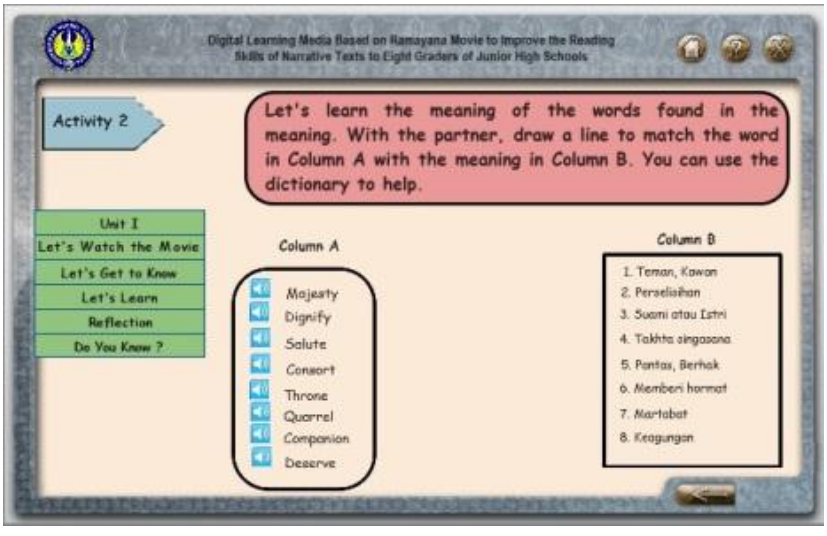


3. **Slide 1 (let's watch the movie)**

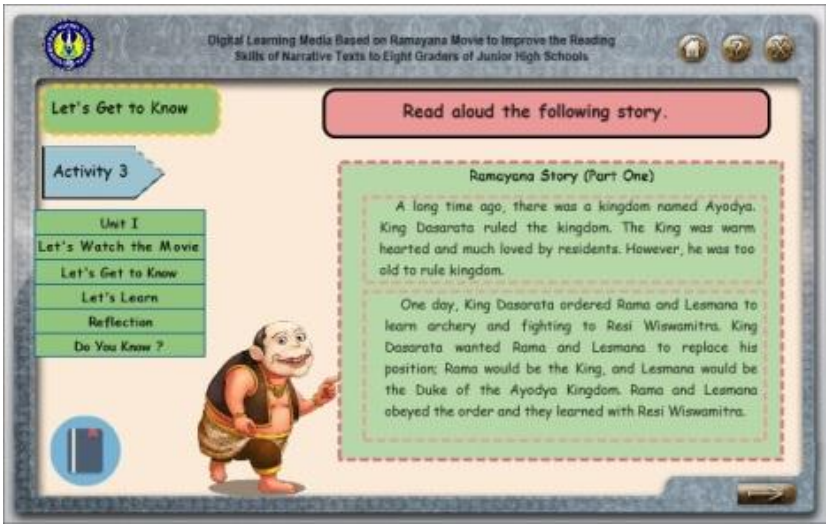
4. **Slide 2 (let's watch the movie)**



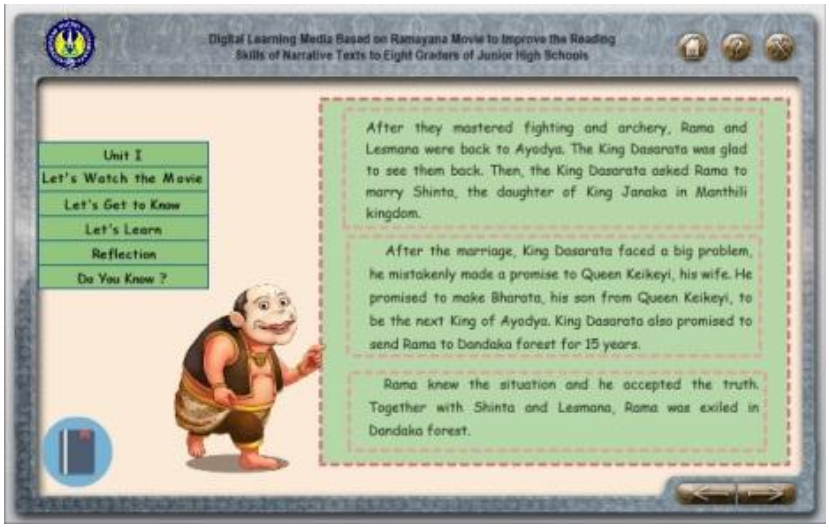
5. **Slide 3 (let's watch the movie)**



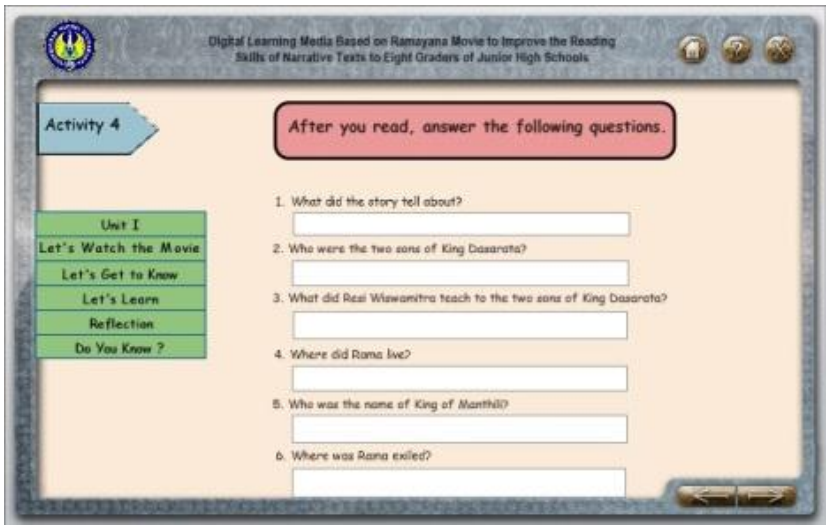
6. Slide 4 (let's watch the movie)

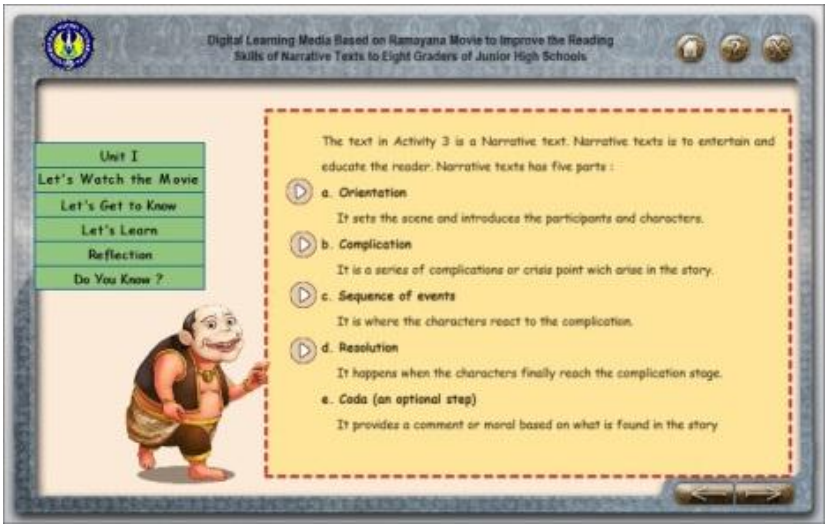


7. Slide 5 (let's get to know)

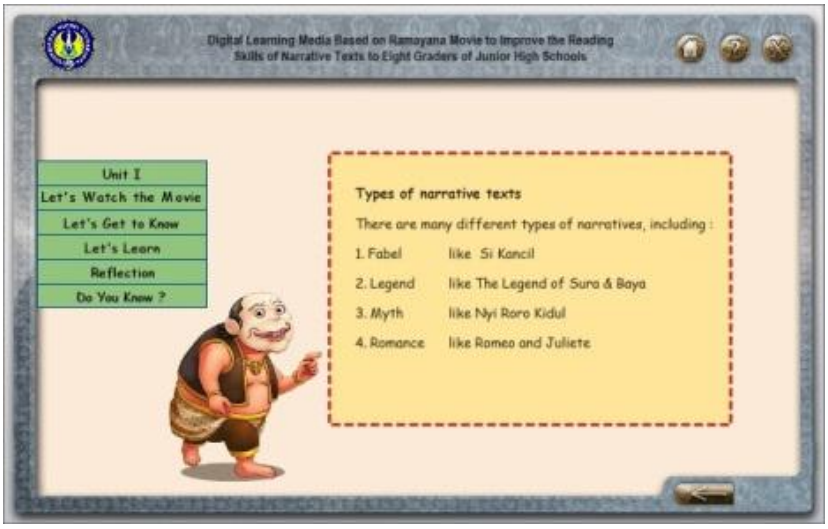


8. Slide 6 (let's get to know)

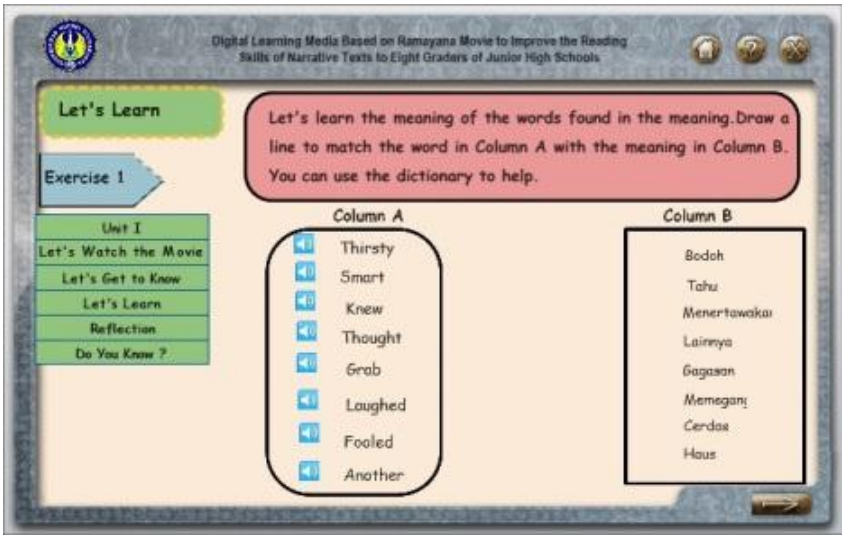




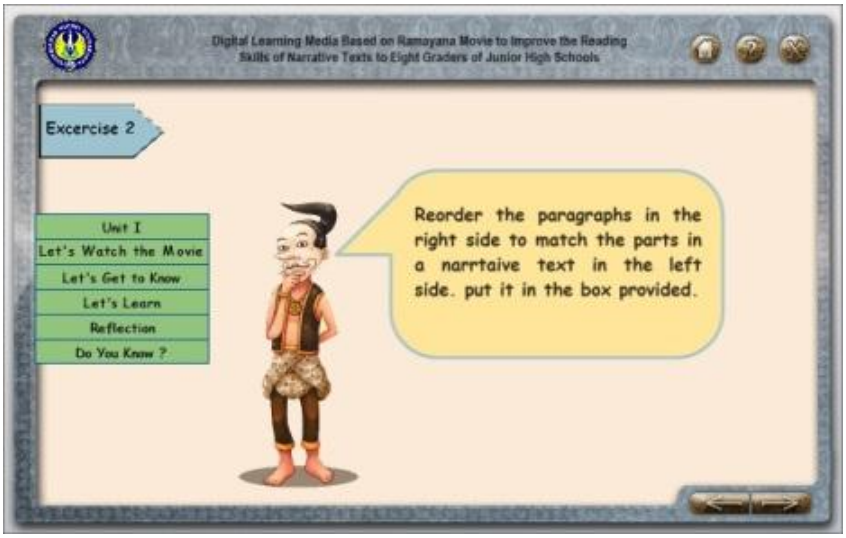
10. Slide 8 (let's get to know)



11. Slide 9 (let's get to know)

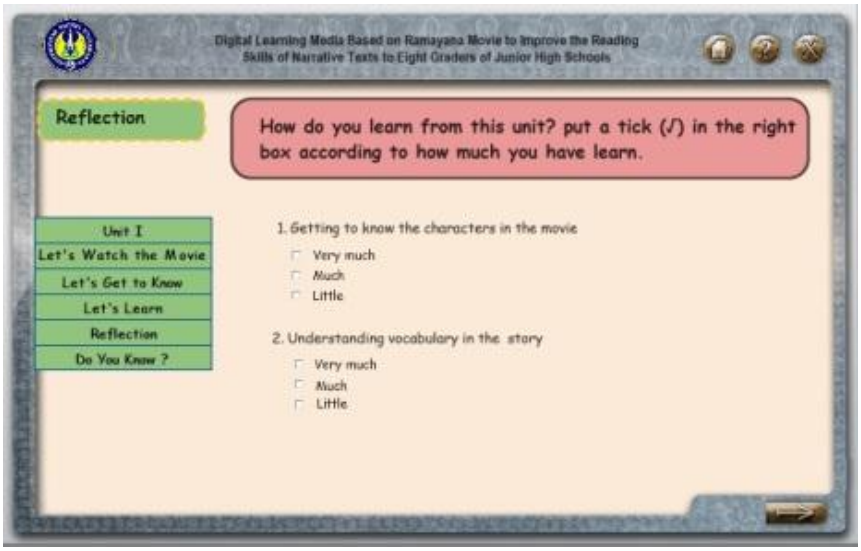


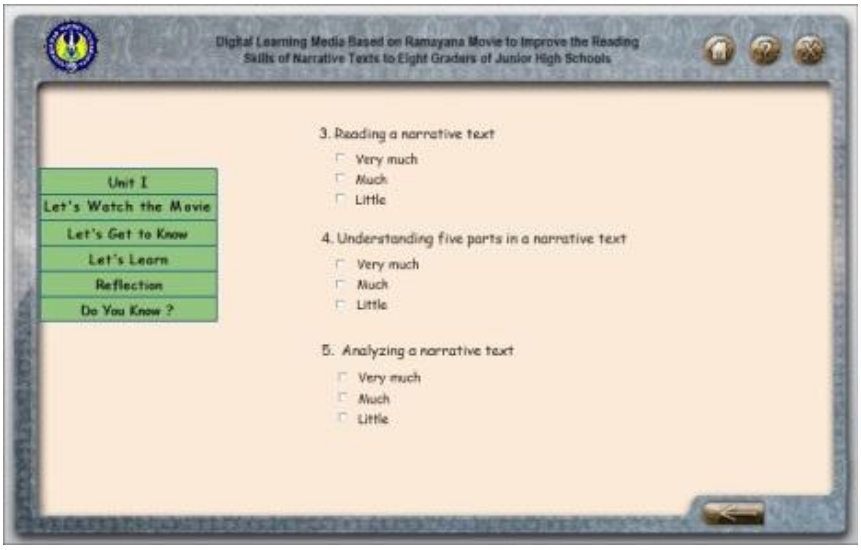
12. Slide 10 (let's get to know)



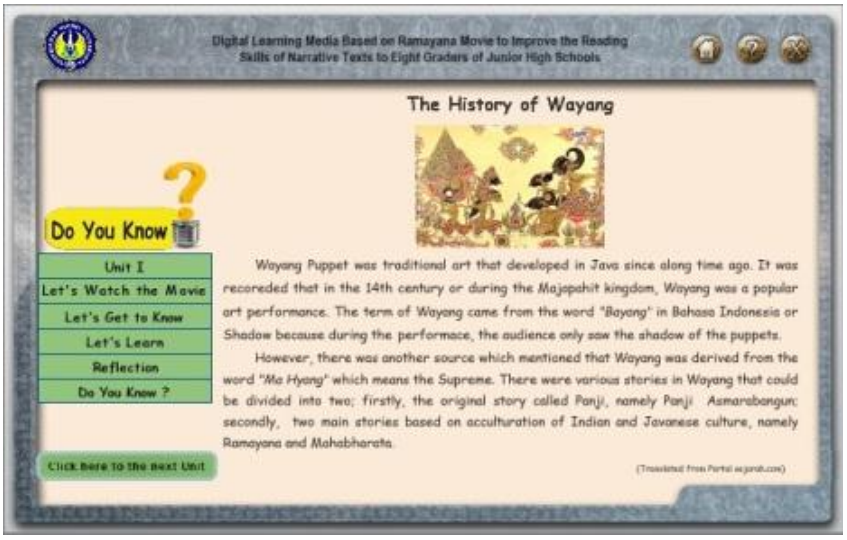
13. Slide 11 (let's learn)

14. Slide 12 (let's learn)



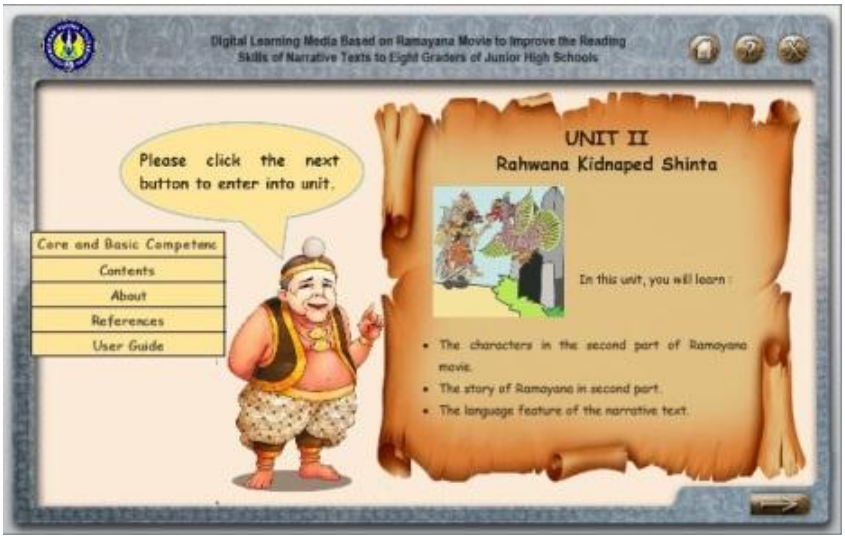


16. Slide 14 (reflection)

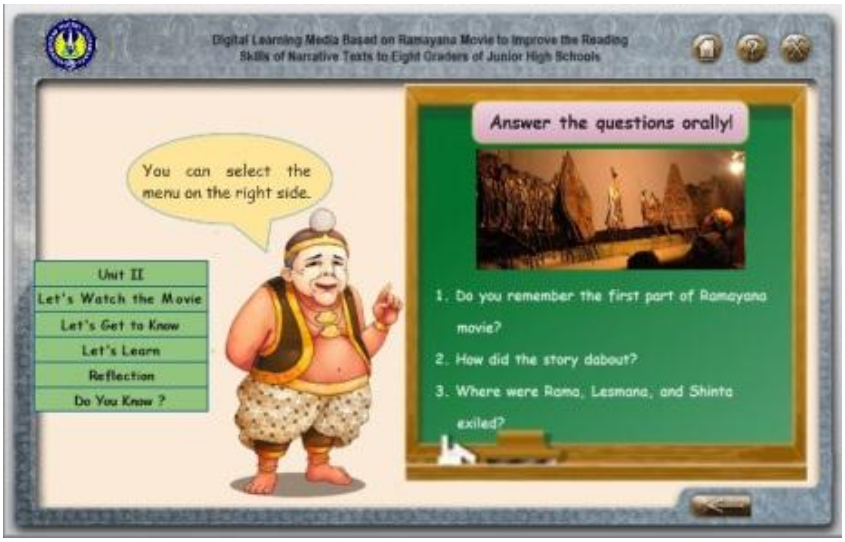


17. Slide 15 (do you know)

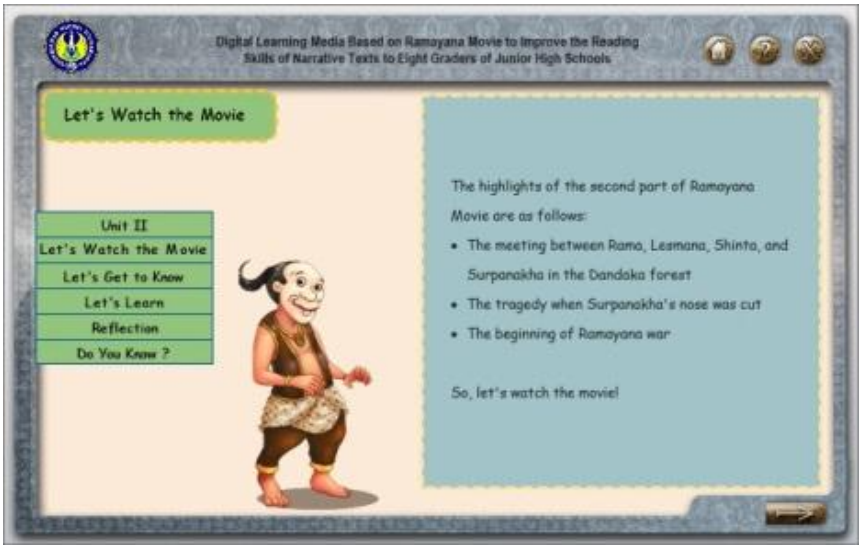
Unit 2



1. **Home**

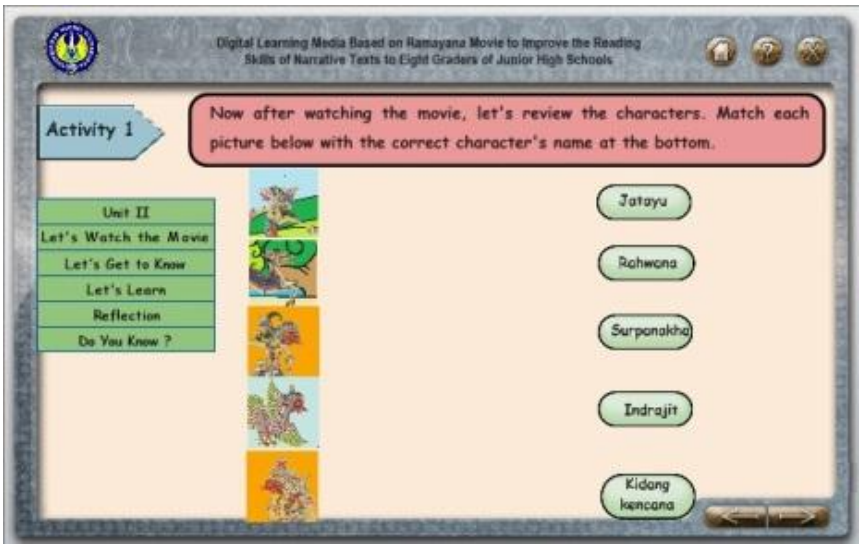


2. **Go inside**

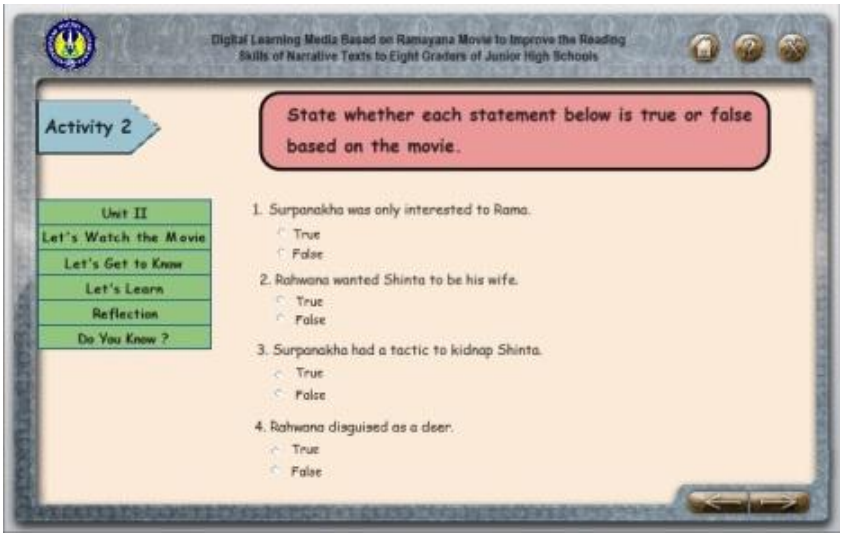


3. **Slide 1 (let's watch the movie)**

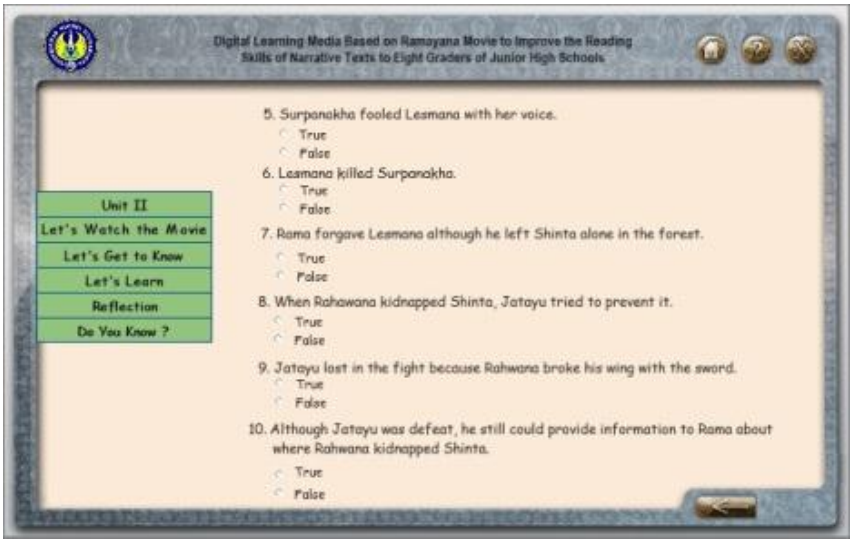
4. **Slide 2 (let's watch the movie)**



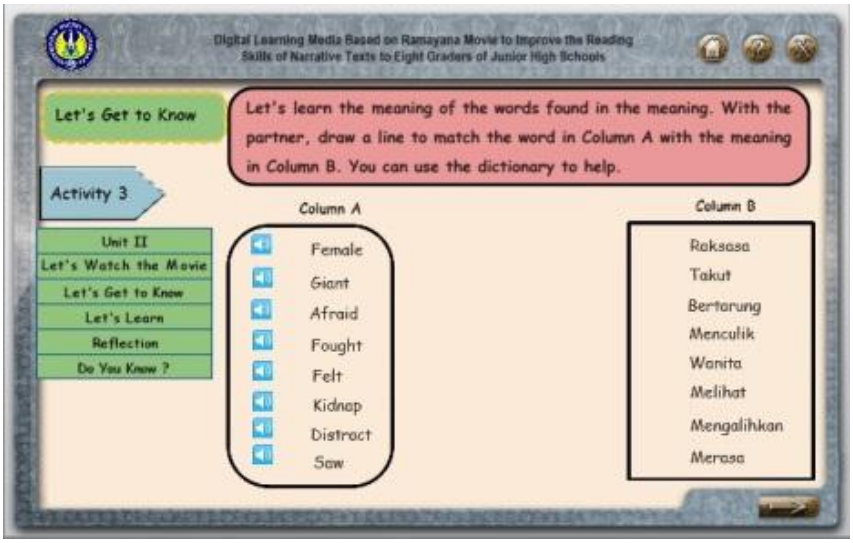
5. **Slide 3 (let's watch the movie)**



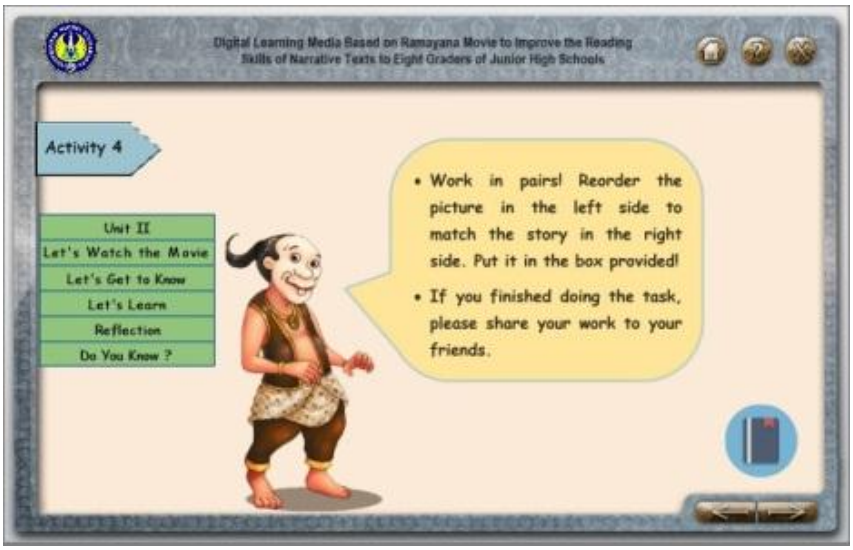
6. **Slide 4 (let's watch the movie)**



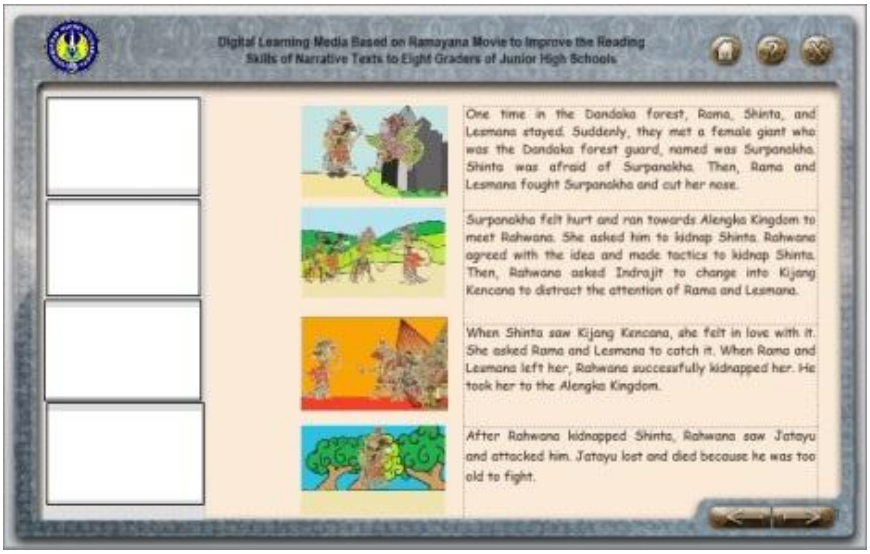
7. **Slide 5 (let's watch the movie)**



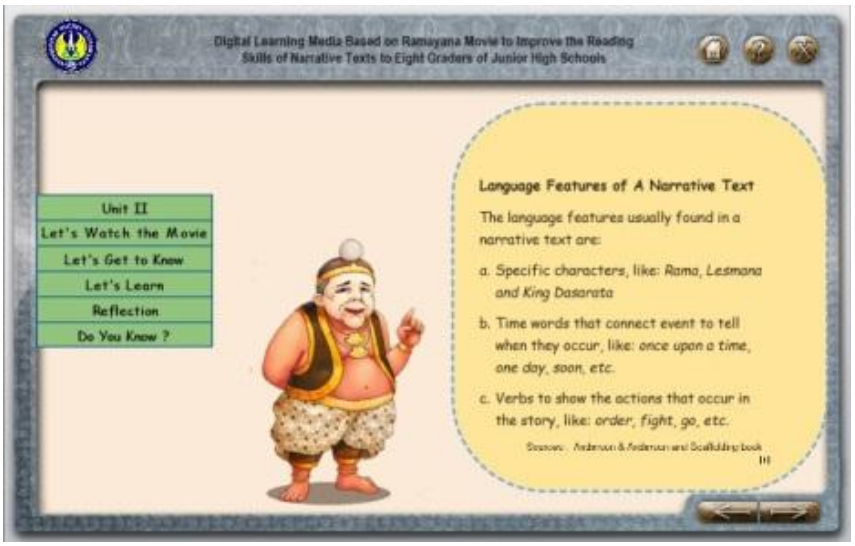
8. **Slide 6 (let's get to know)**



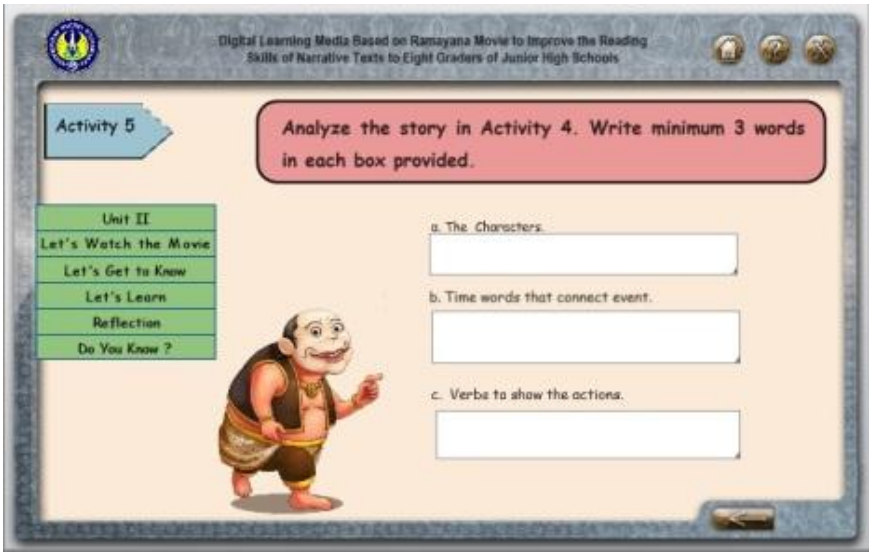
9. Slide 7 (let's get to know)



