

**DEVELOPING ENGLISH INTERACTIVE LEARNING
MEDIA FOR STUDENTS AT GRADE VII
OF SMP N 8 YOGYAKARTA**

A Thesis

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



**Written by:
Efriliana Nurhidayati
06202244100**

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

2011

APPROVAL

DEVELOPING ENGLISH INTERACTIVE LEARNING MEDIA FOR STUDENTS AT GRADE VII OF SMP N 8 YOGYAKARTA

A thesis



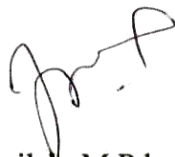
By:

Efriliana Nurhidayati
06202244100

Approved on September 22, 2011

The First Consultant

The Second Consultant



Jamilah, M.Pd.

NIP. 19630103 198803 2 002



Anita Triastuti, MA.

NIP. 19741205 200312 2 001

RATIFICATION

DEVELOPING ENGLISH INTERACTIVE LEARNING MEDIA FOR STUDENTS AT GRADE VII OF SMP N 8 YOGYAKARTA

A thesis





By:

Efriliana Nurhidayati

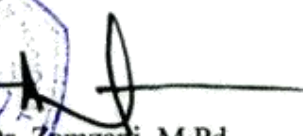
06202244100

Accepted by the Board of Examiners of Faculty of Languages and Arts of State University of Yogyakarta on October 4, 2011 and declared to have fulfilled the requirements for the attainment of a *Sarjana Pendidikan* degree in English Language Education.

Board of Examiners

Position	Name	Signature	Date
Chairperson	Drs. Samsul Maarif, MA.		6/10/11
Secretary	Anita Triastuti, MA.		6/10/11
First Examiner	Dr. Agus Widyantoro, M.Pd.		6/10/11
Second Examiner	Jamilah, M.Pd.		6/10/11

Yogyakarta
Faculty of Language and Arts
State University of Yogyakarta
Dean


Prof. Dr. Zamzanti, M.Pd.
NIP. 19530505 198011 1 001

PERNYATAAN

Yang bertanda tangan di bawah ini saya:

Nama : Efriliana Nurhidayati
NIM : 06202244100
Prodi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Sekripsi : **DEVELOPING ENGLISH INTERACTIVE LEARNING
MEDIA FOR STUDENTS AT GRADE VII OF SMP N 8
YOGYAKARTA**

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

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

Yogyakarta, 22 September 2011

Penulis



Efriliana Nurhidayati

MOTTOS

INSYA ALLAH

*Everytime you feel like you cannot go on
You feel so lost
That you're so alone
All you see is night
And darkness all around
You feel so helpless
You can't see which way to go
Don't despair and never lose hope
Cause Allah is always by your side
Insya Allah you'll find your way
Everytime you commit one more mistake
You feel you can't repent
And that its way too late
Your're so confused, wrong decisions you have made
Haunt your mind and your heart is full of shame
Don't despair and never loose hope
Cause Allah is always by your side
Insya Allah you'll find your way
Turn to Allah
He's never far away
Put your trust in Him
Raise your hands and pray
Ya Allah
Guide my steps don't let me go astray
You're the only one that showed me the way,
Showed me the way
Insya Allah
Insya Allah we'll find the way*

(Maher Zain)

DEDICATION



This thesis is dedicated to:

♥ *My beloved parents, my late grandfather,
my grandmother, my brother, my sister and all of
my family, thanks for love, support, pray, and
patience.*

♥ *My teachers from Kindergarten until University,
thanks for valuable knowledge.*

♥ *My friends. Thanks for support, guidance, and joy.*

ACKNOWLEDGEMENTS

Alhamdulillahirabbil'alamin. I said it when I finished writing the last page of this great work. All praises are always being to Allah SWT, The Only One that all mankind depend on. I would not be able to finish this thesis without His Blessings and Miracles.

I also would like to express my gratitude and appreciation to the following people who have helped, supported, motivated, and inspired me during the process of finishing this thesis:

1. my first consultant, Jamilah, M.Pd., for her help, inspiration, and patience in giving so much advice, guidance, idea, motivation, and other help from the initial to final step of the thesis writing which I can not mention here one by one,
2. my second consultant, Anita Triastuti, M.A., for her time, patience, support, motivation, assistance, valuable knowledge, and many others which I can not mention here one by one,
3. all of lecturers in the English Education Department for sharing me valuable knowledge especially in teaching English,
4. the lecturer of the Technology Education Department, Pujiriyanto, M.Pd., as the Media Expert, and the lecturer of English Education Department, Lusi Nurhayati, M.App.Ling., as the Content Expert, for their advice and guidance.
5. my beloved parents, Misran Abdul Rohman and Sumarni, and my grandparents, (late) Warno Siswanto and Warno Wali, for your support, prayer, and advice. I am so sorry for making you wait so long for my graduation. Insya Allah I will do the best I can do to bring happiness for the rest of your life,
6. my beloved brother and sister, Abdul Azis Irfani and Kristiana Rahmawati for your support and prayer,
7. all of my big family, my uncles, my aunts, my cousins, and the others which I can not mention here one by one. Thanks for the support and prayer,

8. the School Principal of SMP N 8 Yogyakarta, Bp. Pardi HS, S.Pd., and the English teachers of SMP N 8 Yogyakarta, Bp. Ibnu Agus T, S.Pd, Bp. Priyadi Nugroho, S.Pd., Ibu Dra. Septiana L., for giving me the opportunity to do research and feedback during the process of the research,
9. the seventh grade students in class VII-IX of SMP N 8 Yogyakarta for being nice during the implementation of the English interactive learning media.
10. all of my friends in G.Com, MiraCint, Tiya, Wuhan, Yuli, Catur, Mas Edi, Tatie, Endang for the support, love, togetherness, and never ending friendship,
11. my friends, Muhammad Jafar, Tiastana Yosi, Katrine Bandel, Alans Rilo Pambudi, for your help in finishing the English interactive learning media,
12. all of my friends in class K and EFC, Anis, Tika, Trika, Ana, Gita, Dewi Indra, Dewi, Ulul, Indra, Fazri, Pras, Udit, for their support, love, and precious moment in the University,
13. all of people who always help and support me whom I can not mention the names one by one, thank you so much.

Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process in the junior high schools.

Yogyakarta,

Efriliana Nurhidayati

TABLE OF CONTENTS

APPROVAL SHEET	i
RATIFICATION SHEET.....	ii
PERNYATAAN	iii
MOTTOS.....	iv
DEDICATION	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS	viii
LIST OF FIGURES	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Identification of the Problem.....	3
C. Limitation of the Problem	7
D. Formulation of the Problem.....	7
E. Objective of the Study	7
F. Significance of the Study.....	8

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review	9
1. Teaching English as a Foreign Language	9
a. Definitions of Language Teaching.....	9
b. Characteristics of Junior High Schools Students.....	9
c. TEFL in Junior High Schools.....	10
2. Interactive Learning Media.....	12
a. Media.....	12
1) Definitions of Media	12
2) Advantages of Media in the Teaching-Learning Process.....	12
3) Criteria of Good Media.....	14
b. Interactive Multimedia.....	16
1) Definitions of Interactive Multimedia.....	16
2) Elements of Interactive Multimedia	17
3) Types of Interactive Multimedia.....	19
4) Criteria of Interactive Multimedia.....	19
5) Interactive Multimedia in the Teaching-Learning Process.....	21
3. Instructional Design Models.....	23
a. The ADDIE Design Model	24
b. The Dick and Carey Design Model.....	25

c. The Hannifen Peck Design Model.....	26
d. The Knirk and Gustafson Design Model.....	27
e. The Jerold Kemp Design Model.....	28
f. The Gerlach and Ely Design Model.....	30
B. Conceptual Framework.....	31
CHAPTER III RESEARCH METHOD	
A. Type of the Study	33
B. Subject	33
C. Setting.....	33
D. Instrument.....	34
E. Research Procedure	38
F. Data Collection	41
G. Data Analysis Technique.....	42
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Needs Analysis	45
1. The Characteristics of Respondents.....	45
2. The Result of the Needs Analysis.....	46
B. English Interactive Learning Media Design Criteria.....	51
C. Steps in Developing English Interactive Learning Media.....	53
D. English Interactive Learning Media	58
1. General Description	58
2. Unit Description.....	65
a. Unit I	77
1) Lesson 1	77
2) Lesson 2.....	78
b. Unit II.....	79
1) Lesson 1	79
2) Lesson 2.....	80
E. Evaluation.....	81
1. Experts Evaluation	81
a. Feedback from the Content Expert	81
b. Feedback from the Media Expert.....	82
c. Revision.....	82
2. Try Out.....	83
a. Data Analysis	84
1) Data from the Students	85
2) Data from the English Teachers	87
b. Findings.....	89
CHAPTER V CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS	
A. Conclusions	92
1. The criteria of Effective Design of the English Interactive Learning Media	92
2. The Design of the English Interactive Learning Media...	93

B. Implications.....	95
C. Suggestions.....	95
1. Suggestion to the Seventh Grade Students	95
2. Suggestion to the English Teachers	95
3. Suggestion to the Students of English Education	95
4. Suggestion to the Other Researchers.....	96
REFERENCES.....	97
APPENDICES	99

LIST OF FIGURES

Figure 1 : The ADDIE Instructional Design Model	24
Figure 2 : The Dick and Carey Instructional Design Model.....	26
Figure 3 : The Hannifen Peck Instructional Design Model	27
Figure 4 : The Knirk and Gustafson Instructional Design Model	28
Figure 5 : The Jerold Kemp Instructional Design Model	29
Figure 5 : The Gerlach and Ely Instructional Design Model	30
Figure 6 : The Framework of the Study	32
Figure 7 : The Steps of Research Procedure Adapted from ADDIE Model..	39
Figure 8 : The Flowchart of the media.....	55
Figure 9 : The example of the storyboard of the media	56
Figure 10 : The Intro Screen	59
Figure 11 : The Intro Screen	59
Figure 12 : The Main Menu Screen	60
Figure 13: Direction Page.....	61
Figure 14: Materials Page.....	62
Figure 15: Evaluation Page	62
Figure 16: Evaluation Page	62
Figure 17: Evaluation Page	62
Figure 18: Developer Page	64
Figure 19: References Page	64
Figure 20: Achievement Indicators Page	65
Figure 21: Start Page	66
Figure 22: Let's Listen Page	66
Figure 23: Let's Listen Page	67
Figure 24: Let's Listen Page	68
Figure 25: Let's Speak Page.....	68
Figure 26: Let's Speak Page.....	69
Figure 27: Let's Speak Page.....	69
Figure 28: Read and Learn Page	70
Figure 29: Grammar Corner Page	70
Figure 30: Let's Read Page	71
Figure 31: Let's Read Page	72
Figure 32: Let's Read Page	72
Figure 33: Let's Read Page	73
Figure 34: Let's Read Page	73
Figure 35: Let's Read Page	74
Figure 36: Let's Write Page	74
Figure 37: Let's Write Page	75
Figure 38: Pronunciation Page	75
Figure 39: Pronunciation Page	76
Figure 40: Vocabulary Page	76

LIST OF TABLES

Table 1	: The organization of the first questionnaire (Need Analysis)	34
Table 2	: The content coverage of the first questionnaire (Need Analysis)	35
Table 3	: The organization of the second questionnaire.....	37
Table 4	: The content coverage of the second questionnaire	37
Table 5	: Category convention table.....	43
Table 6	: Quantitative to qualitative data conversion.....	44
Table 7	: Data of the respondents of the need analysis	45
Table 8	: The result of the need analysis	46
Table 9	: Feedback of the content expert	81
Table 10	: Feedback of the media expert	82
Table 11	: The total score and the mean of the students' response to the second questionnaire	85
Table 12	: The ideal mean and ideal standard deviation	85
Table 13	: The quantitative to qualitative data conversion	86
Table 14	: The category of each aspect in the English interactive learning media designed based on the students' scpre in the second questionnaire	87
Table 15	: The total score, the mean and the category of each aspect based on the teachers' score in the second questionnaire ..	88
Table 16	: The total score, the mean and the category of each aspect based on the students' and the teachers' scores in the second questionnaire	88

LIST OF APPENDICES

Appendix 1	: Print out the materials
Appendix 2	: Course grid
Appendix 3	: Flowchart
Appendix 4	: Storyboard
Appendix 5	: Final draft
Appendix 6	: Questionnaires
Appendix 7	: Result of the questionnaire
Appendix 8	: Letter of Validation
Appendix 9	: Letter of Permission
Appendix 10	: Documentation

DEVELOPING ENGLISH INTERACTIVE LEARNING MEDIA FOR STUDENTS AT GRADE VII OF SMP N 8 YOGYAKARTA

By:

Efriliana Nurhidayati

06202244100

ABSTRACT

This study aims is to find out the criteria of the effective design of English interactive learning media and to develop the effective design of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta.

This study is a Research and Development (R and D). It was conducted at SMP N 8 Yogyakarta. The instrument in the research is questionnaires. There were two questionnaires used in the research. The data from the first questionnaire were analyzed qualitatively. Meanwhile, the data from the second questionnaire were analyzed quantitatively. The research procedure adapted ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model that was commonly used in developing interactive learning media. In analysis step, the observation and needs analysis were conducted. The design step was selecting topics and objectives, designing the course grid, and the materials. The development step was designing the flowchart and the storyboard, developing the media, and validating by experts. In the validating steps, the material expert evaluated the quality of the materials while the media expert evaluated the quality of the program design. The implementation step is a step where the researcher tested the media to the students and the teachers to find out the quality of the media. The English interactive learning media was reviewed and revised according to any feedback given. The implementation involved 27 students and 3 English teachers. They were asked to give feedback to the English interactive learning media by filling out the questionnaire. The evaluation step dealt with revisions and discussion based on the result of the result of the try out. Revisions were made as necessary based on the data obtained.

The English interactive learning media has some features. They are Direction, Materials (Achievement Indicators, Start to Units, Vocabulary, and Pronunciation), Evaluation, Developers and References. The criteria for the design quality are categorized into three aspects: content aspect, media aspect, and interactivity aspect. The results of the program are called effective and feasible to apply if the obtained score mean for content aspect was more than 28; the media aspect was more than 45.5; the interactivity aspect was more than 17.5. In conclusion, the developed English interactive learning media is appropriate and feasible to be used in the teaching-learning process. The English interactive learning media that has been produced is integrated in a compact disc (CD) that can be used by the students at schools and homes.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Education has an important role in the development of a country. Because of that, the government improves the quality of education in Indonesia. The government has made serious efforts to improve the quality of education. Those efforts are reforming the curriculum, improving teachers' skills, and providing the facilities and media that support the teaching-learning process. The government expects that those efforts can make the teaching-learning process run well and can increase the students' achievement.

One of the efforts to increase the students' achievement is using learning media. Teaching all subjects needs learning media to make the teaching-learning process easy and interesting, including teaching English. English is a foreign language that should be learned by Indonesian students. English teaching is emphasized on the development of the language skills, i.e., reading, listening, speaking, and writing. As a part of the subjects in schools, English consequently should be learnt by Indonesian students through the mastery of the four skills. However, it is not easy to master it, since they encounter many difficulties. Those difficulties appear because of many causes. In some cases, English is hard to be learnt because it has different grammatical structures from *Bahasa Indonesia* or students' mother

tongue. Therefore, the teachers should make English learning easy and interesting. In this case, the teachers can use the development of Information and Communication Technology (ICT), such as interactive learning media, for teaching and learning activities.

There are many advantages of interactive learning media in the English teaching-learning process. First, the students will be motivated to learn English because they will not be bored. Second, the students can comprehend and understand the materials easily because the English interactive learning media can provide video, animation, graphics and audio. By using video and audio, they can listen to the dialogues from the native speakers directly. Therefore, they can improve their listening, speaking and pronunciation. Graphics and animations can be used to catch the students' attention. Third, the students can learn independently, whenever and where ever they want. The last is that the English teachers will have variation in teaching, so they can avoid monotonous teaching-learning process.

However, there are two problems that are faced by most of the English teachers related to the use of interactive learning media. First, there is no provided advanced technology in the school. It does not have any computers and LCD in the class as facilities in the teaching-learning process. Therefore, the teachers can not use the English interactive learning media. Second, the English teachers have difficulties to find the English interactive learning media that are appropriate to the students' needs. Even if the teachers find them, the price is too expensive. That is why most of the teachers teach

English by using textbooks and *LKS (Lembar Kerja Siswa)*. Therefore, some common activities are still listening to the teachers' explanation and reading the materials. These conditions bring effects to the students. For example, the students have low motivation and get bored in learning English. In addition, they have low achievement in all English skills, including listening skills. There is no positive effect to the students' listening skills although they often listen to the teachers' explanation. It is because the teachers seldom use English in the teaching-learning process.

The English teachers in SMP N 8 Yogyakarta do not face any problem related to the provided technology, including in Grade VII. There is a computer and LCD in each class in Grade VII. However, most of the English teachers still face difficulties to find the English interactive learning media that are appropriate to the students' needs. Moreover, SMP N 8 Yogyakarta does not have any English interactive learning media.

Therefore, the researcher is interested to develop English interactive learning media for students at Grade VII semester 1 in SMP N 8 Yogyakarta as supporting media in the teaching-learning process.

B. Identification of the Problem

The teaching-learning process cannot be separated from five components. Those components are the students, teachers, materials, methods, and media. In addition, those components bring effects to the effectiveness of teaching-learning process.

1. Students

Students have different interest, ability, and behavior. These will affect their achievement in learning English. There are some factors that influence the students in the classroom. Motivation is the basic factor in the learning process in the classroom. The students who have high motivation will be active but the students who have low motivation will be passive and disturb the others.

Therefore, using the interesting media in learning English will be one of the smart solutions for this problem. One of the interesting media is the use of computer in the classroom. The use of computer as the interactive learning medium can motivate the students to learn English easily and interestingly. Consequently, it can improve the students' achievement.

2. Teachers

The teaching-learning process, there are two factors that directly relate to each other. They are the teachers and the students. A teacher is a person who can give stimulus to the students to do instructional tasks. Teachers play an important role in the teaching-learning process. Teachers' competence and performance support the teaching-learning process. They are also influenced by many factors, for example education background, abilities and experience in the class.

As teachers, they have to design the teaching-learning process in the class in order to make it interesting and enjoyable. However, most of the teachers do not have variation in teaching English. The teachers just explain

the materials and after that ask the students to do some exercises. That is why the students get bored in the teaching-learning process. Therefore, the teachers need interactive learning media to make the teaching-learning process interesting and enjoyable. However, the teachers still face problems related to the use of interactive learning media. First, there is no provided technology in the school. Second, the English teachers have difficulty to find English interactive learning media that is appropriate to the students' needs.

3. Materials

Materials have an important part in the learning achievement. It is because the materials are used as a source of language, as a learning support, as stimulation, and as a reference. The students will be interested if they are given appropriate and interesting materials. Good materials contain interesting texts, enjoyable activities and opportunities for learners to use their existing knowledge and skills. However, some teachers do not select the materials which fit the syllabus. They still use the text book that sometimes does not fulfil the standard of competency and basic of competency. Therefore, the teachers should choose the appropriate materials based on the students' level, the students needs and the objectives of the language teaching.

4. Methods

The teaching method affects the teaching-learning process and its result. However, there is no one best method for all situations. It means that the method will be appropriate for certain activities but may not be

appropriate for another activity. The example, when the teachers use the audio-lingual method. This method will be appropriate to teach listening, speaking and pronunciation. However, it may not be appropriate to teach reading and writing. Therefore, the teachers have to apply the appropriate method to achieve the teaching-learning objectives. The appropriate teaching method will keep the students' attention in the classroom. Therefore, the learning objectives can be achieved.

5. Media

Media play an important role in the teaching-learning process. The use of media in the classroom facilitates the students in learning. Besides, the teachers can explain the materials easily and avoid the monotonous teaching-learning process. Therefore, the teachers should use various media or teaching aids in giving the materials to the students.

Media can be in the form of anything from a simple object to the advanced technology such as computers, including English interactive learning media. In this case, the English interactive learning media can facilitate the teachers in presenting the materials. In addition, the English interactive learning media can motivate students to learn English.

In SMP N 8 Yogyakarta, each class in Grade VII already has a computer and LCD to facilitate the teaching-learning process. Therefore, it is good to apply the English interactive learning media as supporting learning sources in the teaching-learning process.

C. Limitation of the Problem

There are many problems in the teaching-learning process. They are related to the students, teachers, materials, methods and media. However, this study would be focused on developing English interactive learning media for students at Grade VII semester 1, because English interactive learning media facilitates and motivates the students in learning English. In addition, the English teachers will have variation in teaching.

The researcher takes only the students of class VII-IX of SMP 8 N Yogyakarta as the subjects of the study because they already have their own notebook that can be used to implement English interactive learning media. Moreover, the school provides a computer and LCD in each class in Grade VII as supporting facilities in the teaching-learning process.

D. Formulation of the Problem

The problems are formulated in the following questions:

1. What are the effective design criteria of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta?
2. What is the effective design of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta?

E. Objectives of the Research

The objectives of this study are as follows:

1. To find out the criteria of the effective design of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta

2. To develop the effective design of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta

F. Significances of the Research

It is expected that the result of this study would give some contributions to:

1. the English teachers, it will enable them to teach English easily and interestingly
2. the researcher herself, it can increase knowledge and experience in preparing herself as a teacher who uses technology (computer-based) as media in teaching English
3. students, it can increase the students' motivation to learn English easier by using interactive learning media

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Teaching English as a Foreign Language

a. Definitions of Language Teaching

Teaching has been defined in a number of ways. Brown (2000: 7) states that “teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study something, providing with knowledge, causing to know or understand”. In addition, he also proposes the second definition of teaching. He states that “teaching is guiding and facilitating learning, enabling the learner to learn, setting conditions for learning.”

Based on the definitions above, it can be concluded that teaching is enabling the learners to learn something so that they can use their knowledge for certain purposes. Moreover, teaching is a process to guide and to transfer knowledge in learning something.

b. Characteristics of Junior High Schools Students

Junior high school students or teenagers are categorized into adolescence. In this period, teenagers like to spend their time for hanging around with friends and peers. They also have disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage

them. The characteristics of adolescent learners according to Harmer (2001: 38-39) are (1) they are less lively and humorous than adults; (2) individual identity has to be created among classmates and friends; peer approval are more important for the student than the attention of the teacher; (3) they would be much happier if such problem i.e. problems with their friends did not exist; (4) they are disruptive in the class; (5) they have a great potential creativity and an excited commitment to things that interest them.

Based on the explanation above, it can be concluded that the characteristics of adolescents are in period of change, instability and the most trying times in life. In addition, they like to do new experiences and learning. Schools and teachers should provide adolescents with opportunities to explore and experiment in a supportive atmosphere. The teacher's job is to stimulate intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves-though still with the teacher's guidance.

c. Teaching English as a Foreign Language in Junior High Schools

There are two kinds of English language teaching. Those are Teaching English as a Second Language (TESL) and Teaching English as a Foreign Language (TEFL). In Indonesia, English is taught as a foreign language. In junior high schools, English is a compulsory subject. Therefore, they have to master English skills. Those are listening, speaking, reading and writing.

However, teaching English to teens is different from teaching English to children or adult. According to Brown (2001: 92), teaching English as a foreign language in junior high schools needs a special set of considerations. Some possible considerations are as follows:

1) Intellectual capacity

In the age of twelve, some sophisticated intellectual processing increase. Therefore, the teenagers can solve complex problems with logical thinking.

2) Attention spans

The attention spans of teenagers are longer than those of children. It is because of intellectual maturation. However, it will be short because many diversions in a teenager's life.

3) Varieties of sensory input

Varieties of sensory input are important. Therefore, the teachers should design some activities that are interesting to all five senses.

4) Factors surrounding ego, self-image, and self-esteem

Teenagers are ultra-sensitive to how others believe their changing physical and emotional selves along with their mental capabilities. The teacher must try to keep students' self-esteem high by avoiding embarrassment of students, affirming each student's talents and strengths, allowing students' mistakes and other errors to be accepted, de-emphasizing competition between classmates, and encouraging small-group work where risks can be taken more easily by a teen.

2. Interactive Learning Media

a. Media

1) Definitions of Media

Media play an important role in the teaching-learning process. Media are needed to reach the objectives of the teaching-learning process. Teachers should use various media or teaching aids in giving the material to the students as stated by Harmer (2001: 134) that “as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.”

Lever-Duffy and McDonald (2009: 61) state that media are technologies that are used to facilitate the teachers. Moreover, Gerlach and Ely (1980, in Azhar, 2006) state that a medium is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes.

From the definitions above, it can be concluded that media are tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

2) Advantages of Media in the Teaching-Learning Process

Using media in the classroom is very important because they can improve the quality of the teaching-learning process. Moreover, the students can comprehend the lesson easily. There are three types of media that can be

used in the teaching-learning process. They are (1) audio (tape, radio, compact disc, etc); (2) visual (pictures, poster OHP, etc); and (3) audio visual (television, video, VCD, computer, etc).

According to Brinton (2001: 461), media help the teachers to motivate students by bringing a slice of real life into the classroom and by presenting language in its more communicative context. In addition, she summarizes the rationales for using media in the language classroom as follows:

- 1) Media can be an important motivator for the students in the language teaching-learning process.
- 2) By using audiovisual media the students can create a contextualized situation within which language items are presented and practiced. It is because the audiovisual media provide the students with content, meaning, and guidance.
- 3) Media can provide some authentic materials, so the students can relate directly between the language classroom and outside world.

Moreover, Sudjana and Rivai (2009: 2) state the rationales of the use of media in teaching-learning process as follows:

- 1) The teaching-learning process will be more interesting so that it can improve the students' motivation.
- 2) The materials will be understood easily by the students, since the media will enable them to master the teaching objectives well.

- 3) The teaching methods will be various so the students will not get bored during teaching-learning processes.
- 4) The students will be more active because they not only listen to the teacher's explanation but also do other activities, such as observation, demonstration, etc.

According to Gutschow (in Winoto, 2005), media can serve four general purposes as follows:

- 1) to simplify the teaching and they can help to complete it.
- 2) to allow teacher's point of view to practice the principles of teaching object and illustration.
- 3) to avoid the use of the mother tongue of the students.
- 4) to motivate and to stimulate the students in the teaching-learning process.

In conclusion, the use of media in the teaching-learning process is useful for both of the teachers and the students. The first is for the teachers. The teachers can avoid monotonous teaching-learning process because they have variation in teaching. In addition, the teaching-learning process will be more interesting. The second is for the students. Media can stimulate the students' motivation and interest. Therefore, they will be more active in the classroom. Moreover, the students can understand the materials easily.

3) Criteria of Good Media

According to Sudjana and Rivai (2009: 4), there are many things that should be considered by the teachers in using media. First, the teachers

should understand about learning media, such as kinds and advantages of learning media, characteristics of good media. Second, the teachers should be able to develop learning media. Third, the teachers should have knowledge and skills in seeing the effectiveness of media.

There are some characteristics of good media according to Sudjana and Rivai (2009: 4). They are:

1) Match with the teaching objectives

Learning media are chosen based on instructional objectives. Those instructional objectives include understanding, application, and analysis.

2) Support the content of the materials

The materials that include facts, principles, and generalization need media in order that the students will understand the materials easily.

3) Easy to obtain

Media that are needed by the teachers should be easy to get. At least the media are easy to be designed by the teachers.

4) Easy to use

There are many kinds of media, but the important thing is that the teacher should know how to use the media in the teaching-learning process. If the teachers do not know how to use the media, they are useless. Therefore, good media should be easy to be used and they are not too complicated.

5) Match with the students' intelligence

Media should be appropriate with the students' intelligence, so the materials can be understood easily by the students.

In addition, Arsyad (2003: 72) defines five criteria in choosing media. They are:

- 1) Appropriate to the objectives intended to be reached.
- 2) Appropriate with tasks and the learning objectives.
- 3) Suitable to support the content of material, especially in terms of concepts, principle, or generalization.
- 4) Suitable to the needs, task, and individual differences of the students.
- 5) Practical, flexible and durable.

According to the explanation above, it can be concluded that the characteristics of good media are matching with the standard of competencies and the basic of competencies, relevant with the indicators, suitable to the students' needs, and easy to use and to obtain. Moreover, the tasks in the media should be suitable to the learning objectives.

b. Interactive Multimedia

1) Definitions of Interactive Multimedia

Najjar (in Chosim 2008, 33) defines multimedia as “the use of text, graphics, animation, pictures, video, and sound to present information. Since these media can now be integrated using a computer, there has been a virtual explosion of computer based multimedia instructional applications.”

Moreover, Vaughan (2008) proposes multimedia as “any combination of text, art, sound, animation, and video delivered to the users by computer or other electronic or digitally manipulated mean.” When the users can control the multimedia, it is called interactive multimedia.

According to those definitions, it can be concluded that interactive multimedia is a combination of some elements of multimedia that are delivered by the computer. It gives the control for the users to interact with the multimedia for learning purposes.

2) Elements of Interactive Multimedia

Sutopo (2003) states that multimedia consist of several elements including text, graphics, images, audio, and video. The following are the brief explanations of each multimedia element:

a) Texts

A text is kind of data that are easy to save and to control. Texts could be in the forms of words, letters, or narrations in multimedia. It can be combined to make an interactive and dynamic instruction.

b) Graphics

Graphics are written symbols and images. The reason of implementing graphics in the presentation of multimedia is that the graphics have more interesting images. They will attract students' attention and give them motivation.

c) Images

Images are visual symbols that are used to explain data or information.

Pictures will make better images or visualizations of the instruction materials.

d) Audio

Audio can be voices, natural sounds, music, and sound effects. This can stimulate the students' motivation in learning.

e) Video

Video are pictures that appear one after another sufficiently rapidly to give the illusion of continuous motion. The presented video can also improve students' interest in learning. The movements stimulation from series of pictures in the layer that makes a visual effect in the screen, called as animations, is the same type of video.

The elements of the multimedia are texts, graphics, images, audio, and video. The aim of those elements is to make the multimedia interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Pictures can be in the forms of illustrations, graphics, maps, photos, etc. Pictures or graphics make the presentation interesting and easy to understand. Sound can be in the forms of music, narration or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

3) Types of Interactive Multimedia

According to Robyler and Edwards (2000) based on its primary storage equipment, multimedia can be classified into some different types. They are (1) interactive videodiscs (IVD); (2) compact discs read only memories (CDR); (3) digital versatile discs (DVD); (4) compact discs-interactive (CD-I); (5) digital video interactive (DVI); (6) photo-graphic compact discs (Photo CDs). In the teaching-learning process, the compact discs-interactive is commonly used as the learning media.

4) Criteria of Interactive Multimedia

Stemler (in Wajiman, 2010) proposes some criteria of the interactive multimedia. He states that the successful interactive multimedia should get the learners' attention, help the learners find and organize relevant information, help the learners to integrate information into their knowledge. Therefore, in developing interactive multimedia, it is important to know the criteria of interactive multimedia.

Newby (2000) gives some criteria of the interactive multimedia.

a) Graphic

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

b) Text

- (1) Centering title at top of visual

- (2) Using short, concise, meaningful, descriptive titles that contain key words
- (3) Eliminating unnecessary words
- (4) Using italics, boldface, underlining, color or a change in lettering style for emphasis
- (5) Minimizing text on each visual
- (6) Spacing between lines should be 1 ½ times word height

c) Color

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

d) Layout

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

e) Audio

- i) Recording in an area that is as free as possible from noise and sound reverberations. A small room such as an office is preferable to the normal-size classroom

According to the criteria above, it can be concluded that good interactive multimedia (1) have graphics or pictures that can be animated to illustrate points; (2) teach facts or concepts, and motivating students; (2) have audio that should be clear; (3) have the sound and music that should be relevant to the screen display; (4) have the color combination between background and letters that should be appropriate; (5) have the buttons that are easy to use; and (6) have the texts that are readable and clear.

5) Interactive Multimedia in the Teaching-Learning Process

Khoo (1994) summarizes some advantages of using the interactive multimedia in the classroom. They are:

a) Reduced learning time

According to some research, interactive multimedia/ videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to the immediate interaction and constant feedback which provides excellent reinforcement of concepts and content.

b) Reduced Cost

The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced.

c) Instructional Consistency and Fairness

Instructional quality and quantity are not compromised as technology based interactive instruction which is consistent and reliable.

d) Increased Retention

The interactive approach provides a strong learning reinforcement and increases content retention over time.

e) Mastery of Learning

A good interactive system can ensure the learning of the prerequisites by learners before continuing to new content. This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.

f) Increased Motivation

Immediate feedback and personal control over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

g) More Interactive Learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept the instruction.

h) Increased Safety

Interactive multimedia and the simulations allow the safe study of dangerous phenomena such as dangerous scientific experiments on

harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners.

i) Privacy Individual Learning Styles

This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

j) Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and to choose what and how much information we want and when we want it.

Therefore, there are many benefits of the use of interactive multimedia in the teaching-learning process. The interactive multimedia can make the teaching-learning process effective, flexible and interesting. The students will also be motivated to learn. Moreover, the students can learn independently.

3. Instructional Design Models

Taylor (2004) proposes six instructional design models. They are ADDIE, Dick and Carey, Hannifen and Perk, Knirk and Gustafson, Jerrold Kemp, and Gerlach and Ely.

a. The ADDIE Design Model

The ADDIE instructional design model is the generic process traditionally used by instructional designers and training developers. The five phases are Analysis, Design, Development, Implementation, and Evaluation. Those phases represent a dynamic, flexible guideline for building effective training and performance support tools. Figure 1 below illustrates the ADDIE instructional design model:

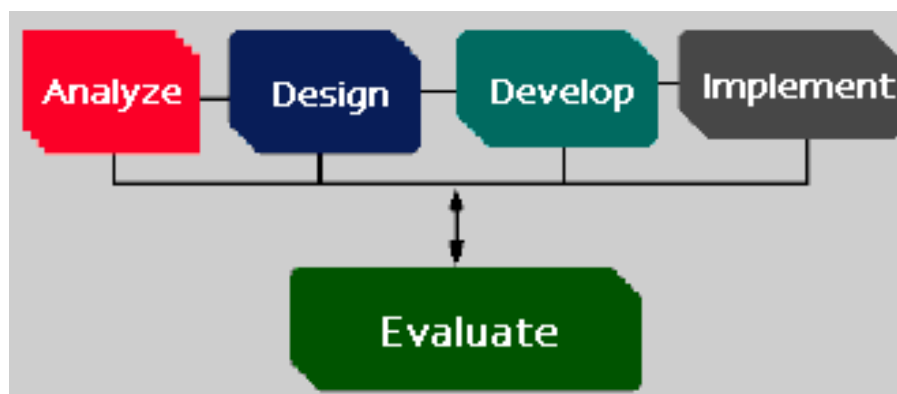


Figure 1: ADDIE instructional design model

(1) Analysis

In the analysis phase, the instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified.

(2) Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

(3) Development

The development phase is where instructional designers and developers create and assemble the content assets that were blueprinted in the design phase. In this phase, storyboards are created, content is written and graphics are designed. If e-learning is involved, programmers work to develop and/or integrate technologies.

(4) Implementation

During the implementation phase, a procedure for training the facilitators and the learners is developed. The facilitators' training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

(5) Evaluation

The evaluation phase consists of two parts: formative and summative. Formative evaluation is present in each stage of the ADDIE process. Summative evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users which were identified.

(6) The Dick and Carey Design Model

The Dick and Carey model involves all of the phases described previously in the ADDIE model, commencing with identification of instructional goals and finishes with summative evaluation. This model is suitable for a variety of context areas including primary and secondary

schools as well as business and government uses. Figure 2 below illustrates the Dick and Carey instructional design model:

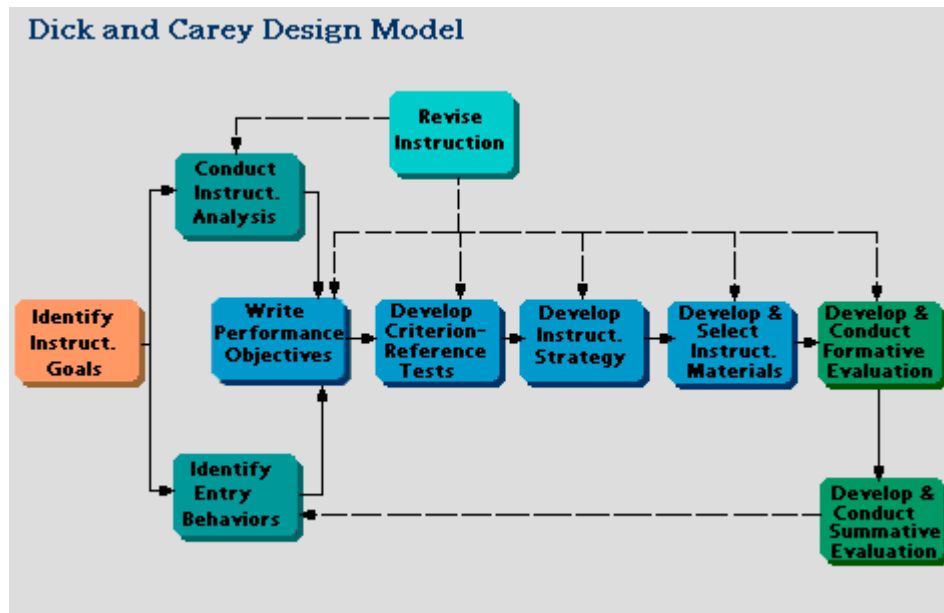


Figure 2: Dick and Carey instructional design model

There are 9 phases in the Dick and Carey model. They are (1) identifying instructional goal; (2) conducting instructional analysis; (3) identifying entry behaviors and learner characteristics; (4) writing performance objectives; (5) developing criterion-referenced test items; (6) developing instructional strategy; (7) developing and selecting instructional materials; (8) developing and conducting formative evaluation; (9) developing and conducting summative evaluation.

(7) The Hannifen Peck Design Model

The Hannifen Peck Design Model differs from that of the Dick and Carey model. This model consists of three phases. Phase one involves a needs assessment being performed. Phase two is designing the program based

on the result of the needs analysis. Phase three is developing and implementing the program. All phases include a process of evaluation. Figure 3 below illustrates the Hannifen Peck instructional design model:

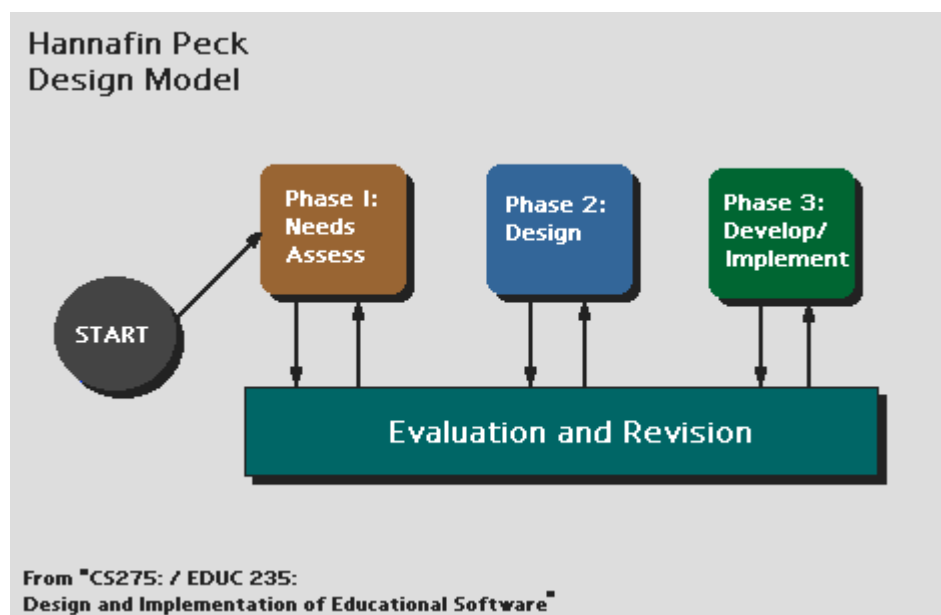


Figure 3: Hannifen Peck instructional design model

(8) The Knirk and Gustafson Design Model

The Knirk and Gustafson model differs from the three phases of Hannifin and Peck model. In this model, there are individual processes or steps involved with each stage. There are three phases in this model. They involve problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. Development of objectives and strategy specifications are included in the design stage. Development is where the materials are developed. Figure 4 below illustrates the Knirk and Gustafson instructional design model:

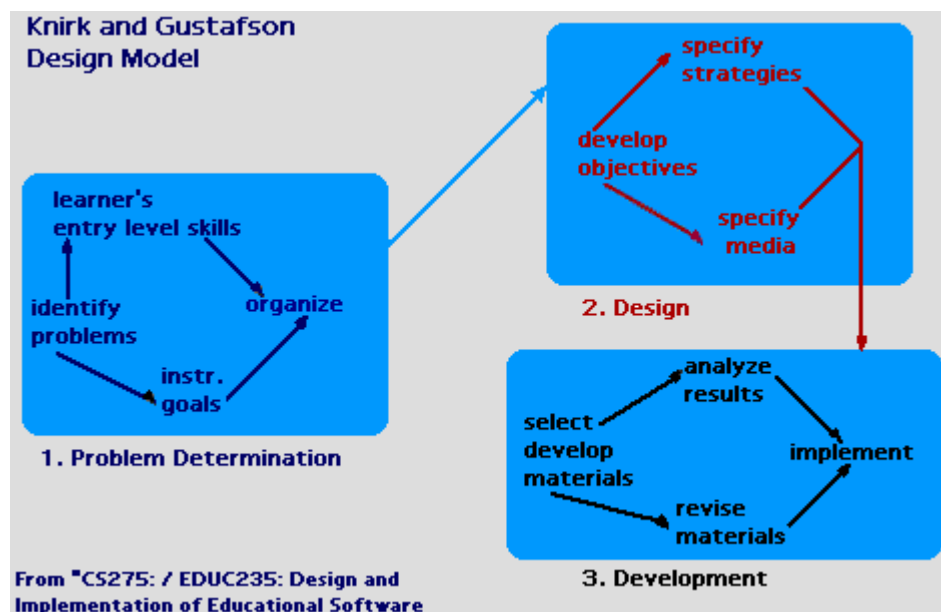


Figure 4: Knirk and Gustafson instructional design model

(9) The Jerold Kemp Design Model

Kemp utilizes all factors in the learning environment including subject analysis, the learners characteristics learning objectives teaching activities, resources which will be utilized, support services requires as well as evaluation. This model allows for constant revision to occur. Figure 5 below illustrates the Jerold Kemp instructional design model:

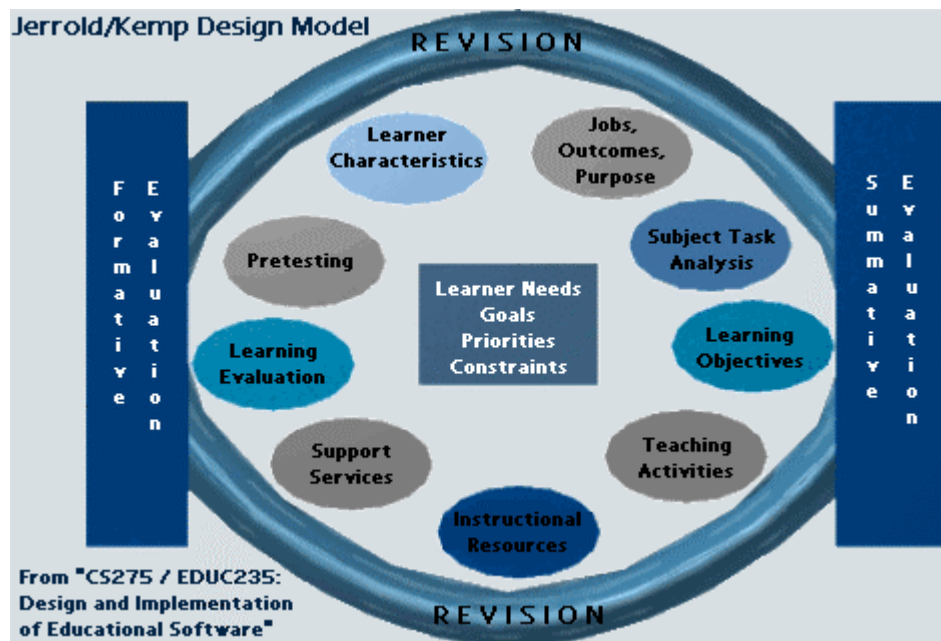


Figure 5: Jerrold Kemp instructional design model

Kemp identify nine elements in this model. They are (1) identifying instructional problems, and specifying goals for designing an instructional program; (2) examining learner characteristics that should receive attention during planning; (3) identifying subject content, and analyzing task components related to stated goals and purposes; (4) stating instructional objectives for the learner; (5) sequencing content within each instructional unit for logical learning; (6) designing instructional strategies so that each learner can master the objectives; (7) planning the instructional message and delivery; (8) developing evaluation instruments to assess objectives; (9) selecting resources to support instruction and learning activities.