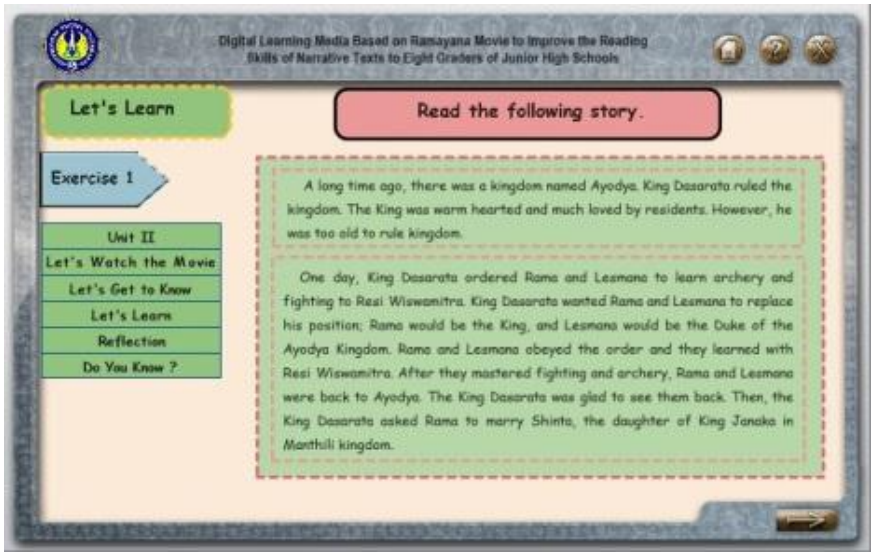
10. Slide 8 (let's get to know)



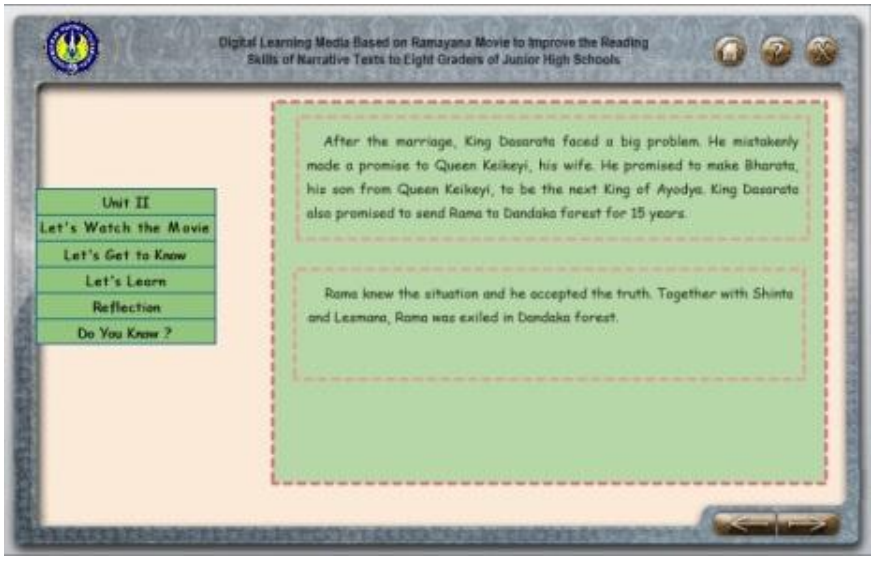
11. Slide 9 (let's get to know)



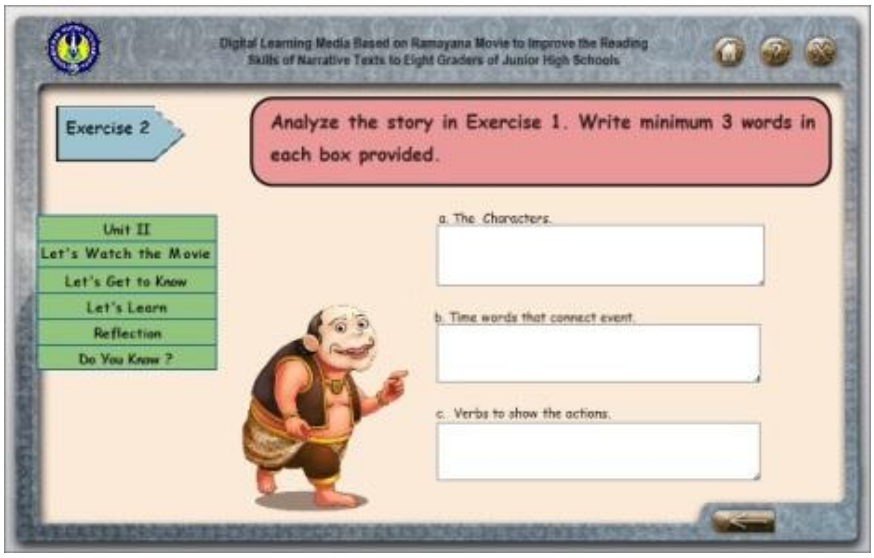
12. Slide 10 (let's get to know)

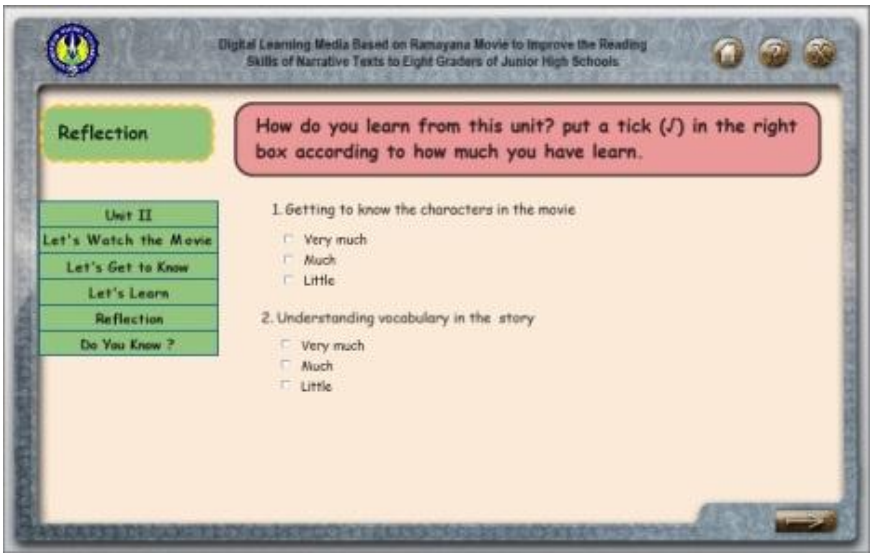


13. Slide 11 (let's learn)

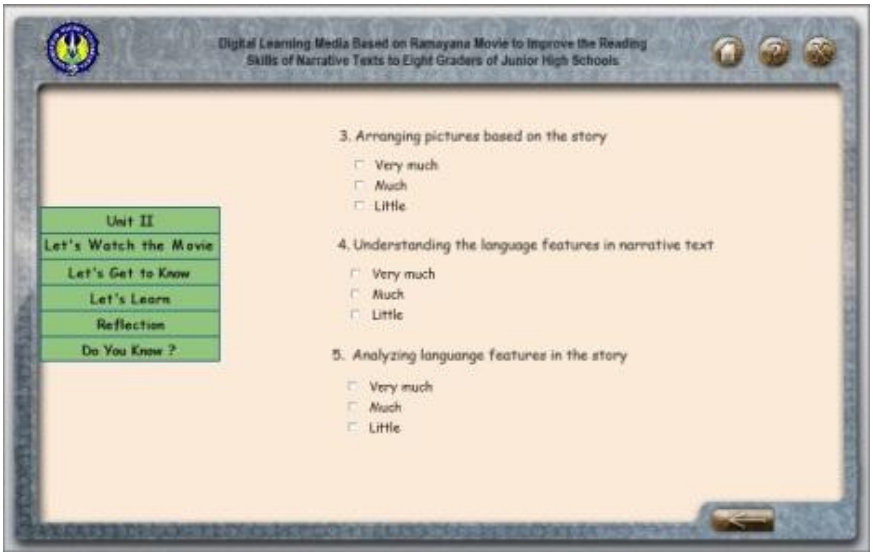


14. Slide 12 (let's learn)

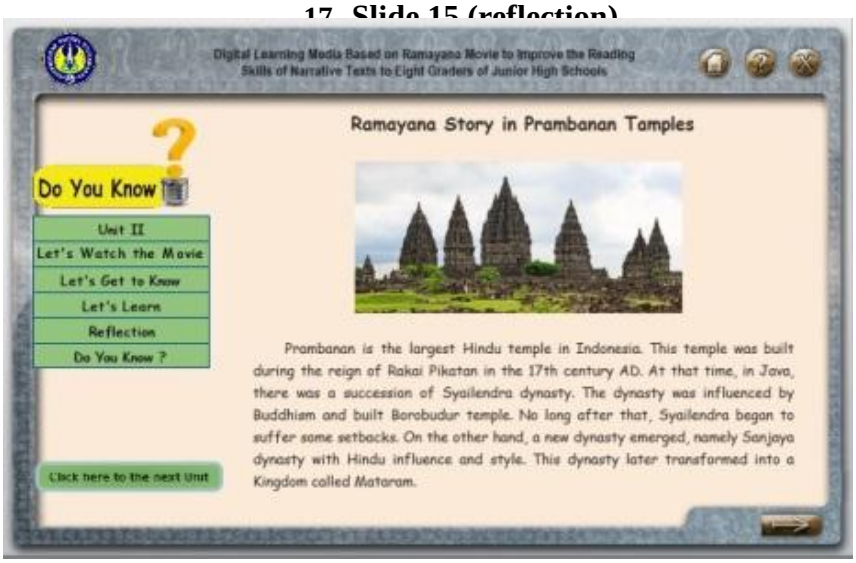




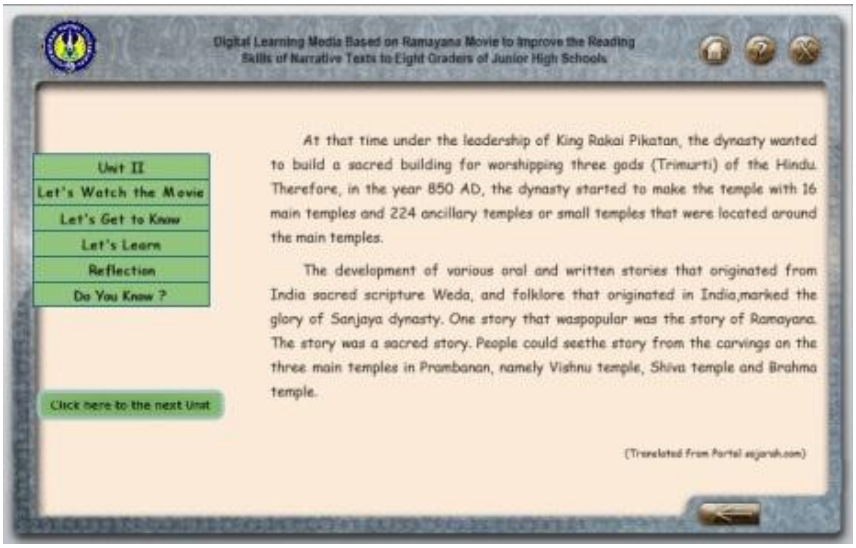
16. Slide 14 (reflection)



17. Slide 15 (reflection)

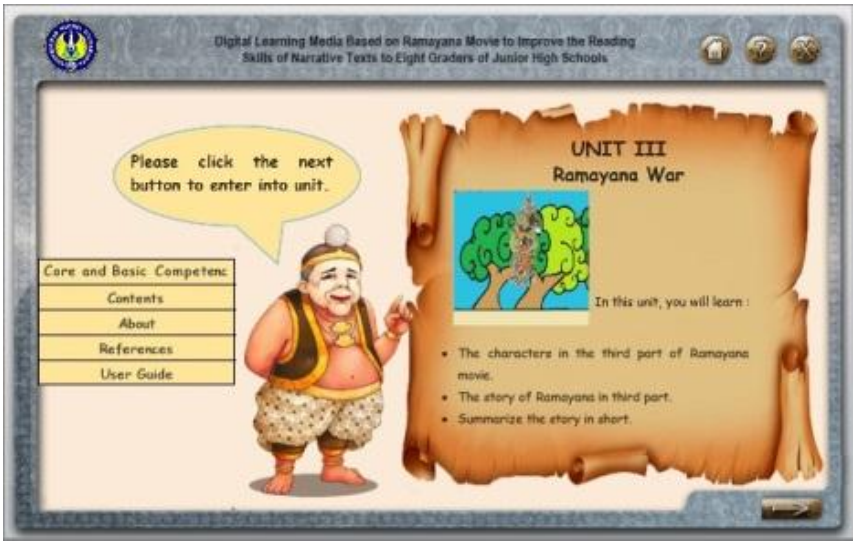


Slide 16 (do you know)

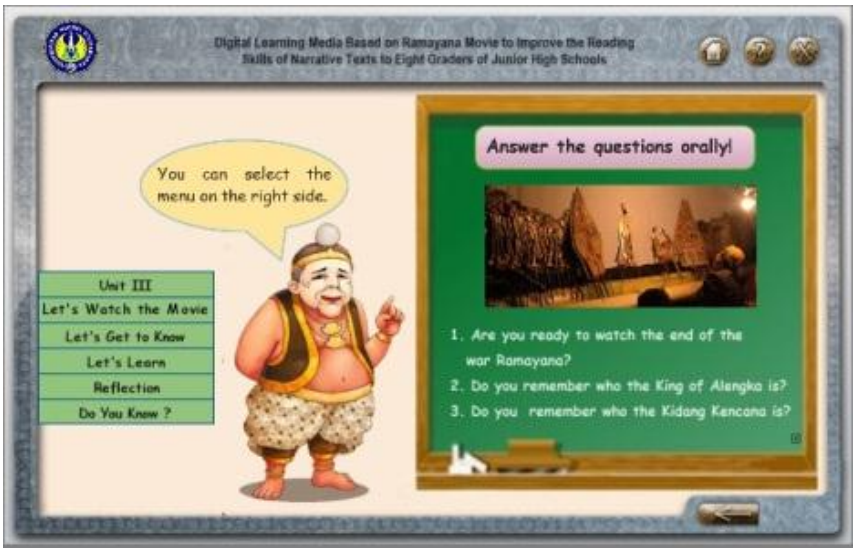


18. Slide 17 (do you know)

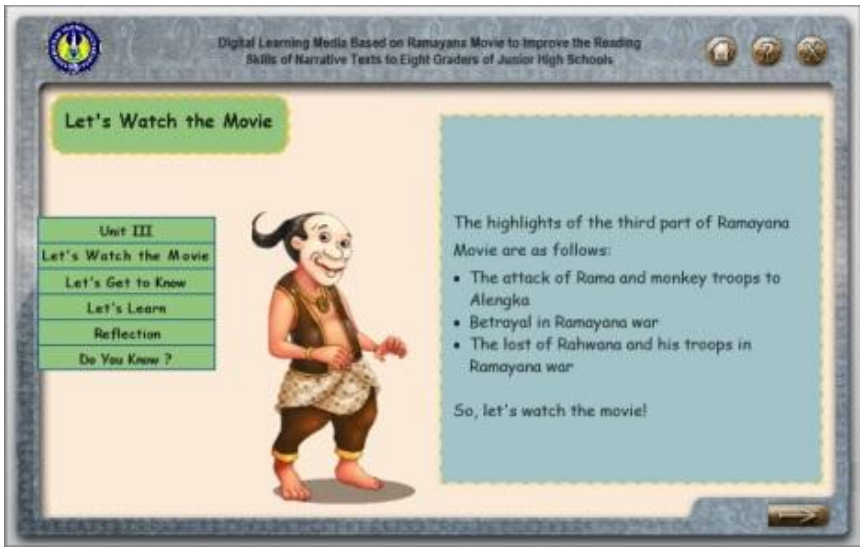
Unit 3



1. Home

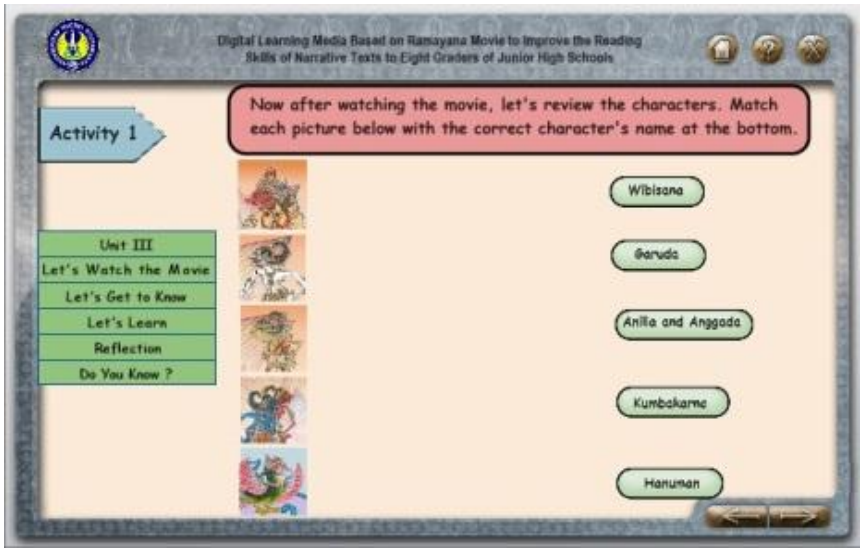


2. Go inside



3. Slide 1 (let's watch the movie)

4. Slide 2 (let's watch the movie)



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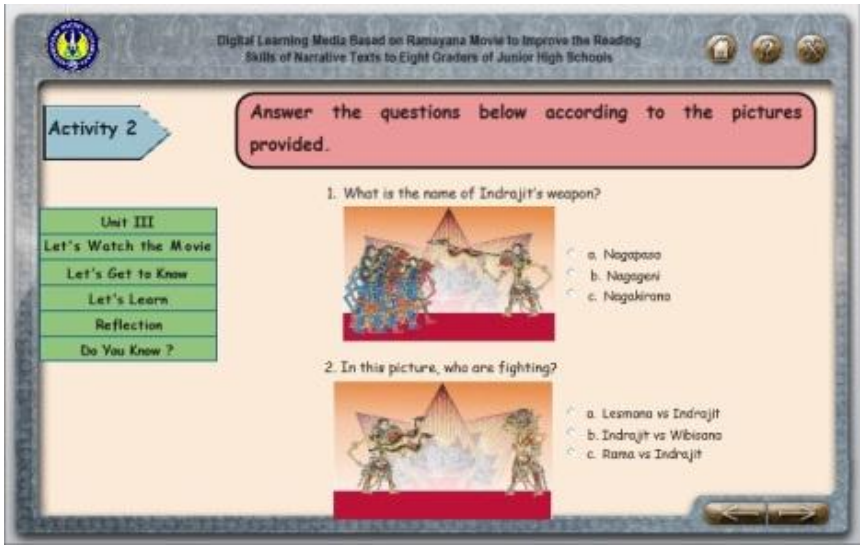

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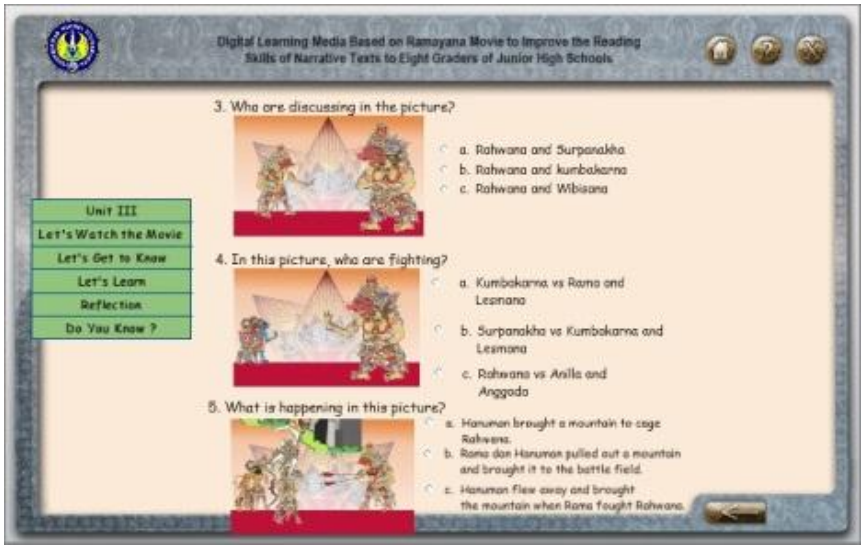

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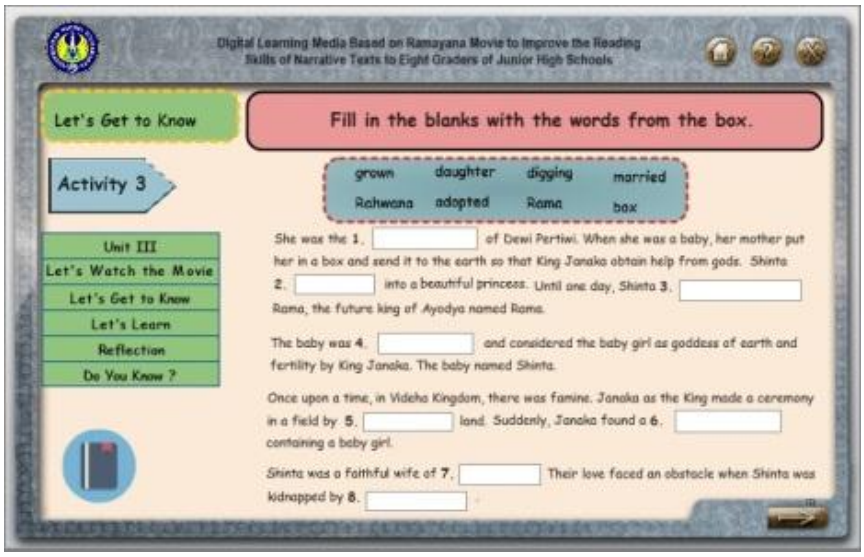

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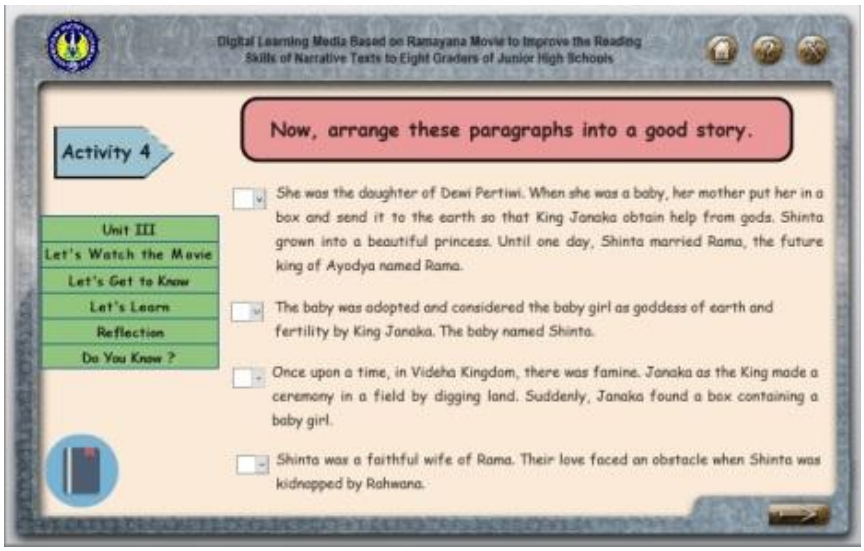

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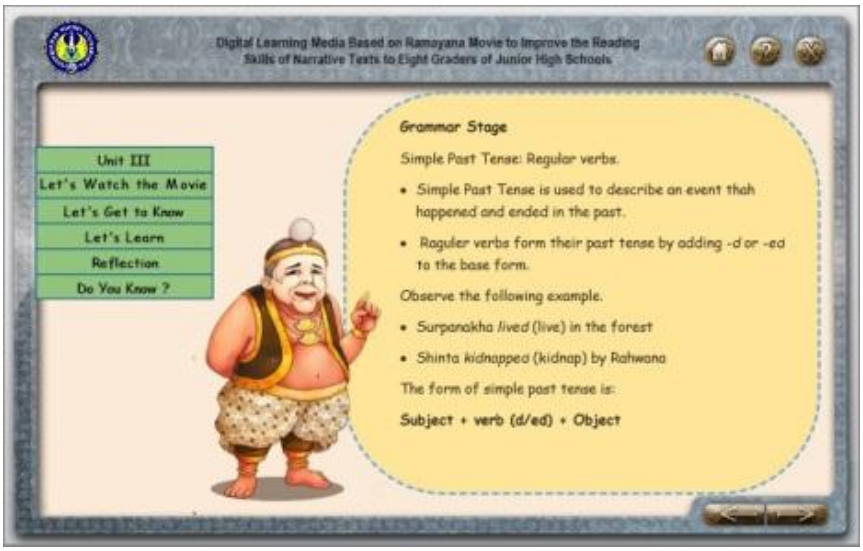

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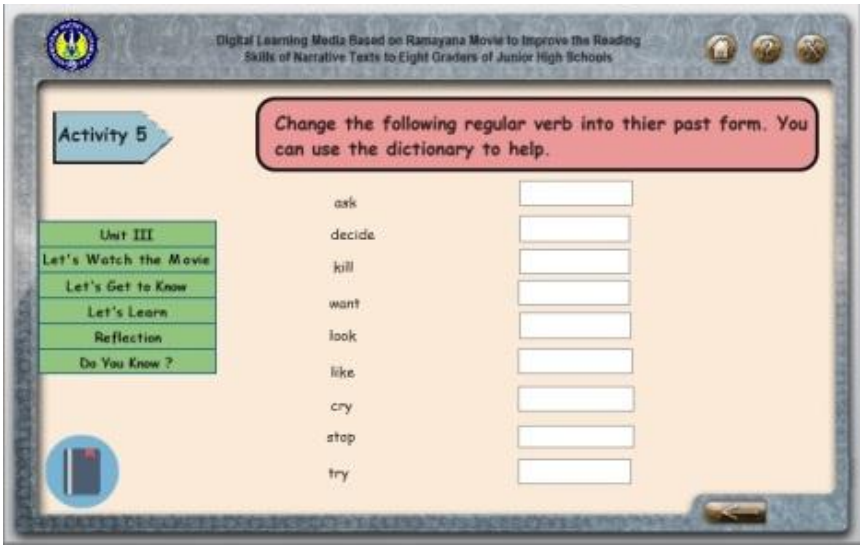

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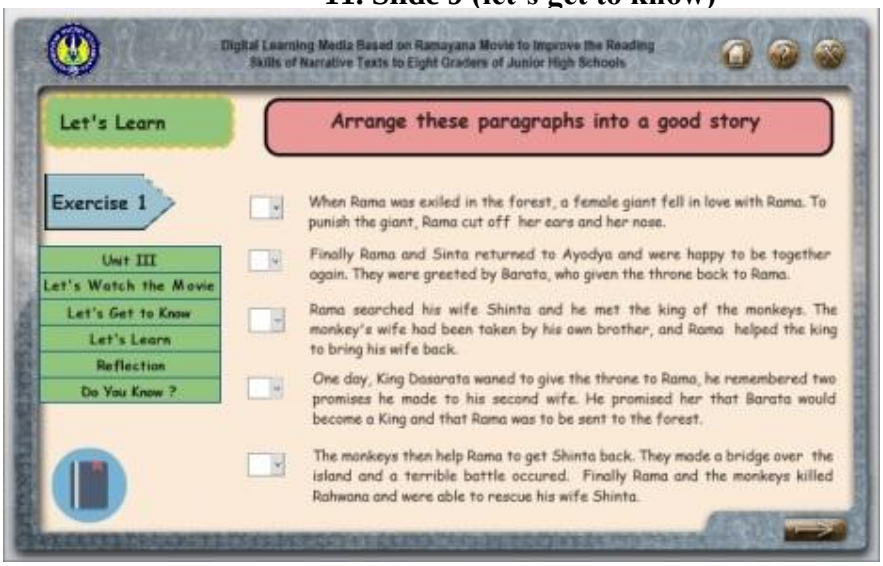

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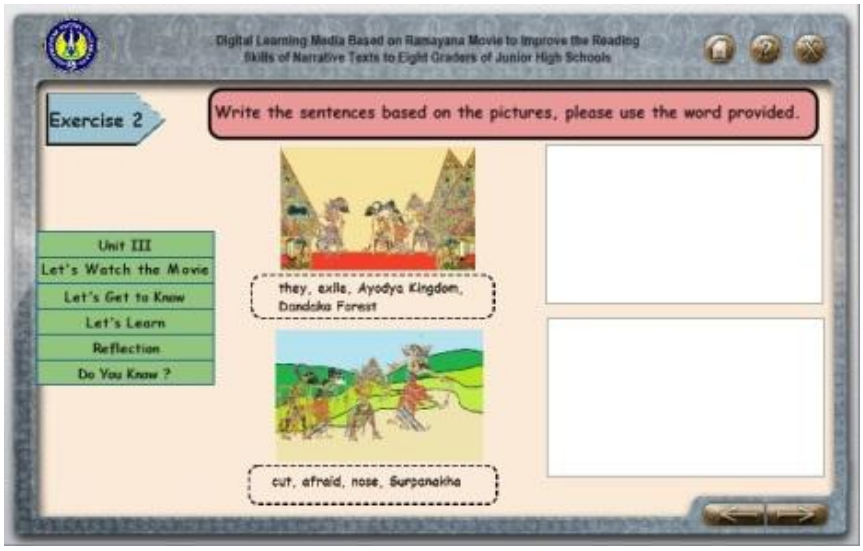