(10) The Gerlach and Ely Design Model

The Gerlach and Ely model is a prescriptive model that is well suited to primary, secondary and higher education sectors. The model includes strategies for selecting and including multimedia during instruction. It is a model that is suitable for beginning instructional designers who have subject matter and expertise in a context specific area. Figure 6 below illustrates the Gerlach and Ely instructional design model:

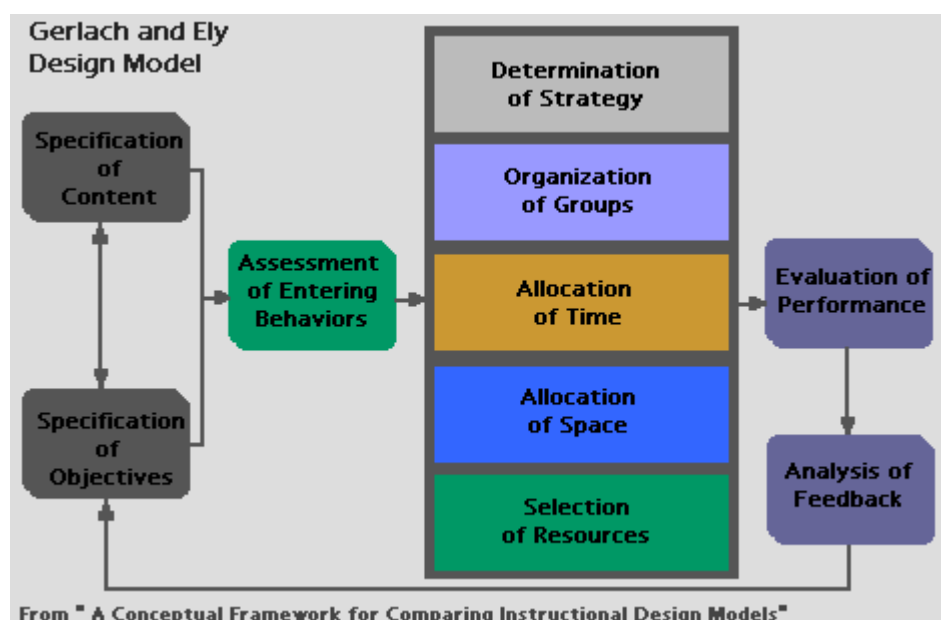


Figure 5: The Gerlach and Ely instructional design model

Based on the explanation above, in this research, the researcher adapted the ADDIE as the instructional design model. The ADDIE model is easier and less complicated than other instructional design models. Moreover, the ADDIE model is as the basic model which is used as a source in developing other models of instructional design models.

B. Conceptual Framework

The purposes of this research are to know the characteristics of the effective English interactive learning media and to develop interactive English learning media for students at grade VII of SMP N 8 Yogyakarta. The reasons to conduct the study are that (1) there is no maximum technology utilization in the school, although the school has advanced technology such as computer and LCD in each class; and (2) the English teachers have difficulty to find the English interactive learning media that are appropriate to the students' needs. Therefore, the English teachers prefer to use textbooks and *LKS (Lembar Kerja Siswa)*. These conditions bring effects to the students. For example, the students have low motivation and get bored in learning English.

To solve those problems above, it is necessary to develop interactive English learning media for students at grade VII of SMP N 8 Yogyakarta. The ADDIE model is chosen as the instructional design model for this study. It is because this model is simple, easy, and less complicated. In this model, there are five phases in developing media for this research. They are Analysis, Design, Development, Implementation, and Evaluation.

The procedure in developing interactive learning media is presented in the following figure:

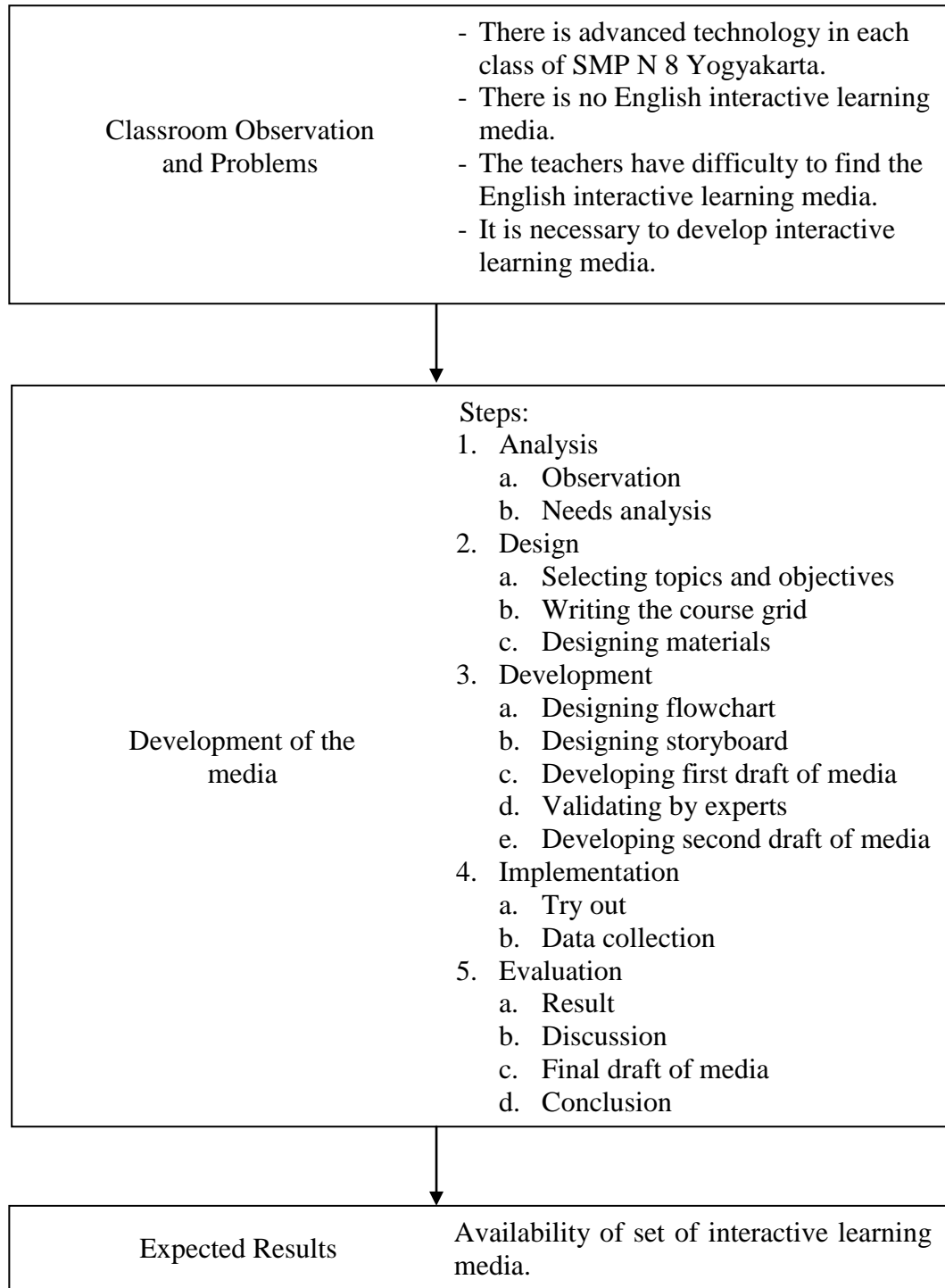


Figure 6: The framework of the study

CHAPTER III

RESEARCH METHOD

A. Types of the Study

The researcher tried to develop and validate a particular educational product so that this research study can be categorized as Research and Development (R&D). According to Gall, Gall, and Borg (2003) R&D is an industry-based development model in which the findings of the research are used to design new products and procedures, which are then systematically field tested, evaluated, and refined until they meet specified criteria of the effectiveness, quality or similar standards.

The product of this research study is English interactive learning media for students at Grade VII of SMP N 8 Yogyakarta.

B. Subject

The subjects of this research study were the students of class VII-IX of SMP N 8 Yogyakarta in the academic year of 2010/2011. There were 27 students in the class VII-IX. 11 students were male and 16 students were female. The age of the students varied from 11 to 13 years old.

C. Setting

The research study was conducted in SMP N 8 Yogyakarta, in grade VII, class VII-IX. It is located at Jl. Prof. DR Kahar Muzakar 2, Yogyakarta.

There were ten classes in grade seven in the school. The classes were divided into two categories. They were regular classes and International Standard High School classes. The regular classes were class VII-I until class VII-VI and International Standard High School classes were class VII-VII until class VII-X.

D. Instrument

The instrument of this research was questionnaires to get the data. The first questionnaire was used to get the data of the students' needs. The second questionnaire was used to get the data of the students' and teachers' general opinions and suggestions about the media designed. Finally, the opinions and suggestions derived from the second questionnaire were used to revise the draft. The revised draft was the final draft of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta.

1. First Questionnaire (Needs Analysis)

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

Table 1: The Organization of the first questionnaire (Needs Analysis)

Question Number	The Purpose of Questions
Part A	To find some information concerning the identity of the students
1	To find some information about the students' motivation to learn English

(continued)

(continued)

Question Number	The Purpose of Questions
3	To find some information about the students' limitation in learning English
4	To find some information about the students' English proficiency level
5	To find some information about the teaching-learning technique of English preferred by the students
6	To find some information about the teaching learning media of English that the students needs.
7	To find some information about the students' opinion about the content of the materials that should be presented in English interactive learning media
8,9,10,11	To find some information about activities preferred by the students
12,13,14,15, 16,17,18,19,20	To find some information about the students' opinion about the criteria of good interactive media

Table 2: The content coverage of the first questionnaire (Needs Analysis)

Aspects	Components	Item Number
The students motivation to learn English	What is the students' motivation to learn English?	1 (Question number 1)
The reasons for learning English	Why do students want to study English?	1 (Question number 2)
The students' limitation in learning English	What is the students' limitation in learning English?	1 (Question number 3)
The students English proficiency	What is the students' English proficiency level?	1 (Question number 4)

(continued)

(continued)

Aspects	Components	Item Number
The techniques of the English teaching-learning	What are techniques of the English teaching-learning that the students prefer?	1 (Question number 5)
The English learning media that the students need	What are the English learning media that the students need?	1 (Question number 6)
The content of the materials that should be presented in English interactive learning media	What is the students' opinion about the content of the materials that should be presented in English interactive learning media?	1 (Question number 7)
The activities that are preferred by the students	a. What listening activities are preferred by the students?	1 (Question number 8)
	b. What speaking activities are preferred by the students?	1 (Question number 9)
	c. What reading activities are preferred by the students?	1 (Question number 10)
	d. What writing activities are preferred by the students?	1 (Question number 11)
The criteria of good interactive media	What are students' opinions about the criteria of good interactive media?	9 (Question number 12,13,14,15, 16,17,18,19,20)

2. Second Questionnaire

The aim is to get data from the students and the English teachers of SMP 8 Yogyakarta about English interactive learning media for revising the developed materials. The organization and the content coverage of the questionnaire are as follows:

Table 3: The Organization of the second questionnaire

Question Number	The Purpose of the Question
1-8	To find out whether the content of the English interactive learning media is suitable and effective
9-21	To find out whether the English interactive learning media design is suitable and effective
22-26	To find out whether the interactivity of the English interactive learning media is suitable and effective

Table 4: The content coverage of the second questionnaire

Aspects	Statements	Item Number	Numbers of Item
Content	a. Matching and being relevant with the learning objectives	2	1,2
	b. Integrating four language skills in each unit such as listening, speaking, reading, and writing	1	3
	c. Using the correct grammar, spelling, and sentence structure	1	4
	d. Having level of the test difficulties	1	5
	e. Giving impacts to the students	1	6
	f. Having appropriate feedback	1	7

(continued)

(continued)

Aspects	Statements	Item Number	Numbers of Item
Media	a. Quality of display	4	1,2,3,4
	b. Quality of navigation	5	5,6,7,8,9
	c. Quality of audio	2	10,11
	d. Quality of learning	2	12,13
Interactivity	Quality of interactivity	5	1,2,3,4,5

E. Research Procedure

The researcher used the ADDIE design model (Taylor, 2004) to develop English interactive learning media. The phases are described in the following figure:

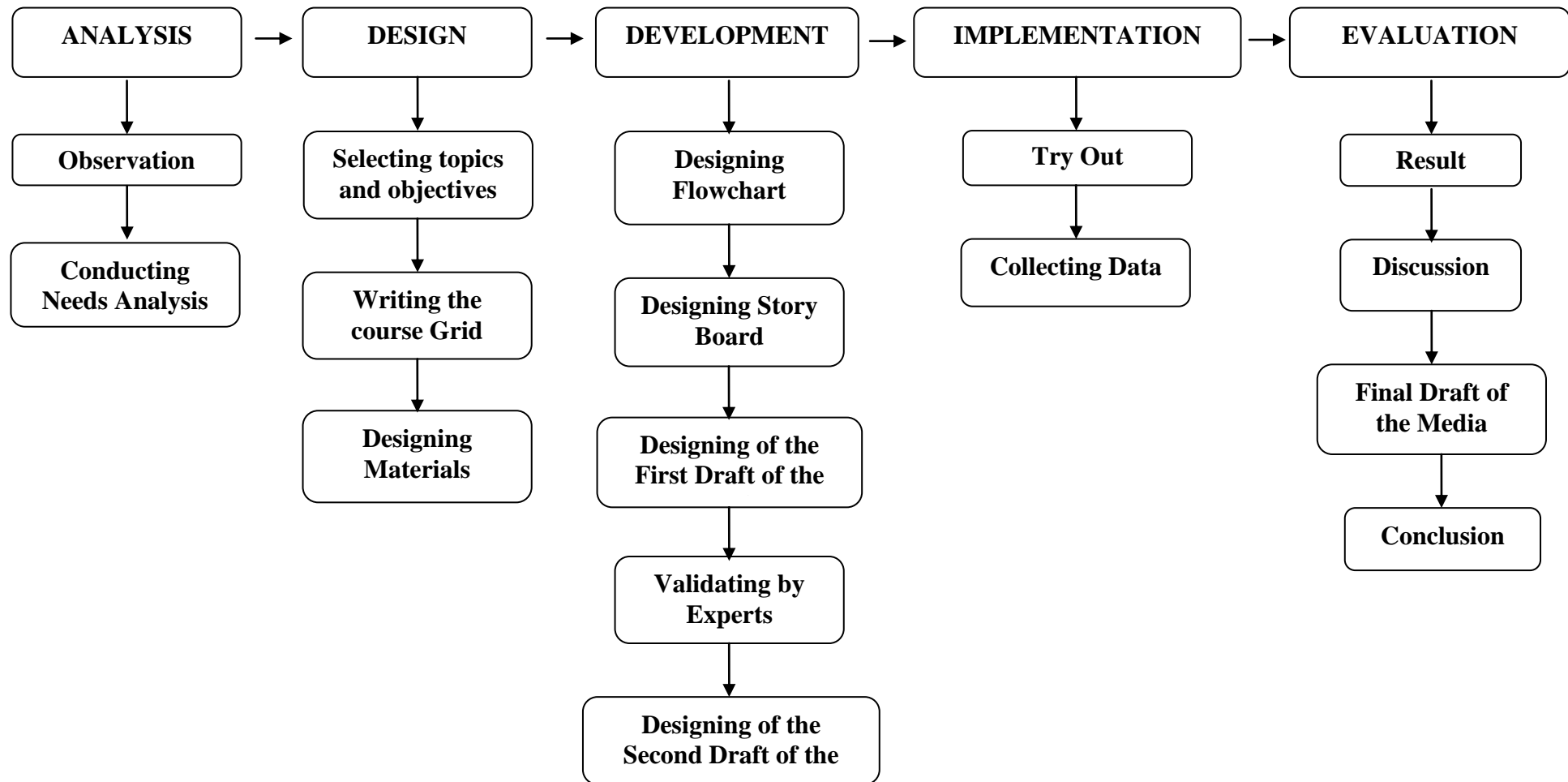


Figure 7: The Steps of Research Procedure Adapted from ADDIE Models

1. Analysis

In this step, the researcher conducted observation and the needs analysis. The researcher conducted the needs analysis to find information about the students' needs in learning English by using the first questionnaire. The results of the needs analysis were used as guidelines in developing English interactive learning media.

2. Design

The researcher selected the topics and objectives of the materials that were suitable with the school-based curriculum and the materials taught by the English teacher. Then, the researcher designed the course grid and materials.

3. Development

The researcher designed the flowchart and the storyboard before developing the media. The flowchart was made as the first design of the whole media. Then, the storyboard was made as the design of each scene in the media. After designing the flowchart and the storyboard, the researcher developed the first draft of the media.

4. Implementation

The researcher validated the multimedia to experts before it was implemented to the students. There were some comments and suggestions from experts. They were the lecturer of English Education Department as the content expert and the lecturer of Education Technology Department as the media expert. Both of them were the

lecturers of Yogyakarta State University. Then, the researcher revised and developed the second draft of the media. Finally, the English interactive media were implemented at grade VII-IX of SMP N 8 Yogyakarta. Then, the researcher asked some feedback from the students and the teachers. The feedbacks were scores and suggestion. The data were collected by using the second questionnaire.

5. Evaluation

In this step, the researcher evaluated and revised the media after implementation based on the feedback. There were no many revisions from the respondents. Then, the researcher developed the final draft of the media.

F. Data Collection

The researcher collected the data through questionnaires that were given in two separated times. The first questionnaire was used to collect the students' need analysis. The type of the first questionnaire was multiple choices and the students were asked to choose one or more options from several provided options. In addition, they were allowed to give other answers related to the questions.

The second questionnaire was used to get opinions and suggestions from the students and the English teachers about the English interactive learning media. In the second questionnaire the researcher used the Likert scale to collect the data. Here, the respondents were asked to respond whether

they Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) to the statements in the second questionnaire.

G. Data Analysis Technique

1. Data of English Interactive Learning Media Design Process Development

There were two different types of data collected in this research. The first type was collected from the first questionnaire. The first questionnaire was intended to discover the students' needs of the appropriate English interactive learning media. The data were a description about the students' needs of the appropriate English interactive learning media design.

The second type of the data was collected from the second questionnaire in the form of scores and suggestion. Considering that, the researcher used a Likert Scale to collect the data. Each indication of the response to the statement was weighted with a score. For Strongly Agree (SA), the score is 5. For Agree (A), the score is 4. For Undecided (U), the score is 3. For Disagree (D), the score is 2. For Strongly Disagree (SD), the score is 1.

2. Data of Multimedia Design Quality

The data obtained in this research were in the form of scores from the second questionnaire. In addition, there was one suggestion from the teacher that is the researcher should increase the volume of the audio. The data were analyzed by using the descriptive statistics. The data were used to analyze

each aspect of English interactive learning media. The steps of data analysis are explained as follows:

- a. Changing the categories into numbers by using Likert Scale as mentioned in Table 5:

Table 5: Category Convention Table

Category	Score
Strongly Agree (SA)	5
Agree (A)	4
Undecided (U)	3
Disagree (D)	2
Strongly Disagree (SD)	1

- b. Defining the Mean

Mean was used to find out the average score. The researcher used the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

in which,

$$\bar{X} = \text{mean}$$

$$\sum X = \text{total score per aspect}$$

$$N = \text{Number of respondents}$$

(Hadi, 2004: 40)

- c. Defining the Ideal Mean and the Ideal Standard Deviation

To know the quality of the English interactive learning media designed, the researcher referred to the normal distribution by using Ideal Mean (\bar{M}_i) and Ideal Standard Deviation (SD_i). According to Arifin

(1991:101-103), the computation of M_i and SD_i can be obtained by the following formulas:

$$M_i = \frac{1}{2} (\text{ideal highest score} + \text{ideal lowest score})$$

$$SD_i = \frac{1}{3} M_i$$

Ideal highest score = number of statement x highest score

Ideal lowest score = number of statement x lowest score

M_i = Ideal Mean

SD_i = Ideal Standard Deviation

To know the category of each aspect of the English interactive learning media designed, the researcher used the quantitative to qualitative data conversion by five scales (Arifin, 1991).

Table 6: Quantitative to Qualitative Data Conversion

No	Score Range	Category
1	$>M_i + 1,5 SD_i$	Very Good
2	$M_i + 0,5 SD_i < \bar{X} \leq M_i + 1,5 SD_i$	Good
3	$M_i - 0,5 SD_i < \bar{X} \leq M_i + 0,5 SD_i$	Fair
4	$M_i - 1,5 SD_i < \bar{X} \leq M_i - 0,5 SD_i$	Poor
5	$\bar{X} < M_i - 1,5 SD_i$	Very Poor

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Needs Analysis

The needs analysis was conducted to get the data of the students and the descriptions of their learning needs by using the first questionnaire. There were twenty multiple choice questions. The students could choose one or more options. The students were asked to write down their name, their age, and their gender in the beginning of the first questionnaire. The aim is to find some information concerning the identity of the students. The results of the needs analysis are explained as follows:

1. The Characteristics of Respondents

The researcher asked the students to write down their name, their age, and their gender as identification. The data of the respondents were presented in Table 7 below.