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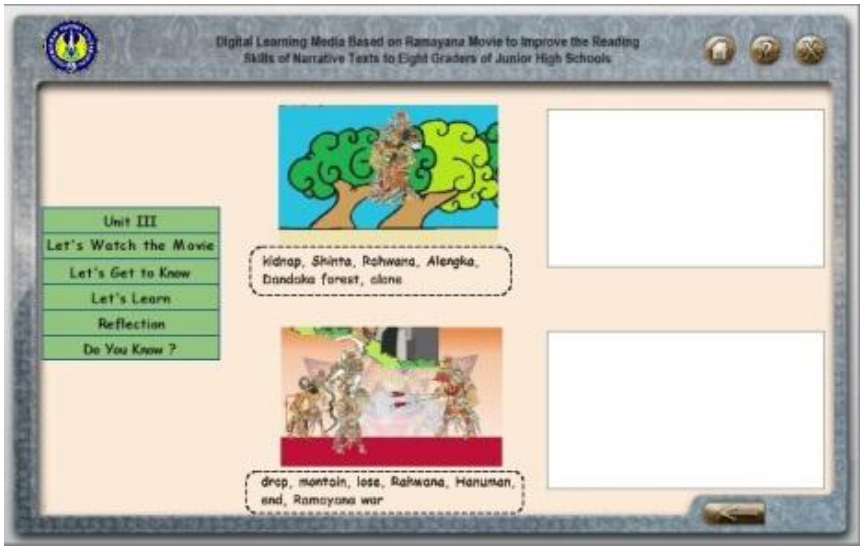
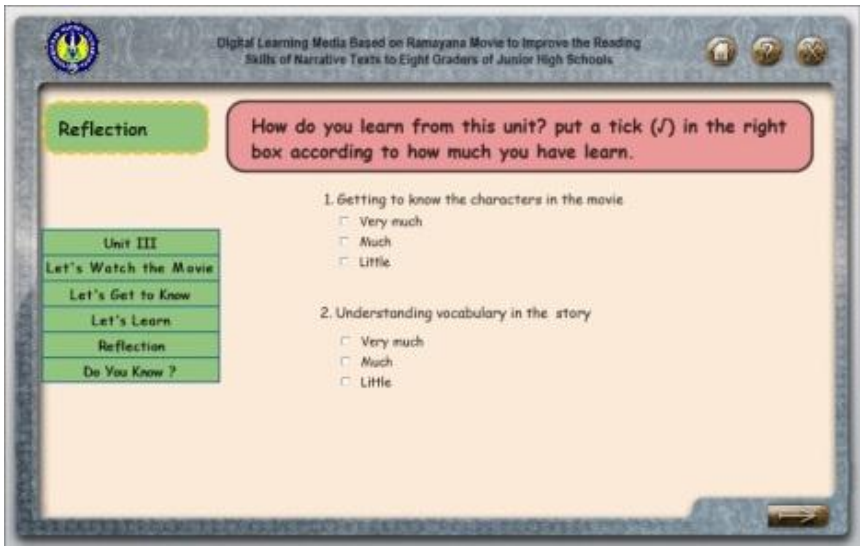
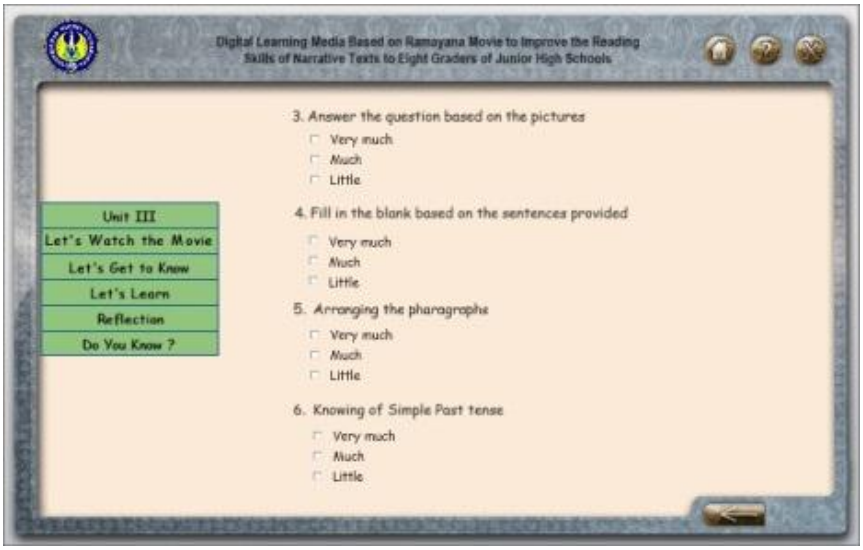


14. Slide 12 (let's learn)



15. Slide 13 (reflection)



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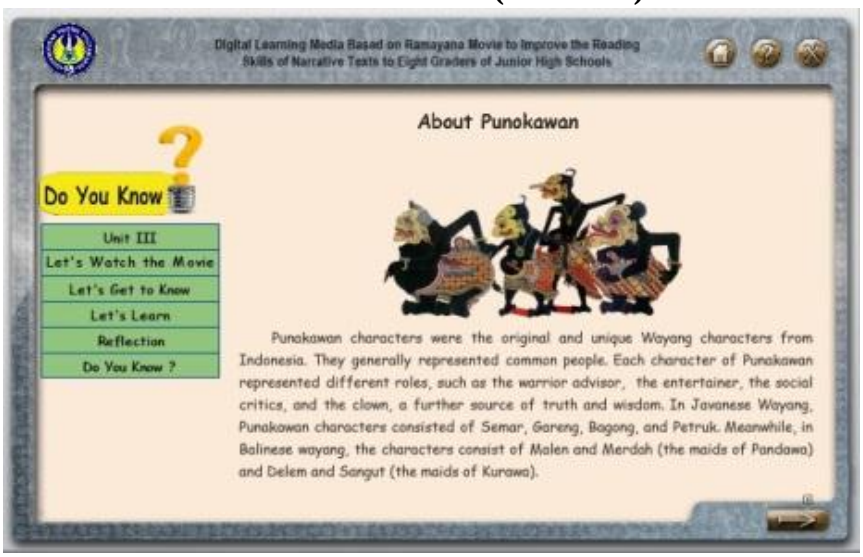

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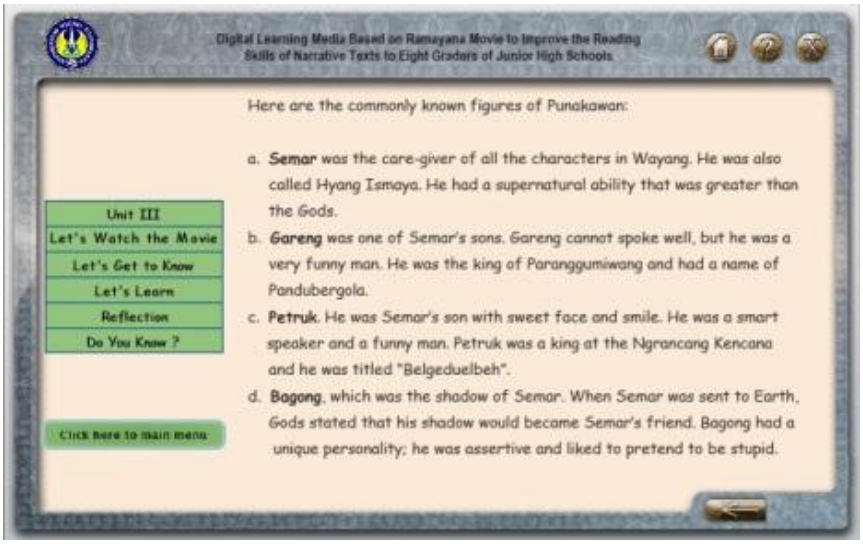
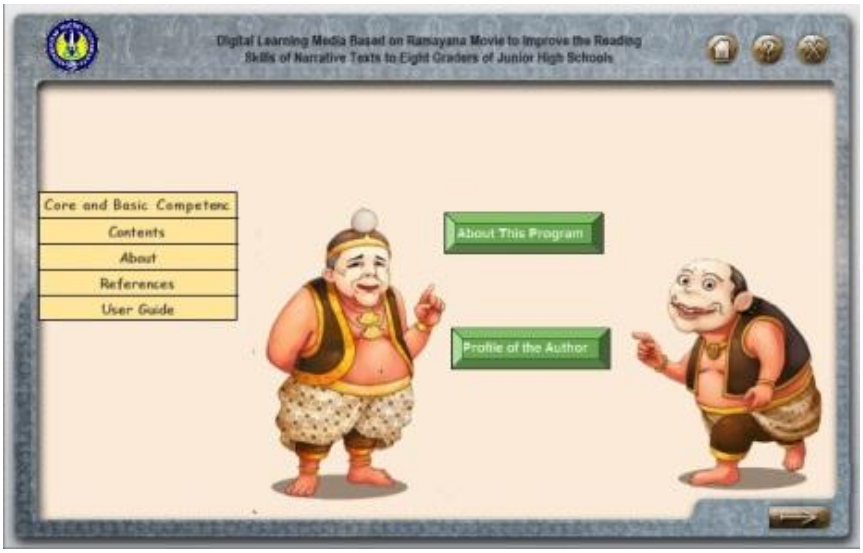


18. Slide 16 (do you know)

C. About



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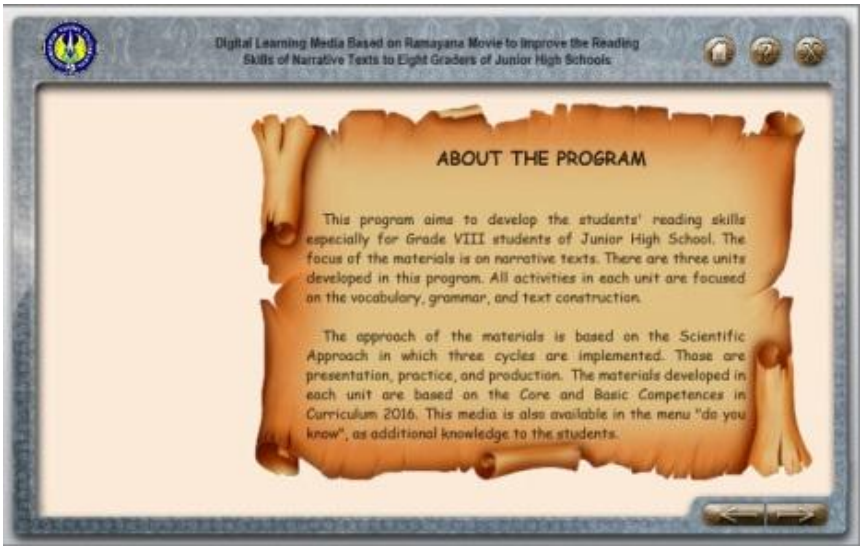
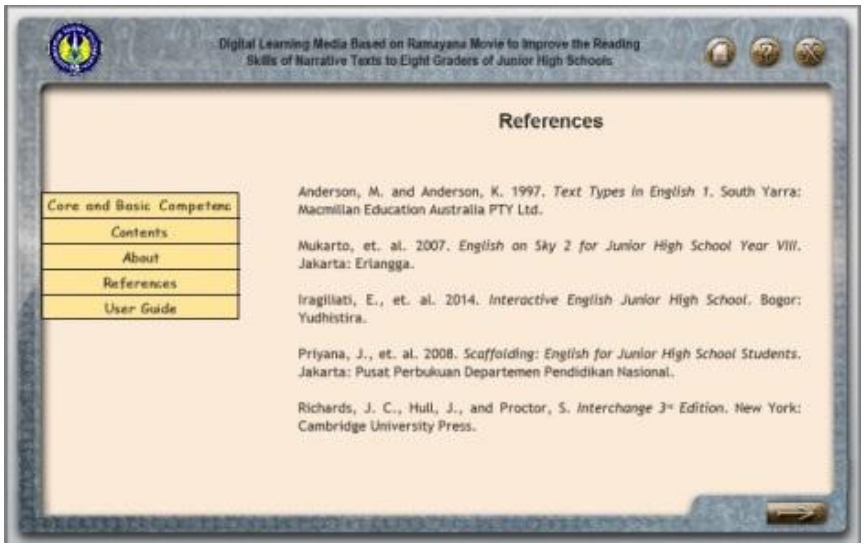


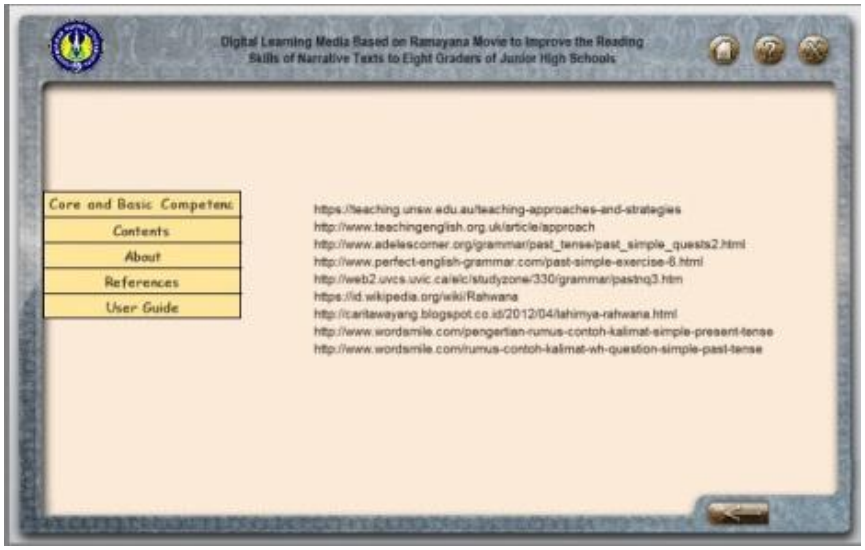
2. About the program

3. About the author

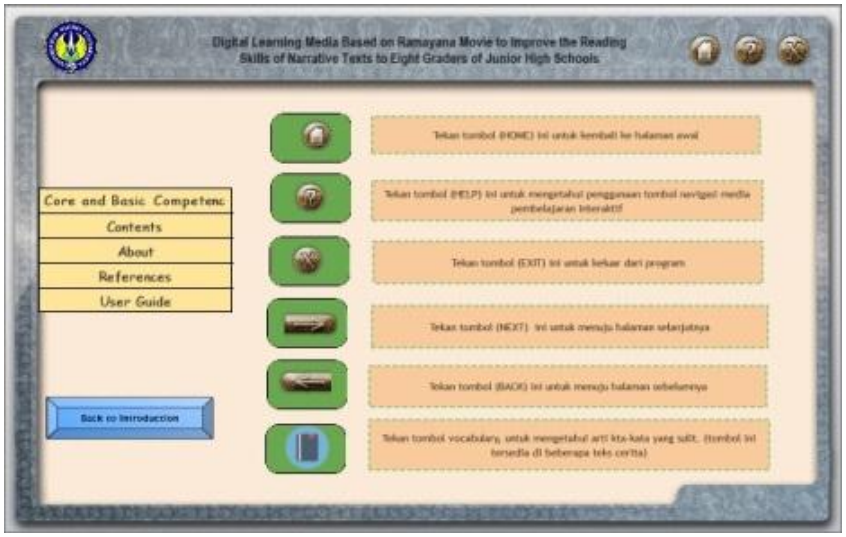
D. References



1. References

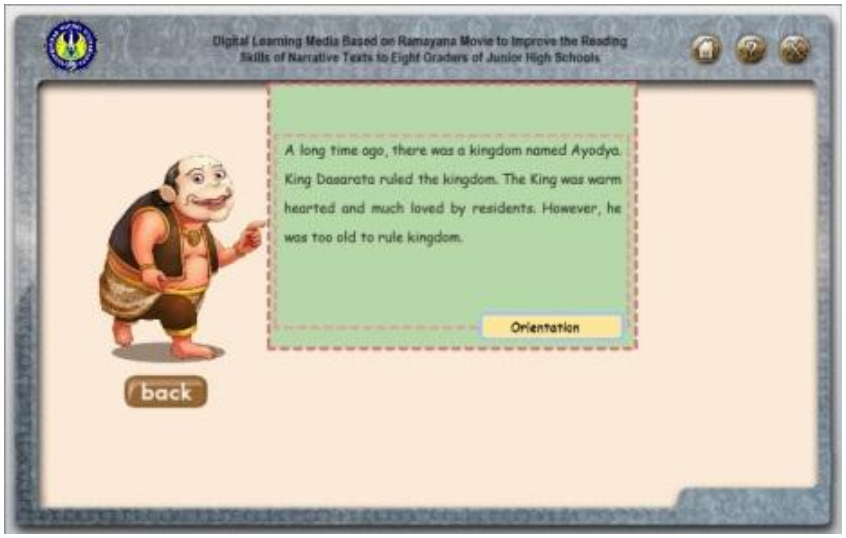


E. User Guide



1. User guide

D. Additional Slides



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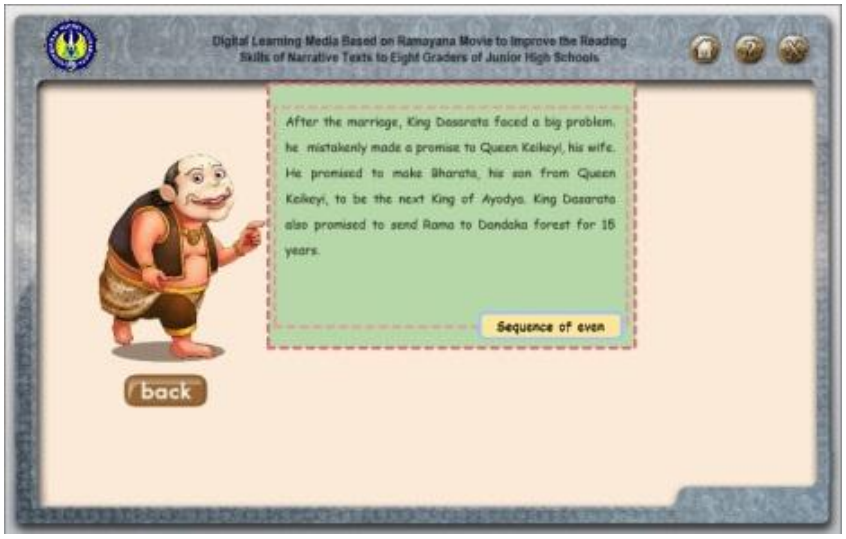
2. Additional slide



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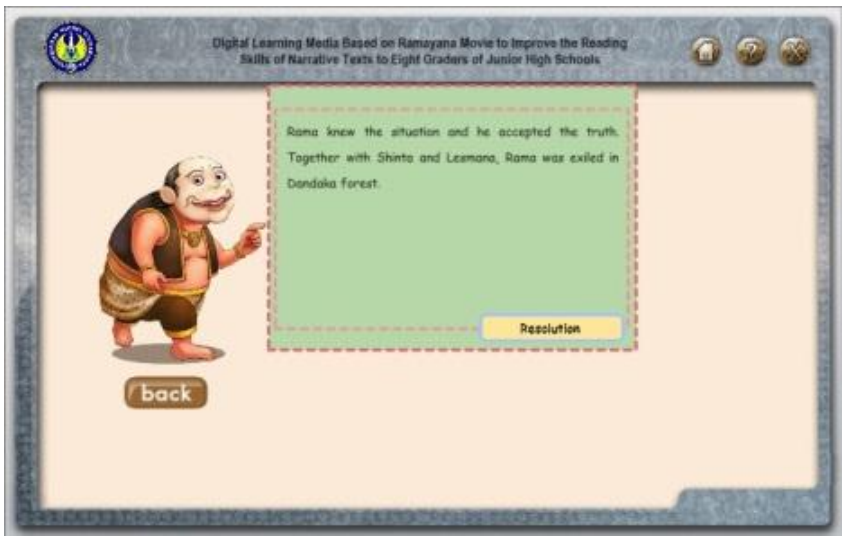

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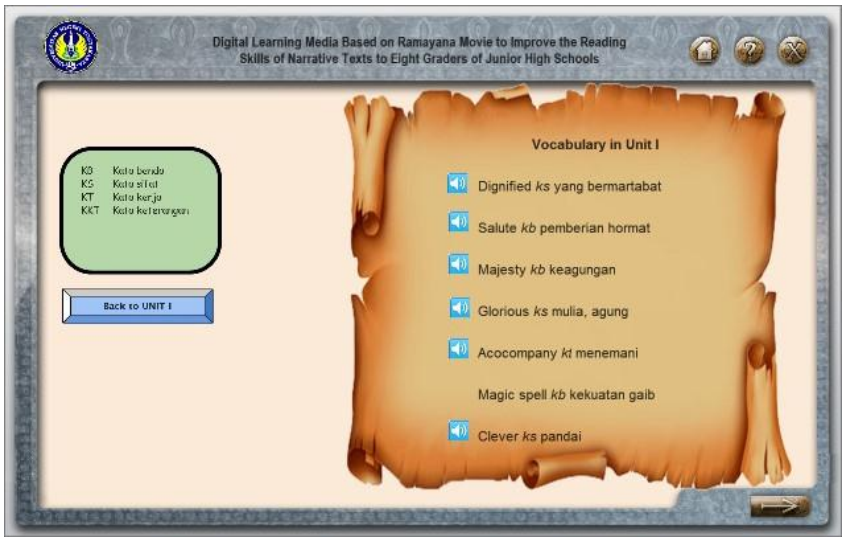

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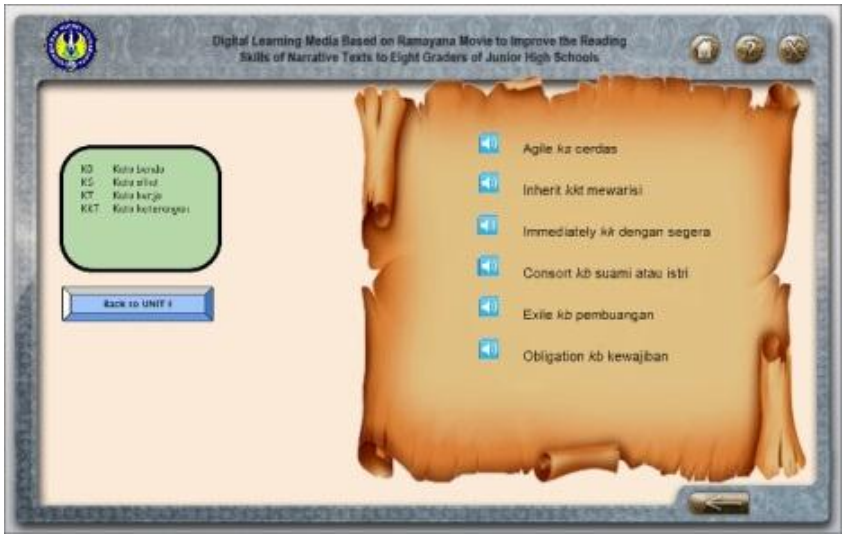

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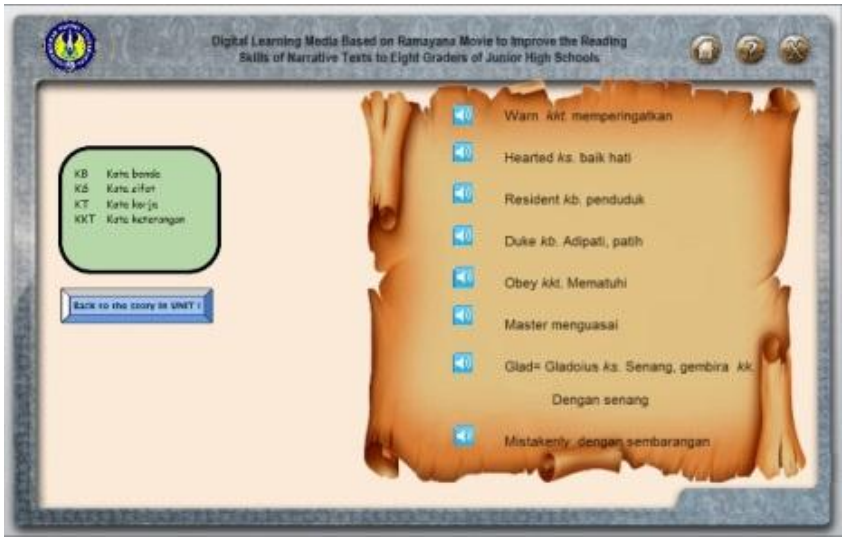

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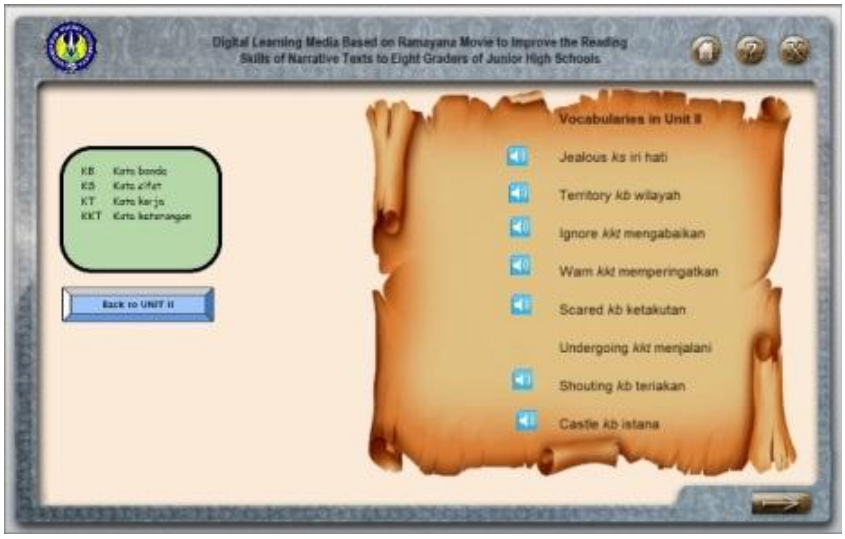

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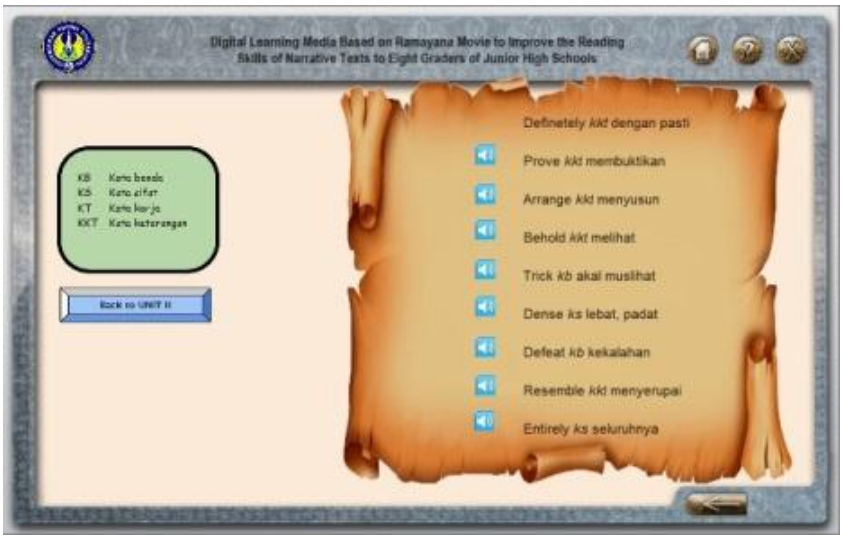

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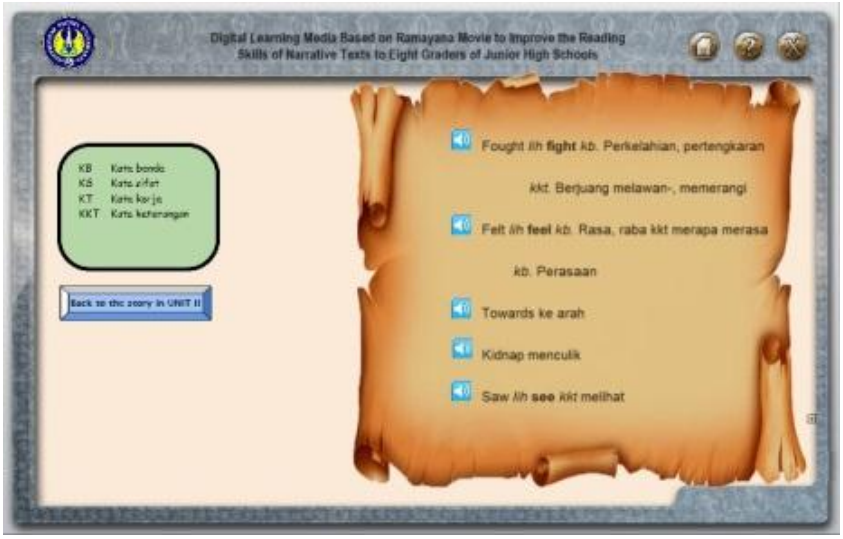

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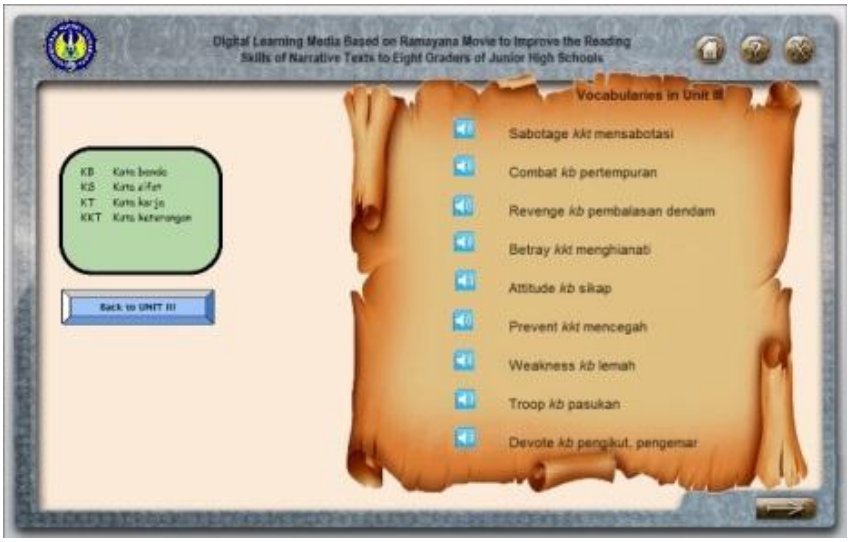
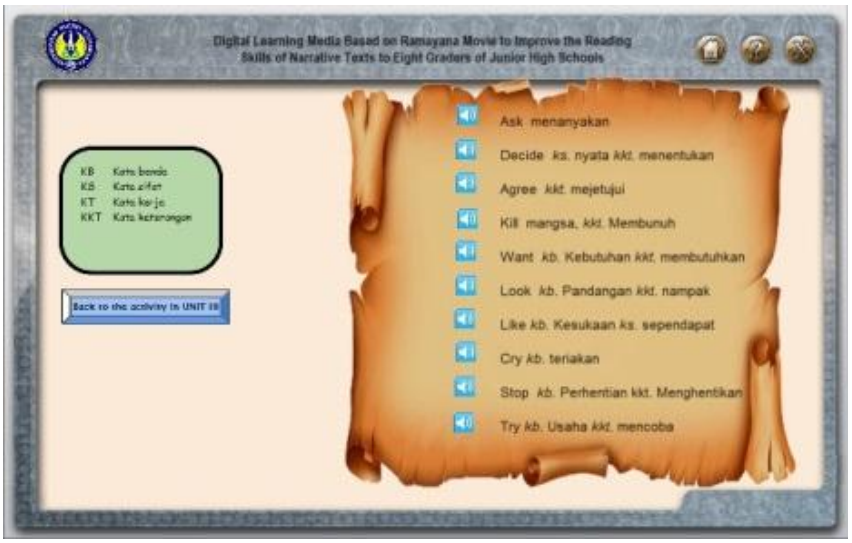


11. Additional slide

12. Additional slide



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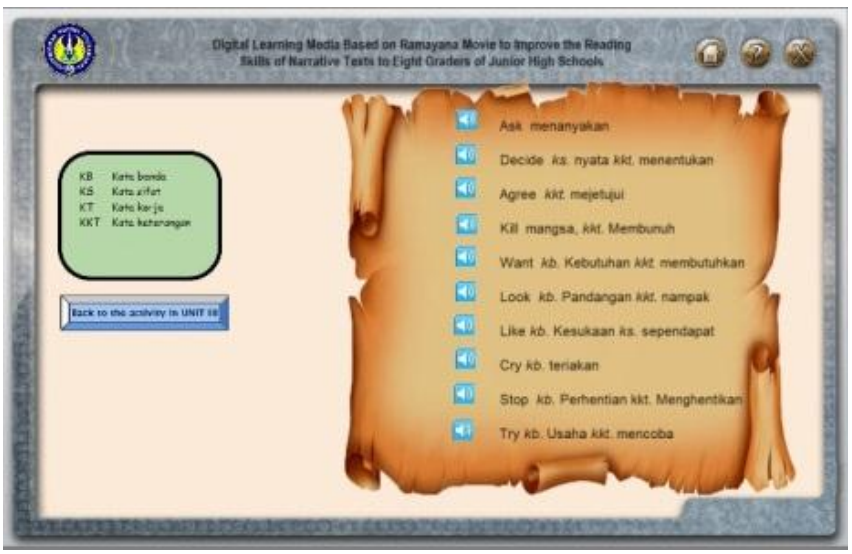


APPENDIX G

THE RESULT OF EXPERT JUDGEMENT OF THE DIGITAL LEARNING MEDIA

A. Questionnaire

KUISIONER EVALUASI PENGEMBANGAN UNTUK EXPERT JUDGEMENT LEARNING MEDIA

Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text.