Table 7: Data of the respondents of the need analysis

Group of Respondents	Age			Sex	
	11	12	13	Male	Female
Students of class VII-IX	1	24	2	11	16

2. Based on the data above, there were 27 respondents who filled in the questionnaires. They were students in class VII-IX of SMP N 8 Yogyakarta.

3. The Result of the Needs Analysis

The data of the needs analysis were summarized in Table 8 below.

Table 8: The result of the needs analysis

No	Statements	Options	Number of students
1	The students' motivation to learn English	a. To pass the examination	7
		b. To master English	22
		c. To get job easily	6
		d. Combination of a, b and c	10
2	The students' desire in learning English	a. To master vocabulary	15
		b. To master grammar	11
		c. To be able to communicate in formal or informal situation in the daily activities	26
		d. To be able to read and comprehend English text	19
		e. Combination a, b, c and d	13
3	The students' limitation in learning English	a. Vocabulary	10
		b. Grammar and structure	7
		c. Pronunciation	19
		d. English skills (listening, speaking, reading and writing)	20
		e. Combination of a, b, c, d and e	9
4	The students' English proficiency level	a. Good	-
		b. Average	11
		c. Less than average	16
		d. Poor	-
5	The English teaching-learning techniques that preferred by the students	a. Teachers use certain media to explain the materials	18
		b. Teachers explain the materials from the course book	9
		c. Discussion	12
6	The English teaching-learning media that the students need	a. Cards	4
		b. English interactive learning media	17
		c. Pictures	11
		d. Magazines/newspaper	3
		e. Games	8

(continued)

(continued)

No	Statements	Options	Number of students
7	The students' opinion about the content of materials that should be presented in English interactive learning media	a. Match with standard competences and basic competences	21
		b. Authentic materials	4
		c. Clear presentation and explanation	15
		d. Clear instruction	12
		e. Correct grammar, structure and spelling	18
8	Listening activities that are preferred by the students	a. Listening and answering questions	23
		b. Listening and matching	11
		c. Listening and repeating	8
		d. Listening and completing sentences	14
9	Speaking activities that are preferred by the students	a. Sharing opinions	10
		b. Role-play and giving model of dialogues/monologues	14
		c. Questionnaires and survey	9
		d. Making conversation and giving situations as guidelines to make a conversation	16
10	Reading activities that are preferred by the students	a. Reading and arranging sentences	15
		b. Reading aloud	7
		c. Reading and completing the sentences	12
		d. Reading and matching, reading and answering true or false questions	19
11	Writing activities that are preferred by the students	a. Filling-in-the blanks	11
		b. Arranging and rewriting a story	13
		c. Giving models of simple text first then writing simple paragraphs based on the instruction	17
		d. Rewriting	5

(continued)

(continued)

No	Statements	Options	Number of students
12	The students' opinion about the recording of monologues, dialogues and pronunciation in English interactive learning media	a. It is not needed	-
		b. It is sometimes needed	2
		c. It is apparently needed	4
		d. It is needed to make the media interesting	21
13	The students' opinion about the lay out that should be presented in English interactive learning media	a. Interesting	15
		b. Motivating students to learn	21
		c. Having good color combination	12
		d. Combination a, b and c	26
14	The students' opinion about the size of letters that should be used in English interactive learning media	a. Small	8
		b. Big	19
		c. Legible and clear	23
15	The students' opinion about the font that should be used in English interactive learning media	a. Big and bold letters	10
		b. Varied letters	7
		c. Simple but legible and clear letters	25
		d. Varied letters but legible and clear	14
16	The students' opinion about the color combination between background and letters that should be used in English interactive learning media	a. There are not too many colors	17
		b. The media have appropriate color combination between background and letters	29
		c. The letters have bright colors	11
17	The students' opinion about the existence of explanative illustration in English interactive learning media	a. It is not needed	-
		b. It is sometimes needed	3
		c. It is apparently needed	10
		d. It is needed to make the media interesting	14
18	The students' opinion about the existence of decorative illustration in English interactive learning media	a. It is not needed	-
		b. It is sometimes needed	3
		c. It is apparently needed	8
		d. It is needed to make the media interesting	16

(continued)

(continued)

No	Statements	Options	Number of students
19	The students opinion about the back sound and music in English interactive learning media	a. It is not needed	-
		b. It is sometimes needed	-
		c. It is apparently needed	2
		d. It is needed to make the media interesting	25
20	The students opinion about the navigation that should be used in English interactive learning media	a. Not too complicated	28
		b. Having appropriate navigational icons (next, pervious, exit, etc)	10
		c. Easy to find the location of the navigational icons	13
		d. Combination a, b and c	8

Based on the table above, most of the students' motivation to learn English was to master English. They also wanted to be able to communicate in formal and informal situation in the daily activities. However, they still had limitation in all English skills. Those were listening, speaking, reading and writing skills. In addition, most of the students had low English proficiency level.

Based on the result of the needs analysis above, in the teaching-learning process, the students preferred the teachers teaching using certain media. Most of them preferred English interactive learning media as media in the teaching-learning process. However, the content of the materials should match with the standard competences and basic competences. In the listening activities, most of them preferred listening to some dialogues or monologues and then answering some questions related to the dialogues or monologues. In the speaking activities, they preferred making a dialog based on the provided situations. Those situations were used as guidelines in making a dialog. In the

reading activities, most of them preferred reading and matching, and reading and answering true or false questions. In the writing activities, most of them preferred that the teacher gave models of simple text before writing simple paragraphs based on the instruction.

Related to the media, the recording of monologues, dialogues and pronunciation in English interactive learning media was needed to make the media interesting. Most of the students preferred that the layout which should be used in English interactive learning media were interesting, motivating and having good color combination. The size of letters which should be used in English interactive learning media was the size that could be read clearly by the students. The students preferred that the font which should be used in English interactive learning media was simple, legible and clear. The color combination between background and letters should also be appropriate. Explanative and decorative illustrations were also needed to make the media interesting. Most of the students thought that the back sound and music were also needed to make the media interesting. Moreover, they preferred the navigation that should be used in English interactive learning media was not too complicated.

B. English Interactive Learning Media Design Criteria

The researcher developed the English interactive learning media according to the data of the needs analysis. Those data were used as a

guideline in developing the English interactive learning media. The following is the description of the English interactive learning media design criteria.

1. The students' motivation to learn English is to master English.
2. The students' desire in learning English is to be able to communicate in formal or informal situation in daily activities.
3. The students' limitation in learning English is in all English skills (listening, speaking, reading and writing).
4. Most of the students have low English proficiency level.
5. The teaching-learning technique of English preferred by the students is the teachers explain the materials using certain media.
6. The English teaching-learning media that the students need is English interactive learning media.
7. The content of materials should match with standard competences and basic competences.
8. In listening activities, they prefer listening to the dialogues/monologues directly and answering some questions.
9. In speaking activities, they prefer making a dialog based on the provided situations.
10. In reading activities, they prefer doing interesting exercises such as matching and answering true or false questions.
11. In writing activities, they prefer giving models of simple text first then writing simple paragraphs based on the instruction.

12. There are audio of monologues, dialogues and pronunciation to make the media interesting.
13. The layout that should be used in English interactive learning media should be interesting, motivating students to learn and having good color combination.
14. The size of letters that should be used in English interactive learning media should be legible and clear.
15. The font that should be used in English interactive learning media should be simple, legible and clear.
16. The color combination between background and letters that should be used in English interactive learning media should be appropriate.
17. The existence of explanative illustration is needed to make the media interesting.
18. The existence of decorative illustration is needed to make the media interesting.
19. The back sound and music in the English interactive learning media is needed to make the media interesting.
20. The navigation that should be used in English interactive learning media should not too complicated.

According to the criteria above, number 1 until number 3 do not have direct relation to the design of English interactive learning media. The aim to include the first question in the first questionnaire is to get information about the students' reason of their learning English. The second question is given to

get some information about the students' goal of their learning English. The third question is given to get some information about the students' limitation in learning English. The fourth question is needed since the students' responses or answers would influence the language that is presented in the design of English interactive learning media. The fifth question is given to get information about the technique that the students want in learning English. The sixth question is given to get information about the media that the students want in learning English. The rest of the criteria above are related directly to English interactive learning media design.

C. Steps in Developing the English Interactive Learning Media

As mentioned in Chapter III, the researcher used ADDIE model (Taylor, 2004) to develop English interactive learning media. There are five phases that the researcher did in this study.

1) Analysis

In the analysis step, the resecher conducted the observation and the needs analysis. The researcher conducted observation to find some information about the English teaching-learning process in class VII-IX. The observation was conducted on August 4, 2010. The researcher conducted needs analysis to find information about the students' needs and interests by using the first questionnaire. The researcher conducted needs analysis on August 18, 2010. The data obtained was then used as the basis of the next stage of the research.

2) Design

After conducting the needs analysis, the researcher selected the topics and objectives of the materials and wrote the course grid based on the results of the needs analysis and the School-based Curriculum. The course grid was used as the guideline in developing English interactive learning media. The full course grid can be seen in Appendix 2.

3) Development

The researcher designed the flowchart and the storyboard before developing the first draft of the media.

a) Designing the flowchart

The flowchart shows how every screen in the presentation would be linked and the potential paths that may be traversed in the presentation. There are two modes in English interactive learning media. Those are the full screen mode and the navigation mode. The full screen mode means an intro screen and the navigation mode means a main menu screen. In the main menu there are four sub menus. Those are *Directions*, *Materials*, *Evaluation*, *Developer*, and *References*. In the *Materials* screen, there are two units and each unit consists of two lessons. In each lesson, there are four menus that can be chosen. Those are *Achievement Indicators*, *Start*, *Vocabulary*, and *Pronunciation*. The flowchart is presented in Figure 8.

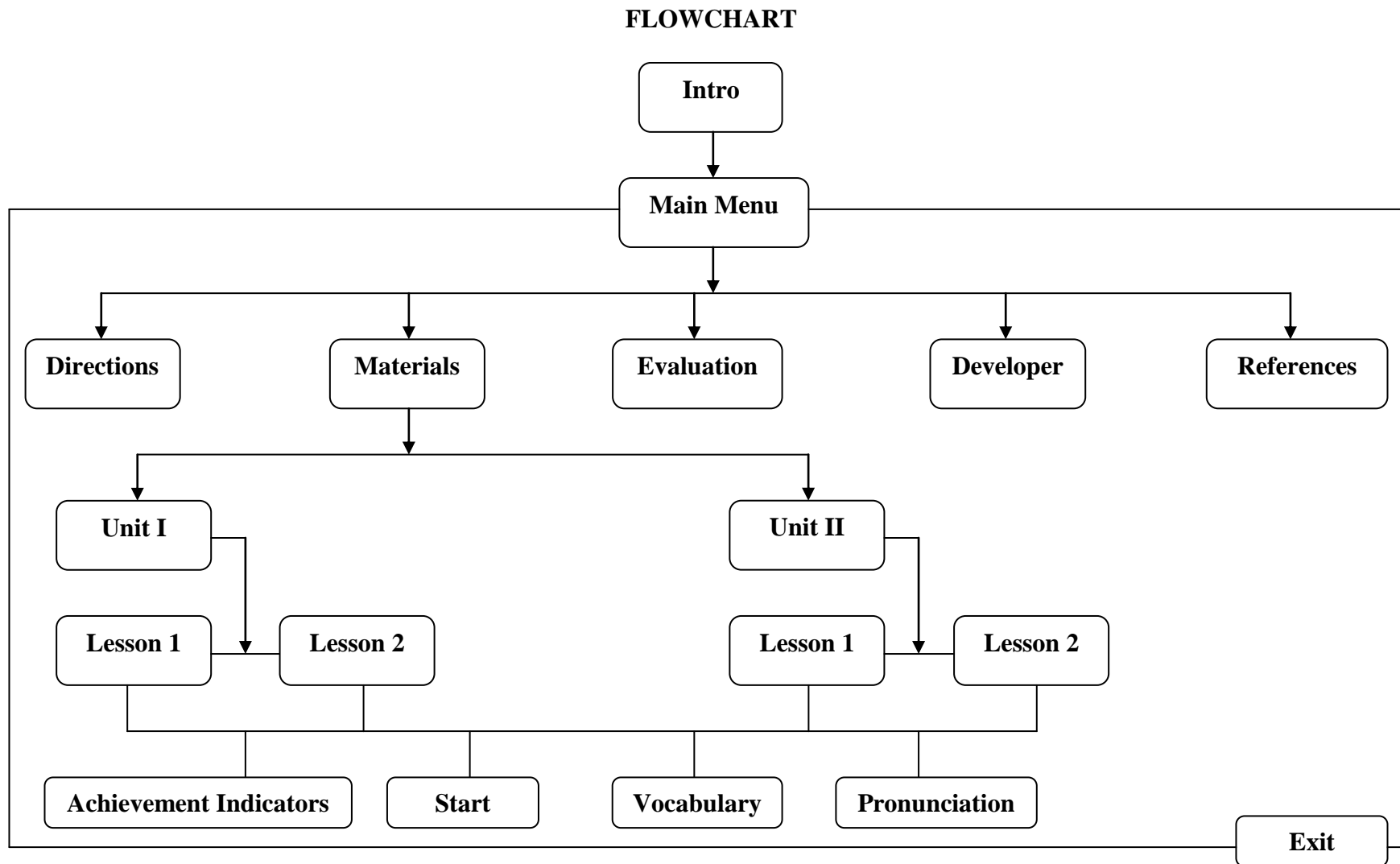




Figure 8: The Flowchart of the Media

b) Designing the storyboard

After designing the flowchart, the researcher designed the storyboard. The storyboard describes how every screen in the presentation will be displayed. The example of the storyboard is presented in Figure 9. The full storyboard can be seen in Appendix 5.

Scene	Visual	Audio
1	 <p>Link : Scene 1</p>	Instrumental music “Intro”
2	 <p>Link : Scene 2</p>	Instrumental Music “Intro”

(continued)

(continued)


Scene	Visual	Audio
3	 <p>Link : Scene 3</p> <p>Link: <i>Direction</i> button scene 4 Link: <i>Materials</i> button scene 5 Link: <i>Evaluation</i> button scene 6 Link: <i>Developer</i> button scene 7 Link: <i>References</i> button scene 8 Link: <i>Exit</i> button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>

Figure 9: The example of the storyboard of English interactive learning media

4) Implementation

Before implementation, the researcher validated the media to experts to get some feedback. The feedback from the content expert were about *Let's Listen*, *Achievement Indicators*, *Evaluation*, *References*, and *Let's Write*. Then, the feedback from the media expert was the researcher should add *On/Off* buttons, change the color of the letter in *Directions* screen, and change *Exit* button icon. Those feedbacks were used to revise the media before implementation.

The researcher implemented the media to the students at grade VII-IX of SMP N 8 Yogyakarta by using the second questionnaire. The implementation was conducted on February 16, 2011. There was

no suggestion from the students. They were strongly agree and agree that each aspect of English interactive learning media has been appropriate and suitable as media in the English teaching-learning process. The researcher also gave the second questionnaire to the three English teachers to get some feedback and suggestion from them. Based on the result of the second questionnaire, two English teachers were strongly agree and agree that English interactive learning media has been appropriate and suitable to be used as media in the English teaching-learning process. However, one teacher gave suggestion in the Media Aspect, especially for the audio. The suggestion was the volume of the audio in the media should be increased. The feedback was used to revise and to develop the final draft of the media.

5) Evaluation

The researcher evaluated and revised the media after implementation based on the feedback. The researcher increased the volume of the audio because there were no many revisions from the respondents.

D. English Interactive Learning Media

1. General Descriptions

Generally, the layout of the English interactive learning media is divided into two pages. Those pages are:

a. Start Page

Start Page is a page that is running before the users go to the Main Menu page. The Start Pages provide introduction that present Department of English Education of Yogyakarta State University and English Interactive Learning Media for Students at Grade VII Semester I. Figure 10 and 11 show the Start Pages.



Figure 10: Start Page



Figure 11: Start Page

b. Main Menu Page



Figure 12: Main Menu Page

Figure 12 shows the Main Menu page of the media. In the Main Menu page, there are five menus that can be chosen. Those are *Direction*, *Materials*, *Evaluation*, *Developer* and *References*. In this page, the students are free to choose those menus by clicking the icons. *Direction* is the first menu. In this menu, the students can read some *Direction* on how to use the media. The second menu is *Materials*. In this menu, the students can choose *Unit I* and *Unit II*. In each unit, the students can choose *Achievement Indicators*, *Start*, *Pronunciation* and *Vocabulary*. The third menu is *Evaluation*. In this menu, the students can answer twenty multiple choice questions. The fourth menu is *Developer*. The students can see the researcher's biography and some people who have helped the researcher to develop the media. The last menu is *References*. In this menu, the students can see several sources that are used in developing the media.

Besides the Main Menu, in the bottom of this page, there are six icons that can be chosen by the students. The first icons are (1) and (2). These icons represent provided songs that can be chosen by the students. The songs are Hero by Mariah Carey and Perfect by Sabrina. The second icons are *On* and *Off*. These can be used if the students want to play or to stop the songs. The third icon is *Volume Control*. The students can control the volume of the songs by dragging the button. The fourth icon is *Exit*. The students can click that button if they want to quit or to exit the English interactive learning media.

When the students click *Direction*, they will go to the *Direction* page. In this page, there are some directions on how to use or to operate the English interactive learning media. Figure 13 shows the *Direction* page.



Figure 13: Direction Page

When the students click *Materials*, they will go to the *Materials* page. In this page, the students can choose the unit that they want to learn. All units are listed here. The students can click

the unit buttons in the bottom left. There are two units. Each unit consists of two lessons, Lesson 1 and Lesson 2. Each lesson has a different topic. After the students choose the lesson, they can click *Achievement Indicators*, *Start*, *Pronunciation*, or *Vocabulary*. Although they are in the *Materials* page, they are still free to choose other menus, because all of Main Menu is listed on the top of this page. Figure 14 below shows the *Materials* page.



Figure 14: Materials Page

If the students want to check their understanding about the *Materials*, they can click *Evaluation*. In this page, there are *Directions* of how to do the exercise. First of all, the students should type their name in the provided box. Then, they have to click the button in the bottom right to start. The students just click the correct answer, and then click the Next question icon in the bottom right to go to the next question. The students can not go back to the previous question. The students will get their score after they finish doing the exercise. Figure 15, 16 and 17 below show the *Evaluation* pages.



Figure 15: Evaluation Page



Figure 16: Evaluation Page

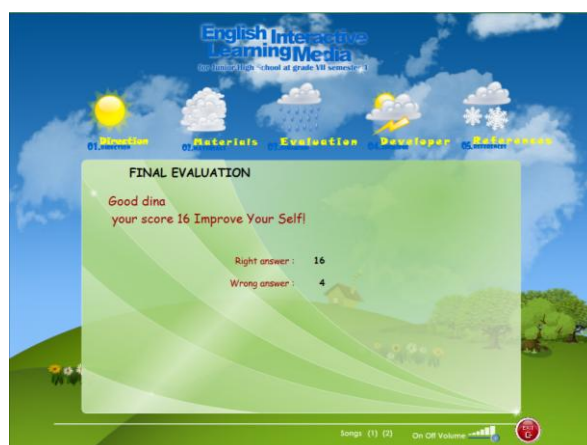


Figure 17: Evaluation Page

When the students click *Developer*, they can read the biography of the researcher and list of people who have helped the researcher in developing the media. Figure 18 shows the *Developer* page.



Figure 18: Developer Page

When the students click *References*, they will go to the References page. This page shows several references or sources that are used in developing English interactive learning media. Figure 19 shows the *References* page.

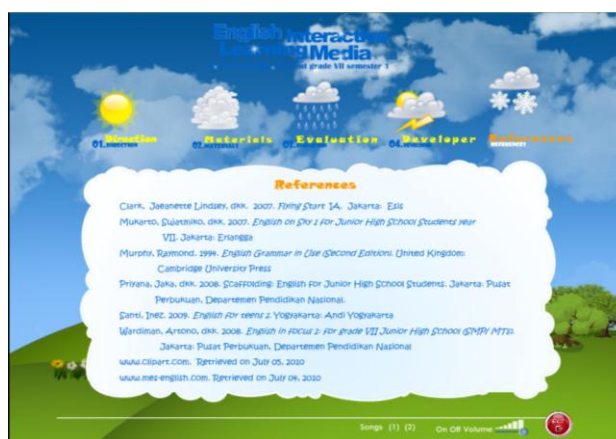


Figure 19: References Page

2. Unit Descriptions

As mentioned before, each unit in the media are divided into a number of lessons. Each lesson has a different topic. Those topics are *Introduction*, *My School*, *My Family* and *Professions*. The researcher defined those topics based on the syllabus of English for students at grade VII semester 1. Then, the researcher developed the *Materials* and organized the *Materials* into four English skills. Those are listening, speaking, reading and writing. In each lesson, there are four menus that can be chosen. Those are *Achievement Indicators*, *Start*, *Pronunciation* and *Vocabulary*.

a. Achievement Indicators Page

The students can click *Achievement Indicators* to know the objectives of the lesson including four English skills. Figure 20 shows the *Achievement Indicators* page.



Figure 20: Achievement Indicators Page

b. Start Page

When the students click *Start*, they will go to the next page in which there are some exercises and *Materials*. Figure 21 shows the *Start* page.



Figure 21: Start Page

The *Materials* in each unit consist of six sections. They are *Let's Listen*, *Let's Speak*, *Read and Learn*, *Grammar Corner*, *Let's Read* and *Let's Write*. There are three kinds of exercises in the *Let's Listen* section. They are multiple choices questions, filling in the blanks and matching.