Bapak/ Ibu dosen yang terhormat, kuisioner ini ditujukan untuk mendapatkan masukan tentang *Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text* yang sedang di kembangkan. Angket initerdiri dari tiga bagian yaitu:

A. Data Responden
B. Isian pernyataan terkait dengan *Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text.*
C. Pernyataan uraian yang berkaitan dengan *Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text.*

Jawaban dan masukan dari Bapak/ Ibu guru sangat bermanfaat dalam pengembangan *Developing Digital Learning Media Based on Ramayana Movie to Improve the Eight Graders of Junior High School's Skills of Reading Narrative Text.* Atas bantuan maupun masukan dari Bapak/ Ibu guru, peneliti mengucapkan

banyak terima kasih.

A. DATA RESPONDEN

Nama :

Institusi :

Pendidikan : S1/ S2/ S3 *(* coret yang tidak perlu)*

Pengalaman mengajar : 0 -2 tahun/ 3-5 tahun/ > 5 tahun *(*coret yang tidak Perlu.*

B. EVALUASI MEDIA

Pada bagian ini Bapak/ Ibu guru harap memberikan tanda centang (√) pada kolom yang sudah disediakan berdasarkan skala penilaian:

SS : Sangat Setuju TS : Tidak Setuju

S : Setuju STS :Sangat Tidak Setuju

R : Ragu

Unit 1

No	Pernyataan	SS	S	R	TS	STS
	A. AspekTujuan Pembelajaran *(Goals)*					
1.	Materi yang di buat sudah sesuai dengan standar kompetensi.					
2.	Indikator-indikatornya perncapainnya terformulasi dengan jelas di akhir setiap unit.					
3.	Judul dalam setiap unit menarik untuk siswa SMP kelas VIII.					
4.	Materi yang dibuat mengandung bermacam-macam aktivitas dan media (*movie, gambar, animasi, teks, dsb)* yang mendukung pembelajaran bahasa.					

5.	Materi yang dibuat memberikan kosakata baru kepada siswa.					
6.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan pada setiap unit sesuai dengan topik.					
7.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan bervariasi dan menarik.					
8.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan sesuai untuk level bahasa siswa SMP kelas VIII.					
9.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan memotivasi siswa untuk mengerjakan semua kegiatan yang ada.					
10.	Input (*movie, gambar, animasi, teks, dsb*) telah sesuai untuk siswa SMP kelas VIII.					
	Isi Materi					
11.	Isi aktivitas yang ada di setiap unit dibuat cocok dengan kebutuhan dan karakteristik siswa SMP kelas VIII.					
12.	Tingkatan soal yang ada di aktivitas dibuat sesuai dengan level bahasa siswa SMP kelas VIII.					
13.	Melalui aktivitas yang dibuat, cocok untuk memperkenalkan atau mengajarkan bahasa Inggris kepada siswa kelas VIII.					
14.	Melalui aktivitas yang dibuat, membantu siswa untuk belajar dan menguasai kosakata bahasa Inggris.					
15.	Melalui aktivitas yang dibuat, siswa diberikan kesempatan untuk menggunakan					

	bahasa Inggris untuk berkomunikasi secara langsung.					
16.	Melalui aktivitas yang dibuat, memberikan pengetahuan baru baik bahasa Inggris maupun budaya kepada siswa SMP kelas VIII.					
17.	Perintah-perintah yang ada di dalam setiap aktifitas mudah dipahami untuk siswa SMP kelas VIII.					
18.	Kalimat-kalimat yang ada di dalam aktivitas memiliki tata bahasa dan tanda baca yang benar.					
19.	Aktivitas-aktivitas yang ada di dalam materi telah mengandung empat keterampilan bahasa *(listening, reading, writing* dan *speaking)* dan beracuan pada *reading skill*.					
20.	Terdapat beragam aktivitas-aktifitas (secara individu, berpasangan dan berkelompok).					
21.	Berbagai media (*movie, gambar, animasi, teks, dsb*) yang menarik digunakan untuk membantu siswa memahami materi.					
22.	Materi telah dibuat dengan baik berdasarkan topik yang sedang diangkat.					
23.	Materi yang dibuat akan menumbuhkan partisipasi aktif dari siswa.					
24.	Tingkatan materi, aktivitas dan soal telah dibuat dan disesuaikan tingkatanya, dimulai dari soal dengan tingakatan yang					

	mudah berada di awal hingga soal yang sulit berada di bagian akhir.					
25.	Urutan materi yang ada mudah diikuti dan dipahami oleh siswa SMP kelas VIII.					
26.	Ilustrasi yang ada di dalam materi membantu siswa memahami isi materi.					
27.	Ilustrasi yang digunakan menarik dan sesuai dengan siswa SMP kelas VIII.					

Unit 2

No	**Pernyataan**	**SS**	**S**	**R**	**TS**	**STS**
	A. AspekTujuan Pembelajaran *(Goals)*					
1.	Materi yang di buat sudah sesuai dengan standar kompetensi.					
2.	Indikator-indikatornya perncapainnya terformulasi dengan jelas di akhir setiap unit.					
3.	Judul dalam setiap unit menarik untuk siswa SMP kelas VIII.					

4.	Materi yang dibuat mengandung bermacam-macam aktivitas dan media (*movie, gambar, animasi, teks, dsb)* yang mendukung pembelajaran bahasa.					
5.	Materi yang dibuat memberikan kosakata baru kepada siswa.					
6.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan pada setiap unit sesuai dengan topik.					
7.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan bervariasi dan menarik.					
8.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan sesuai untuk level bahasa siswa SMP kelas VIII.					
9.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan memotivasi siswa untuk mengerjakan semua kegiatan yang ada.					
10.	Input (*movie, gambar, animasi, teks, dsb*) telah sesuai untuk siswa SMP kelas VIII.					
	Isi Materi					
11.	Isi aktivitas yang ada di setiap unit dibuat cocok dengan kebutuhan dan karakteristik siswa SMP kelas VIII.					
12.	Tingkatan soal yang ada di aktivitas dibuat sesuai dengan level bahasa siswa SMP kelas VIII.					
13.	Melalui aktivitas yang dibuat, cocok untuk memperkenalkan atau mengajarkan bahasa Inggris kepada siswa kelas VIII.					

14.	Melalui aktivitas yang dibuat, membantu siswa untuk belajar dan menguasai kosakata bahasa Inggris.					
15.	Melalui aktivitas yang dibuat, siswa diberikan kesempatan untuk menggunakan bahasa Inggris untuk berkomunikasi secara langsung.					
16.	Melalui aktivitas yang dibuat, memberikan pengetahuan baru baik bahasa Inggris maupun budaya kepada siswa SMP kelas VIII.					
17.	Perintah-perintah yang ada di dalam setiap aktifitas mudah dipahami untuk siswa SMP kelas VIII.					
18.	Kalimat-kalimat yang ada di dalam aktivitas memiliki tata bahasa dan tanda baca yang benar.					
19.	Aktivitas-aktivitas yang ada di dalam materi telah mengandung empat keterampilan bahasa *(listening, reading, writing* dan *speaking)* dan beracuan pada *reading skill*.					
20.	Terdapat beragam aktivitas-aktifitas (secara individu, berpasangan dan berkelompok).					
21.	Berbagai media (*movie, gambar, animasi, teks, dsb*) yang menarik digunakan untuk membantu siswa memahami materi.					
22.	Materi telah dibuat dengan baik berdasarkan topik yang sedang diangkat.					

23.	Materi yang dibuat akan menumbuhkan partisipasi aktif dari siswa.					
24.	Tingkatan materi, aktivitas dan soal telah dibuat dan disesuaikan tingkatanya, dimulai dari soal dengan tingakatan yang mudah berada di awal hingga soal yang sulit berada di bagian akhir.					
25.	Urutan materi yang ada mudah diikuti dan dipahami oleh siswa SMP kelas VIII.					
26.	Ilustrasi yang ada di dalam materi membantu siswa memahami isi materi.					
27.	Ilustrasi yang digunakan menarik dan sesuai dengan siswa SMP kelas VIII.					

Unit 3

No	Pernyataan	SS	S	R	TS	STS
	A. AspekTujuan Pembelajaran *(Goals)*					
1.	Materi yang di buat sudah sesuai dengan standar kompetensi.					
2.	Indikator-indikatornya perncapainnya terformulasi dengan jelas di akhir setiap unit.					
3.	Judul dalam setiap unit menarik untuk siswa SMP kelas VIII.					
4.	Materi yang dibuat mengandung bermacam-macam aktivitas dan media (*movie, gambar, animasi, teks, dsb)* yang mendukung pembelajaran bahasa.					
5.	Materi yang dibuat memberikan kosakata baru kepada siswa.					
6.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan pada setiap unit sesuai dengan topik.					
7.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan bervariasi dan menarik.					
8.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan sesuai untuk level bahasa siswa SMP kelas VIII.					

9.	Input (*movie, gambar, animasi, teks, dsb*) yang diberikan memotivasi siswa untuk mengerjakan semua kegiatan yang ada.					
10.	Input (*movie, gambar, animasi, teks, dsb*) telah sesuai untuk siswa SMP kelas VIII.					
	Isi Materi					
11.	Isi aktivitas yang ada di setiap unit dibuat cocok dengan kebutuhan dan karakteristik siswa SMP kelas VIII.					
12.	Tingkatan soal yang ada di aktivitas dibuat sesuai dengan level bahasa siswa SMP kelas VIII.					
13.	Melalui aktivitas yang dibuat, cocok untuk memperkenalkan atau mengajarkan bahasa Inggris kepada siswa kelas VIII.					
14.	Melalui aktivitas yang dibuat, membantu siswa untuk belajar dan menguasai kosakata bahasa Inggris.					
15.	Melalui aktivitas yang dibuat, siswa diberikan kesempatan untuk menggunakan bahasa Inggris untuk berkomunikasi secara langsung.					
16.	Melalui aktivitas yang dibuat, memberikan pengetahuan baru baik bahasa Inggris maupun budaya kepada siswa SMP kelas VIII.					
17.	Perintah-perintah yang ada di dalam setiap aktifitas mudah dipahami untuk siswa SMP kelas VIII.					

18.	Kalimat-kalimat yang ada di dalam aktivitas memiliki tata bahasa dan tanda baca yang benar.					
19.	Aktivitas-aktivitas yang ada di dalam materi telah mengandung empat keterampilan bahasa *(listening, reading, writing* dan *speaking)* dan beracuan pada *reading skill*.					
20.	Terdapat beragam aktivitas-aktifitas (secara individu, berpasangan dan berkelompok).					
21.	Berbagai media (*movie, gambar, animasi, teks, dsb*) yang menarik digunakan untuk membantu siswa memahami materi.					
22.	Materi telah dibuat dengan baik berdasarkan topik yang sedang diangkat.					
23.	Materi yang dibuat akan menumbuhkan partisipasi aktif dari siswa.					
24.	Tingkatan materi, aktivitas dan soal telah dibuat dan disesuaikan tingkatanya, dimulai dari soal dengan tingakatan yang mudah berada di awal hingga soal yang sulit berada di bagian akhir.					
25.	Urutan materi yang ada mudah diikuti dan dipahami oleh siswa SMP kelas VIII.					
26.	Ilustrasi yang ada di dalam materi membantu siswa memahami isi materi.					
27.	Ilustrasi yang digunakan menarik dan sesuai dengan siswa SMP kelas VIII.					

Aspek Multimedia						
28.	Halaman slide *(frame layout)* di buat dengan standar ukuran program yang ada.					
29	Desain slide media menarik untuk siswa SMP kelas VIII.					
30.	Desain slide media jelas dan sederhana,					
31.	Warna gambar dan ilustrasi yang					

	digunakan jelas dan menarik.					
32.	Huruf (*font)*yang digunakan sudah jelas maupun tepat ukuran.					
33.	Komposisi dan letak halaman slide sudah pas untuk di tampilkan di layar.					
Tombol navigasi						
34.	Tombol navigasi untuk menjelajah/ mengoperasikan program tidak ada yang eror.					
35.	Tombol navigasi untuk menjelajah/ mengoperasikan ditempatkan secara konsisten.					
36.	Tombol navigasi untuk menjelajah/ mengoperasikan mudah untuk diakses.					
37.	Tombol navigasi untuk menjelajah/ mengoperasikan program tidak terlalu rumit (mempunyai simbol yang umum di mengerti pengguna).					
Buku Panduan Guru						
38.	Buku panduan yang dibuat mempermudah guru dalam menyampaikan materi.					
39.	Buku panduan dibuat jelas dan menarik.					
40.	Buku panduan mempermudah guru dalam memberikan penjelasan di tiap-tiap aktifitas maupun soal.					
41.	Bahasa yang digunakan bisa dimengerti oleh guru dengan latar belakang bukan memakai bahasa Inggris.					

42.	Di dalam buku pandua telah disediakan kunci jawaban.					
	Struktur movie					
43.	Panjang durasi movie/ film sudah sesuai dengan proses pembelajaran.					
44.	Bahasa yang digunakan di dalam movie/ film jelas terbaca dan audionya jernih					
45.	Jumlah karater yang ada di dalam movie / film sesuai dengan jumlah karakter cerita aslinya.					
	Total:					

Saran dan kritik terhadap media pembelajaran yang telah dikembangkan:

1. Bagaimana pendapat Bapak/ Ibu guru mengenai media pembelajaran yang saya kembangkan ini?

2. Apa kekurangan media pembelajaran yang saya kembangkan?

3. Apa saran Bapak/ Ibu guru untuk memperbaiki kekurangan tersebut?

4. Apakah Bapak/ Ibu guru akan memakai media pembelajaran ini pada proses belajar mengajar di kelas?

Kesimpulan:

Dapat saya simpulkan bahwa media pembelajaran yang telah dikembangkan:

a. Sudah baik dan tidak perlu direvisi.
b. Sudah baik tetapi memerlukan revisi untuk penyempurnaannya.
c. Belum baik dan membutuhkan banyak revisi.

Yogyakarta,_____ 2016

Evaluator

_____

B. The Result

Unit 1

1. The Appropriateness of the Goals

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	4
2	The indicators were clearly stated at the end of each unit.	3
3	The title in each unit was interesting to junior high school students of class VIII.	4
4	The material created contained numerous activities and media (movie, images, animation, text, etc.) supporting language learning.	5
5	The materials which were created provided new vocabularies to students.	4
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	4
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	5
8	Input (movie, images, animation, text, etc.) given was in compliance with the language level of junior high school	4

	students of class VIII.	
9	Input (movie, images, animation, text, etc.) given motivated students to work on all activities.	4
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**4.1**

2. The Appropriateness of the Content

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	4
3	Through the activities, the materials were suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materias were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the materials provided new knowledge on both English language and culture to students in junior high school of class VIII.	3
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	4
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	4
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	5
12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3
14	Level of difficulty of the contents, activities, and tasks had been adjusted, starting from the easiest one to the most difficult level.	4
15	The order of materials was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the material helped students understand the	4

	content.	
17	The illustration was interesting and in line with junior high school students of class VIII.	4
Mean (x)		**3.8**

Unit 2

1. The Appropriateness of the Goals

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	4
2	The indicators were clearly stated at the end of each unit.	3
3	The title in each unit was interesting to junior high school students of class VIII.	3
4	The materials which were created contained numerous activities and media (movie, images, animation, text, etc.) that supported language learning.	4
5	The materials which were created provided new vocabularies to students.	5
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	3
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	4
8	Input (movie, images, animation, text, etc.) given was compliance with the language level of junior high school students of class VIII.	4

9	Input (movie, images, animation, text, etc.) given motivated students to work on all activities.	4
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**3.8**

2. The Appropriateness of the Content

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	3
3	Through the activities, the materials were suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materials were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the material provided new knowledge on both English language and culture to students in junior high school of class VIII.	3
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	3
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	3
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	4
12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3
14	Level of difficulty of the contents, activities and tasks had been adjusted, starting from the easiest one to the most difficult level.	4
15	The order of materials was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the material helped students understand the content.	4

17	The illustration was interesting and in line with junior high school students of class VIII.	4
Mean (x)		**3.5**

Unit 3

1. The Appropriateness of the Goals

No	Items	Mean
1	The developed materials were in accordance with the core and basic competences stated in the *School-based Curriculum (KTSP)* for Grade VII students of Junior High School.	3
2	The indicators were clearly stated at the end of each unit.	4
3	The title in each unit was interesting to junior high school students of class VIII.	3
4	The material created contained numerous activities and media (movie, images, animation, text, etc.) that supported language learning.	3
5	The material created provided new vocabularies to students.	4
6	Input (movie, images, animation, text, etc.) given to each unit was in compliance with the topic.	4
7	Input (movie, images, animation, text, etc.) given was varying and interesting.	3
8	Input (movie, images, animation, text, etc.) given was compliance with the language level of junior high school students of class VIII.	3
9	Input (movie, images, animation, text, etc.) given motivated	3

	students to work on all activities.	
10	Input (movie, images, animation, text, etc.) given was in compliance with junior high school students of class VIII.	4
Mean (x)		**3.4**

2. The Appropriateness of the Content

No	Items	Mean
1	The content of activity in each unit was made in compliance with the needs and characteristics of junior high school students of class VIII.	4
2	The level of task in each was made in accordance with the language level of junior high school students of class VIII.	4
3	Through the activities, the material was suitable for introducing or teaching English to students of class VIII.	4
4	Through the activities, the materials were suitable for helping students to learn and master English vocabulary.	3
5	Through the activities, students were given the opportunity to use English language to communicate directly.	3
6	Through the activities, the materials provided new knowledge on both English language and culture to students in junior high school of class VIII.	4
7	The task in each of the activity was easy to understand for junior high school students of class VIII.	4
8	The sentences in the activity had correct grammar and punctuation.	2
9	Activities in the material had included four language skills (listening, reading, writing and speaking) and had focused on reading skill.	4
10	There were varying activities (either individually, in pairs, or in groups) in the material.	2
11	Various interesting media (movie, images, animation, text, etc.) were used to help students understand the material.	4
12	The materials were made appropriately according to the topic.	4
13	The materials fostered active participation from students.	3
14	Level of difficulty of the contents, activities and tasks had been adjusted, starting from the easiest one to the most difficult level.	4
15	The order of material was easy to follow and understand by junior high school students of class VIII.	4
16	Illustration in the materials helped students understand the content.	4
17	The illustration was interesting and in line with junior high	4

	school students of class VIII.	
Mean (x)		**3.5**

3. The Appropriateness of the Multimedia

No	Items	Mean
1	Frame layout was made with the existing standard size.	5
2	The slide design was interesting to junior high school students of class VIII.	5
3	The slide design was clear and simple.	5
4	The picture color and illustrations used were clear and interesting.	4
5	Font used was clear and had precise size.	5
6	Composition and slide layout already fit in the view on the screen.	5
Mean (x)		**4.8**

4. The Appropriateness of the Navigation Buttons

No	Items	Mean
1	All navigation keys to browse/operate functioned well.	5
2	Navigation keys to browse/operate were positioned consistently.	5
3	Navigation keys to browse/operate were easy to access.	5

4	Navigation keys to browse/operate were not too complicated (having a common symbol which was understood by the users).	5
Mean (x)		**5.0**

5. The Appropriateness of the Teacher's Guide Book

No	Items	Mean
1	The teacher's guide book facilitated teachers in delivering the material.	5
2	The teacher's guide book was made clear and interesting.	4
3	The teacher's guide book made it easy for teachers to give explanation in each activity and task.	3
4	The language used could be understood even by teachers without English background.	4
5	There were answer keys in the teacher's guide book.	5
Mean (x)		**4.2**

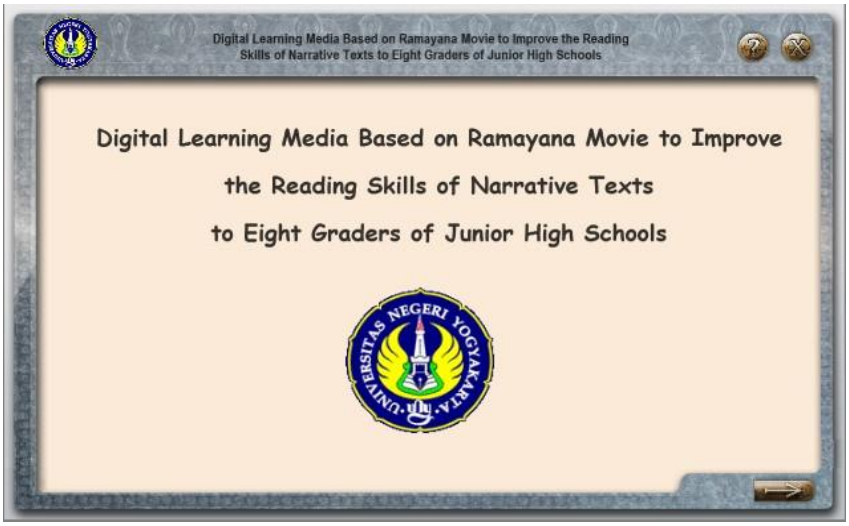
6. The Appropriateness of the Movie Structure

No	Items	Mean
1	The duration of the movie/film was in compliance with the learning process.	4
2	The language used in the movie/film was understandable and clear.	5
3	The number of characters in the movie/film was in compliance with the number of characters in the original story.	4
Mean (x)		**4.2**

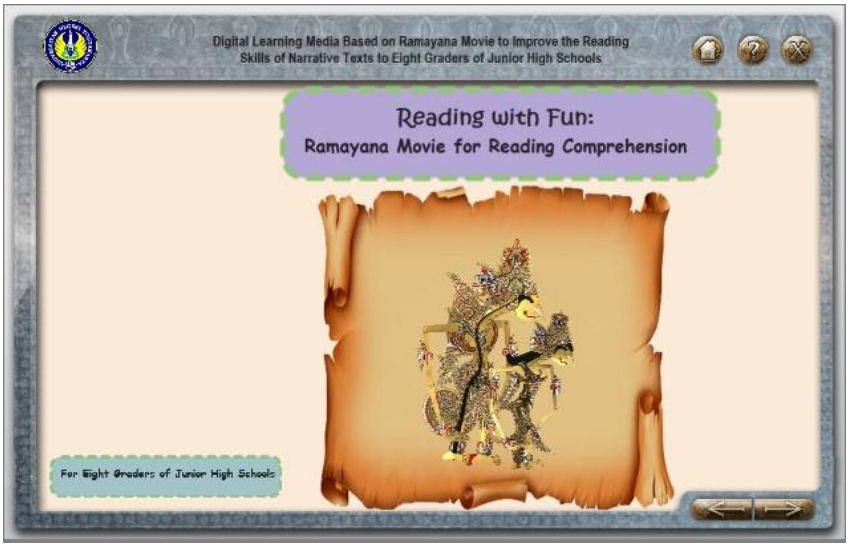
APPENDIX H

FINAL DRAFT OF THE DIGITAL LEARNING MEDIA

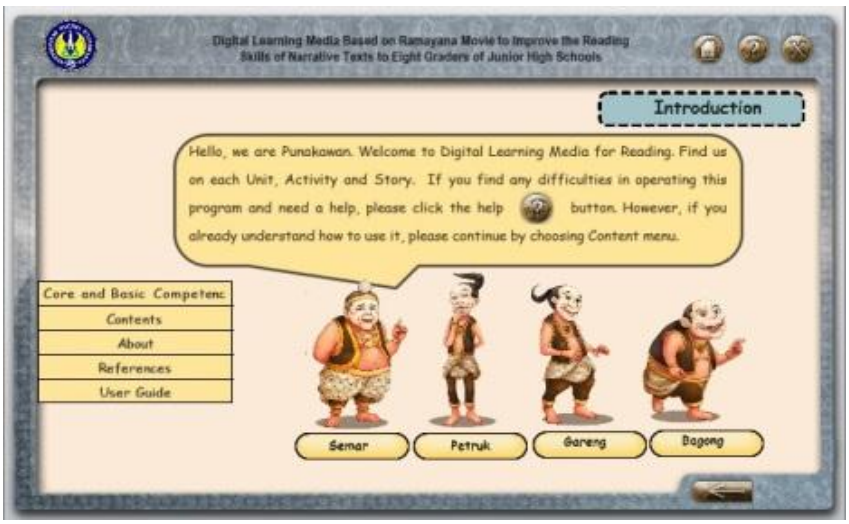
Final Daft of the Digital Learning Media