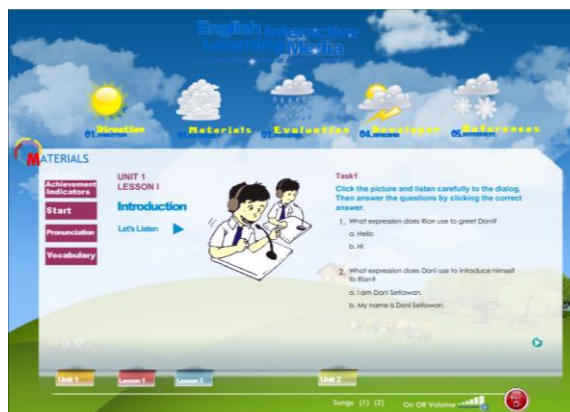


Figure 22: Let's Listen Page

Figure 22 shows the multiple choice exercise in the *Let's Listen* section. The students can click the picture to listen to the dialog. Then, they can answer the questions in the right side of the picture by clicking the correct answer. When their answer is correct, there is a green check (✓) symbol. However, when their answer is incorrect, there is a red cross (X) symbol.



Figure 23: Let's Listen Page

Figure 23 shows the filling in the blank exercise. This exercise has the same ways of how to do the multiple choice exercise. In this exercise, the students can click the appropriate answer in the provided

box. The feedback is also the same as that in the multiple choice exercise.

In the matching exercise, the students have to do all questions first by dragging the appropriate answer. Then, they have to click the *Submit* button in the bottom left. However, they have to scroll up and down to do the exercise. Finally, they can see the result. Figure 24 below shows the matching exercise in the *Let's Listen* page.



Figure 24: Let's Listen Page

In the *Let's Speak* section, the exercise is making a dialogue based on the situations and pictures. Those situations and pictures are used as a guideline to make the dialogue. The students are asked to work in groups. Figure 25 and 26 show making dialog exercises in the *Let's Speak* page.



Figure 25: Let's Speak Page



Figure 26: Let's Speak Page

Another speaking exercise is arranging sentences into a good conversation. In this exercise, the students just click the correct answer in the bottom. They also have to scroll up and down to see the provided answers. The feedback whether the answer is correct or incorrect is also the same as that in the listening exercise. Figure 27 shows the *Let's Speak* page.



Figure 27: Let's Speak Page

In the *Read and Learn* section, the students can learn some expressions that are used in the previous dialogues. They also can learn other expressions that are related to the topic. They can scroll up and down to read the materials. Figure 28 below shows the *Read and Learn* page.



Figure 28: Read and Learn Page

The students can learn about grammar and structure in the *Grammar Corner* section. In this section, they can learn the grammar that is used related to the topic. The students can learn the grammar in

this section to help them in making a dialogue and a paragraph in the *Let's Speak* section and the *Let's Write* section. Figure 29 below shows the *Grammar Corner* page.



Figure 29: Grammar Corner Page

The students can do reading tasks in the *Let's Read* section. In this section, there are three kinds of exercises. They are answering true or false questions, matching the description of a family with the pictures, matching the people's profession with their work place, matching people's daily routines with their profession, and identifying people's profession and physical appearance. In answering true or false questions, the students just click the True or False buttons on the right side of the questions. The feedback is also the same as that in the *Let's Listen* section. Figure 30 shows the True or False exercise in the *Let's Read* page.



Figure 30: Let's Read Page

In identifying people's profession and physical appearance exercise, the students have to copy a table from the English interactive learning media to their workbook. It is because in the media is not completed with the typing feature. Therefore, the students should do the exercise in their own workbook. The feedback will be given by the English teacher. Figure 31 and 32 show the identifying people's profession and physical appearance exercise in the *Let's Read* page.



Figure 31: Let's Read Page



Figure 32: Let's Read Page

In the matching exercise, the first is that the students have to match the description of a family with the pictures. In this exercise, the students have to click the correct picture in the bottom of the paragraph. The feedback is also the same as that in the *Let's Listen* section. Figure 33 shows this exercise.



Figure 33: Let's Read Page

The second matching exercise is that the students have to match the people's profession with their work place. In this exercise, the students have to answer all of the questions first, and then click the

Submit button in the bottom left. Then, they will know the result. The feedback is the same as that in the *Let's Listen* section. Figure 34 shows this exercise.

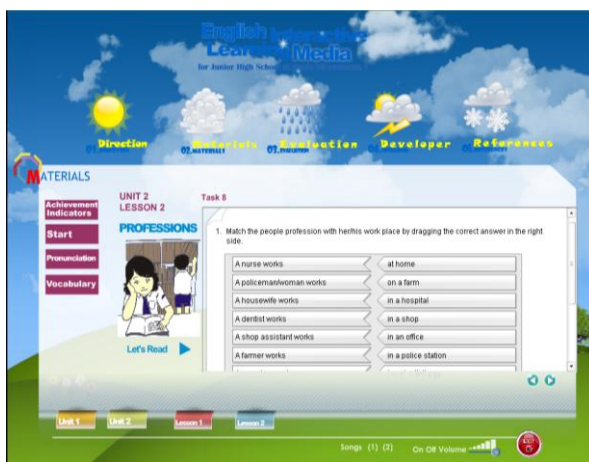


Figure 34: Let's Read Page

The third matching exercise is that the students have to match people's daily routines with their profession. In this exercise, they have to click the correct answer in the provided box. The feedback is also the same as that in the *Let's Listen* section. Figure 35 shows this exercise.



Figure 35: Let's Read Page

Let's Write is the last section in the materials. In this section, the students are asked to write a paragraph that is related to the topic. Before the students write a paragraph, there is a pre-writing exercise. They have to write in their own workbook because the feedback will be given by their English teacher. Figure 36 and 37 show the *Let's Write* page.



Figure 36: Let's Write Page



Figure 37: Let's Write Page

c. Pronunciation Page

In the *Pronunciation* section, the students can click the provided words or sentences of which they want to know the pronunciation. The words are also completed with the phonetic transcription. Figure 38 and 39 show the *Pronunciation* page.



Figure 38: Pronunciation Page



Figure 39: Pronunciation Page

d. Vocabulary Page

If the students want to know the meaning of some words related to the lesson, they can find them by clicking *Vocabulary*. In

this page, the vocabularies are completed with the parts of speech.

Figure 40 shows the *Vocabulary* page.



Figure 40: Vocabulary Page

The content of the materials in each unit are presented as follows:

a. Unit I

1) Lesson 1

The topic of this lesson is *Introduction*. There are nine tasks in this lesson. Five tasks are in the *Let's Listen* section. One task is in the *Let's Speak* and in the *Let's Read* section, respectively and two tasks in the *Let's Write* section.

In the listening section, the students are expected to be able to identify expressions of greeting, introducing oneself and others, leave taking, and asking and giving personal information. In the speaking section, the students are expected to be able to greet someone, to

introduce oneself and others, to say good bye, to ask and to give personal information orally, accurately, fluently and appropriately. In the reading section, the students are expected to be able to get information from a letter. In the writing section, the students are expected to write a letter based on the provided situation and to write a letter about a new friend.

The input texts of Lesson 1 are some oral dialogues and a letter. Grammar focuses in this lesson are simple present tense, simple present of to be and possessive pronouns. In addition, the pronunciation in this lesson are how to pronounce letters, word stress and sentence stress.

2) Lesson 2

My School is the topic of Lesson 2. There are nine tasks in this lesson, those are tasks about giving instruction, prohibition and room description. In the *Let's Listen* section, there are five tasks, while there is one task in the *Let's Speak* and *Let's Read* sections, respectively. Then, in the *Let's Write* section, there are two tasks.

In the listening section, the students are expected to be able to identify expressions of giving instruction, prohibition, asking and giving information; while in the speaking section, the students are expected to be able to give instruction, to prohibit someone, to ask and to give information about room description orally, accurately, fluently

and appropriately. The students are expected to be able to get information from a descriptive text about a classroom in the reading section. Then, in the writing section, the students are expected to be able to write a room description based on the provided information and to write a descriptive paragraph about the students' classroom.

In the listening section, the input texts that are used are oral dialogues. Another input text in this lesson is a descriptive text, entitled *My Classroom*. Grammar focuses in this lesson are the use of *There is* and *There are*, and prepositions. Pronunciation that can be learnt by the students are word stress, sentence stress and pronunciation of / θ / and / ð /.

b. Unit II

1) Lesson 1

My Family is the topic of this lesson. In this lesson, the students can learn about describing family, expression of apology and expression of gratitude. There are eleven tasks that are provided in this lesson. Five tasks are in the *Let's Listen* section. Two tasks are in the *Let's Speak*, *Let's Read*, and *Let's Write* sections, respectively.

In the listening section, the students are expected to be able to identify expressions of asking and giving information about the members of the family and describing people's physical appearance, apologizing and expressing gratitude. Then, in the speaking section, the

students are expected to be able to ask and to give information about the members of the family and to describe personal physical appearance and to express apology and gratitude. Then, in the reading section, the students are expected to be able to get specific information from a descriptive text. In the writing section, the students are expected to be able to write a description of personal physical appearance based on the provided information and to write a descriptive paragraph about the students' favorite person in their family.

The input texts in this lesson are oral dialogues and a descriptive text, entitled *My Name is Ricka*. The oral dialogues are used in the listening section. The descriptive text is used in the reading section. The grammar focus is about WH-Questions. Then, the pronunciation in this lesson are word and sentence stress.

2) Lesson 2

The topic of this lesson is *Professions*. The students can learn about professions and daily routines. Moreover, they can learn how to express politeness. There are eleven tasks that are provided. Six tasks are in *Let's Listen* then, two tasks are in the *Let's Speak*, *Let's Read* and *Let's Write* sections, respectively.

The achievement indicators in the listening section are identifying expressions of politeness, and asking and giving information about professions and daily routines, while in the speaking section, the students are expected to be able to express politeness, to ask and to give

information about professions and daily routines orally, accurately, fluently and appropriately. Then, in the reading section, the students are expected to be able to identify the people's profession with their workplace and to get specific information about daily routines from the text. In the writing section, the students are expected to be able to write about daily routines based on the provided information and to write a paragraph about their parents' profession and daily routines.

The input texts are oral dialogues, monologues and short simple texts about daily routines. The grammar focus in this lesson is adverbs of frequency. Those are *always, usually, often, seldom, sometimes, and never*. The pronunciations in this lesson are words stress, sentence stress, and vowel sounds / u: / and / ʊ /, / s / and /ʃ /.

E. Evaluation

Evaluation is needed to evaluate and to validate the media in order to the media are ready to be used by the students. Both of the content materials and the design and proper operation of the media are evaluated and validated by experts. They are the content expert and the media expert. The content expert is Mrs. Lusi Nurhayati, M.App.Ling. She is an English Education Department lecturer of Yogyakarta State University. The media expert is Mr. Pujiriyanto, M.Pd. He is an Education Technology Department lecturer of Yogyakarta State University.

1. Experts Evaluation

a. Feedback from the Content Expert

There are some feedback from the content expert that are related to the content of the materials. The feedback from the content expert is presented in the following table.

Table 9: The feedback of the Content Expert

Page	Comments / Suggestions	Action Taken
Let's Listen	The audio was of low quality including the pronunciation of the oral dialogues.	The audio quality has been increased by using a native speaker and a student of English Education Department of YSU as the narrators and using Jet Audio as the audio recorder.

(continued)

(continued)

Page	Comments / Suggestions	Action Taken
Achievement Indicators	Several tasks had not matched with the indicators.	The tasks have been matched with the indicators by replacing the incorrect tasks with the correct tasks that matched the indicators.
References	The referencing technique had been wrong.	The references have been corrected.
Evaluation	Questions number 1, 4 and 17 had been inappropriate, because those questions were too easy for the students.	The questions number 1, 4 and 17 have been replaced with the correct questions based on the students' level and materials that have been learnt in the <i>Materials</i> page.
Let's Write	There had been no pre-writing tasks.	Pre-writing tasks have been added.

b. Feedback from the Media Expert

Generally, there is no error related to the navigation. The layout, colors and pictures are also good. However, there are several aspects that

should be revised. The feedback from the media expert is presented in the following table.

Table 10: The feedback of the Media Expert

Screen	Comments / Suggestions	Action Taken
Sound control	There had been no sound control such as <i>On</i> and <i>Off</i> buttons.	<i>On</i> and <i>Off</i> buttons have been given.
Exit	The Exit icon had been the wrong icon.	The Exit icon has been replaced with the correct icon.
Direction	The color of the letters should be changed replaced with another color.	The color of the letters has been changed with black.

c. Revision

After getting feedback from the experts, the researcher revised the media, including content materials and media designs. All of the feedback from the experts have been used as the guidelines to revise the media. On feedback from the content expert that is related to the quality of the audio in the media, the audio has been re-recorded by using Jet Audio as the audio recorder. Besides that, the researcher also asked a native speaker and a student of English Education of Yogyakarta State University as the narrators. Then, several tasks have been matched with the indicators. The references and some questions in the *Evaluation* section also have been corrected, while in the *Let's Write* section, the pre-writing tasks have been added.

Regarding feedback from the media expert that is related to the sound control, the researcher has added *On* and *Off* buttons in the media. Then, the Exit icon also has been replaced with the correct icon, while the color of the letters also has been changed with black. There was no revision related to the navigation and design of the English interactive learning media. The media could run well and there was not any error at all. This revised draft or the second draft then was implemented in the class VII-IX of SMP N 8 Yogyakarta to see whether this English interactive learning media was effective and suitable in the learning English.

2. Try Out

The researcher asked 27 students of class VII-IX of SMP N 8 Yogyakarta to participate in the try out. The researcher distributed the second questionnaire to the students of class VII-XI and to the three English teachers of SMP N 8 Yogyakarta. As mentioned in Chapter I, the objectives of this study are to find out the criteria of effective design of English interactive learning media and to develop the effective design of English interactive learning media as multimedia for students at grade VII of SMP N 8 Yogyakarta. Therefore, the study was not concerned with the improvement of the students' English achievement before and after using this English interactive learning media. In this case, there is no control or experimental

group assigned. The try out was held for about one and a half hours. After the try out, the students were given the second questionnaire.

a. Data Analysis

The second questionnaire about the students' and the teachers' agreement toward each aspect was intended to know the quality of the multimedia design. The researcher used the Likert Scale to collect the data. Each indication of the response to the statement was in the form of scores. For Strongly Agree (SA), the score is 5. For Agree (A), the score is 4. For Undecided (U), the score is 3. For Disagree (D), the score is 2 and for Strongly Disagree (SD), the score is 1.

The second questionnaire was divided into 3 aspects. Those are Content aspect, Media aspect and Interactivity aspect. The second questionnaire covered all of the aspects and elements of the effective English interactive learning media. After getting the data, the researcher analyzed them by using the descriptive statistics to find out the mean, ideal mean and ideal standard deviation of the respondents' agreement towards each aspect in the questionnaire.

1) Data from the Students

The total score and the mean of the students' agreement toward each aspect in the second questionnaire were presented in Table 11 below.

Table 11: The total score and the mean of the students' response to the second questionnaire

No	Aspects	Total Score	Mean
1	Content Aspect	844	31.26

2	Media Aspect	1583	58.62
3	Interactivity Aspect	607	22.48

After getting the total score and the mean, the researcher calculated the ideal mean and the ideal standard deviation. Here is the ideal mean and the ideal standard deviation.

Table 12: The ideal mean and the ideal standard deviation

	Aspects		
	Content	Media	Interactivity
Number of Statements	7	13	5
Ideal highest score	35	65	25
Ideal lowest score	7	13	5
Mi	21	39	15
Sdi	7	13	5

After getting the ideal mean and the ideal standard deviation, the researcher made the classification of the mean based on Table 6 (quantitative to qualitative data conversion) in Chapter III to know the category of each aspect in the English interactive learning media designed. The result is presented in Table 14.

Table 14: Quantitative to qualitative data conversion

Category	Score Range	Aspects		
		Content	Media	Interactivity
Very Good	$\bar{X} > Mi + 1,5 SDi$	$\bar{X} > 31.6$	$\bar{X} > 58.5$	$\bar{X} > 22.5$
Good	$Mi + 0,5 SDi < \bar{X} \leq Mi + 1,5 SDi$	$24.5 < \bar{X} \leq 31.6$	$45.5 < \bar{X} \leq 58.5$	$17.5 < \bar{X} \leq 22.5$
Fair	$Mi - 0,5 SDi < \bar{X} \leq Mi + 0,5 SDi$	$27.5 < \bar{X} \leq 28$	$32.5 < \bar{X} \leq 45.5$	$12.5 < \bar{X} \leq 17.5$
Poor	$Mi - 1,5 SDi < \bar{X} \leq Mi - 0,5 SDi$	$10.5 < \bar{X} \leq 20$	$19.5 < \bar{X} \leq 32.5$	$7.5 < \bar{X} \leq 12.5$

Very Poor	$< Mi - 1,5 SDi$	$\bar{X} < 10.5$	$\bar{X} < 19.5$	$\bar{X} < 7.5$

According to the table above, the researcher could categorize the English interactive media into Very Good, Good, Fair, Poor or Very Poor. The Content aspect in the English interactive learning media could be categorized into the Very Good category if the mean is more than 31.6, while it could be categorized into the Good category if the mean is more than 24.5 and less than 31.6. Then, the Media aspect could be categorized into Very Good if the mean is more than 58.5 and Good if the mean is more than 45.5 and less than 58.5. The Interactivity aspect could be categorized into Very Good if the mean is more than 22.5 and Good if the mean is more than 17.5 and less than 22.5. The category of each aspect in the English interactive learning media based on the students' score in the second questionnaire is shown in Table 14.

Table 14: The category of each aspect in the English interactive learning media based on the students' score in the second questionnaire

Aspects	Mean	Category
Content aspect	31.26	Good
Media aspect	58.62	Very Good
Interactivity aspect	22.48	Good

Based on Table 14, the Content aspect is categorized into Good, because the mean is more than 24.5 and less than 31.5. Then, the Media aspect is categorized into Very Good, because the mean is more than 58.5,

while the Interactivity aspect is categorized into Good. It is because the mean is more than 17.5 and less than 22.5.

2) Data from English Teachers

The researcher also distributed the second questionnaire to the three English teachers of SMP N 8 Yogyakarta. The aim is to know the quality of the multimedia design from the English teachers' point of view. In analyzing data from the teachers, the researcher used the same way as the data analysis of that from the students. Because of the ideal mean, ideal standard deviation and the ideal computation category criteria have been calculated, the researcher calculated the score and the mean only. After getting the total score and the mean, the researcher could categorize each aspect. The result of the total score, the mean and the category is presented in Table 15.

Table 15: The total score, the mean and the category each aspect based on the teachers' score in the second questionnaire

No	Aspects	Score	Mean	Category
1	Content aspect	86	28.67	Good
2	Media aspect	166	55.33	Good
3	Interactivity aspect	66	22	Good

Based on the table above, it can be seen that the Content aspect is categorized into Good, because the mean is more than 24.5 and less than 31.6, while the Media aspect is categorized into Good. The mean of the Media aspect is more than 45.5 and less than 58.5. Then, the Interactivity aspect is

also categorized into Good, because the mean is more than 17.5 and less than 22.5.

To know the final result of the quality of multimedia design from the students and the teachers, the researcher summed up the total score from both of them. Then, the researcher calculated the mean. After getting the mean, the researcher could categorize each aspect. Table 17 shows the total score, the mean, and the category from the students and the teachers.

Table 16: The total score, the mean and the category of each aspect based on the students' and the teachers' scores in the second questionnaire

No	Aspects	Score	Mean	Category
1	Content aspect	930	31	Good
2	Media aspect	1749	58.3	Good
3	Interactivity aspect	673	22.4	Good

Based on the table above, the Content aspect is categorized into Good, because the mean is more than 24.5 and less than 31.5. The Media aspect is categorized into Good, because the mean is more than 45.5 and less than 58.5; while, the Interactivity aspect is also categorized into Good, because the mean is more than 17.5 and less than 22.5. Therefore, it can be concluded that the final result of the quality of all aspects of the multimedia from the students' and the teachers' point of view is Good.

b. Findings

As mentioned in Chapter I, the objectives of this study were to find out the criteria of the effective design of English interactive learning media

and to develop the effective design of English interactive learning media for students at grade VII of SMP N 8 Yogyakarta. The research findings of this study are as follows:

- 1) The criteria of the effective design of English interactive learning media.

The English interactive learning media was developed based on the results of the students' needs analysis. Those results are as the criteria of the effective design of English interactive learning media. Those criteria are as follows:

- a) Matching with the standard competencies and the basic competencies.
- b) Providing the oral dialogues/monologues to listen and doing exercises related to the dialogues/monologues in the listening section.
- c) Providing situations or pictures to make the dialog in the speaking section.
- d) Providing interesting exercises such as matching and answering true or false questions in the reading sections.
- e) Providing models of simple texts before writing a paragraph in the writing sections.
- f) Providing audio of monologues, dialogues and pronunciation.
- g) Interesting layout to motivate students to learn and having good color combination.
- h) Legible and clear for the size of letters.

- i) Simple, legible and clear for the fonts.
- j) Appropriate color combination between background and letters.
- k) Providing explanative illustration.
- l) Providing decorative illustration.
- m) Providing back sound and music.
- n) Using simple buttons.

2) The design of the English interactive learning media

There are some menus in the English interactive learning media. Those are *Direction*, *Materials*, *Evaluation*, *Developers* and *References*. In the *Materials* page, there are two units and each unit consists of two lessons. In each lesson, there are four menus that can be chosen. Those are *Achievement Indicators*, *Start*, *Vocabulary*, and *Pronunciation*. All of the materials are listed in the *Start* page.

After developing the English interactive learning media, the researcher implemented it to the students in class VII-XI of SMP N 8 Yogyakarta. According to the data analysis, the students considered that the Content and the Interactivity aspects were Good, while the Media aspect was Very Good. Then, from the teachers' point of view, they considered that all of aspects were Good. The final result of the quality of the multimedia from the students and the teachers showed that all of aspects were Good. Therefore, it can be concluded that the English interactive learning media is appropriate and feasible to be used as the interactive multimedia for the students at Grade VII of SMP N 8 Yogyakarta.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. Conclusions

This research is aimed at finding out the effective design criteria of English interactive learning media and developing the effective design of English interactive learning media for students at Grade VII of SMP N 8 Yogyakarta. Based on the research findings of the research study, the conclusions are as follows:

1. The criteria of Effective Design of the English Interactive Learning Media

This study found that the criteria of the effective English interactive learning media are as follows:

- a. The content of materials should match with standard competencies and basic competencies.
- b. Listening activities should include listening to the dialogues/monologues directly and doing some exercises.
- c. In speaking activities, there should be situations as guidelines to make a conversation.
- d. Reading activities should include interesting exercises such as matching and answering true or false questions.
- e. In writing activities, there should be models of simple texts before the students write a paragraph.
- f. There should be audio of monologues, dialogues and pronunciation.

- g. The layout should be interesting and motivating students to learn and having good color combination.
- h. The size of letters should be legible and clear.
- i. The font should be simple, legible and clear.
- j. The color combination between background and letters should be appropriate.
- k. There should be explanative illustration.
- l. There should be decorative illustration.
- m. There should be back sound and music.
- n. The button should not be too complicated.

In conclusion, the effective design of English interactive learning media should be designed based on the students' needs.

2. The Design of the English Interactive Learning Media

The English interactive learning media has some menus. They are *Direction, Materials, Evaluation, Developers and References*.

a. Direction

This section presents some directions on how to use the English interactive learning media.

b. Materials

1) Achievement Indicators

This section presents the objectives of the lesson.

2) Start

This section is a link to go to the materials. There are two units and each unit consists of two lessons with the different topics. This section presents some tasks that are divided into four skills. They are listening, speaking, reading, and writing skills. Moreover, there are *Let's Read* and *Grammar Corner* section. These sections present some expressions and grammar that are used related to the topics.

3) Pronunciation

This section presents on how to pronounce some words and sentences that focus on intonation, sentence rhythm and word stress.

4) Vocabulary

This section presents list of some words and its part of speech and meaning.

c. Evaluation

This section presents some multiple choice exercises to check the students' understanding about the materials. In the end, the students will get their score.

d. Developer

This section presents the biography of the researcher and other people who has helped her to design the media.

e. References

This section presents several references or sources that are used in developing English interactive learning media.

B. Implications

The effective design of the English interactive learning media is designed based on the students' needs. In addition, the result of the try out showed that all aspects were good. It implies that the English interactive learning media is appropriate and feasible to be implemented in the English teaching-learning process for students at grade VII. The use of the English interactive learning media can be one of the alternatives to help the students learn English easily and interestingly. In addition, the English interactive learning media can be used as self-access learning media.

C. Suggestions

Related to the conclusions above, some suggestions are presented below:

1. Suggestion to the Seventh Grade Students

The students are expected to prepare themselves and understand how to use this program before using the program. They can access any activities and materials in this program based on their needs.

2. Suggestion to the English Teachers

The English teachers can develop their own English interactive learning media based on the students' needs. The English interactive learning media can be used and optimized as additional sources in the teaching-learning process. The English teachers are also expected to help the students related to the use of technology in the classroom. Hopefully, the teaching-learning process will be interesting.

3. Suggestion to the Students of English Education

The students of English education are expected to be more creative and to pay attention to develop and to design not only textbook materials but also the English interactive learning media as technology-based materials.

4. Suggestion to the Other Researchers

The other researchers are expected to conduct research to test this English interactive learning media using action research approach to check its effectiveness in the teaching-learning process.

REFERENCES

- Arsyad, Azhar. (2002). *Media Pendidikan, Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: Raja Grafindo Persada
- Brinton, Donna M. (2001). The Use of Media in Language Teaching in Marianne Celce-Murcia (Eds). *Teaching English as a Second or Foreign Language* (Third Ed). Boston, MA: Heinle&Heinle
- Brown, H.Douglas. (2000). *Principles of Language Learning and Teaching 4th Edition*. New York: Addison Wesley Longman, Inc.
- _____. (2001). *Teaching by principles: An Interactive Approach to Language Pedagogy 2nd Edition*. New York: Addison Wesley Longman, Inc.
- Gall, Meredith D, Joice P.Gall and Walter R.Borg. (2003). *Educational Research An Introduction*. Singapore: Allyn and Bacon
- Hadi, Sutrisno. (2004). *Statistik Jilid 1*. Yogyakarta: Andi
- Harmer, Jeremy. (2001). *The Practice of English Language Teaching*. Edinburgh Gate, Harlow: Pearson Education Limited
- Khoo C. C. (1994). Interactive multimedia for teaching, learning and presentations. In C. McBeath and R. Atkinson (Eds), *Proceedings of the Second International Interactive Multimedia Symposium*, 230-236. Perth, Western Australia, 23-28 January. Promaco Conventions. Retrieved on July 20, 2010 from <http://www.aset.org.au/confs/iims/1994/km/khoo.html>
- Lever-Duffy, Judy and Jean B McDonald. (2009). *Teaching and Learning With Technology (Third Edition)*. New York: Pearson Education, Inc.
- Newby, Timothy J. (2000). *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating and Using Media*. New Jersey: Prentice Hall.
- Richards, J.C and R.Schimdt. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.
- Robyler, M.D. and Jack Edwards. (2000). *Integrating Educational Technology into Teaching*. New Jersey: Prentice Hall.

- Sudjana, Nana and Ahmad Rifa'i. (2009). *Media Pengajaran*. Bandung: Sinar Baru Algesindo.
- Sutopo, Hadi A. (2003). *Multimedia Interaktif dengan Flash*. Yogyakarta: Graha Ilmu.
- Taylor, Lyn. (2004). *Educational Theories and Instructional Design Models. Their Place in Simulation*. Retrieved on July 14, 2010 from http://web.mac.com/smhsmusic/Ubos_Blog/EDIT_580/Entries/2006/8/6_Educational_Theories_files/057-taylor.pdf
- Vaughan, Tay. (2008). *Multimedia: Making It Work 7th Ed*. New York: McGraw-Hill.
- Wajiman, Ari. (2010). *Developing Interactive Multimedia for Scffolding: English for Junior High School Students at Grade VII*. Unpublished Thesis. Yogyakarta: English Department, Yogyakarta State University.
- Widodo, Chomsin S. and Jasmadi. (2008). *Panduan Menyusun Bahan Ajar Berbasis Kompetensi*. Jakarta: Elex Media Komputindo.
- Winoto. (2005). *The Characteristics of Teaching Listening Comprehension In SMK 7 Muhammadiyah Yogyakarta*. Unpublished Thesis. Yogyakarta: English Department, Yogyakarta State University.

APPENDIX

APPENDIX 1
PRINT OUT THE
MATERIALS

UNIT 1

LESSON 1

INTRODUCTION



Let's Listen

Task 1

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

Rian is Doni's new classmate. They introduce each other.

Rian : Hello, I am Riandika. R-i-a-n-d-i-k-a.

Doni : Hi! My name is Doni Setiawan. D-o-n-i S-e-t-i-a-w-a-n.

But please call me Doni.

Rian : Nice to meet you, Doni.

You can call me Rian.

Doni : Nice to meet you too, Rian.

1. What expression does Rian use to greet Doni?
 - a. Hello
 - b. Hi
2. What expression does Doni use to introduce himself to Rian?
 - a. I am Doni Setiawan.
 - b. My name is Doni Setiawan.

Task 2

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Students meet Mr. Kurniawan in the street. They greet Mr. Kurniawan.

Mr. Kurniawan : Good morning students.
Students : _____ (1)
Mr. Kurniawan : _____ (2)
Students : We are fine, Sir. Thank you. How are you?
Mr. Kurniawan : _____ (3)

I am good. Thanks.
How are you?
I am fine. Thanks.
Good morning Mr. Kurniawan.

Task 3

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Rudy introduces his friend to Lucy.

Rudy : Hi, Lucy. _____ (1) His name is Dino.
Lucy : Nice to meet you, Dino. I'm Lucy.
Dino : _____ (2) Lucy.

It is my friend.
Nice to meet you too
This is my friend.

Task 4

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

In the department store, Liya meets a new friend. They introduce each other.

Liya : Hi. I am Liya. What is your name?
Mira : My name is Mira. I am from Klaten. Where are you from?
Liya : I am from Yogyakarta. Where do you live?
Mira : I live at Jl. Dr. Wahidin No. 6.

Liya : How old are you?

Mira : I am 13 years old.

Liya : It is nice to meet you.

Mira : Nice to meet you, too.

1. What expression does Liya use to ask Mira's address?
 - a. Where is your home?
 - b. Where do you live?
2. Where is Liya from?
 - a. Yogyakarta
 - b. Klaten
3. How old is Mira?
 - a. Thirteen years old.
 - b. Thirty years old.

Task 5

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Tiya is visiting Yani's house but Tiya has to go home.

Tiya : Sorry, _____ (1)

Yani : All right, Tiya. Good bye.

_____ (2)

Tiya : Bye, Yani. See you soon.

See you tomorrow.
I am going now.
I have to go now.



Let's Speak

Task 6

Work in groups. Have a dialog with your groups based on each of the following situations.

1. You are a new student. You have to introduce yourself in front of the class. You tell your personal information (how old you are and where you live) to your friends.
2. You introduce your sister to your friend.
3. In the street you meet your friend. You have to greet your friend and then say good bye.



Read and Learn

There are some expressions that you find in the dialogues in the previous slide. Here they are the expressions:

a. Introduction

Introducing oneself	Introducing others	Responses
Hi, I am Riandika.	This is my friend. His name is Dino.	Nice to meet you.
My name is Doni Setiawan.		Nice to meet you too.
You can call me Rian.		

Here are other expressions:

Expressions	Functions
Let me introduce myself. My name is ...	Introducing yourself

I'd like to introduce myself. My name is...	
Allow me to introduce myself. My name is ...	
I'd like to introduce ...	Introducing others
Let me introduce ...	
Allow me to introduce ...	

b. Greeting and leave taking

Greeting	Leave Taking
Good morning.	I've got to go now.
How are you?	Goodbye.
Hello.	See you soon.
Hi.	Bye.
We are fine, Sir.	See you tomorrow.
I am good. Thanks.	

Here are other expressions:

Greeting	Responses
-Good morning.	-Hello.
- Good afternoon.	- Hello, good afternoon.
- Good evening.	- Good evening.
- Hello, how are you?	- I'm fine. Thank you.
- Hi.	- Very well, thank you.

Leave taking	Responses
- Sorry, I have to go now.	- Yes of course. See you.
- I'll talk to you later.	- Sure. See you later.
- It's been nice talking to you.	- So long.
- Good bye.	- Take care.
- Bye-bye / Bye.	- Keep in touch.
- See you tomorrow.	- See you at school



Grammar Corner

a. Simple present tense

We use the simple present tense when:

- the action is general
- the action happens all the time, or habitually, in the past, present and future
- the action is not only happening now
- the statement is always true

b. Simple present of 'to be'

Short forms	
Singular	Plural
I'm	we're
you're	you're
she's	they're
he's	
it's	

Long forms	
Singular	Plural
I am	we are
you are	you are
she is	they are
he is	
it is	

c. Possessive pronouns

Subject	Object	Possessive Adjective (+ noun)	Possessive Pronoun
I	me	my	mine
you	you	your	yours
he	him	his	his
she	her	her	hers
it	it	its	-
we	us	our	ours
they	them	their	their

Talita	her	her (Talita's)	hers
Bojes	his	his (Bojes's)	his
Tita and Rena		their	theirs



Let's Read

Task 7

Read the following letter carefully. Then mark the statements below by clicking the box in the True or False column.

Hi, Anna,

How are you? I'm in Jakarta. I'm studying at the International School. My teacher's name is Jessica. She is from London and I like her very much.

I have a new friend here. Her name is Carla and her nickname is "The Brain" because she is very clever. She is from Surabaya. She is 14 years old. She lives not far from my house. We always go to school together. She is a really good friend.

Write to me, I miss you.

My address is

Jl. Wahidin No 14

Kedoya Utara, Kebon Jeruk

Jakarta Barat

11520

Or call me on 087839150025

Love,

Audrey

	True	False
1. Audrey is in Jakarta.		
2. Audrey goes to the International School.		
3. Jessica is from London.		
4. The Brain is Carla's full name.		
5. Carla lives in Surabaya.		
6. Carla is 14 years old.		
7. Audrey's house is far from Carla's house.		



Let's Write

Task 8

Read the following situation carefully then write its letter in your workbook.

Dini writes a letter to her friend, Sita, in Australia. First, Dini greets Sita. Second, Dini tells Sita about her birthday party last week. She was very happy because her classmates came in her birthday party. Then, Dini asks Sita to write her about Sita's activities in Australia.

Dear Sita,

Love,
Dini

Task 9

Now, in your workbook, write a letter to your cousin and tell her/him about your new friend.

PRONUNCIATION

Click the letter to listen to the pronunciation.



Click the sentence to listen to the pronunciation.

- | | |
|-------------------------------|--------------------------|
| a. Hello. | i. She's from Australia. |
| b. Good morning. | j. How old are you? |
| c. Goodbye. | k. I'm thirteen. |
| d. How are you? | l. Where do you live? |
| e. I'm fine, thanks. And you? | m. I live in Bali. |
| f. What's your name? | n. Nice to meet you. |
| g. My name's Shanty. | |
| h. Where is she from? | |

Click the word to listen to the pronunciation.

1. close : /kləʊz/
2. meet : /mi:t/
3. neighbour : /'neɪbə(r)/
4. please : /pli:z/
5. right : /raɪt/
6. thanks : /θæŋks/

VOCABULARY

Words	Part of speech	Meaning
a letter	noun (kata benda)	surat
a neighbour	noun (kata benda)	tetangga
a street	noun (kata benda)	jalan
address	noun (kata benda)	alamat
call	verb (kata kerja)	memanggil
greet	verb (kata kerja)	menyapa
introduce	verb (kata kerja)	memperkenalkan
listen	verb (kata kerja)	mendengar
look	verb (kata kerja)	melihat
meet	verb (kata kerja)	bertemu
match	verb (kata kerja)	mencocokkan
nickname	noun (kata benda)	nama panggilan
pronunciation	noun (kata benda)	pengucapan
read	verb (kata kerja)	membaca
repeat	verb (kata kerja)	mengulang
speak	verb (kata kerja)	berbicara
spell	verb (kata kerja)	mengeja
write	verb (kata kerja)	menulis

UNIT 1 LESSON 2 MY SCHOOL



Let's Listen

A. Giving instruction

Task 1

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Tiara and her friend want to borrow Miss. Carla's dictionary.

Miss. Carla : Hi, Tiara. _____(1)

Tiara : Hello, Miss. Carla. My friend and I want to borrow a dictionary.

Miss. Carla : All right. Here you are. _____(2)

Tiara : Ok, ma'am. Thank you.

Miss. Carla : You're welcome.

I can help you.

What can I do for you?

Keep it clean and give it back to me after school.

Task 2

Match the words in the right side with the words in the left side to make instructions by dragging the correct answer in the right side.

1. stand

a. in pairs

2. sit

b. off

- | | |
|----------|---------------|
| 3. work | c. quiet |
| 4. be | d. the window |
| 5. turn | e. the floor |
| 6. open | f. down |
| 7. come | g. up |
| 8. sweep | h. here |

B. Prohibition

Task 3

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

In the computer lab, Ms.Dian prohibit Rino to use the computer.

Ms.Dian : Rino, what are you doing?

Rino : I'm typing on the computer, Miss.

Ms.Dian : Don't use that computer.

Rino : Is there any problem?

Ms.Dian : Yes, the computer will be repaired because it is full of viruses.

Rino : Oh, I see.

1. Why does Ms.Dian prohibit Rino?
 - a. because the computer is full of viruses
 - b. because the computer is broken
2. What expression does Ms. Dian use to prohibit Rino?
 - a. Don't use that computer.
 - b. Don't use that typewriter.

Task 4

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Anwar is late to the class. The lesson has already started.

Teacher : Do you know what time it is?

Anwar : _____(1)

Teacher : Do you know what time the class begins?

Anwar : _____(2)

Teacher : That means you are late. _____(3)

Anwar : Yes, Ma'am.

Next time, don't be late.
Don't be noisy.
It's 8:30 o'clock, Ma'am.
Yes. It's 07:00 o'clock.

C. Room description

Task 5

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

Tiya tells Wuhan about her classroom.

Wuhan : Is your classroom very large?

Tiya : Yeah. It's quite big; it's about 30 meters by 20 meters.

Wuhan : How many students are there?

Tiya : I think there are about 19 students.

Wuhan : Are there any computers?

Tiya : Yes, there are only two computers in the class but we have a computer lab with 15 computers.

Wuhan : What about TV? Is there any TV in your classroom?

Tiya : No. But there is a very big TV in the assembly hall.

Wuhan : How many dictionaries do you have?

Tiya : I think there are about ten.

Wuhan : Wow, that's good.

Tiya : We have lots of books in the classroom and in the library.

Wuhan : Thank you for telling me about your school, Tiya.

Tiya : You're welcome.

1. What expression does Wuhan use to ask about the number of the students in Tiya's classroom?
 - a. How many students are there?
 - b. Do you know the students over there?
2. What response does Tiya give to Wuhan's question in Number 1?
 - a. There are ninety students.
 - b. There are nineteen students.
3. How many dictionaries are in Tiya's classroom?
 - a. There are about twelve.
 - b. There are about ten.



Task 6

Work in groups. Have a dialog with your groups based on each of the following situations.

1. You feel so hot. You ask your friend to open the window.
2. You are reading in the library, but your friends are noisy. You have to prohibit them.
3. Your sister asks you about your classroom. You have to tell your sister about things that are in your classroom.



Read and Learn

There are some expressions that you find in the dialogs in the previous slide.
Here are the expressions:

a. Asking information about room description

- Is your classroom very large?
- How many students are there?
- Are there any computers?
- What about TV? Is there any TV in your classroom?
- How many dictionaries do you have?

b. Giving information about room description

- Yeah. It's quite big; it's about 30 meters by 20 meters.
- I think there are about 19 students.
- Yes, there are only two computers in the class but we have a computer lab with 15 computers.
- No. But there is a very big TV in the assembly hall.
- I think there are about ten.

c. Giving instruction

- Keep it clean and give it back to me after school.
- Ok. But, hurry up, please.

Here are other examples:

- Open the door, please.
- Sweep the floor, please.
- Bring me a glass of water, please.

d. Giving prohibition

- Don't use that computer.
- Don't be late.

Here are other examples:

- Don't close the window.
- Don't be noisy.



Grammar Corner

You can find some sentences that use “there is/are” in Task 1. Here are the sentences:

- There are about 19 students in the class.
- There are only two computers in the class.
- There is a very big TV in the assembly hall.

There is/are + noun + prepositions + noun

Prepositions

- There is a ball **on** the box



- There are two balls **beside/next to** the box



- There is a ball **behind** the box



- There are two balls **in front of** the box



- There is a ball **under** the box





Let's Read

Task 7

Read the following text carefully then mark the statements below by clicking the box in the True or False column.

My Classroom

My classroom is very nice. There are about 25 students. We have a large TV on a high shelf at the front of the class and a video player. The video player is under the TV. Next to the whiteboard there is a small bookcase with some old dictionaries in it. We use the dictionaries a lot.

We also have a very big globe on a cupboard next to some plants. The plants are lovely. I sit opposite them. There is a map of Indonesia behind the door. There are 5 computers on five desks next to the window. On my desk there are a pencil sharpener, a rubber and a lot of pens and pencils.

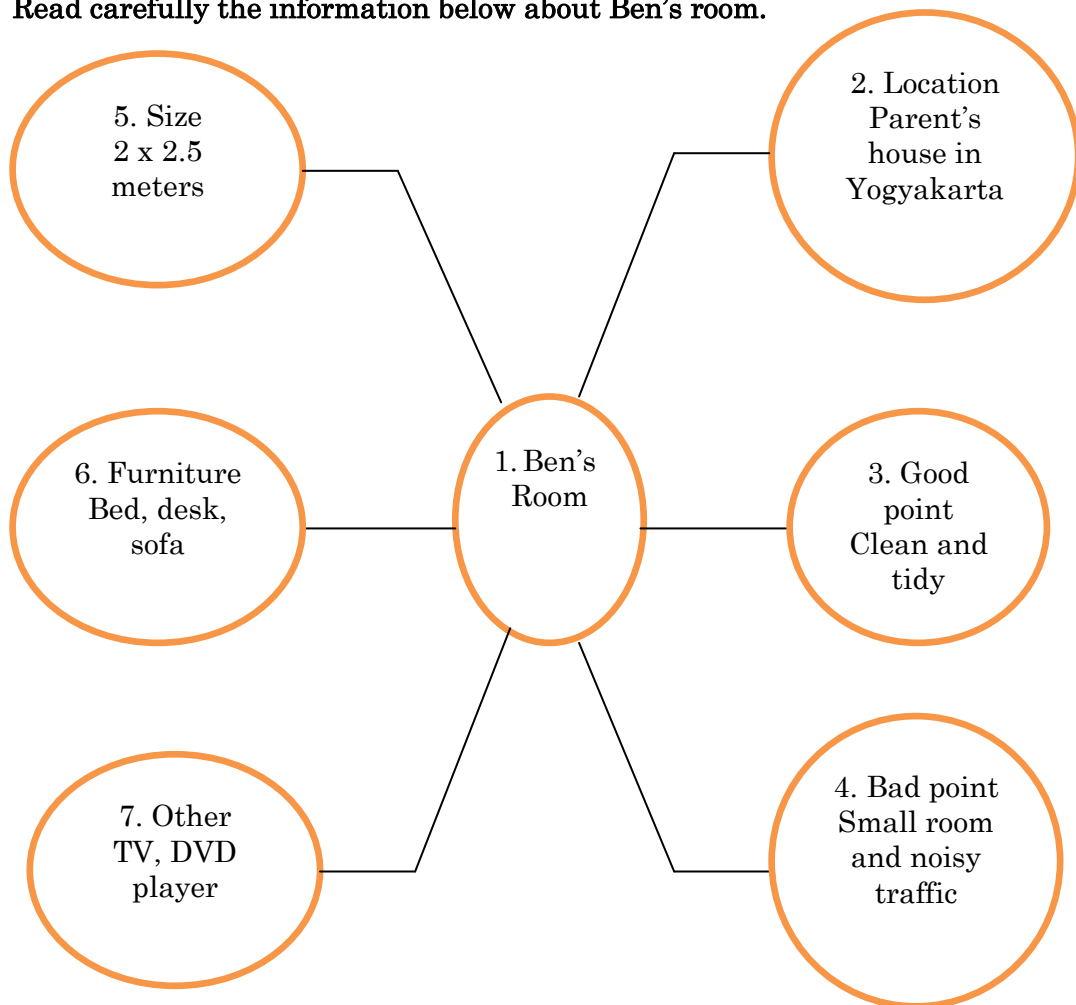
Statements	True	False
1. There is a TV in a high shelf.		
2. There is a bookcase beside the whiteboard.		
3. There are some dictionaries in the bookcase.		
4. There is a map on the wall.		
5. There are five desks next to the window.		