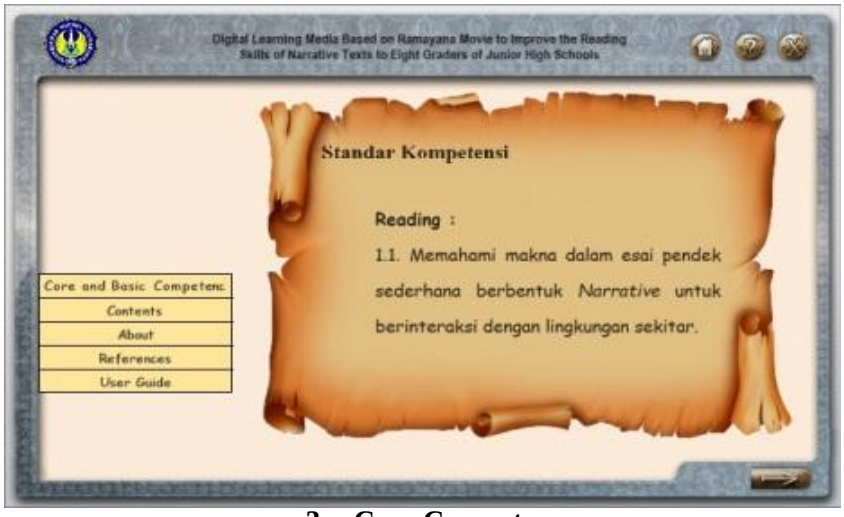
5. Home



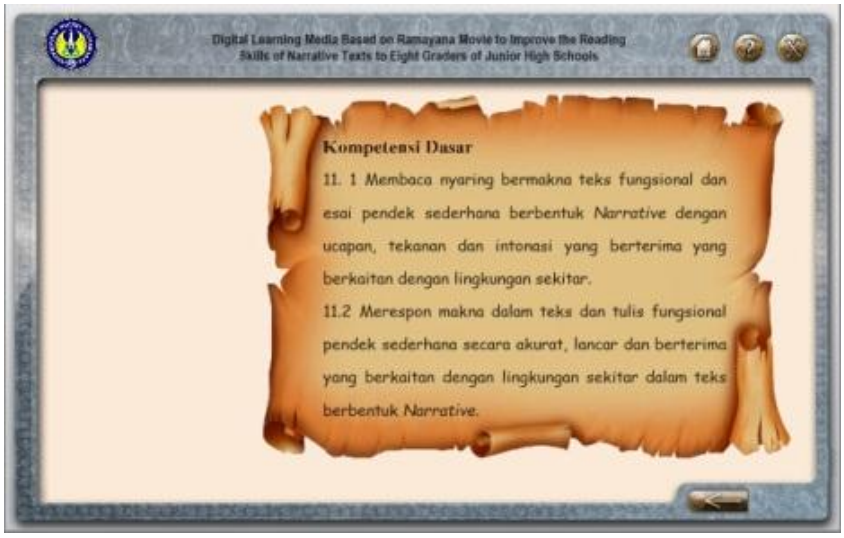
6. Go Inside



F. Core and Basic Competence

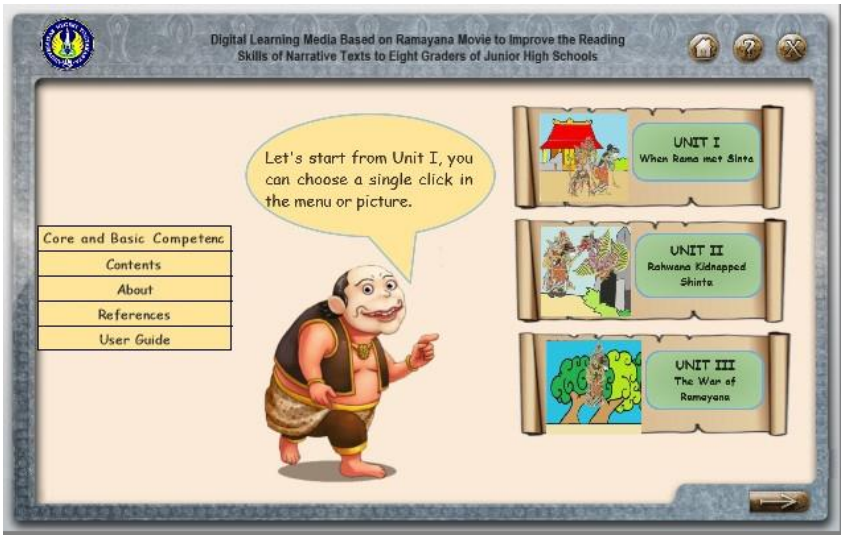


3. Core Competence

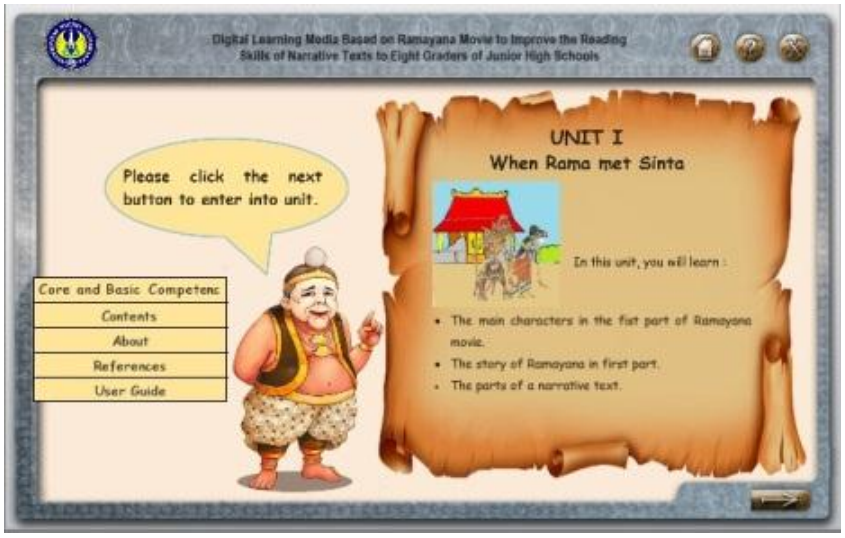


4. Basic Competence

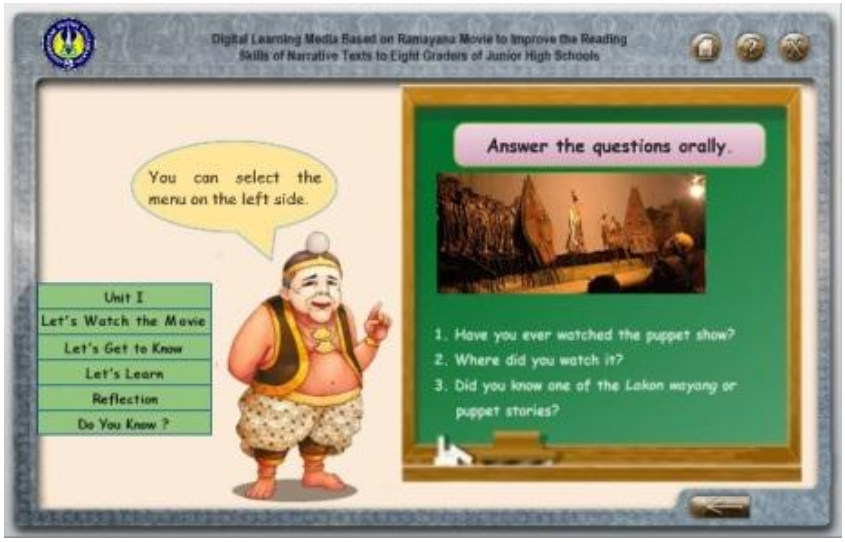
G. Contents



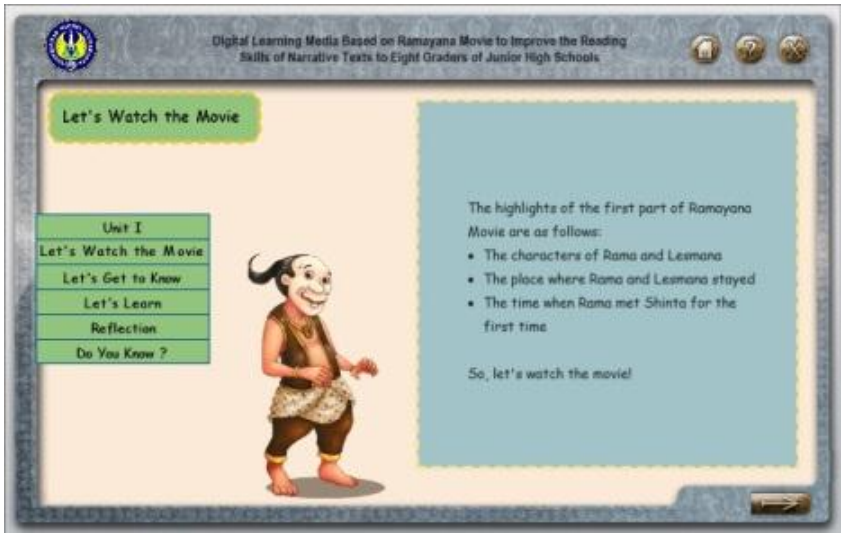
Unit 1



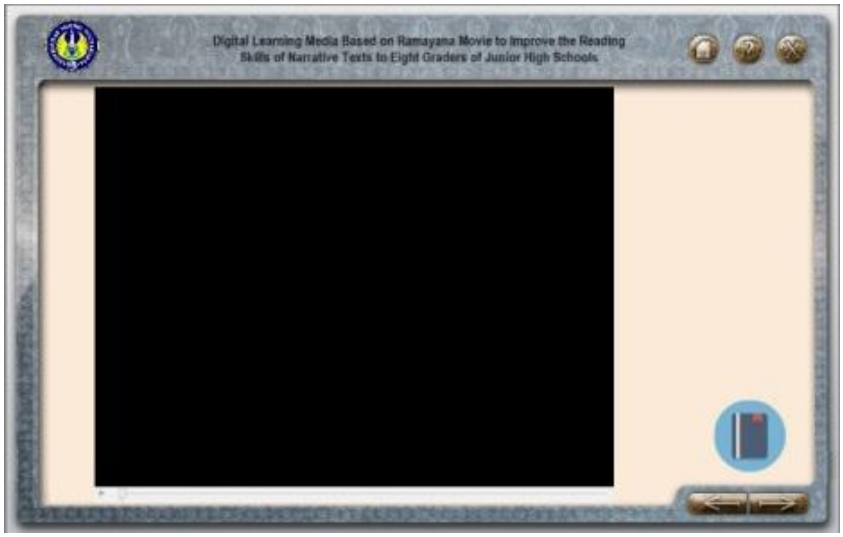
15. Home



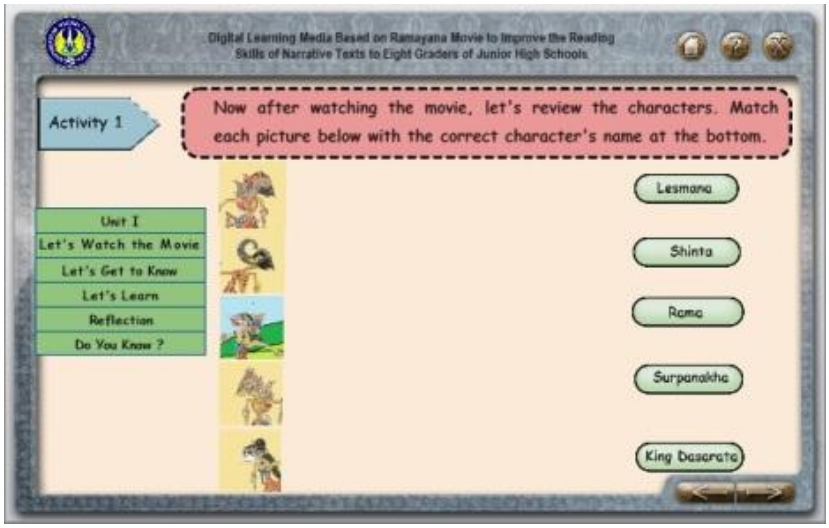
16. Go Inside



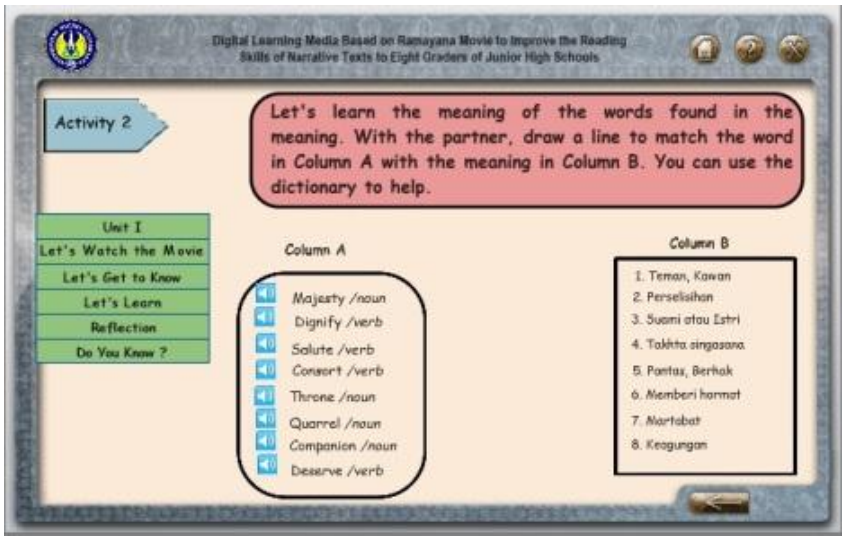
17. Slide 1 (let's watch the movie)



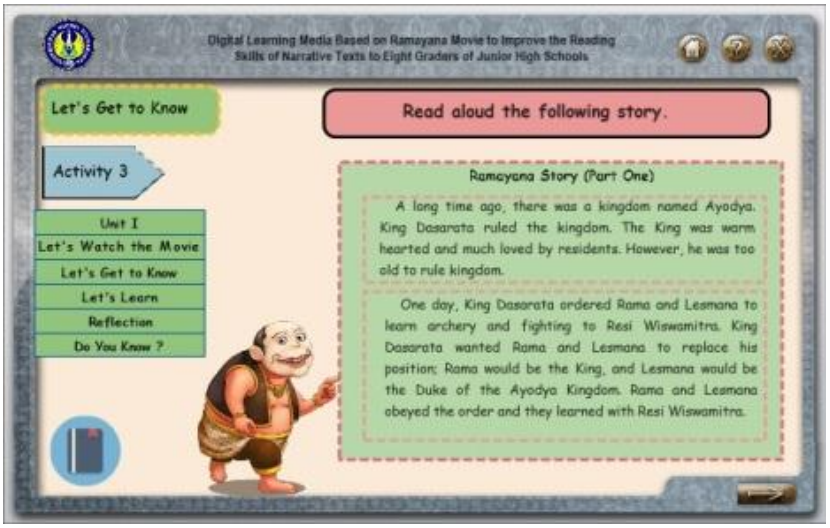
18. Slide 2 (let's watch the movie)



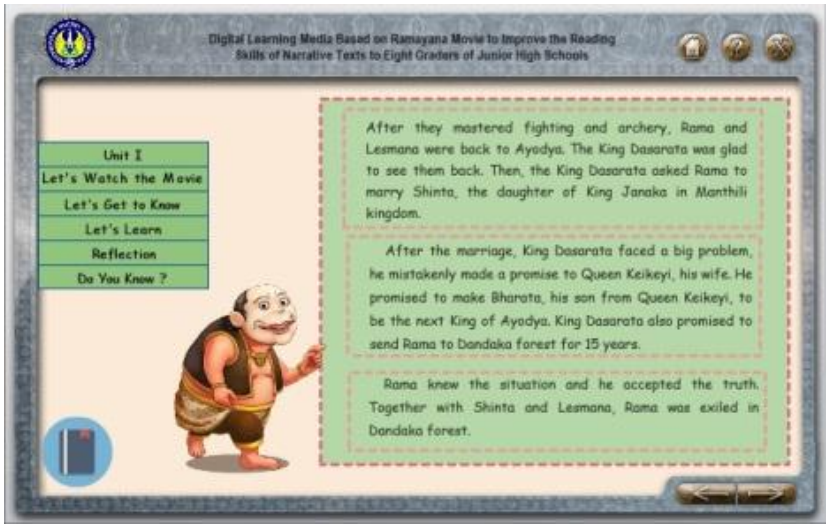
19. Slide 3 (let's watch the movie)



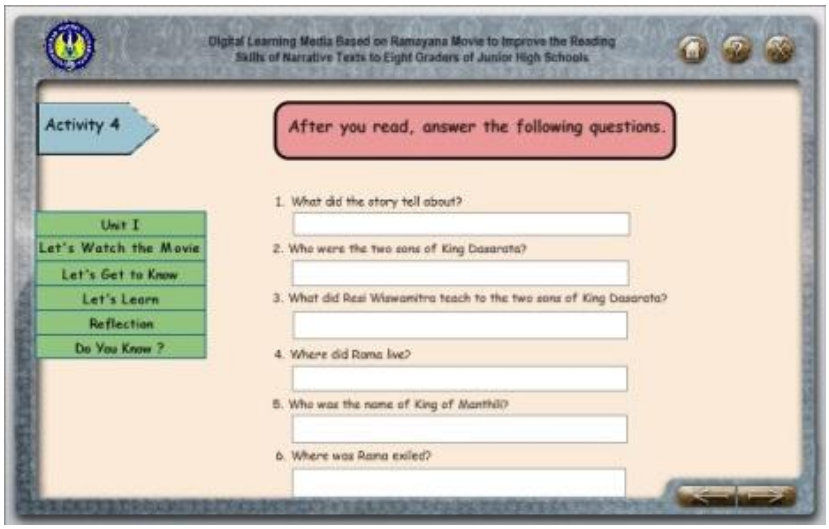
20. Slide 4 (let's watch the movie)



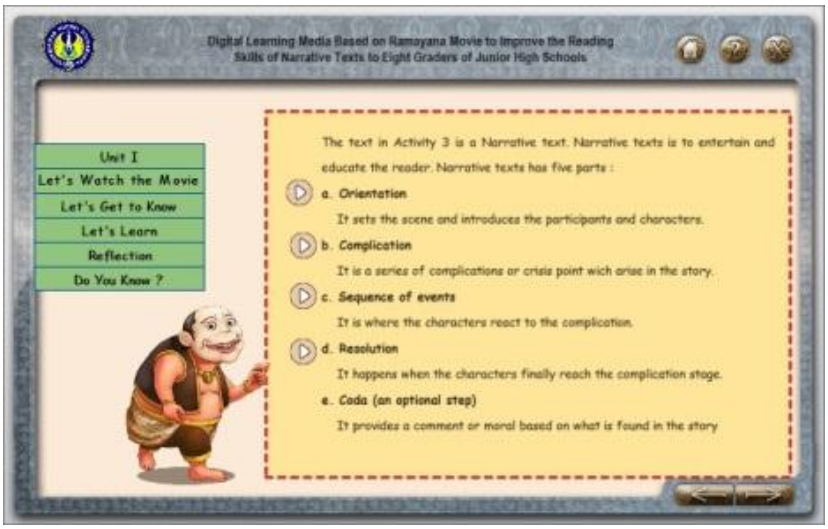
21. Slide 5 (let's get to know)



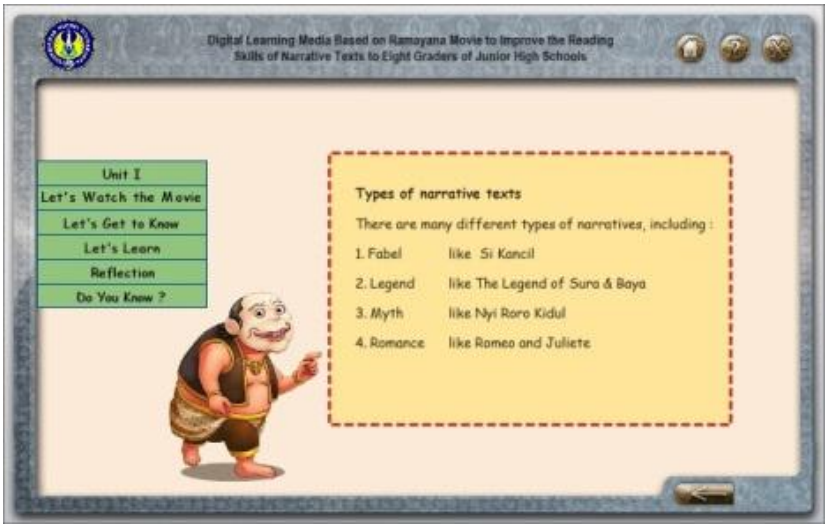
22. Slide 6 (let's get to know)



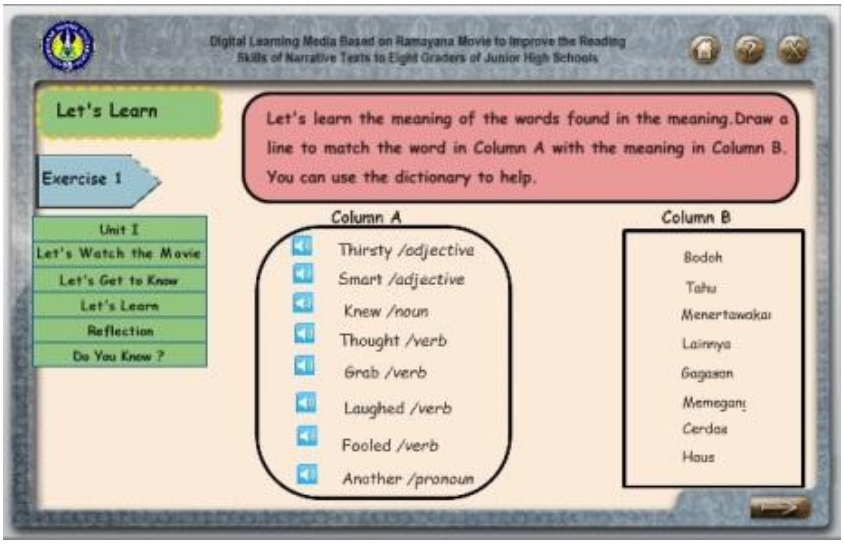
23. Slide 7 (let's get to know)



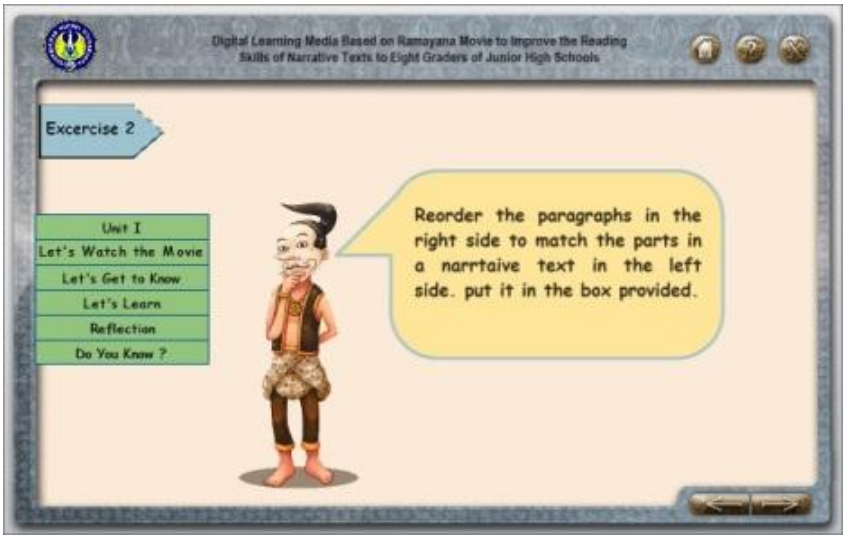
24. Slide 8 (let's get to know)



25. Slide 9 (let's get to know)

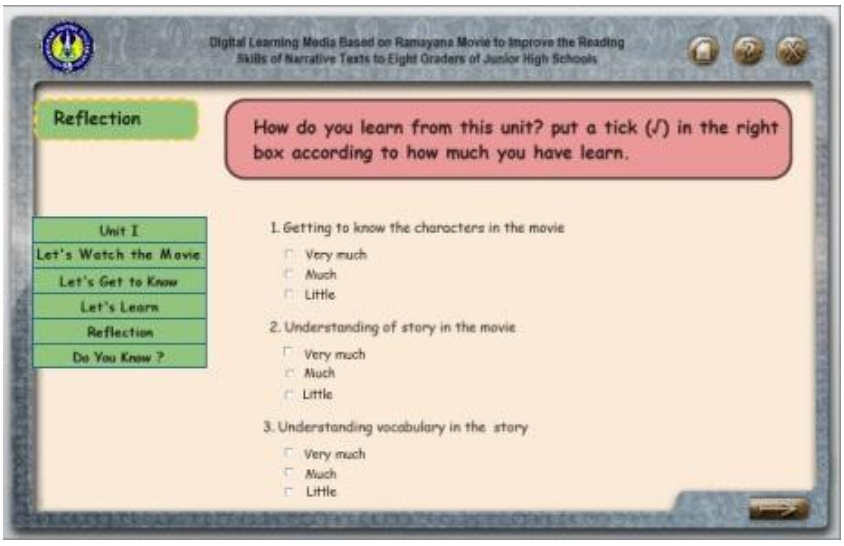


26. Slide 10 (let's learn)

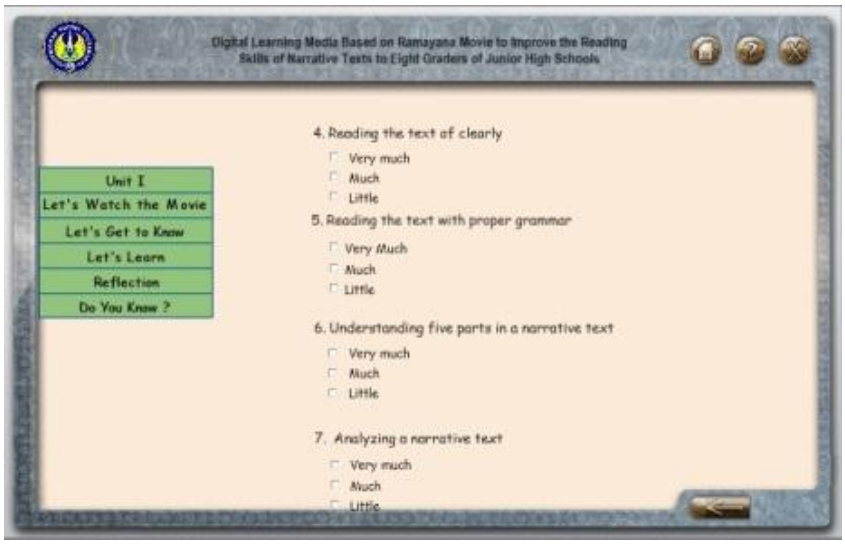


27. Slide 11 (let's learn)

28. Slide 12 (let's learn)



29. Slide 17 (reflection)



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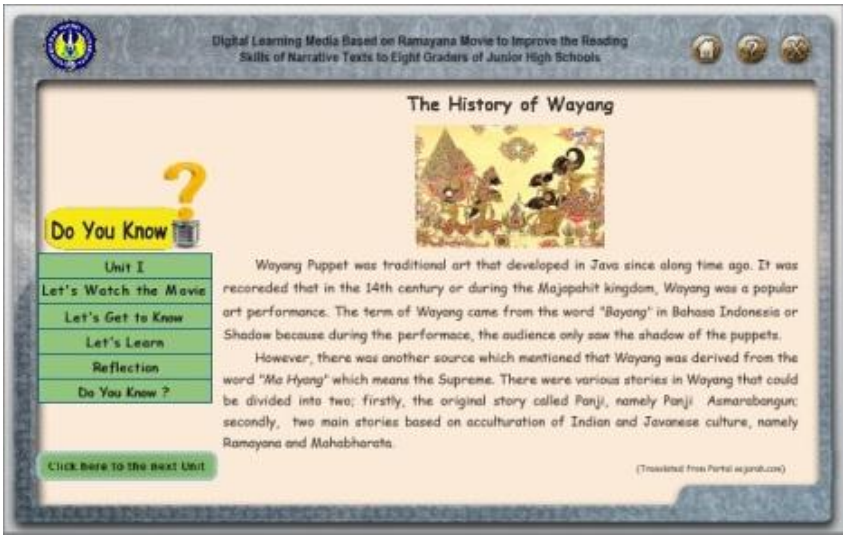

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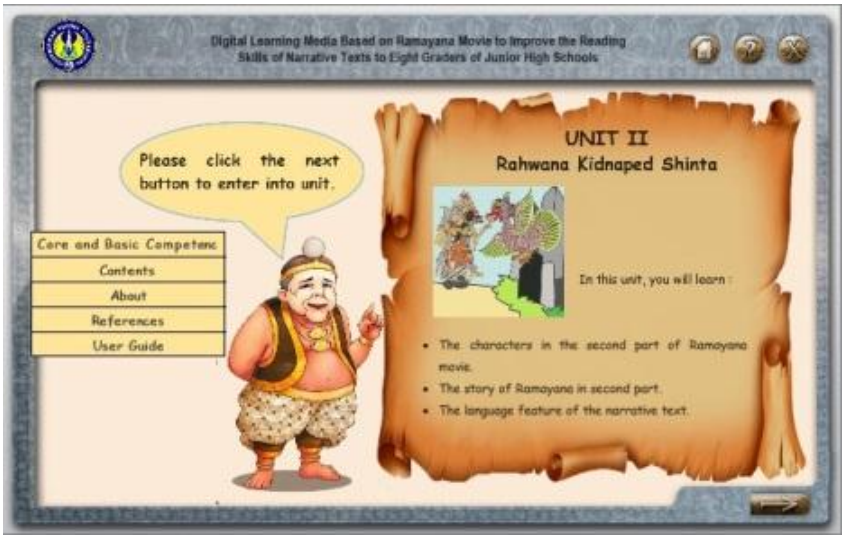
Unit 2



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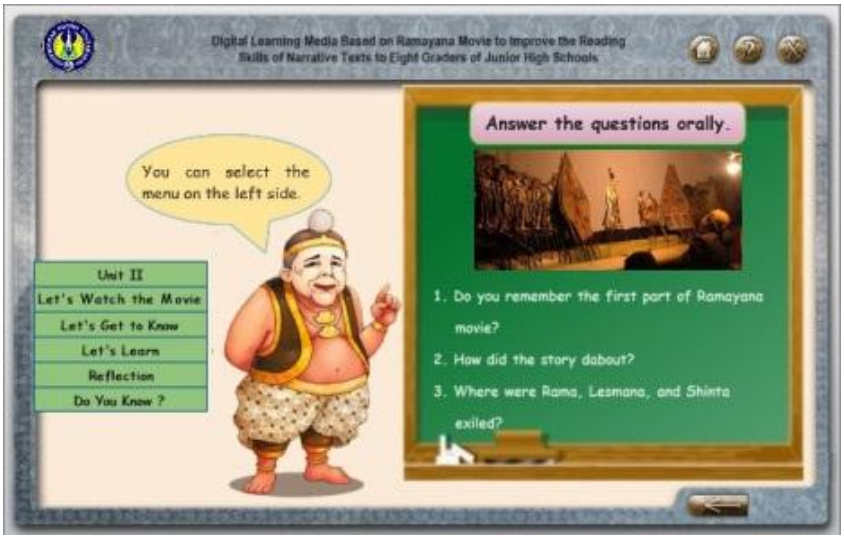

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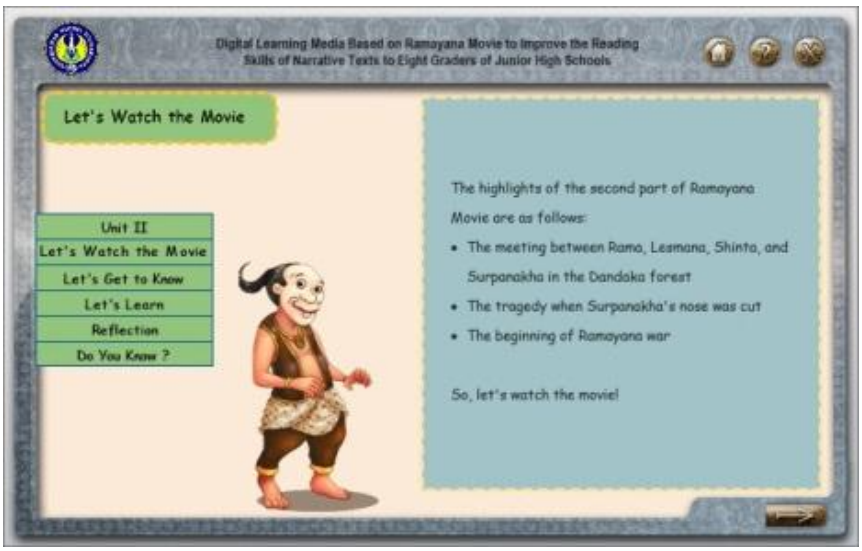

21. Slide 1 (let's watch the movie)

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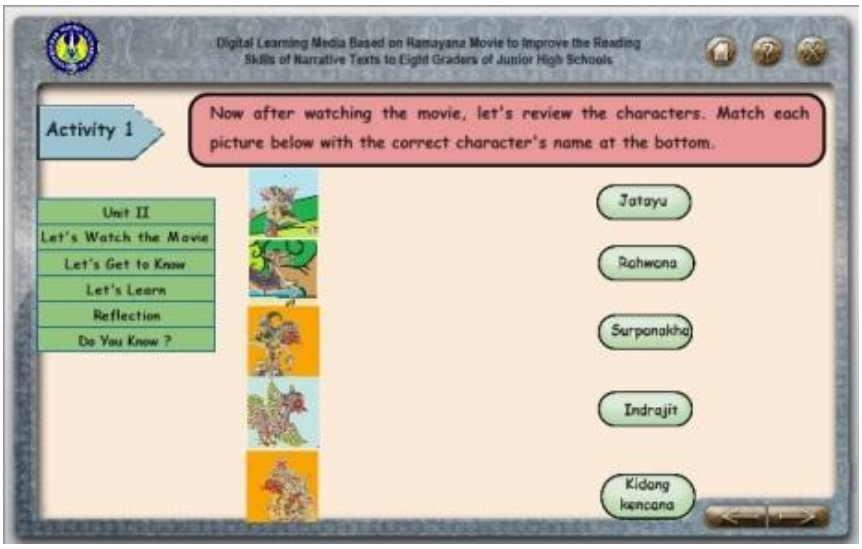

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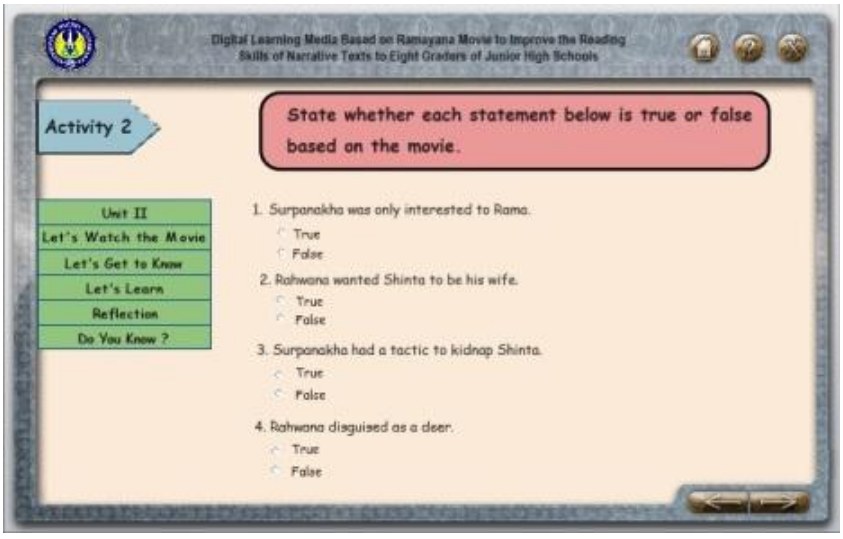

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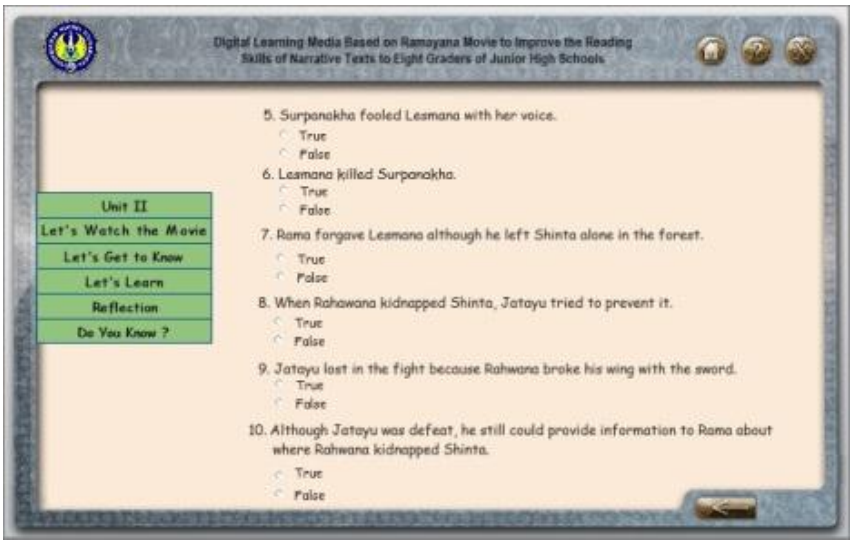

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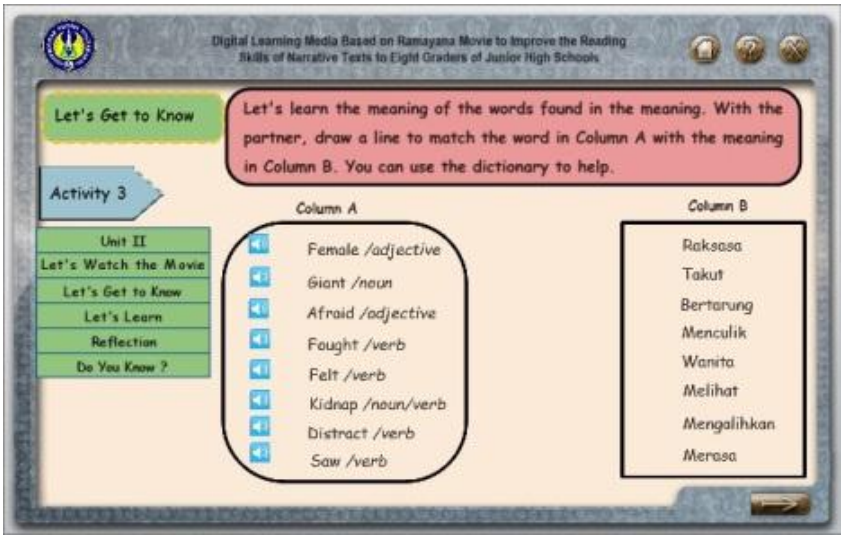

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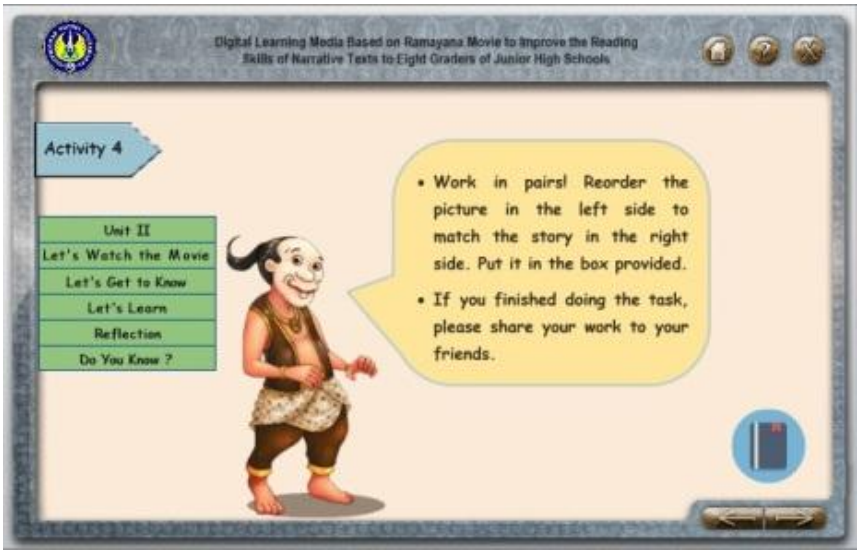

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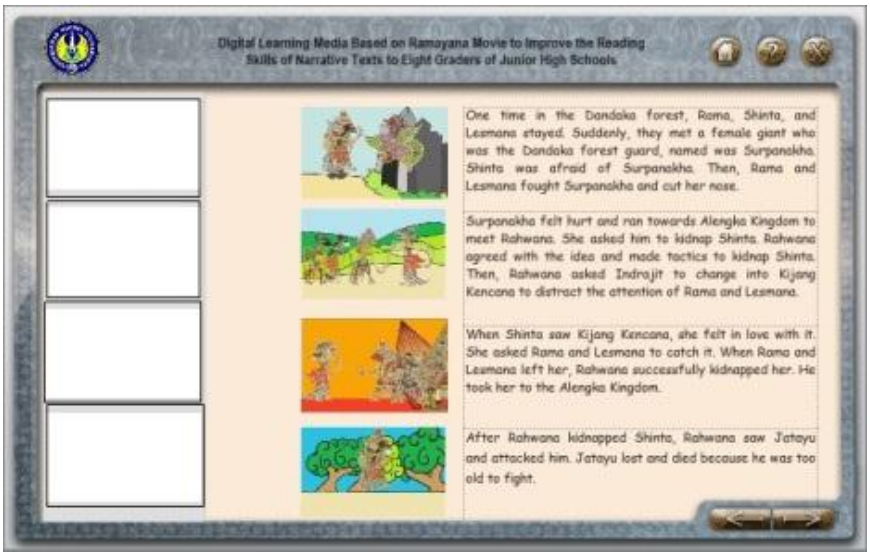

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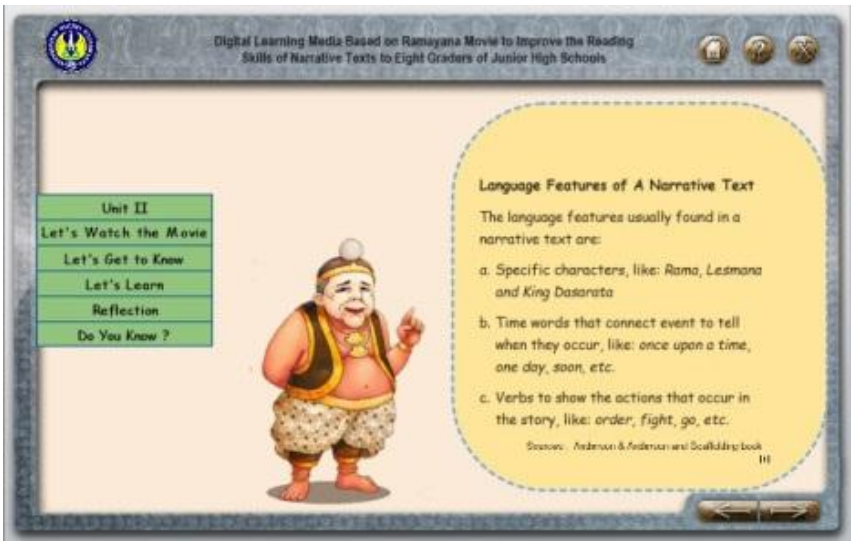

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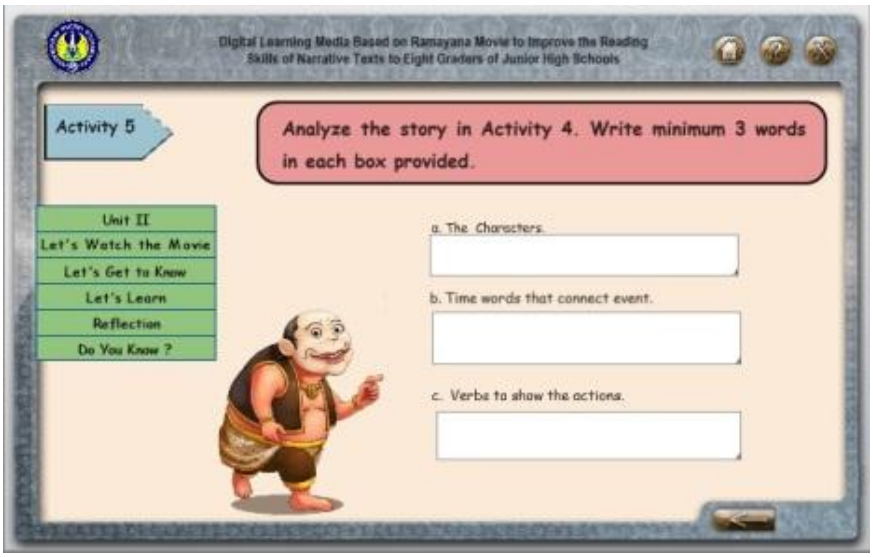

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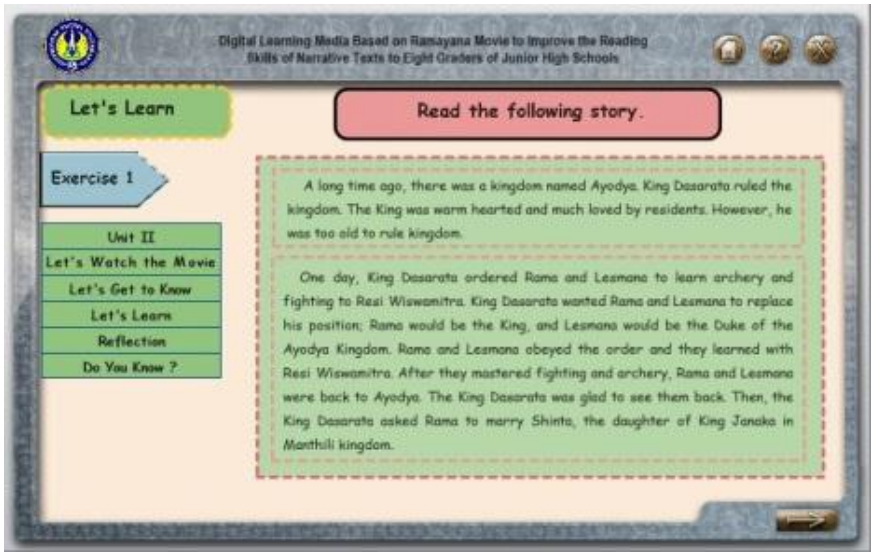

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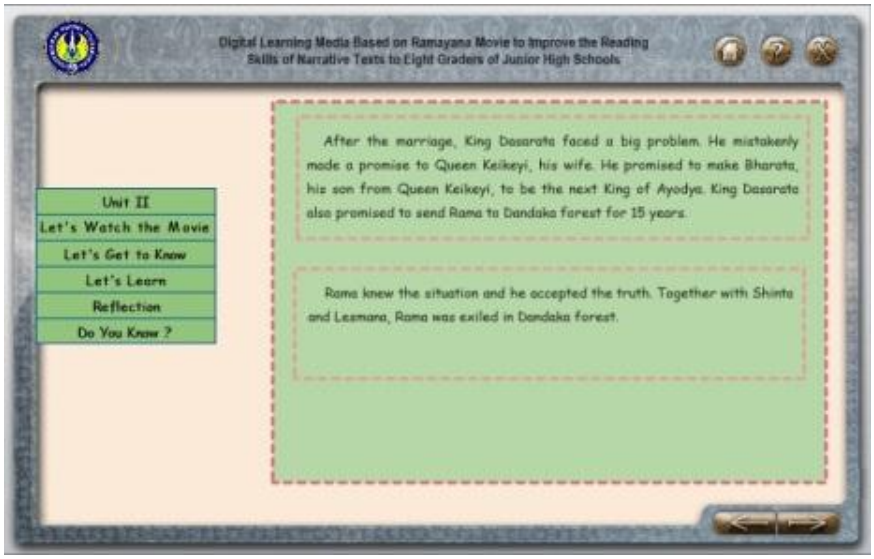

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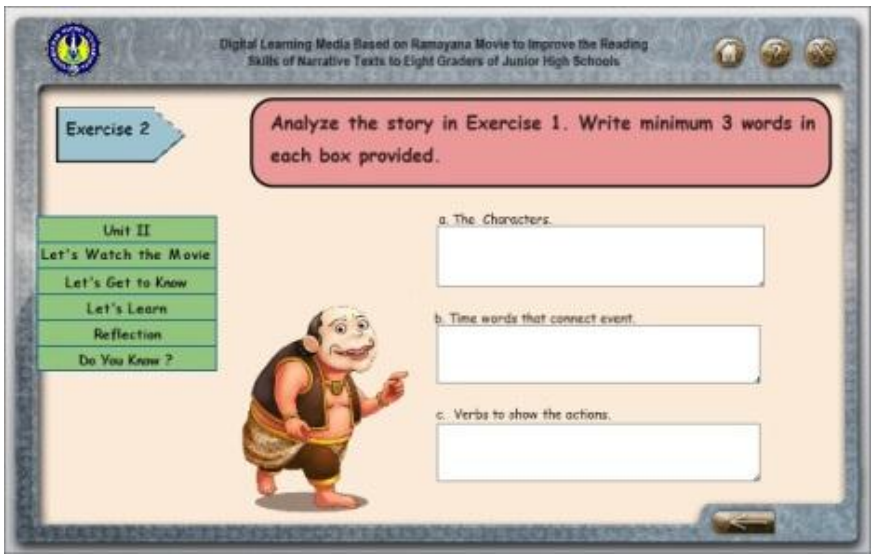

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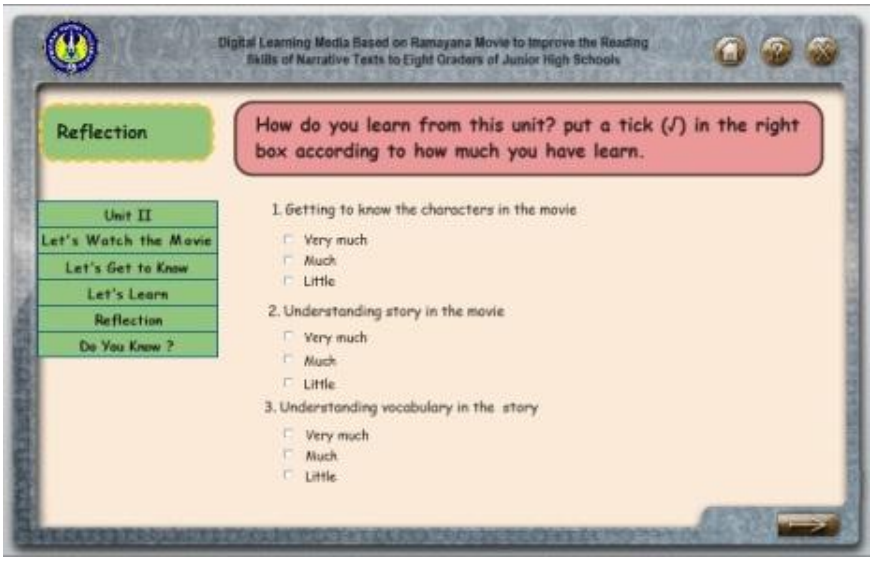

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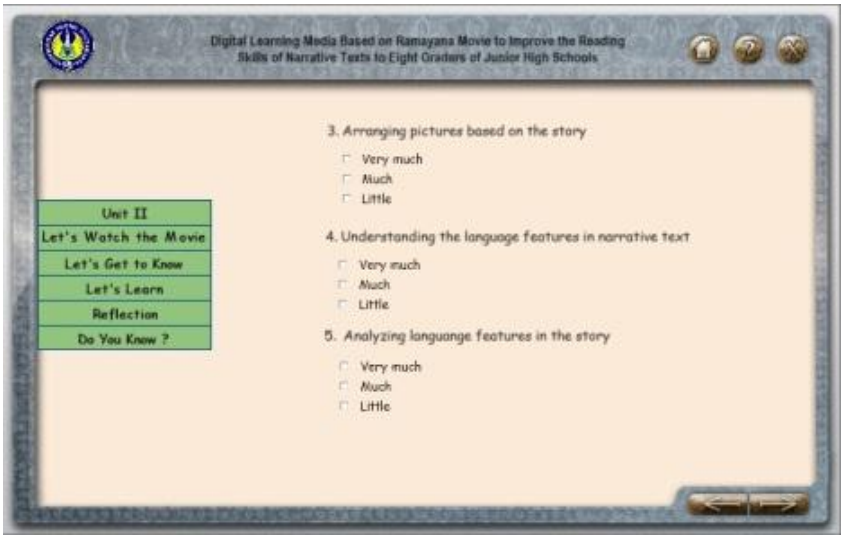

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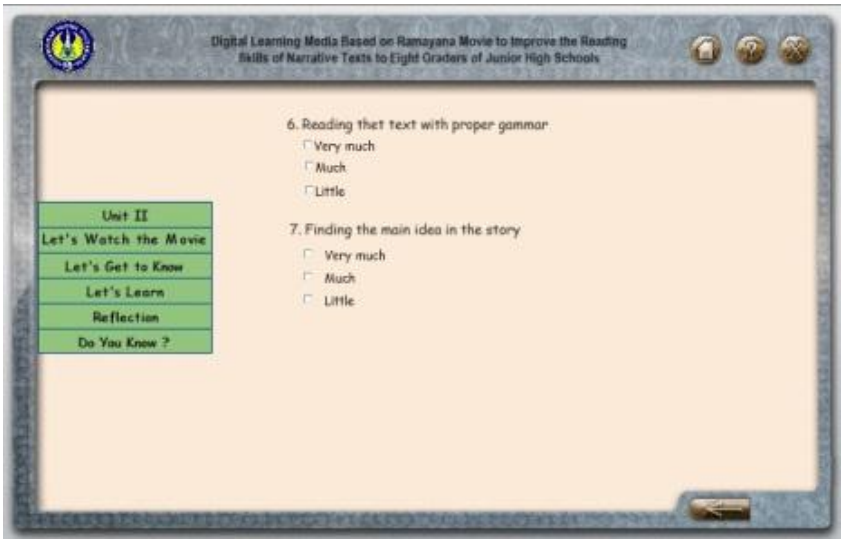

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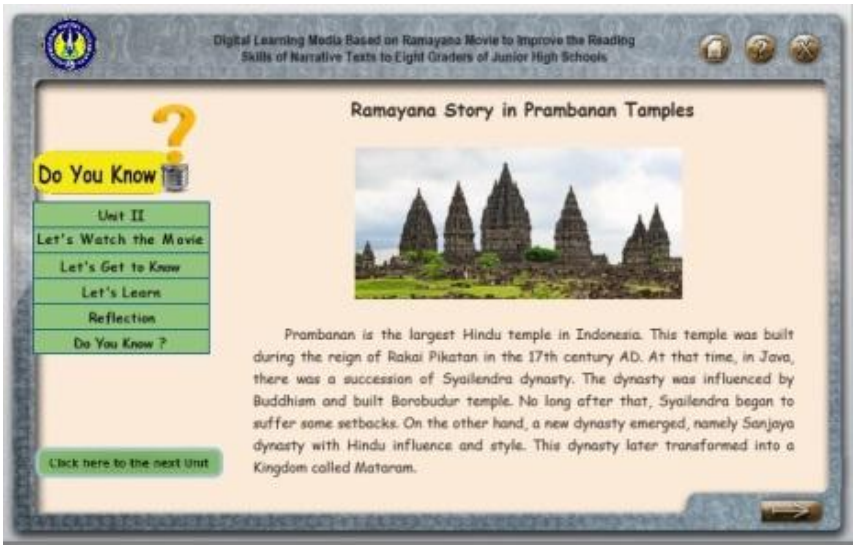

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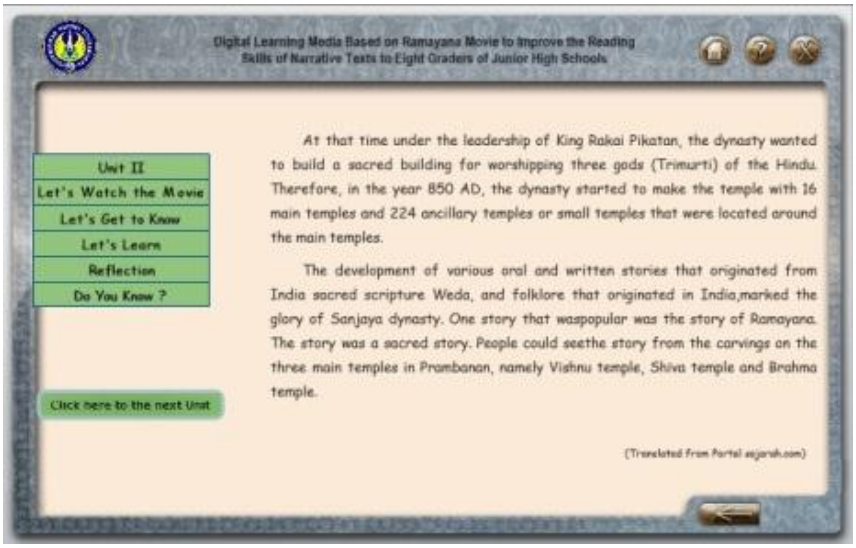

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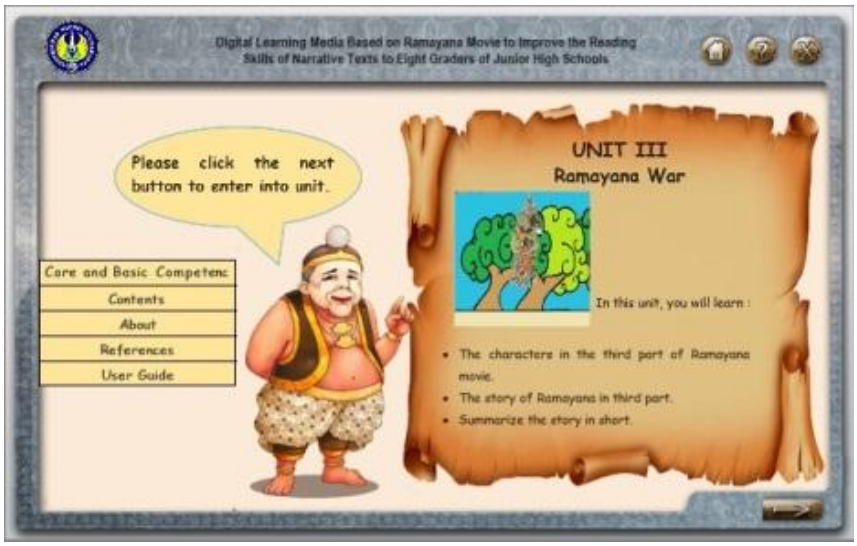
Unit 3



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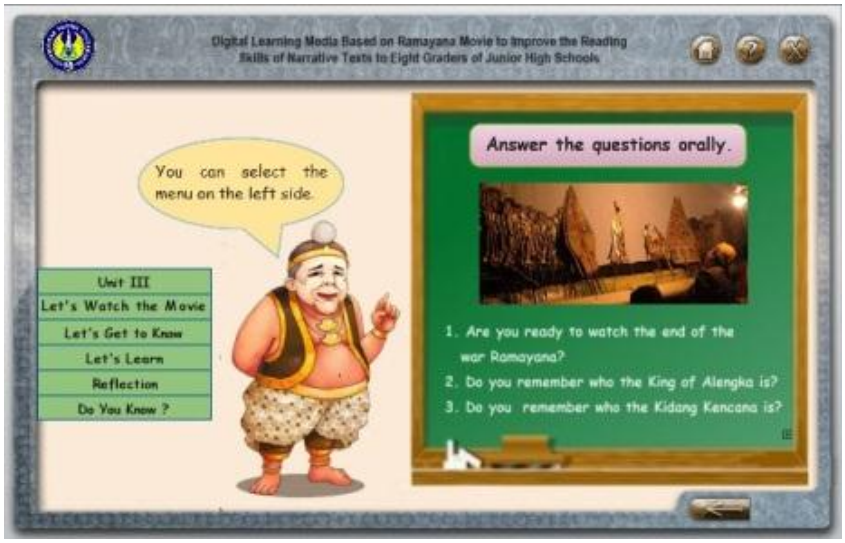

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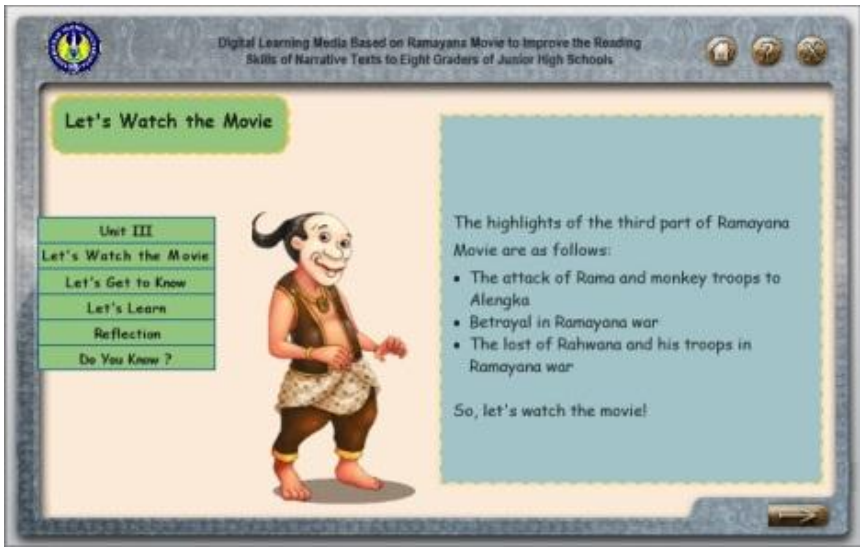

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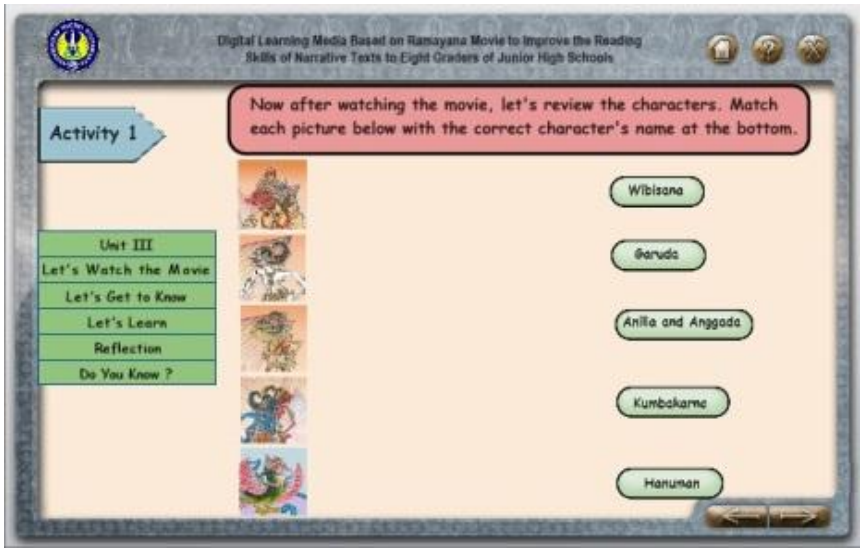

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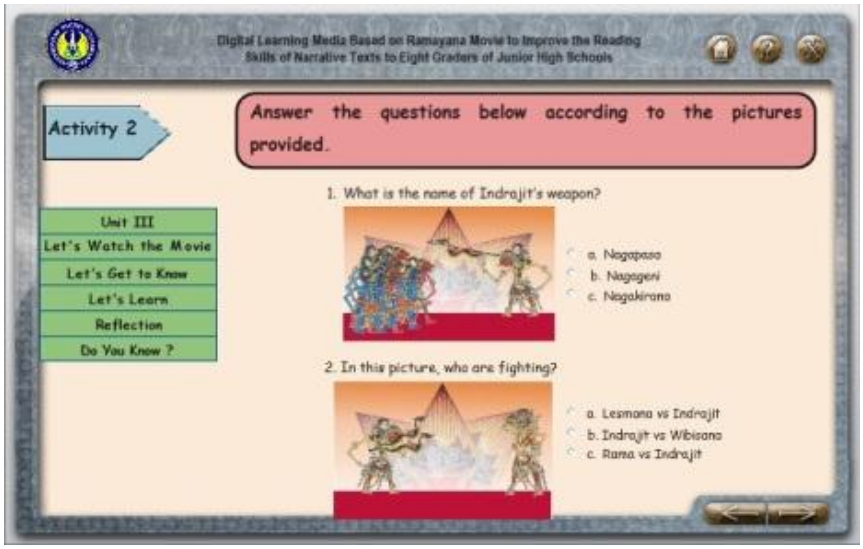

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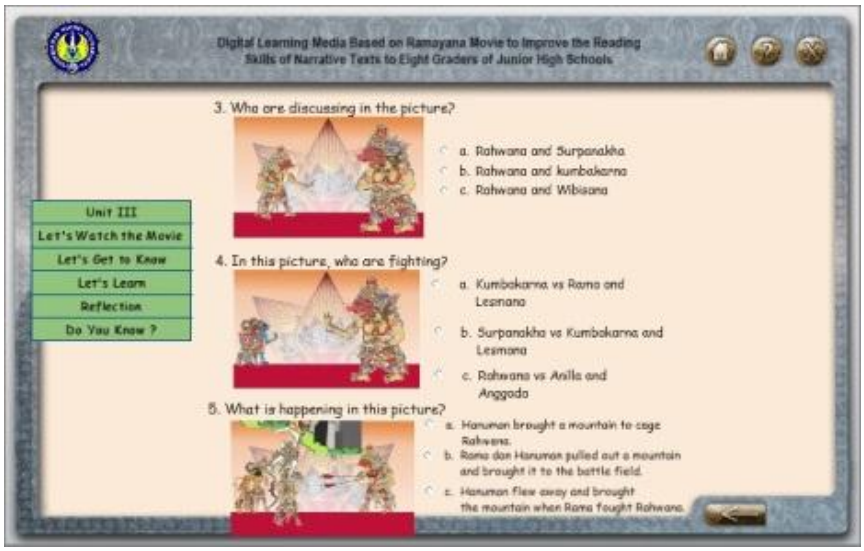

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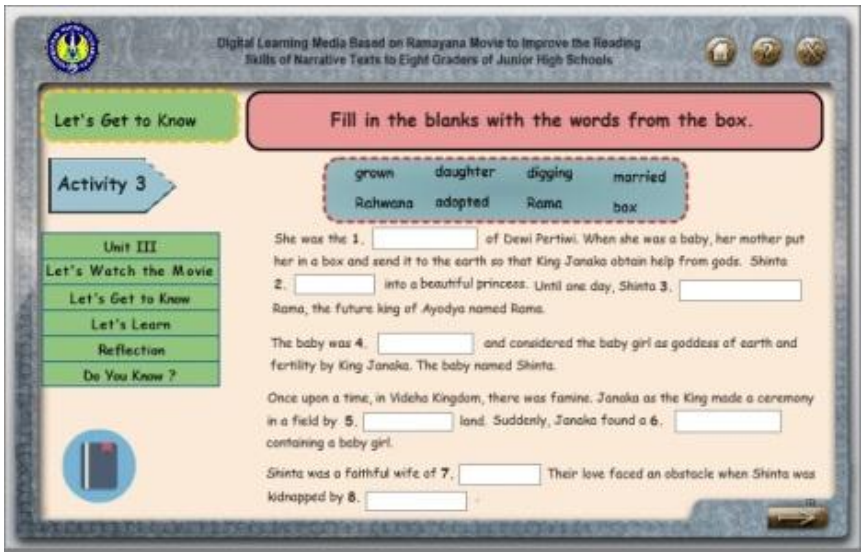

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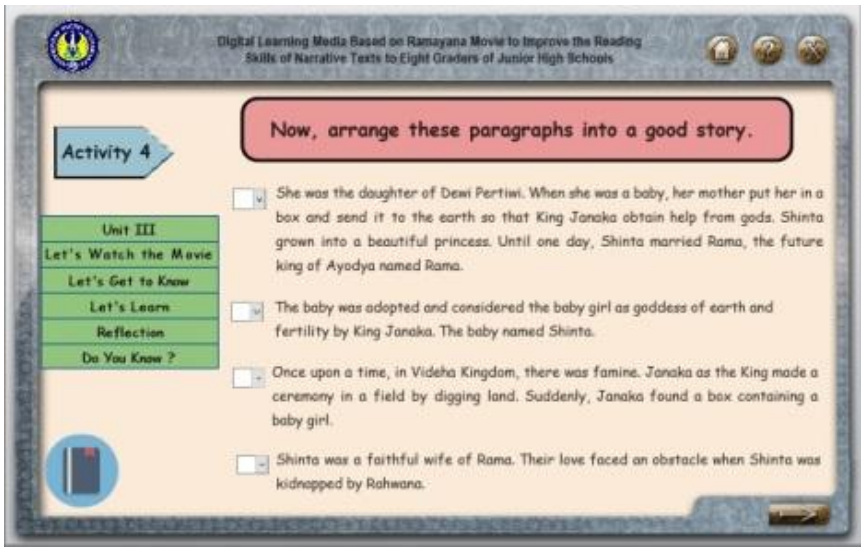

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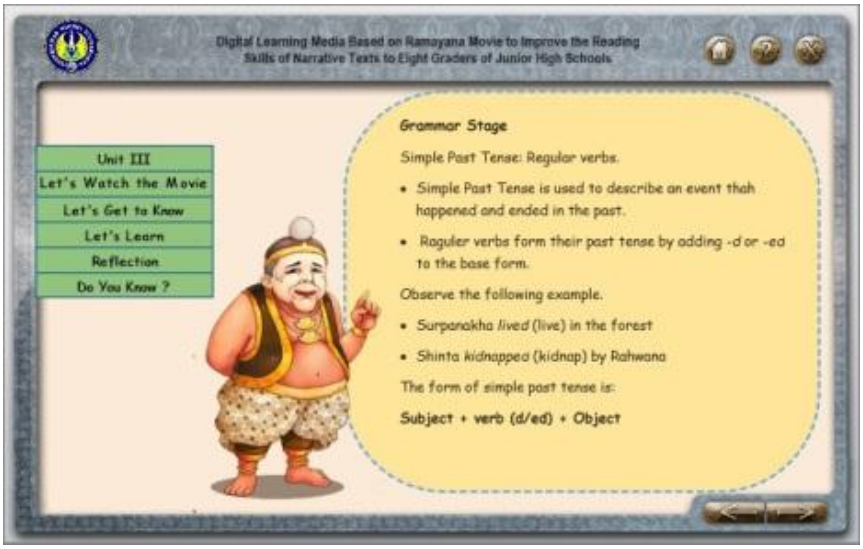