Let's Write

Task 8

Read carefully the information below about Ben's room.



Now, in your work book, write the information as sentences. Number one is done for you.

1. Ben's room has some good points and bad points.
2. _____
3. _____
4. _____

5. _____
6. _____
7. _____

After you have finished, check your writing with a partner.
Then re-write the sentences as one paragraph.

Task 9

Now, in your workbook, write a paragraph about your classroom.

PRONUNCIATION

Pronunciation of 'th' / θ / and / ð /

Click the word to listen to the pronunciation.

a. / θ /

1. thursday /'θɜ:zdeɪ/
2. third /θɪ:d/
3. thank /θæŋk/
4. think /θɪŋk/
5. three /θri:/
6. thing /θɪŋ/

b. / ð /

1. this /ðɪs/
2. the /ðə/
3. that /ðæt/
4. these /ði:z/
5. those /ðəʊz/
6. they /ðeɪ/

Click the sentence to listen the pronunciation.

1. What are those? Those are chairs.
2. Look at these three things! They're lovely.
3. Is it Thursday tomorrow? No, tomorrow is Tuesday.
4. Are those your keys? No, these are my keys.
5. I think Valentino Rossi will be the winner.

VOCABULARY

Words	Part of speech	Meaning
a assembly hall	noun (kata benda)	ruang petemuan
a bookcase	noun (kata benda)	rak buku
a dictionary	noun (kata benda)	kamus
a library	noun (kata benda)	pepustakaan
a room	noun (kata benda)	ruang
a shelf	noun (kata benda)	rak
borrow	verb (kata kerja)	meminjam
clean	adjective (kata sifat)	bersih
come	verb (kata kerja)	datang
late	adjective (kata sifat)	terlambat
lesson	noun (kata benda)	pelajaran
noisy	adjective (kata sifat)	ramai
prohibit	verb (kata kerja)	melarang
repair	verb (kata kerja)	memperbaiki
tidy	adjective (kata sifat)	rapi
type	verb (kata kerja)	mengetik

UNIT 2

LESSON 1

MY FAMILY



Let's Listen

A. Describing family

Task 1

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Rachel is in Keysha's home. She looks at Keysha's picture with her family. Then Keysha tells Rachel about her family.



- Keysha : This is a picture of my family.
- Rachel : Oh lovely. _____ (1)
- Keysha : That's my younger sister.
- Rachel : How old is she?
- Keysha : _____ (2)
- Rachel : Is that your brother?
- Keysha : _____ (3)
- Rachel : Who are the people standing behind you? Both of them have mustache.

Keysha : Those are my father and my grandfather.
 Rachel : _____ (4)
 Keysha : Seventy-two.
 Rachel : Wow, he looks young. Ehm, I think the woman who has curly hair is your mother, right?
 Keysha : Yes, you're right. And the woman who uses a veil is my grandmother.
 Rachel : Your grandmother looks beautiful with her veil.
 Keysha : Thank you.

How old is your grandfather?
 Yes, he is a student.
 She is four years old.
 Who's that little girl who has long hair?
 Yes, she is a student.

Task 2

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Sandra is Jessica's new friend. Jessica wants to know about Sandra's family.

Jessica : Do you have a sister, Sandra?
 Sandra : Yes, I have. Her name is Monic.
 Jessica : _____ (1)
 Sandra : Ehm, she has long fair hair and big black eyes.
 Jessica : Whom do you look like?
 Sandra : We look like our Dad. _____ (2)
 Jessica : Really?
 Sandra : Yes. He has her long nose and small black eyes.
 _____ (3)
 Jessica : But I think you are beautiful.
 Sandra : Thank you Jessica.

Can you tell me about your sister's appearance?
All of my family is tall and slim, except me.
But my brother looks like my Mom.
My brother also looks like my Dad.

B. Expression of apology

Task 3

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

Diana forgets to feed her cat, Cathy. She apologizes to her father.

Diana : Dad, I'm sorry. I forgot to feed Cathy.

Father : What? How could you forget? Oh, OK.

Never mind, but next time don't forget.

1. Why does Diana apologize to her father?
 - a. She forgot to feed her cat.
 - b. She forgot to feed her dog.
2. What expression does Diana use to apologize to her father?
 - a. Dad, I'm sorry.
 - b. Dad, I'm worry.

Task 4

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

John cannot go to the cinema with Bill. His mother is sick.

Bill : Hi John, how about our plan tonight to go to the cinema?

John : Oh I forget it. _____ (1); actually tonight I have to
accompany my mother to go to Hospital.

Bill : Oh...That's all right. _____ (2)

John : Thank you Bill.

I can go there alone.
I hope your mother will be healthy quickly.
Bill I apologize for this

C. Expression of gratitude

Task 5

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

Mother needs some sugar for the cake. She asks Daniel to go to the market.

Mother : Daniel, I need some sugar for the cake and I'm too busy to go to the market. Can you help me to buy it?

Daniel : Of course, Mom.

Mother : Thank you.

Daniel : You're welcome, Mom.

1. What expression does Mother use to say gratitude because Daniel will help her?
 - a. You are kind.
 - b. Thank you.
2. What response does Daniel give to the expression in Number 1?
 - a. You're welcome, Mom.
 - b. It's fine, Mom.

Task 6

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Mikey asks his mother to buy him a new T-shirt.

Mikey : Will you buy me a white shirt, Mom?

Mother : _____(1)

Mikey : Tomorrow, I will go to my friend's birthday party and the dress code is white. I don't have any white shirt.

Mother : _____ (2)

Mikey : Sure Mom. Thank you very much.

Mother : _____ (3)

Why do you want me to buy a white shirt?

You're welcome.

OK, I will buy it, but you have to accompany me.

I won't buy it. You have to buy it by yourself.



Let's Speak

Task 7

Arrange this jumbled conversation into a good conversation by clicking the appropriate sentences.

1. How many brothers and sisters do you have?

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

a. I have three brothers and one sister.

b. None. I'm the only child.

c. What are their names?

d. And how old are they?

e. John is 28, Paul is 26, Ronny is 20, and Georgina is 10.

f. How many brothers and sisters do you have?

g. What about you? How many brothers and sisters do you have?

h. Their names are John, Paul, Ronny, and Georgina.

Task 8

1. **Work in groups. Have a dialog with your groups about description of your family member.**
2. **Work in groups. Have a dialog with your groups based on each of the following situations.**
 - You accidentally broke your father's smoking pipe. You apologize to your father.
 - Alya needs help to carry her bags. She asks Alan to help her.



Read and Learn

There are some expressions that you find in the dialogues in the previous slide.
Here are the expressions:

1. Expressions of asking and giving information about describing people

Asking information about describing people	Giving information about describing people
<ul style="list-style-type: none">- Who's that little girl who has long hair?- How old is she?- Is that your brother?- Who are the people standing behind you?- How old is your grandfather?- Do you have a sister, Sandra?- Can you tell me about your	<ul style="list-style-type: none">- That's my younger sister.- She is four years old.- Yes, he is a student.- Those are my father and my grandfather.- Seventy-two.- Yes, I have. Her name is Monic.- Ehm, she has long fair hair and big black eyes.- We look like our Dad. But my brother

sister's appearance?	looks like my Mom.
- Whom do you look like?	- Yes. He has her long nose and small black eyes.
	- All of my family is tall and slim, except me.

2. Expressions of apology

Apology	Responses
- Dad, I'm sorry.	- Never mind.
- Bill I apologize for this.	- Oh...That's all right.

Here are other examples:

Apology	Responses
- Sorry.	- Never mind.
- I am very sorry.	- That's all right.
- I apologize for	- That's OK.
- Please excuse me.	- Please don't be sorry.
- Please accept my apology.	- It doesn't matter.

3. Expressions of gratitude

Gratitude	Responses
- Thank you.	- You're welcome, Mom.
- Thank you very much.	- That's OK.

Here are other examples:

Gratitude	Responses
- Thank you.	- That's all right.
- Thank you very much.	- My pleasure.
- Thanks.	- You are welcome.
	- No problem.

- Don't mention it.
- That's OK.



Grammar Corner

WH Question Words

We use question words to ask certain types of questions. We often refer to them as WH words because they include the letters WH (for example Why, How).

Question Word	Function	Example
What	asking for information about something	What is your name?
	asking for repetition or confirmation	What? I can't hear you. You did what?
What...for	asking for a reason, asking why	What did you do that for?
When	asking about time	When did he leave?
Where	asking in or at what place or position	Where do they live?
Which	asking about choice	Which color do you want?
Who	asking what or which person or people (subject)	Who opened the door?
Whom	asking what or which person or people (object)	Whom did you see?
Whose	asking about ownership	Whose are these keys? Whose turn is it?
Why	asking for reason, asking what...for	Why do you say that?

why don't	making a suggestion	Why don't I help you?
how	asking about manner	How does this work?
	asking about condition or quality	How was your exam?
how + adj/adv	asking about extent or degree	see examples below
how far	distance	How far is Pattaya from Bangkok?
how long	length (time or space)	How long will it take?
how many	quantity (countable)	How many cars are there?
how much	quantity (uncountable)	How much money do you have?
how old	age	How old are you?
how come (informal)	asking for reason, asking why	How come I can't see her?



Let's Read

Task 9

Read two descriptions of different families carefully. Can you match the descriptions with the right pictures? Click the appropriate picture.

1. My family is quite big. I've got two brothers and one sister. My brother Juan is older than me. He is 14. My other brother Dan is younger than me. He is 8. My sister is younger than me too. She is called Stella and she is 5. We live with our mum and dad and our grandma. My grandma is 66.

2. Hi, I'm Calice. I live with my mum and my twin sisters. They're only six years old but they're very noisy. I've got three grandparents. One grandmother lives in our street and she visits us all the time. My other grandparents visit us in the holidays.



Task 10

Ricka is a junior high school student. Read the text carefully for more information about her.

MY NAME IS RICKA

Hello, my name is Ricka. My full name is Ricka Rosida. I was born in Yogyakarta on August 17, 1997. I am a first year student of SMP Tunas Harapan. I am tall and have a long hair. I live at Jl. Supratman 21 Yogyakarta with my family . I love my family very much. I have two sisters and one brother. They are Risa, Rina, and Roni. Risa is beautiful. Her hair is black. Rina is short. Her hair is curly and black. Roni is tall. His hair is black. They are students, too. My father, Mr. Ramzi, is a soldier. He is tall and strong. My mother is a nurse. Her name is Marisa. She always smiles. She is friendly.

Copy the table below in your workbook and fill it by using the information from the text. Follow the example.

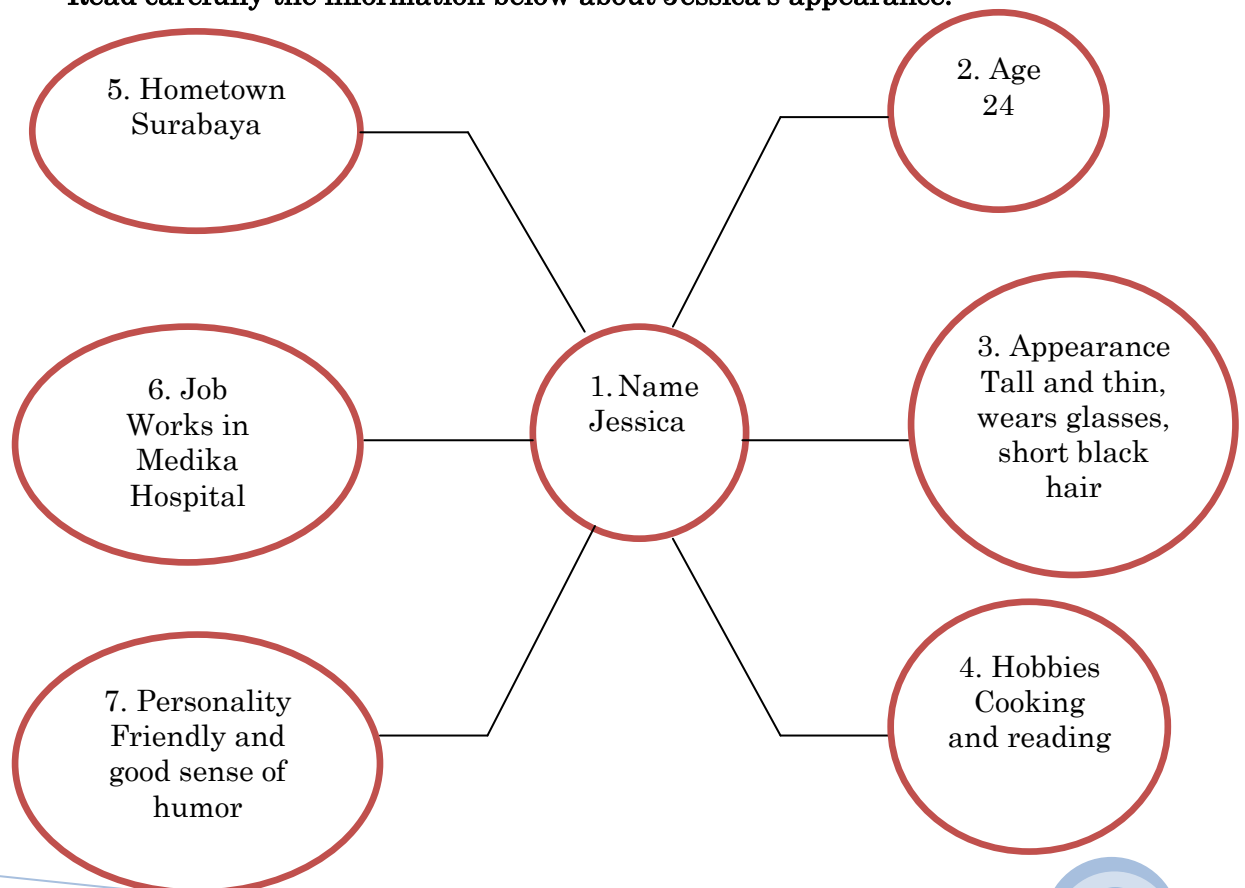
Name	Profession	Physical Appearance
Ricka	Student	Tall, long hair



Let's Write

Task 11

Read carefully the information below about Jessica's appearance.



Now, in your work book, write the information as sentences. Number one is done for you.

1. Her name is Jessica.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

After you have finished, check your writing with a partner. Then re-write the sentences as one paragraph.

Task 12

Now, in your workbook, write a descriptive paragraph about your favorite person in your family.

PRONUNCIATION

Click the word to listen to the pronunciation.

- | | |
|------------------------|-----------------------|
| 1. book : /buk/ | 4. clock : /klɒk/ |
| 2. broom : /bru:m/ | 5. cupboard : /kʌbəd/ |
| 3. backpack : /bækpæk/ | 6. door : /dɔ:(r)/ |

Click the sentence to listen to the pronunciation.

- | | |
|---------------------------------|----------------------------------|
| 1. This is my aunt. | 7. I'm Jenita's niece. |
| 2. That's my uncle. | 8. She's my nephew's girlfriend. |
| 3. Is that your dad? | 9. Have you got any brothers? |
| 4. I have three nephews. | 10. Do you have grandparents? |
| 5. I've got twenty-six cousins. | |
| 6. Marisa's parents are here. | |

VOCABULARY

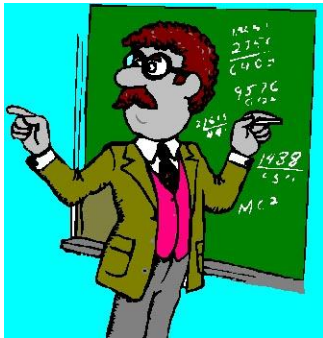
Words	Part of speech	Meaning
a brother	noun (kata benda)	saudara laki-laki
a daughter	noun (kata benda)	anak perempuan
a father/dad/daddy	noun (kata benda)	ayah
a grandchild/grandchildren	noun (kata benda)	cucu
a granddaughter	noun (kata benda)	cucu perempuan
a grandfather/grandpa	noun (kata benda)	kakek
a grandmother/grandma/granny	noun (kata benda)	nenek
a grandparents	noun (kata benda)	kakek dan nenek
a husband	noun (kata benda)	suami
a mother/mummy/mum	noun (kata benda)	ibu
a parent/parents	noun (kata benda)	orang tua
a sister	noun (kata benda)	saudara perempuan
a son	noun (kata benda)	anak laki-laki
a wife (wives)	noun (kata benda)	istri
child	noun (kata benda)	anak

UNIT 2

LESSON 2

PROFESSION

Look at the picture and learn his or her profession.



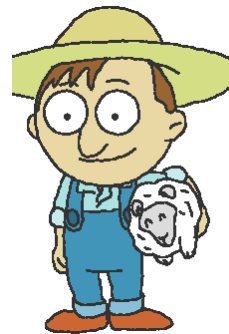
He is a teacher



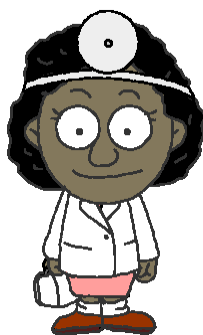
He is a plumber



He is a tailor



He is a farmer



She is a doctor



She is a dentist



She is a baby sitter



He is a postman



He is a taxi driver



He is a fireman



He is policeman



He is a pilot



He is a chef



He is a singer



Let's Listen

A. Professions and daily routines

Task 1

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

In the bus, Ann meets Allice. Ann asks Allice's profession.

Ann : _____(1)

Allice : I'm a doctor.

Ann : Oh, how interesting. Where do you work?

Allice : _____(2)

Ann : Oh yeah, I know it.

What do you do Allice?
How do you do Allice?
I work at Jogja International Hospital.

Task 2

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Stella is calling Sophie. She wants to tell Sophie about her job.

Stella : Hi, Sophie, this is Stella.

Sophie: Oh, hi Stella. How are you?

Stella : I'm fine. _____(1)

Sophie: Oh, congratulations. _____(2) What's the name of the company?

Stella : It's called Country Life.

Sophie: Wow, that's cool.

Stella : Thank you. _____(3) Bye.

Sophie : Bye.

So you're a secretary now.
I'm calling to tell you I got the job.
Ok, I'll call you again.
Ok, I've to go now.

Task 3

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Sheila and Rachel are talking about their daily routines in the school canteen.

Sheila : What time do you get up?

Rachel : _____ (1)

Sheila : When do you have lunch?

Rachel : Around one o'clock.

Sheila : _____ (2)

Rachel : I watch TV and do my homework.

I get up at eight o'clock.
What do you do in the evenings?
What will you do in the morning?

B. Expressions of politeness

Task 4

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

Mrs. Rosa wants to buy a box of chocolates for her friend.

Mrs. Rosa : Excuse me, I'd like a box of chocolates for my friend.

Shop assistant : Yes, Madam. 500 grams?

Mrs. Rosa : How much is that?

Shop assistant : Fifty thousand rupiah. These are good quality chocolates.

Mrs. Rosa : Ok. I'll have them, please.

Shop assistant : Wait a minute, Madam.

1. Which expression of politeness does Mrs. Rosa use?
 - a. I want them, please.
 - b. Ok. I'll have them, please.
2. What response does the shop assistant give to the expression in Number 1?
 - a. Wait a minute, Madam.
 - b. I will take it for you, Madam.

Task 5

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Mrs. Jenny wants to visit her grandmother's house. She goes there by taxi.

Taxi driver : Excuse me, Madam. Where do you go?

Mrs. Jenny : _____ (1)

Taxi driver : Yes Madam.

Mrs. Jenny : _____ (2)

Thank you.

Go ahead.

I would like to go to Delima Street number 14B,

Task 6

Are all your days the same? Click the bottom to listen to the story and choose the appropriate answer in the box.

My sister's a secretary in London and she (1)_____ works late. Sometimes she doesn't go home till nearly ten o'clock. She wants to try and get a different job. She's (2)_____ tired and the salary is not good.

My father's a farmer. He (3)_____ gets up very early, at 4 o'clock in the morning. I don't know how he does it. He works all day until around 3 o'clock in the afternoon. He (4)_____ takes a nap from 3 to 4. He talks to his friends and family in the evening after dinner. He (5)_____ watches TV and he (6)_____ looks tired. He's amazing.

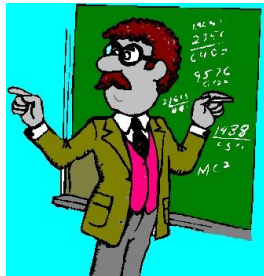
always	never
often	usually



Let's Speak

Task 7

1. Work in groups. Choose one of the following pictures. Have a dialog with your groups about her/his profession and his/her daily routines.



2. Work in groups. Have a dialog with your groups based on each of the following situations.

- You ask your father to repair your bicycle.
- You will borrow a dictionary from your teacher.