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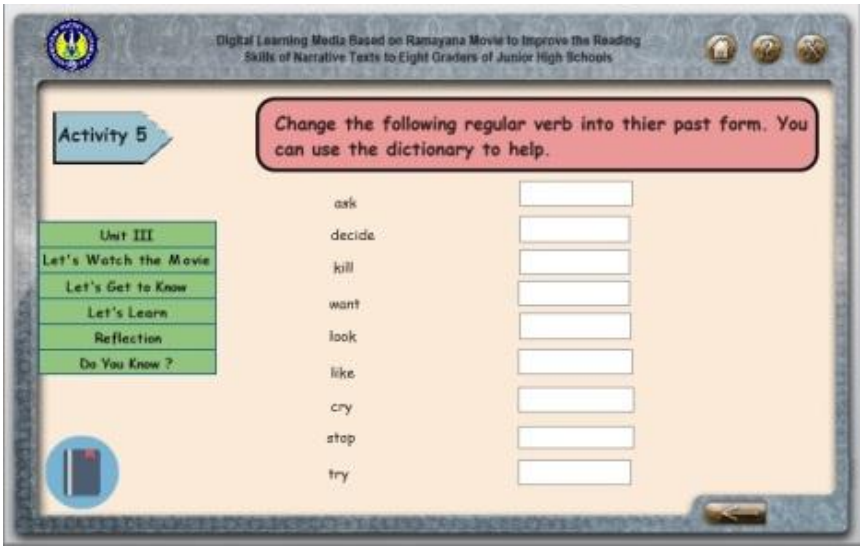

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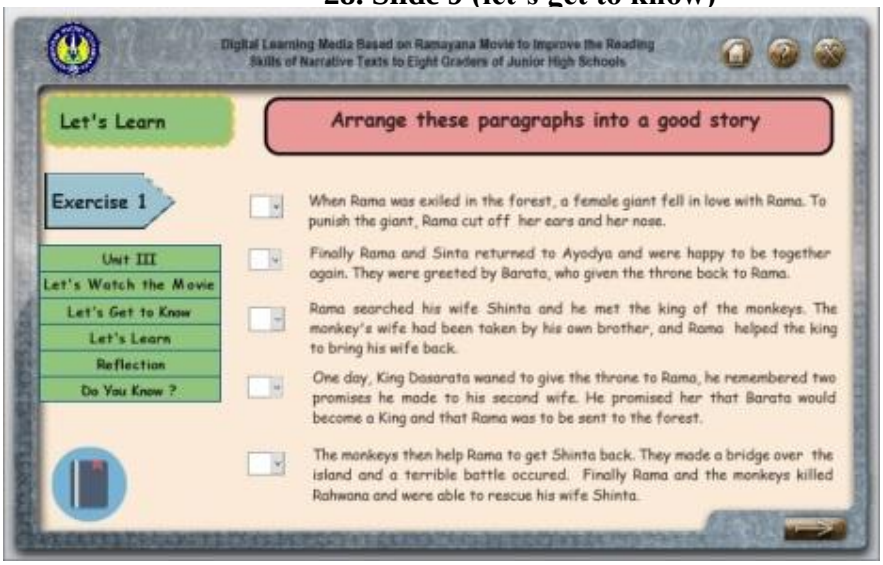

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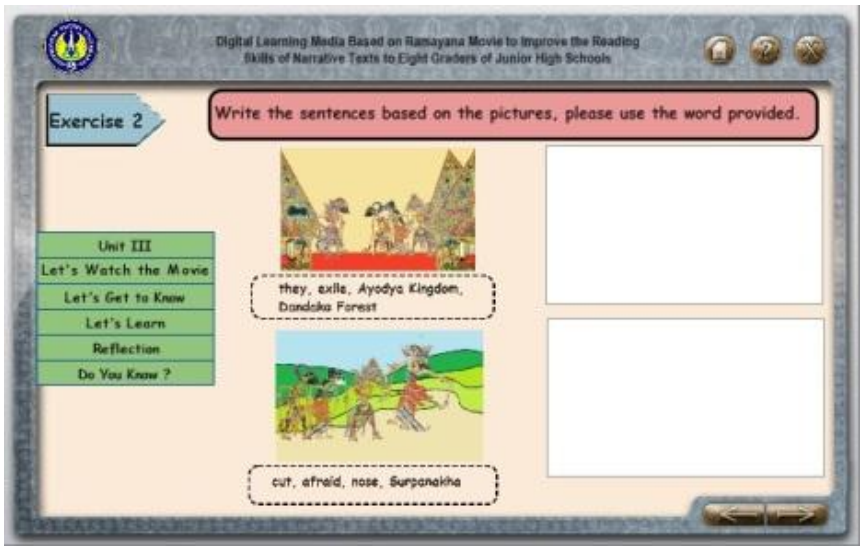

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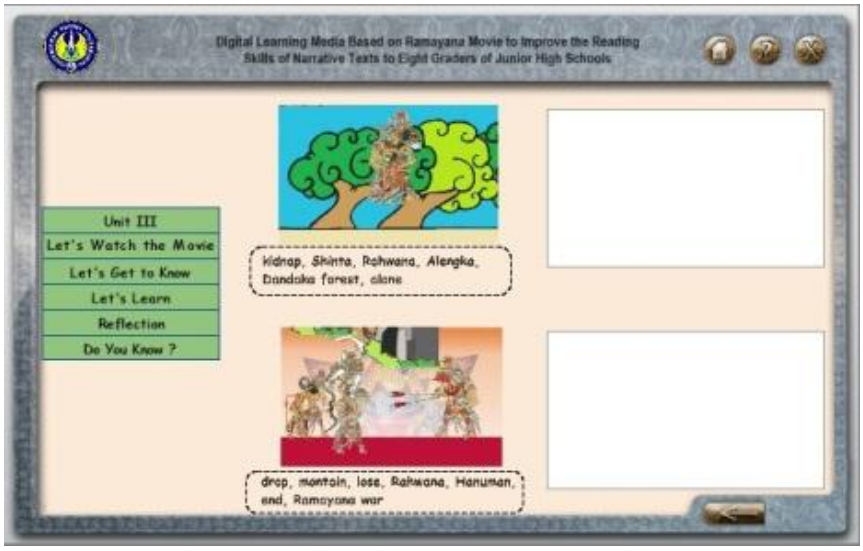

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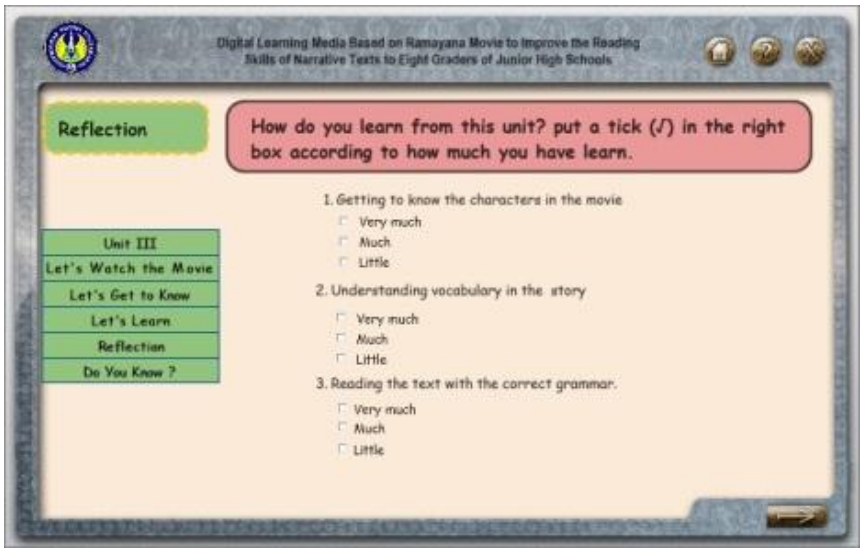

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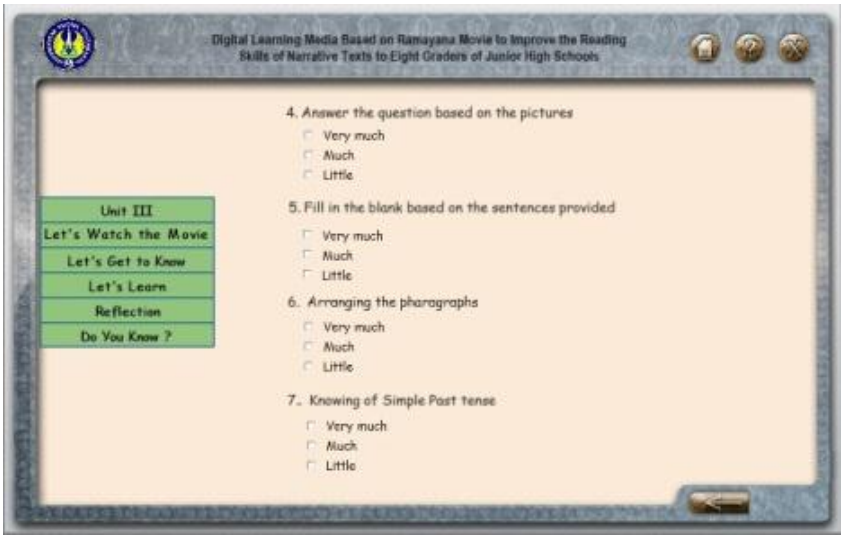

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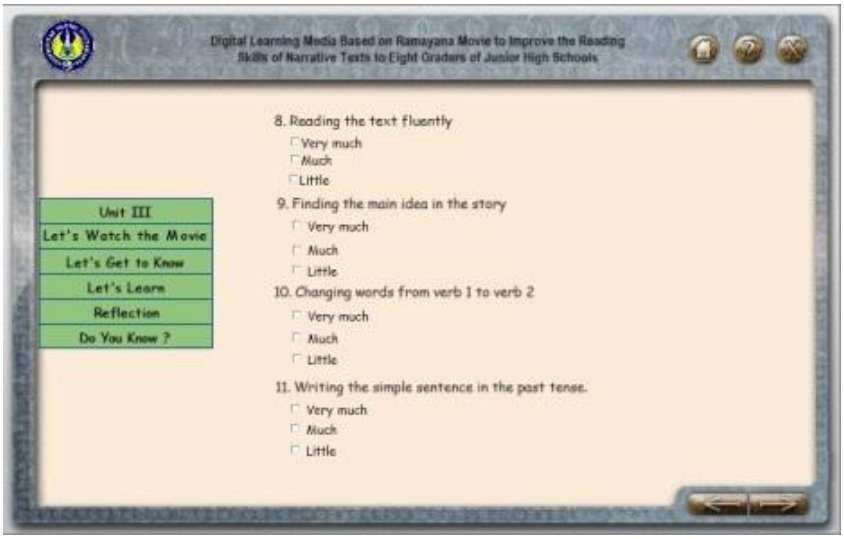

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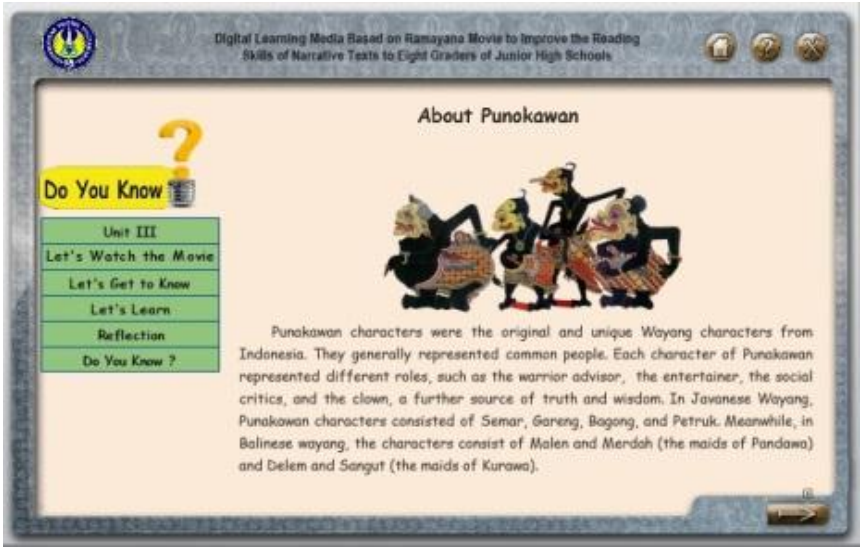

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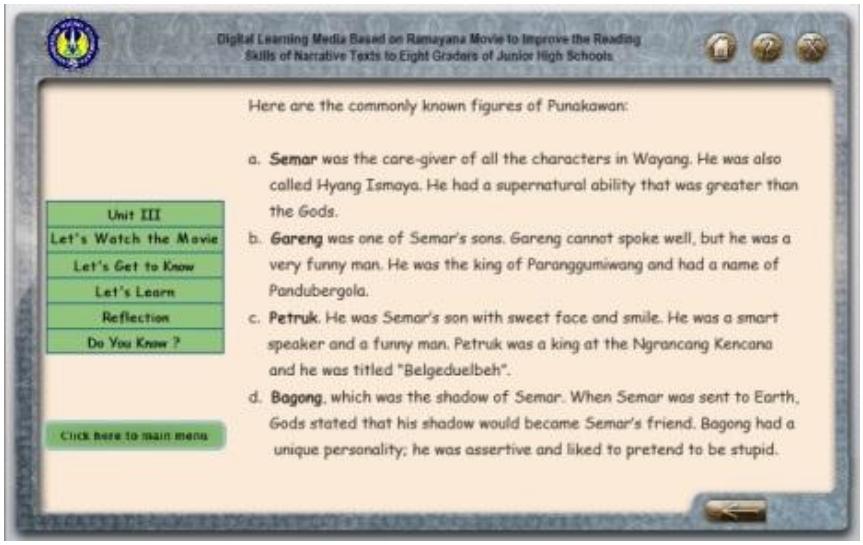
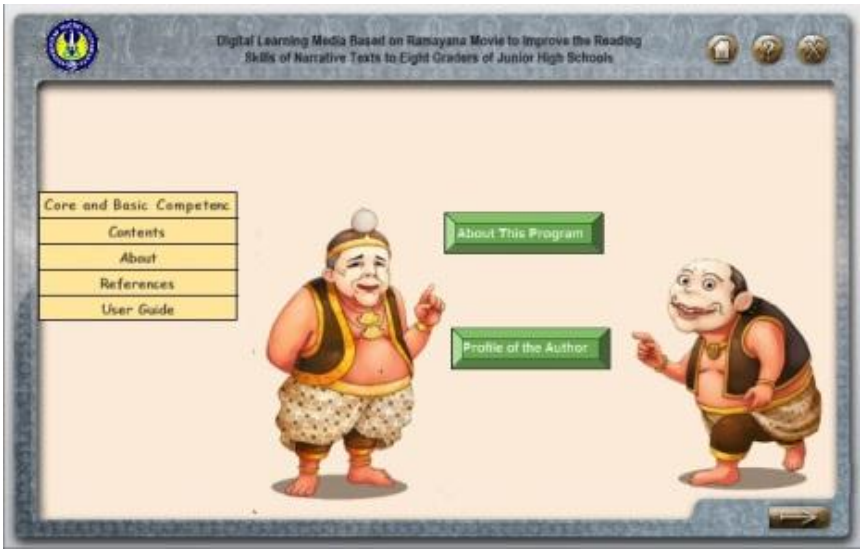


36. Slide 16 (do you know)

H. About



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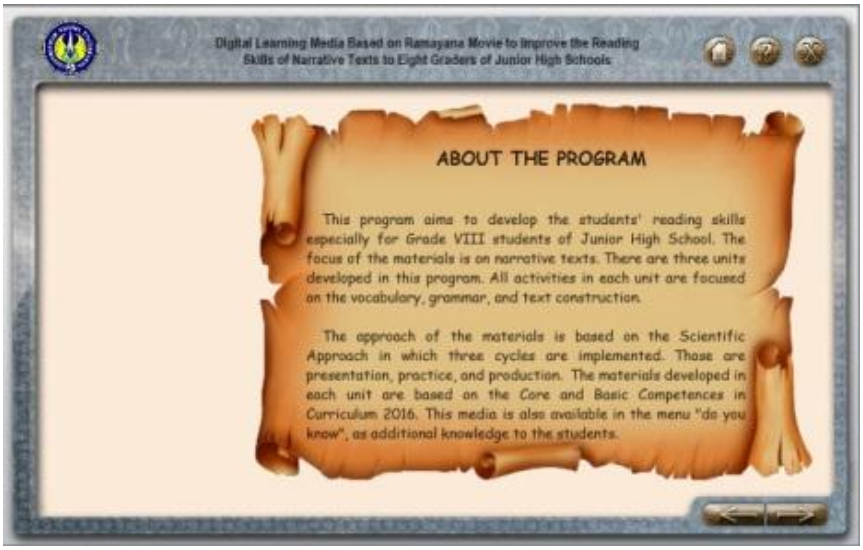
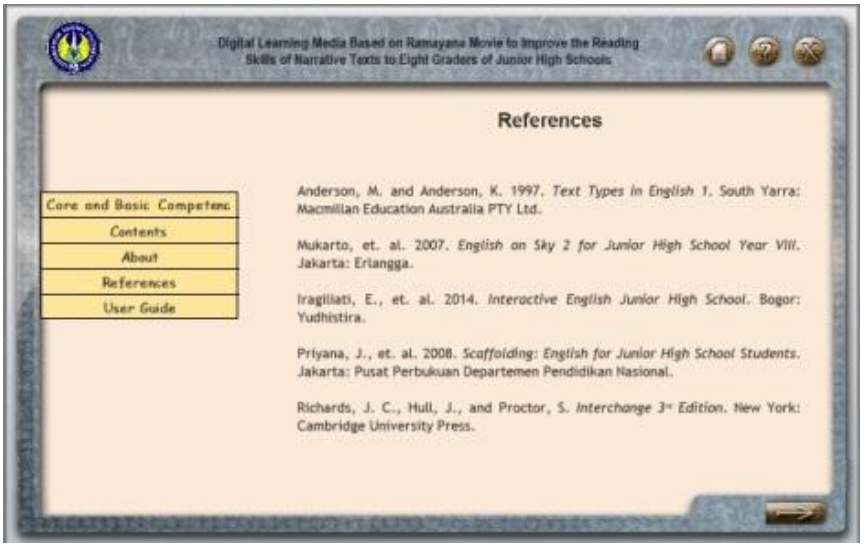


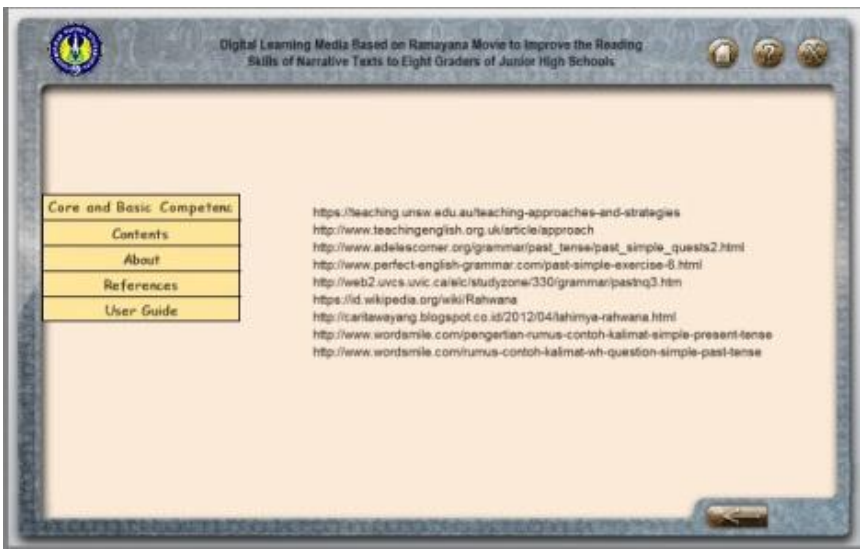
5. About the program

6. About the author

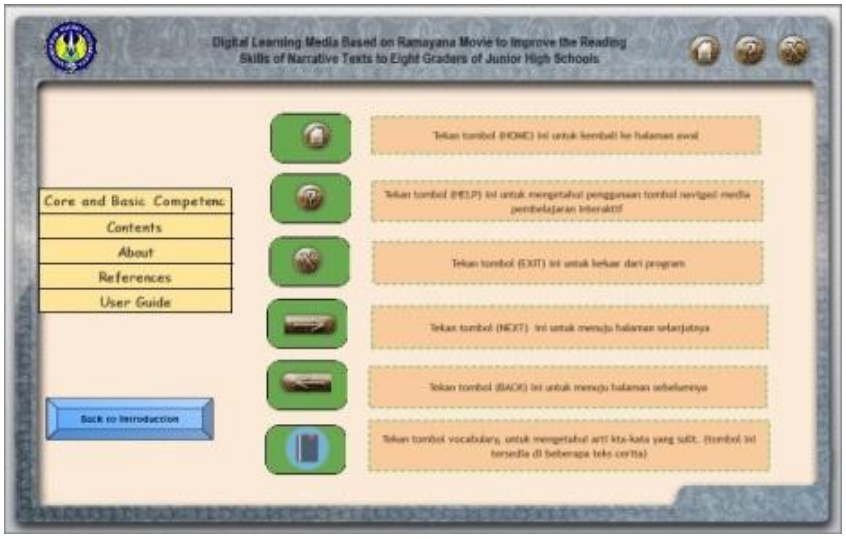
I. References



2. References

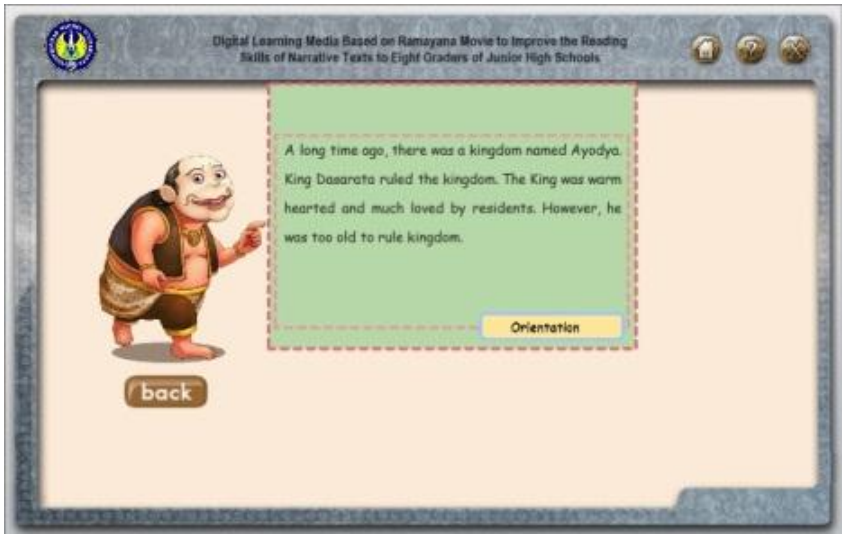


J. User Guide



2. User guide

E. Additional Slides



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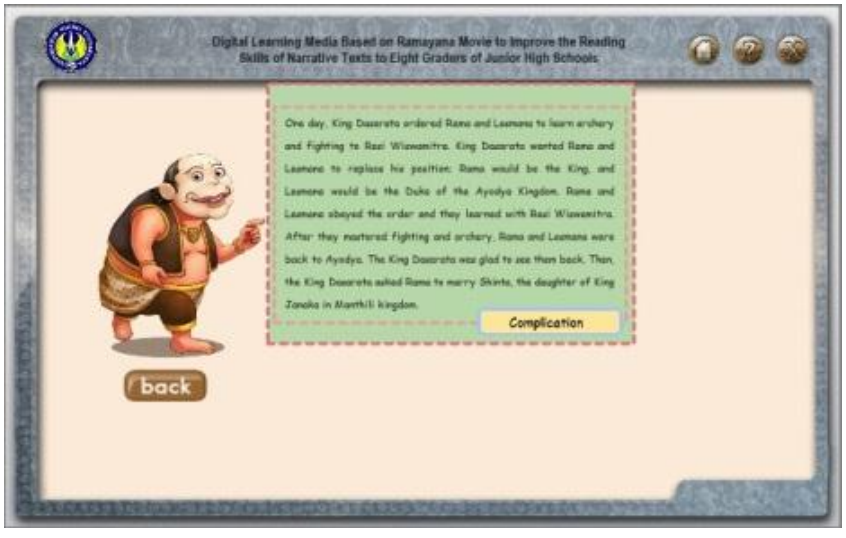

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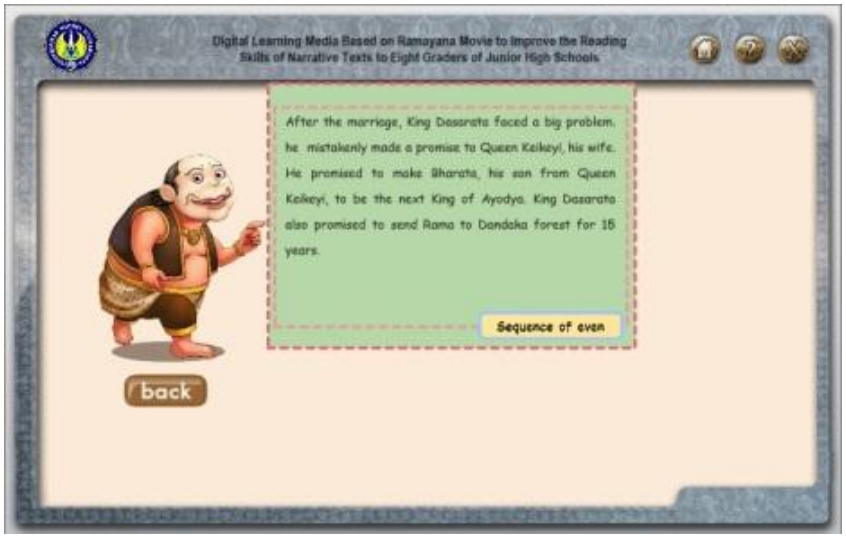

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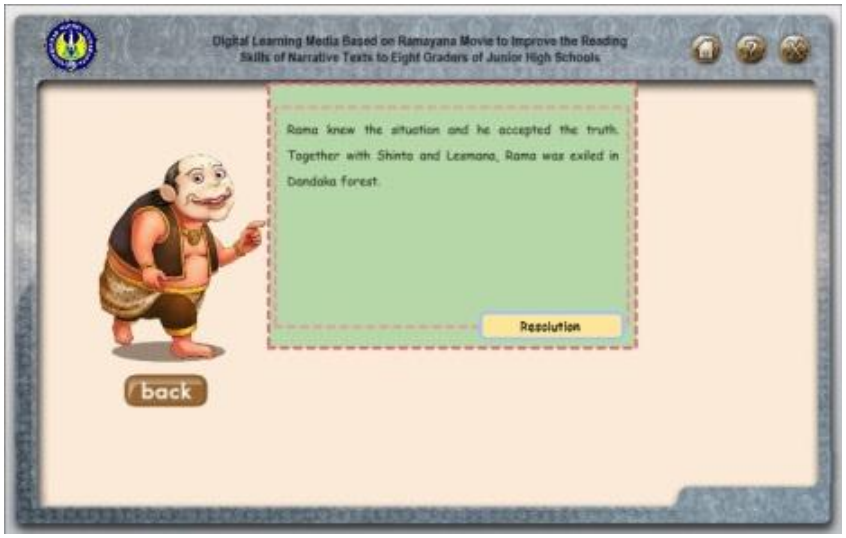

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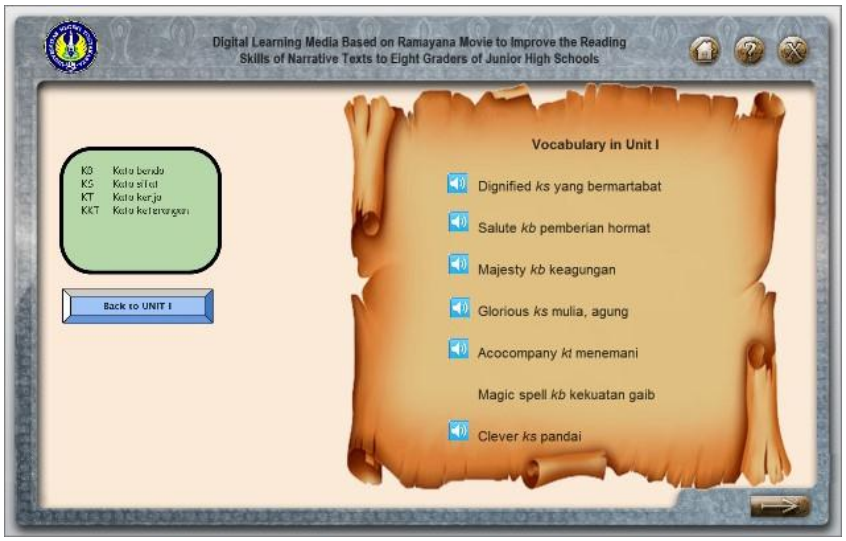

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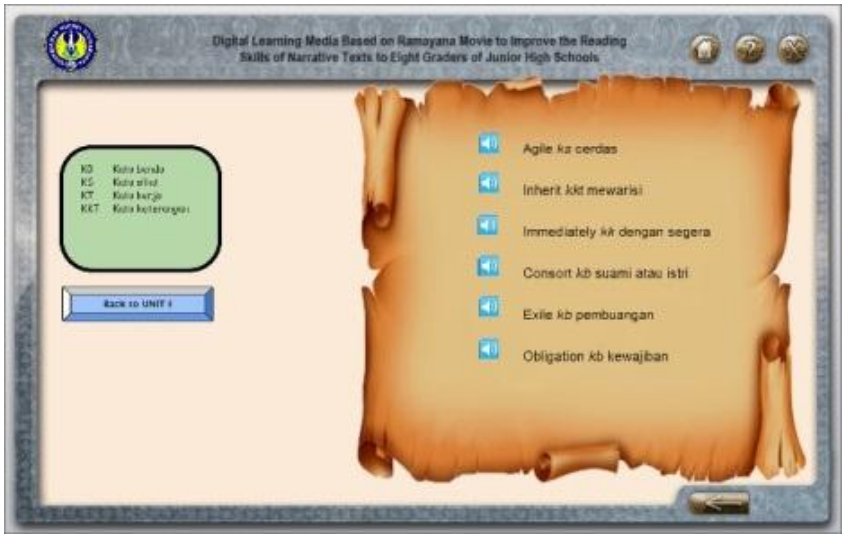

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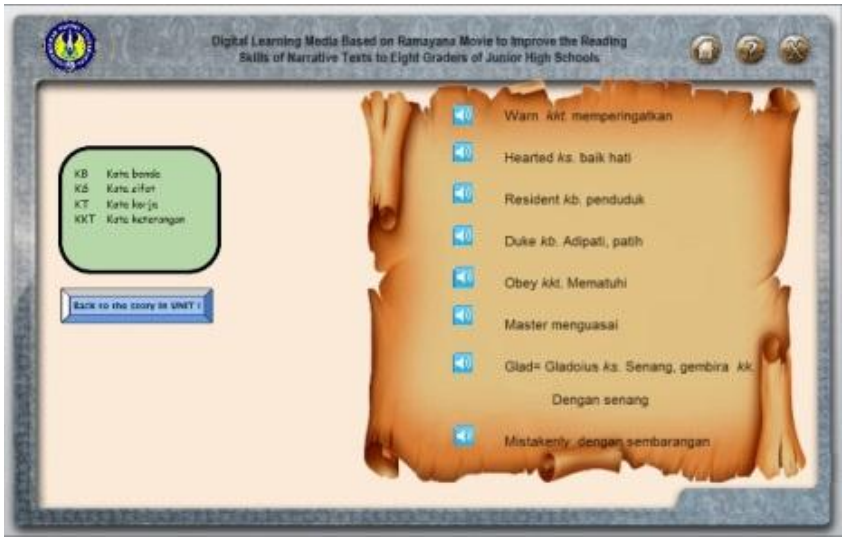

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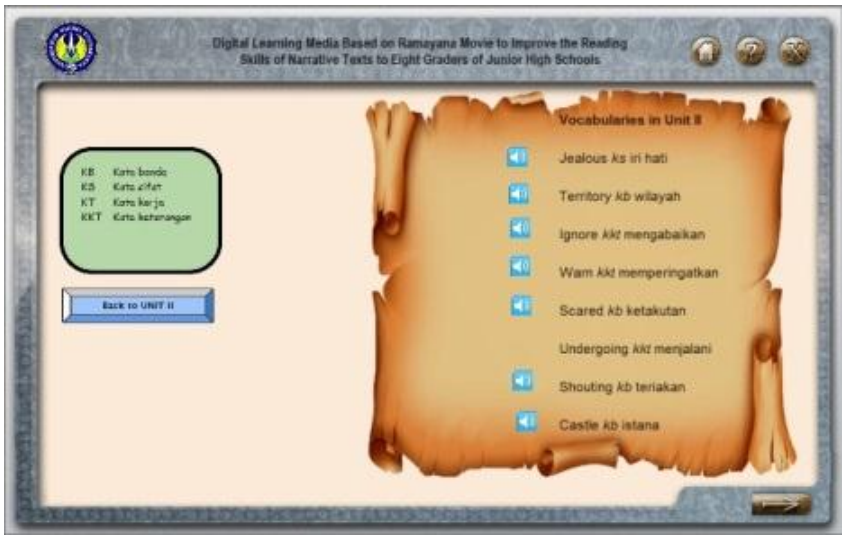
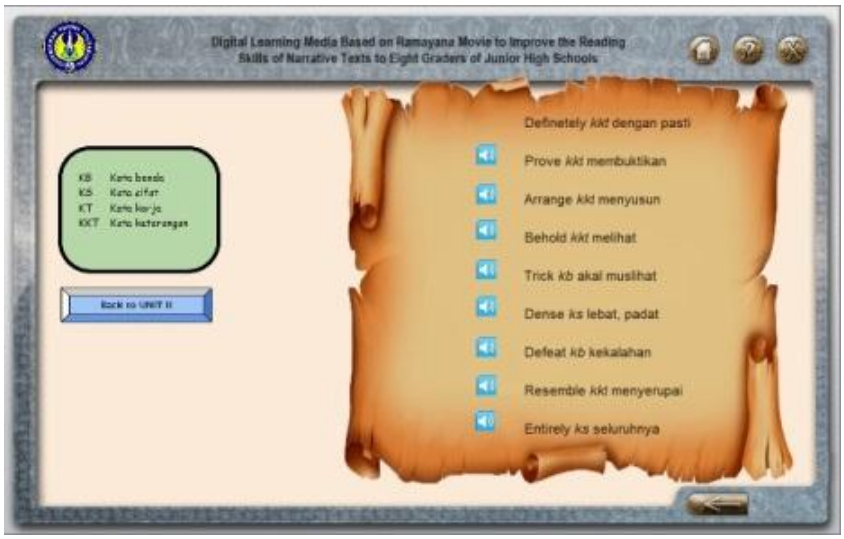


21. Additional slide



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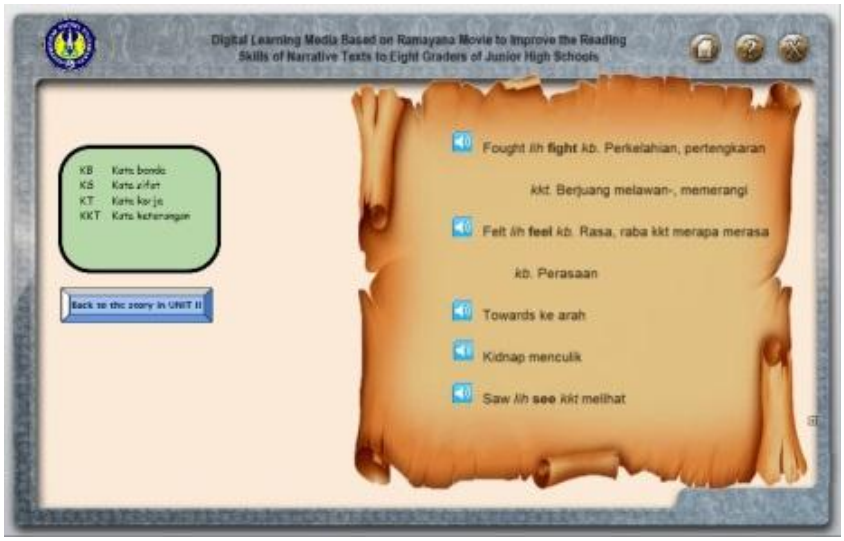

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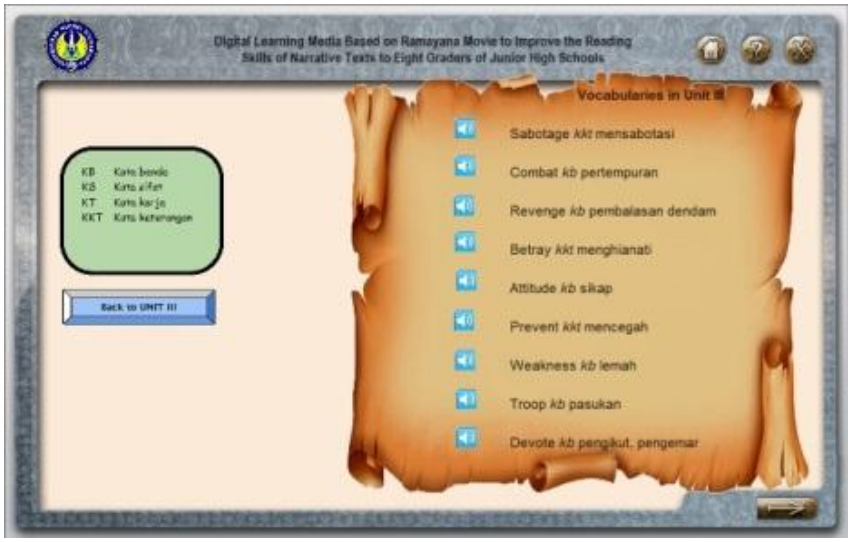
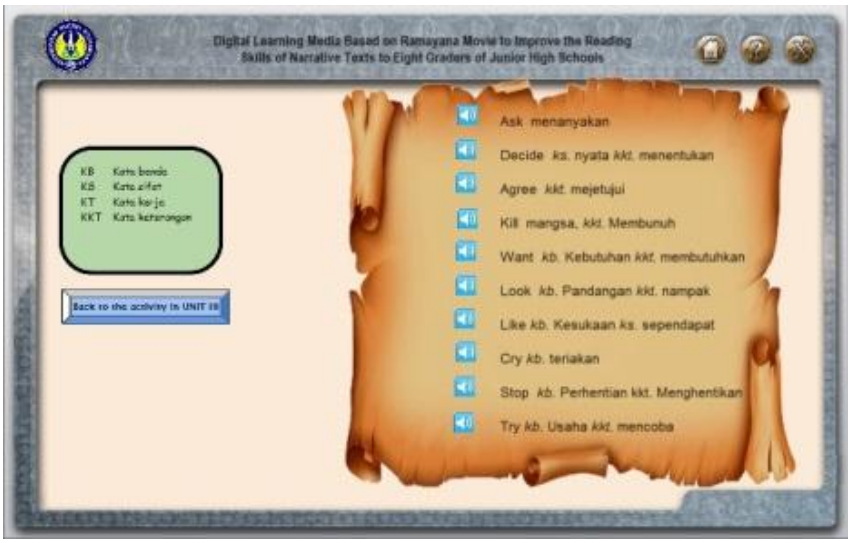
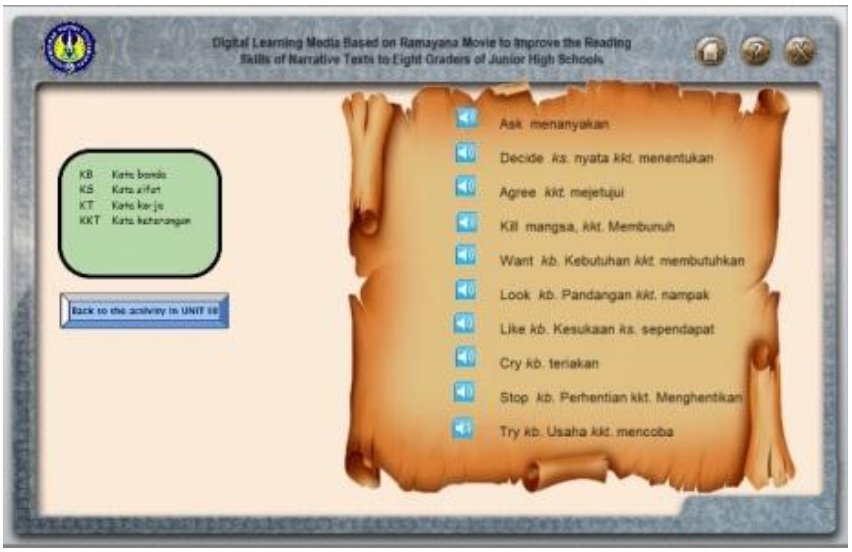


24. Additional slide

25. Additional slide



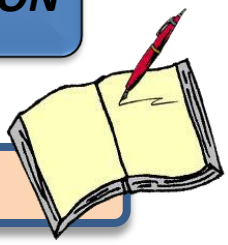
26. Additional slide



APPENDIX I

TEACHER'S GUIDE BOOK

PENDAHULUAN/*INTRODUCTION*



A. Media pembelajaran apakah ini?

Media pembelajaran yang berjudul "*Reading with Fun: Ramayana Movie for Reading Comprehension*" terdiri dari beberapa bagian atau UNIT yang dibuat dengan program software Lectora Inspire 12. Program yang telah dikembangkan berdasarkan cerita klasik wayang Ramayana yang ada di Jawa ini dikemas dalam bentuk film dan disertakan dalam bentuk digital media untuk pembelajaran siswa kelas delapan SMP.

Program yang telah berekstensi atau berformat .exe ini dapat dibuka di semua system operasi (OS) Windows atau Machintos. Di dalam program ini terdapat tiga Unit yang akan mengajarkan siswa kelas delapan dapat menganalisis bacaan, serta dapat mengetahui, structure dan language feature dari narrative text. Selain itu di dalam program ini siswa diajarkan menulis simple past tense secara bertahap. Program yang telah disusun menggunakan acuan Standar Kompetensi dan Kompetensi Dasar, Kurikulum 2006 diharapkan mampu menjadi suplemen dan media pembelajaran siswa kelas delapan yang bervariatif serta mengedepankan *local culture* yang mereka punya.

What is the learning media?

The learning media entitled " ***Reading with Fun: Ramayana Movie for Reading Comprehension*** *" consists of several parts or UNITS created with Lectora Inspire software program 12. The program that has been developed is based on the classic story of Ramayana in Java that is told in the form of movie as digital media for teaching eighth-grade students in junior high schools.*

The program has .exe extension format and can be operated through all operating systems (OS), both Windows and Macintosh. In this program, there are three units that will guide the eighth grade students to analyze the texts, particularly the structure and language features of the narrative texts. Moreover in this program, the students will learn simple past tense step by step. The program is created using Core

Competence and Basic Competence of 2016 Curriculum as the references. This learning media is expected to be alternative learning media for eighth graders while promoting local culture.

Program ini mungkin tidak dapat dimuat untuk komputer yang masih menggunakan OS sebelum WIndows XP. Selain itu untuk aplikasi lainya pastikan komputer telah terinstal Adobe Reader.

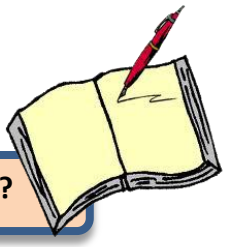
This program may not be loaded on computers that are still using the OS before WIndows XP. In addition, make sure the computer has installed Adobe Reader.

B. Untuk siapakah media pembelajaran ini?

Media pembelajaran ini ditujukan untuk siswa kelas delapan Sekolah Menengah Pertama, untuk semester ke dua. Media pembelajaran ini telah sesuai dengan Standar Kompetensi dan Kompetensi Dasar Kurikulum 2016, Media pembelajaran ini dirancang untuk *Reading skill* yang fokus kepada *Narrative text*.

To whom the program is learning media?

The leraning media is intended for students of eighth grade in junior high schools, especially in the second semester. In accordance with the Core Competencies and Basic Competencies of 2016 curriculum, this program focuses on improving reading skills toward narrative texts.



C. Bagaimana cara menggunakan media pembelajaran ini?

Di dalam program ini terdapat beberapa bagian *Inteerface* berikut ini merupakan gambar beserta keterangannya dari sub menu yang ada di Media pembelajaran pembelajaran ini.:

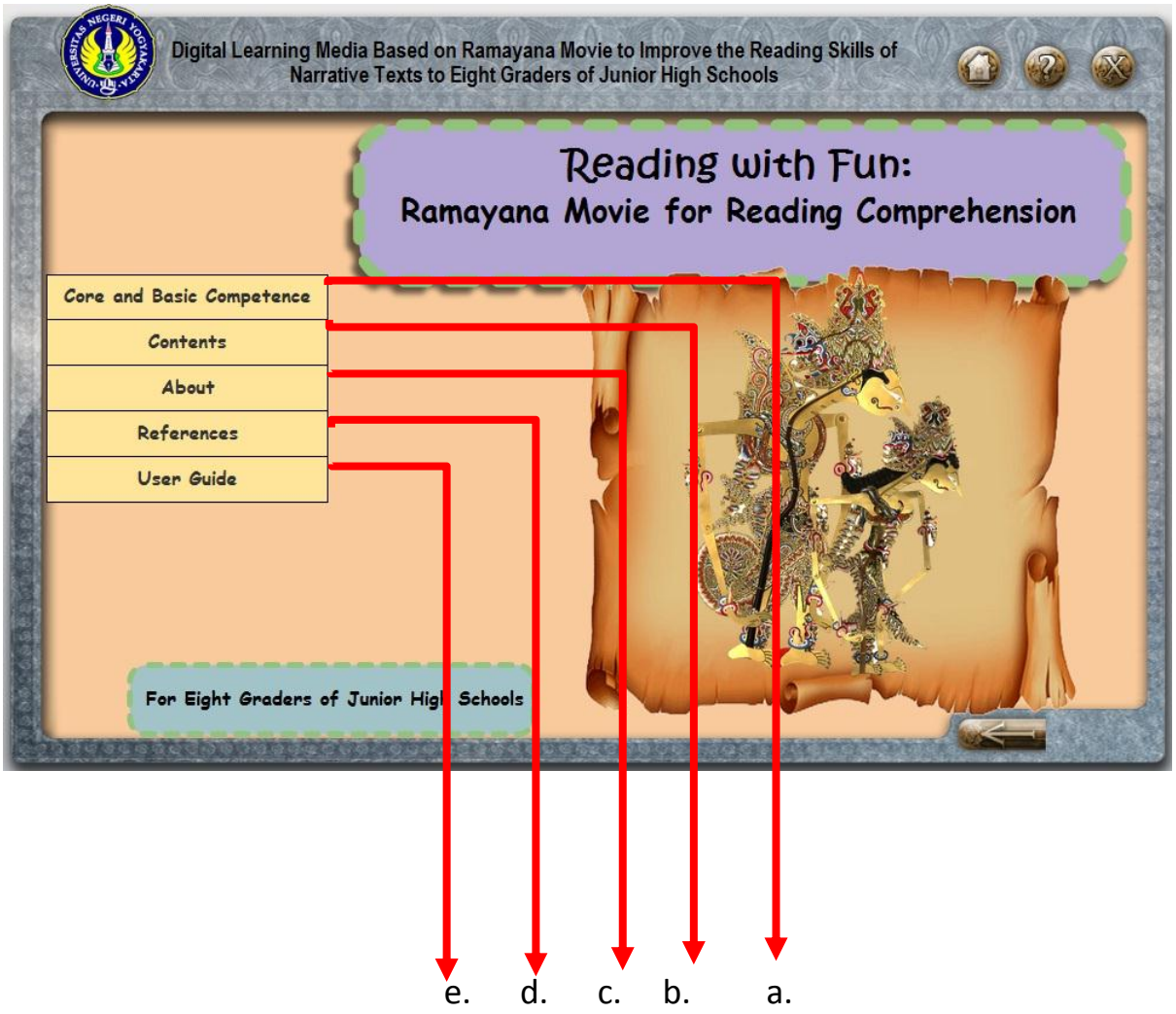
How to use this program?

In this program, there are some menu interfaces. The following pictures are the ilustrations of the program and description of the sub menu on this learning program:

1. Menu Interface

Menu interface terdapat pada tampilan muka utama di program ini. Berikut ini adalah penjelasan menu interface:

The menu interface is located on the main display (home) in this program. Here is the explanation of the interface:



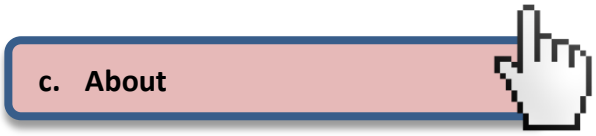
a. Core and Basic Competencies

Berisi Standar kompetensi dan Kompetensi dasar Kurikulum 2016 sebagai acuan pembuatan program media ini. SK dan KD di program ini berfokus kepada skill Reading dengan menggunakan teks Narrative.

This menu contains the Core Competencies (CC) and Basic Competencies (BC) in 2016 curriculum as references for the production of this media. The CC and BC in this program focuse on reading skills using narrative texts.

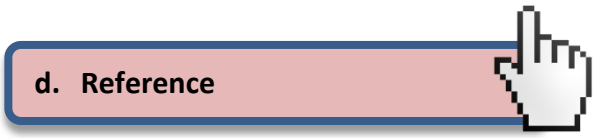
Berisi materi pebelajaran yang di pisah menjadi tiga UNIT. Di setiap unit terdapat teks cerita, film, gambar, penjelasan serta latihan-latihan soal yang telah disesuaikan kesulitannya menurut jenjang di setiap UNIT.

The menu includes learning material that is divided into three UNITS. In each UNIT, there are texts, movies, images, explanations and exercises that have been adjusted according to the level of difficulty on each UNIT.



Berisi tentang penjelasan mengenai program ini dan tentang identitas siapa yang membuat program ini.

This menu includes the description about this program and the identity of anyone who contributes in this program.



Berisi daftar sumber-sumber seperti teks, gambar, materi dan latihan yang diambil untuk pembuatan program ini.

It contains a list of sources such as texts, images, materials and exercises that have been cited or adapted in the making of this program.

e. User Guide

Berisi penjelasan berbagai simbol tombol atau simbol navigasi untuk menjalankan progam ini.

It contains a description of any buttons or navigation symbols to run this program.

2. Sub-menu Interface

Sub-menu interface ini berada di setiap UNIT yang ada di dalam menu Contens. Berikut ini penjelasan sbu-menu Interface:

Sub-menu interface can be found on each UNIT in Contents menu. Here is the explanation of sub-menu interface:

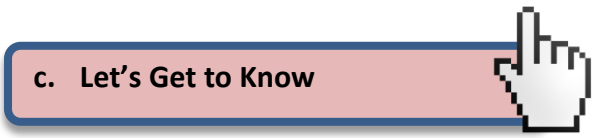
a. UNIT (Halaman Awal)

Menu pertama berisi penjelasan apa saja yang ada di setiap Unit. Selain itu di setiap halaman muka siswa dan guru dapat mengetahui apa saja konten yang ada di dalam setiap Unit tersebut.

The UNIT menu contains the explanation of each UNIT. Moreover, in the front page, students and teachers can find out the content in each of these units.

Menu ini berisi tentang film Ramayana Cartoon yang dipisah menjadi tiga episode yang berada di dalam tiap-tiap Unit. Selain menonton, siswa juga diajarkan untuk menganalisa tentang teks narrative, menganalisa film seperti mengidentifikasi apa yang terjadi, karakternya serta mengasah pemahaman siswa tentang jalan ceritanya.

This menu tells about Ramayana cartoon movie which is divided into three episodes in each UNIT. Besides watching the movies, the students will learn how to analyse narrative texts, analyse a movie namely identifying what happens in the movie, identify the characters, and deepen the students' understanding to the storyline.



Menu ini berisi tentang pemahaman teks narratif. Di dalam menu ini juga merupakan pengembangan dari film yang ada di menu Let's Watch the Movie agar siswa lebih paham bentuk teks narratif.

This menu invites the students to understand further the narrative texts. This menu will also present some stories developed based on the main story in the film as in Let's Watch the Movie, thus the students will more understand the form of narrative texts.

Menu ini berisi tentang kesimpulan dari materi apa saja yang telah di pelajari dari setiap Unit. Di dalam menu ini siswa bebas menentukan pendapatnya melalui pilihan yang disediakan.

This menu contains the conclusion of materials that has been learned from each Unit. Within this menu the students are free to determine their opinions through the options provided.

Menu ini berisi tentang informasi ringan sebagai awal masuk ke materi di setiap Unit. Menu ini akan ada di akhir bagian setiap Unit. Selain sebagai informasi ringan, menu ini juga akan menambah rasa ingin tahu anak untuk mempelajari cerita Ramayana lebih lanjut.

This menu contains information at glance to guide readers to learn the material in each UNIT. This menu will be in the end part. Aside from giving general information, this menu will also arouse students' curiosity to learn more about Ramayana story.

KUNCI JAWABAN

KEY ANSWER

Kunci Jawaban /*Key Answers*

UNIT I

Activity 1

Match each picture below with the correct character's name at the bottom.

King Dasarata

Surpanakha

Lesmana

Shinta

Rama

Activity 2

Let's learn the meaning of the word. With the partner, draw a line to match the word in Column A with the meaning in Column B.

Majasty	_	Keagungan	Quarrel	_	Perselisihan
Dignify	_	Martabat	Companion	_	Teman, Kawan
Salute	_	Memberi hormat	Deserve	_	Pantas, Berhak
Consort	_	Suami atau Istri			
Throne	_	Takhta singasana			

Guru dapat meminta siswa untuk menggunakan kamus atau menu vocabulary.

Teacher can asks the students to use a dictionary or vocabulary menu.

Activity 3

Read aloud the following story.

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.

Activity 4

Please answer the following question.

Depend from the students answered

Exercise I

Let's learn the meaning of the words found in the meaning. Draw a line to match the word in Column A with the meaning in Column B. You can use the dictionary to help.

Thirsty	= Haus
Smart	= Cerdas
Knew	= Tahu
Thought	= Gagasan
Grab	= Memegang
Laughed	= Menertawakan
Fooled	= Bodoh
Another	= Lainnya

Exercise II

Reorder the paragraphs in the right side to match the parts in a narrtaive text in the left side. put it in the box provided.

Once upon time there were a smart mouse deer. He lived near a river. The mouse deer used to go to the river to drink. **(Orientation)**

One day, the mouse deer was thirsty. He wanted to drink in the river but he knew that crocodiles were staying and waiting underwater to eat him. He thought hard and got bright idea. **(Complication)**

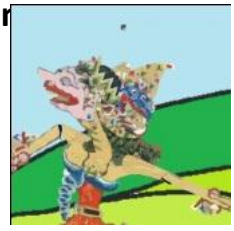
He said to the crocodiles that he would put his leg to the water. Of course the mouse deer did not do what he said. He did not put his leg. The mouse deer took a wood stick and put it into the water. One of the crocodiles grabbed the wood stick and pulled it underwater. **(Sequence of even)**

Seeing that, the mouse deer laughed at the crocodiles. Those crocodiles were fooled by the mouse deer. Then the mouse deer ran to another side of the river and drink some water. **(Resolution)**

UNIT II

Activity 1

Match each picture below with the correct character's name at the bottom



Surpanakha

Jatayu

Kidang Kencana

Rahwana

Indrajit

Activity 2

Match the word in column A with their meaning in colomn B. Please, open your dictionary.

1. Surpanakha was only interested to Rama.

   (False)
2. Rahwana wanted Shinta to be his wife.

   (True)
3. Surpanakha had a tactic to kidnap Shinta.

   (False)
4. Rahwana disguised as a deer.

   (False)
5. Surpanakha fooled Lesmana with her voice.

   (True)
6. Lesmana killed Surpanakha.

   (False)
7. Rama forgave Lesmana although he left Shinta alone in the forest.

   (True)
8. When Rahawana kidnapped Shinta, Jatayu tried to prevent it.

   (True)
9. Jatayu lost in the fight because Rahwana broke his wing with the sword.

   (False)
10. Although Jatayu lost, he still could provide information to Rama about where

    Rahwana kidnapped Shinta.

    (True)

Activity 3

- **Work in pairs! Order the picture in the left side and according to the paragraph in the right side. Put it in the box provided!**
- **If you finished doing the task, please share your work to other pairs!**

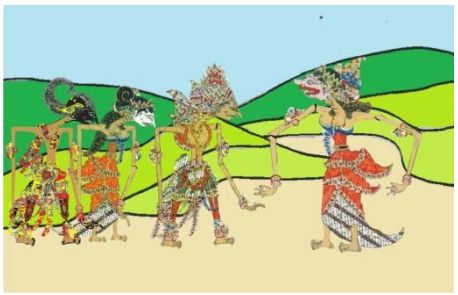
Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.



One time in the Dandaka forest, Rama, Shinta, and Lesmana stayed. Suddenly, they met a female giant who was the Dandaka forest guard, named was Surpanakha. Shinta was afraid of Surpanakha. Then, Rama and Lesmana fought Surpanakha and cut her nose.

Surpanakha felt hurt and ran towards Alengka Kingdom to meet Rahwana. She asked him to kidnap Shinta. Rahwana agreed with the idea and made tactics to kidnap Shinta. Then, Rahwana asked Indrajit to change into Kijang Kencana to distract the attention of Rama and Lesmana.

When Shinta saw Kijang Kencana, she felt in love with it. She asked Rama and Lesmana to catch it. When Rama and Lesmana left her, Rahwana successfully kidnapped her. He took her to the Alengka Kingdom.

After Rahwana kidnapped Shinta, Rahwana saw Jatayu and att acked him. Jatayu lost and died because he was too old to fight.

Guru dapat meminta siswa untuk menggunakan kamus atau menu vocabulary.

Teacher can asks the students to use a dictionary or vocabulary menu

Activity 4

Analyze the story in Activity 3. Mention 3 words in each box provided.

Depend from the students answered

Exercise I

Read the following story

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.

:

Exercise II

Analyze the story in Exercise 1. Write minimum 3 words in each box provided.

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

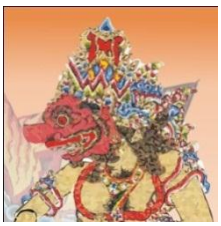
c. Students in group consisting of 4-5 persons to read in turns.

Depend from the students answered

UNIT III

Activity 1

Match each picture below with the correct character's name at the bottom.



Kumbakarna

Garuda

Hanuman

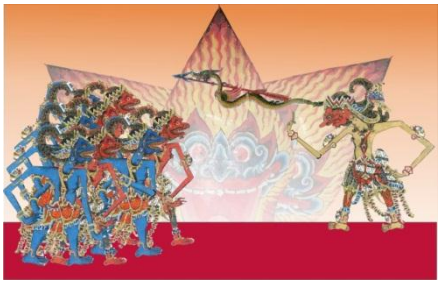
Anilla and Anggada

Wibisana

Activity 2

Answer the questions below according to the pictures provided.

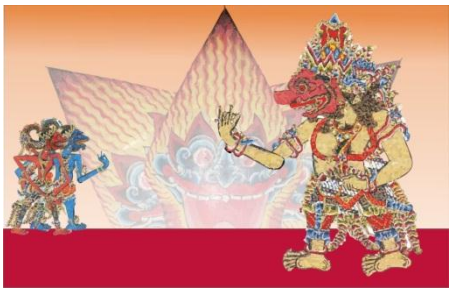
1. What is the name of Indrajit's weapon? (**a. Nagapasa**)



2. In this picture, who are fighting? (**b.Indrajit vs Wibisana**)

3. What is happening in this picture? (**b. Rahwana and kumbakarna**)

4. In this picture, who are fighting? (**c. Rahwana vs Anilla and Anggada**)



5. What is happening in this picture? (**b. Rama dan Hanuman pulled out a mountain and brought it to the battle field**).

Activity 3

Fill in the blanks with the words from the box.

She was the **1. *daughter*** of Dewi Pertiwi. When she was a baby, her mother put her in a box and send it to the earth so that King Janaka obtain help from gods. Shinta **2. *grown*** into a beautiful princess. Until one day, Until one day, Shinta married Rama, the future king of Ayodya named Rama.

The baby was **3. *adopted*** and considered the baby girl as goddess of earth and fertility by King Janaka. The baby named Shinta.

Once upon a time, in Videha Kingdom, there was famine. Janaka as the King made a ceremony in a field by **4.*digging*** land. Suddenly, Janaka found a box containing a baby girl.

Shinta was a faithful wife of Rama. Their love faced an obstacle when Shinta was kidnapped by **5.*Rahwana*.**

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.

Guru dapat meminta siswa untuk menggunakan kamus atau menu vocabulary.

Teacher can asks the students to use a dictionary or vocabulary menu

Activity 4

Arrange these paragraphs into a good story.

3.	She was the daughter of Dewi Pertiwi. When she was a baby, her mother put her in a box and send it to the earth so that King Janaka obtain help from gods. Shinta Shinta grown into a beautiful princess. Until one day, Shinta married Rama, the future king of Ayodya named Rama.
2.	The baby was adopted and considered the baby girl as goddess of earth and fertility by King Janaka. The baby named Shinta.
1.	Once upon a time, in Videha Kingdom, there was famine. Janaka as the King made a ceremony in a field by digging land. Suddenly, Janaka found a box containing a baby girl.
4.	Shinta was a faithful wife of Rama. Their love faced an obstacle when Shinta was kidnapped by Rahwana**.**

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.

Guru dapat meminta siswa untuk menggunakan kamus atau menu vocabulary.

Teacher can asks the students to use a dictionary or vocabulary menu.

Exercise I

Arrange these paragraphs into a good story

2.	When Rama was exiled in the forest, a female giant fell in love with Rama. To punish the giant, Rama cut off her ears and her nose.
5.	Finally Rama and Sinta returned to Ayodya and were happy to be together again. They were greeted by Barata, who given the throne back to Rama.
3.	Rama searched his wife Shinta and he met the king of the monkeys. The monkey's wife had been taken by his own brother, and Rama helped the king to bring his wife back.
1.	One day, King Dasarata waned to give the throne to Rama, he remembered two promises he made to his second wife. He promised her that Barata would become a King and that Rama was to be sent to the forest.
4.	The monkeys then help Rama to get Shinta back. They made a bridge over the island and a terrible battle occured. Finally Rama and the monkeys killed Rahwana and were able to rescue his wife Shinta.

Improve activities.

In this part, students can do activities such as:

a. Every student reads aloud one paragraph in each box.

b. Every student must read and listen in pairs.

c. Students in group consisting of 4-5 persons to read in turns.

Exercise II

Write the paragraphs based on the pictures, please use the word provided.

They, exile, Ayodya Kingdom, Dandaka forest	
Cut, afraid, nose, Surpanakha	
Kidnap, Shinta, Rahwana, Alengka, Dandaka forest, alone	
Drop, mountain, lose, Rahwana, Hanoman, end, Ramayana war	

APPENDIX J

PERMIT LETTERS