Read and Learn

There are some expressions that you find in the dialogues in the previous slide.
Here are the expressions:

1. Expressions of asking and giving information about professions

Asking information about professions	Giving information about professions
- What do you do Alice?	- I'm a doctor.

<ul style="list-style-type: none"> - Where do you work? - What's the name of the company? 	<ul style="list-style-type: none"> - I work at Jogja International Hospital. - It's called Country Life magazine.
---	---

Asking information about daily routines	Giving information about daily routines
<ul style="list-style-type: none"> - What time do you get up? - When do you have lunch? - What do you do in the evenings? 	<ul style="list-style-type: none"> - I get up at eight o'clock. - Around one o'clock. - I watch TV and do my homework.

2. Expressions of politeness

- Excuse me, I'd like a box of chocolates for my friend.
- Excuse me, Madam. Where do you go?
- I want to buy a chocolate, please.
- I would like to go to Delima Street number 14B, please.



Grammar Corner

Adverbs of Frequency

Adverbs of frequency are used to describe the frequency of our activities. In English, the adverbs of frequency are **always**, **usually**, **often**, **seldom**, **sometimes**, and **never**.

100%

0%



Always

usually

often

sometimes

seldom

never

Where do we put the adverb of frequency?

1. In a statement, we put the adverb of frequency between the subject and the verb. However, if we have the verb “to be” (am, are, is), we put the adverb after it.

Examples:

- We **often** go out with our friends.
- He **never** drinks coffee
- I am **never** angry
- My father is **often** sick

2. In a question, the adverb of frequency is put after the subject.

Example 1:

A : Do you **often** listen to the radio?

B : Yes, I do. I **usually** listen to the radio in the morning.

Example 2:

A : How **often** do you watch television?

B : Oh, I **always** watch TV in the afternoon.

Example 3:

A : Are you **ever** sad?

B : Yes, I am **sometimes** sad.



Task 8

Match the people profession with her/his work place by dragging the correct answer in the right side.

- | | |
|----------------------------|-----------------|
| 1. A nurse works | a. at home |
| 2. A policeman/woman works | b. on a farm |
| 3. A housewife works | c. in an office |
| 4. A dentist works | d. in a shop |

- | | |
|---------------------------|---------------------------|
| 5. A shop assistant works | e. at school/university |
| 6. A farmer works | f. on a ship |
| 7. A secretary works | g. in a dentist's surgery |
| 8. A sailor works | h. in a hospital |
| 9. A student studies | i. in a police station |
| 10. A doctor works | j. in a doctor's surgery |

Task 9

What are their jobs? Read about these people's daily routines carefully. Click the professions which are suitable with her/his daily routines in the box.

shop assistant

fisherman

postman

1. I get up at 2.00 o'clock in the morning. I take my small boat out to sea. I work from 3.30 until about 6.00 a.m. Then I go to the market and sell the fish I have. Some days are good; some days are not so good. When I get home, I sleep for about three hours.

Answer: _____

2. I get up at 6 o'clock in the morning. I work from 8 a.m. to 2 p.m. every day. I work in Semarang. I collect the letters in the morning and then deliver them to 10 streets. From 12 to 2, I work in the office. I sort the letters and serve customers.

Answer: _____

3. I start work at half past nine. The first customers arrive around 10 o'clock. I sell glasses and cups. Sometimes the customers are very rude, they don't say *please* or *thank you*. I finish work at around 7 p.m. I stand up all day so my legs are very tired.

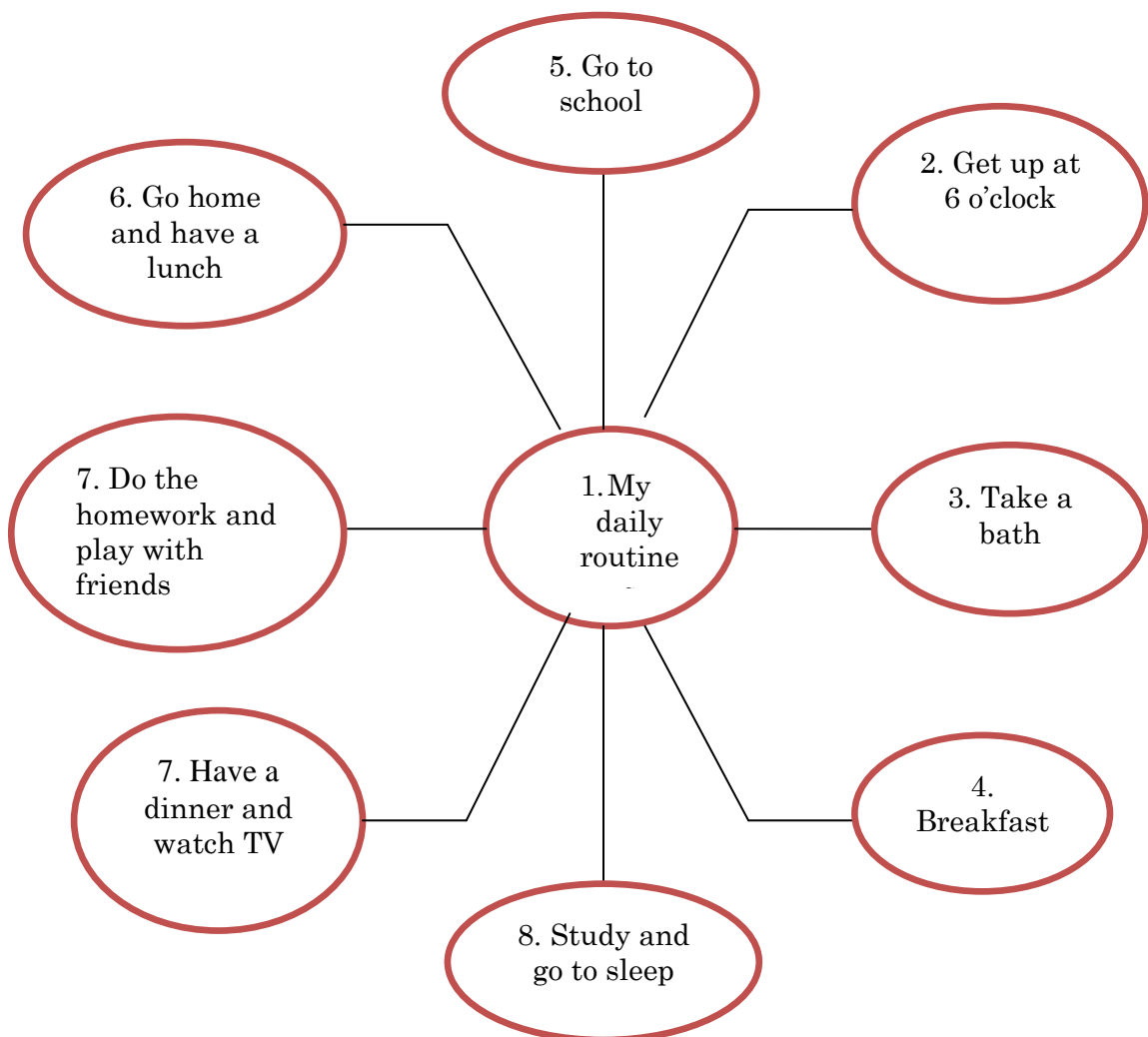
Answer: _____



Let's Write

Task 10

Read carefully the information below about daily routines.



Now, in your work book, write the information as sentences. Number one is done for you.

1. I want to tell about my daily routines.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

After you have finished, check your writing with a partner. Then re-write the sentences as one paragraph.

Task 11

Write a paragraph about your parents' daily routines in your workbook.

PRONUNCIATION

Click the word to listen to the pronunciation.

u:		ʊ	
blue	/blu:/	book	/buk/
cool	/ku:l/	cook	/kuk/
food	/fu:d/	foot	/fut/
fruit	/fru:t/	good	/gut/

rude	/ruːd/	push	/puʃ/
true	/truː/	woman	/wʊmən/

/s/		/ʃ/	
see	/siː/	she	/ʃiː/
self	/self/	shelf	/ʃelf/
sell	/sel/	shell	/ʃel/
sort	/sɔːt/	short	/ʃɔːt/
stop	/stɒp/	shop	/ʃɒp/
sue	/suː/	shoe	/ʃuː/

Click the sentence to listen to the pronunciation.

1. What's your job? I'm a lawyer.
2. What do you do? I'm a student.
3. What does she do? She's a doctor.
4. How often do you wash your hair? Every day.
5. When does she have breakfast? At around six o'clock.
6. Does he play the guitar? No, he doesn't.
7. A beautiful blue room.
8. A stupid student.
9. Stop at the shop and speak to Susan.
10. There are some short sailors sleeping on the ship.

VOCABULARY

Words	Part of speech	Meaning
a company	noun (kata benda)	perusahaan
after	preposition (preposisi)	setelah
a job	noun (kata benda)	pekerjaan
a letter	noun (kata benda)	surat

a magazine	noun (kata benda)	majalah
around	adverb (kata keterangan)	sekitar
before	adverb (kata keterangan)	sebelum
clothes	noun (kata benda)	pakaian
customers	noun (kata benda)	pelanggan
deliver	verb (kata kerja)	mengirim
rude	adjective (kata sifat)	tidak sopan
shelf	noun (kata benda)	papan
sometimes	adverb (kata keterangan)	kadang-kadang
tired	adjective (kata sifat)	lelah/capek
usually	adverb (kata keterangan)	selalu

EVALUATION

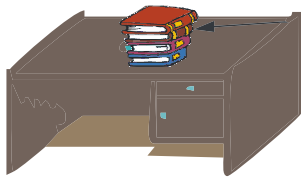
Directions:

1. There are 20 multiple choices.
2. Click on the option (A, B, C, or D).
3. After you click the option, you will continue to the next question.
4. In the end you will find your score.

Good Luck!

1. Risa is a new student. She and Nury meet Rudy in the library.
Nury : Rudy, please meet my friend, Risa. Risa, this is Rudy.
Risa : Hello Rudy, pleased to meet you.
Rudy : Pleased to meet you too, Risa.
What expression does Nury use to introduce Rudy to Risa?
 - a. Pleased to meet you.
 - b. Nice to meet you.
 - c. My name is Risa.
 - d. This is Rudy.
2. Donny : Hello. What's your name?
Citra : I'm Citra. Hi.
 - a. Hi.
 - b. My name is Donny.
 - c. I'm sorry.
 - d. Thank you.
3. Miss Ratna : Look. The floor is dirty. Tika,, please.
Tika : OK.
 - a. Clean the window
 - b. Sweep the floor
 - c. Wash the dishes

- d. Close the door
4. Anto forbids Rima to go to the library.
 Rima : I want to go to the library.
 Anto :
 Rima : Why?
 Anto : The library is closed until Saturday
- a. Stand up, please.
 b. Don't go there.
 c. Sit down.
 d. Don't smoke.
5. It.....a fish
- a. is
 b. am
 c. are
 d. does
6. Michael and Mary.....my parents. Itheir daughter.
- a. are, am
 b. are, is
 c. am, are
 d. are, are
7. He leaves for Italy.....Thursday.....11 o'clock
- a. at, in
 b. on, at
 c. at, on
 d. on, on
8.three girls are waiting for the bus.
- a. There is
 b. Is there
 c. There are
 d. Are there



9.

The books are.....the table

- a. in
- b. at
- c. behind
- d. on

10. A : Excuse me. Do you know where Mr Murphy's house is?

B :

- a. Oh, I see. Thank you.
- b. You're welcome.
- c. Which one?
- d. Of course. It is in front of the fruit stall.

11. Citra : Excuse me.

Dina : Oh...It's next to the language laboratory.

Citra : Thank you.

- a. Where is the toilet?
- b. Where is the language laboratory?
- c. What is your name?
- d. Tell me about the toilet.

12. Susan is Mr. Surya's daughter. Mr. Surya is Susan's.....

- a. son.
- b. uncle.
- c. father.
- d. grandfather.

13. Huda is Anna's nephew. Anna is Huda's.....

- a. mother.
- b. uncle.
- c. aunt.
- d. daughter.

14. Riri : Mam, I'm sorry, I forgot to buy 1 kg of sugar as you requested.

Mother : What? How could you forget? Oh, OK

.....

- a. never mind.
- b. my pleasure.
- c. thank you.
- d. restaurant.

15. Sani : Adi, can I borrow your pencil?

Adi : Sure, here it is.

Sani : Thank you.

Adi :

- a. I'm sorry.
- b. Please.
- c. Give it back me.
- d. You're welcome.

16. A: What's your job?

B:

- a. I'm a doctor.
- b. He's an engineer.
- c. Risa is a teacher.
- d. They are drivers.

17. Mrs. Tiara works in office from Monday to Friday. She answers telephone and types a letter. She begins to work at nine everyday and finishes at five.

Mrs. Tiara's job is.....

- a. A nurse
- b. A secretary.
- c. A teacher.
- d. A shop assistant.

18. A : Do you get up at 4 every morning?

B :

A : What time do you get up.

B : I get up at 4.30 every morning.

- a. No, I don't get up at 4.
 - b. Yes, I get up at 4.
 - c. No, she doesn't get up at 4.
 - d. Yes, she gets up at 4.
19. A chef works in a
- a. hospital.
 - b. school.
 - c. office.
 - d. restaurant.
20. A person who covers news is a
- a. speaker.
 - b. journalist.
 - c. trainer.
 - d. nurse.

REFERENCES

- Clark, Jaeanette Lindsey, Agnes Shanti Nindyarini and Rahma Diana Sari . 2007. *Flying Start IA for Junior High Shools Year VII Semester 1*. Jakarta: Esis.
- Mukarto, Sujatmiko, dkk. 2007. *English on Sky 1 for Junior High School Students year VII*. Jakarta: Erlangga.
- Murphy, Raymond. 1994. *English Grammar in Use (Second Edition)*. United Kingdom: Cambridge University Press.
- Priyana, Jaka, Riandi and Anita Mumpuni. 2008. *Scaffolding: English for Junior High School Students*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Santi, Inez. 2009. *English for teens 1*. Yogyakarta: Andi Yogyakarta.
- Wardiman, Artono, Masduki B Jahur and M.Sukirman Djusma . 2008. *English in Focus I: for Grade VII Junior High School (SMP/ MTs)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- www.clipart.com. Retrieved on July 05, 2010
- www.mes-english.com. Retrieved on July 04, 2010

KEY ANSWERS

UNIT 1 LESSON 1

Task 1

1. a
2. b

Task 2

1. Good morning Mr. Kurniawan.
2. How are you?
3. I am good. Thanks.

Task 3

1. This is my friend.
2. Nice to meet you too.

Task 4

1. b
2. a
3. a

Task 5

1. I have to go now.
2. See you tomorrow.

Task 7

1. T
2. T
3. T

4. F
5. F
6. T
7. F

UNIT 1 LESSON 2

Task 1

1. What can I do for you?
2. Keep it clean and give it back to me after school.

Task 2

1. g
2. f
3. a
4. c
5. b
6. d
7. h
8. e

Task 3

1. a
2. a

Task 4

1. It's 8:30 o'clock, Ma'am.

2. Yes. It's 07:00 o'clock.
3. Next time, don't be late.

Task 5

1. a
2. b
3. b

Task 7

1. F
2. T
3. T
4. F
5. T

UNIT 2

LESSON 1

Task 1

1. Who's that little girl who has long hair?
2. She is four years old.
3. Yes, he is a student.
4. How old is your grandfather?

Task 2

1. Can you tell me about your sister's appearance?
2. But my brother looks like my Mom.
3. All of my family is tall and slim, except me.

Task 3

1. a
2. a

Task 4

1. Bill I apologize for this
2. I hope your mother will be healthy quickly.

Task 5

1. b
2. a

Task 6

1. Why do you want me to buy a white shirt?
2. OK, I will buy it, but you have to accompany me.
3. You're welcome.

Task 7

1. f
2. a
3. c
4. h
5. d
6. e
7. g
8. b
- 9.

Task 9

1. Blue

2. Green

UNIT 2 LESSON 2

Task 1

1. What do you do Alice?
2. I work at Jogja International Hospital.

Task 2

1. I'm calling to tell you I got the job.
2. So you're a secretary now.
3. Ok, I'll call you again.

Task 3

1. I get up at eight o'clock.
2. What do you do in the evenings?

Task 4

1. b
2. a

Task 5

1. I would like to go to Delima Street number 14B, please.
2. Thank you.

Task 6

1. often

2. always
3. always
4. usually
5. never
6. never

Task 8

1. h
2. i
3. a
4. g
5. d
6. b
7. c
8. f
9. e
10. j

Task 9

1. fisherman
2. postman
3. shop assistant

EVALUATION

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. B | 12. C |
| 3. B | 13. C |
| 4. B | 14. A |
| 5. A | 15. D |
| 6. A | 16. A |
| 7. B | 17. A |
| 8. C | 18. A |
| 9. D | 19. D |
| 10. D | 20. B |

APPENDIX 2
COURSE GRID

COURSE GRID

Topic	Standard of Competence	Basic Competence	Indicators	Grammar Focus	Input Text	Activities	Vocabulary	Pronunciation	Time
UNIT I LESSON 1 INTRODUCTION	1. Listening Understanding meaning of simple conversation for interpersonal and transactional interactively in formal and informal condition to communicate with the nearest environment and or in academic context.	1. Listening 1.1 Understanding meaning of interpersonal and transactional conversation in spoken language which contains greeting, introducing oneself and others, and leave taking.	1. Listening - To identify expressions of greeting. - To identify expressions of introducing oneself and others. - To identify expressions of leave taking. - To identify expressions of asking and giving personal information.	1. Simple present tense 2. Simple present “to be” <i>Verb to be</i> <i>I am (I'm)</i> <i>Are you.....?</i> <i>My name is.....(my name's)</i> <i>It is (it's) It is not (it isn't)</i> <i>I, we, you, they, he, she, it</i> 3. Pronouns <i>I, we, you, they, he, she, it</i> 4. Possessive Pronouns <i>My, his, her, Your, our, Their, mine, yours, hers, ours, theirs</i>	1. Oral dialogues	1. Listening - Listening to the dialog about greeting and introducing oneself then answering multiple choice questions - Listening to the dialogues which contain greeting, leave taking and introducing others then matching expressions with the dialog - Listening to the dialogues which contain asking and giving personal information then matching expressions with the dialog	- a letter - a neighbour - a street - address - call - greet - introduce - listen - look - meet - match - nickname - pronunciation - read - repeat - speak - spell - write	1. Sentence stress. 2. Letters. 3. Word stress.	4 x 40 minutes

	2. Speaking Expressing the meaning in a simple dialogue for interpersonal and transactional in formal and informal condition to communicate with the nearest environment and or in academic context.	2. Speaking 2.1 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to greet someone, to introduce oneself and others, and to say good bye.	2. Speaking <ul style="list-style-type: none"> - To greet someone orally, accurately, fluently and appropriately. - To introduce oneself and others orally, accurately, fluently and appropriately. - To say good bye orally, accurately, fluently and appropriately. - To ask and to give personal information orally, accurately, fluently and appropriately. 			2. Speaking <ul style="list-style-type: none"> - Making a conversation of greeting, introducing one self and others, and leave taking based on the situation - Making a conversation of asking and giving personal information based on the situation - Making a conversation of leave taking based on the situation 			
	3. Reading Understanding meaning short writing functional text that related to the nearest environment and or in academic	1. Reading 3.2 Understanding correctly and efficiently the meaning which expressed implicitly and explicitly in short functional written text that related to the nearest	3. Reading To get information from a letter.		2. A letter	3. Reading Reading a letter then answering true/false questions			

	context.	environment and or in academic context.							
	4. Writing Expressing meaning short functional written to communicate with the nearest environment and or in academic context.	4. Writing 4.1 Expressing information in simple short functional written text accurately, chronological and acceptable to communicate with the nearest environment and or in academic context.	4. Writing - To write a letter based on the provided situation. - To write a letter about a new friend.			4. Writing - Writing a letter based on the provided situation - Writing a letter about a new friend			
UNIT I LESSON 2 MY SCHOOL	1. Listening Understanding meaning of simple conversation for interpersonal and transactional interactively in formal and informal condition to communicate with the nearest environment and or in academic context.	1. Listening 1.2 Understanding meaning of interpersonal and transactional conversation in spoken language which contains giving instruction and prohibition. 1.3 Understanding meaning of interpersonal and transactional conversation in spoken language which contains asking and giving information.	1. Listening - To identify expressions of giving instruction. - To identify expressions of prohibition. - To identify expressions of asking and giving information.	1. Verb <i>to be</i> (<i>there is, there are</i>) 2. Determiners (<i>this/that/these/those</i>) 3. Prepositions (<i>in/on/in front of/behind/beside/under/next to</i>)	1. Oral Dialogues	1. Listening - Listening to the dialogues about giving instruction then matching expressions with the dialog - Matching instructions - Listening to the dialogue about giving prohibition then answering multiple choice questions - Listening to the dialogue about giving prohibition then matching expressions with the dialog - Listening to the dialogue about	- a assembly hall - a bookcase - a dictionary - a library - a room - a shelf - borrow - clean - come - late - lesson - noisy - prohibit - repair - tidy - type	1. Sentence stress and pronunciation of / θ / and / ð / 2. Word stress.	4 x 40 minutes

						room description (asking and giving for information) then answering multiple choice questions			
	2. Speaking Expressing the meaning in a simple dialogue for interpersonal and transactional in formal and informal condition to communicate with the nearest environment and or in academic context.	2. Speaking 2.2 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to give instruction, to prohibit someone. 2.3 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to ask and to give for information.	2. Speaking <ul style="list-style-type: none"> - To give instruction orally, accurately, fluently and appropriately. - To prohibit someone orally, accurately, fluently and appropriately. - To ask and to give information about room description orally, accurately, fluently and appropriately. 			2. Speaking <ul style="list-style-type: none"> - Making a conversation of giving instruction based on the situation - Making a conversation of prohibition based on the situation - Making a conversation about the students' classroom based on the situation 			
	3. Reading Understanding	3. Reading 3.2 Understanding	3. Reading To get		2. A descriptive	3. Reading Reading a			

	meaning short writing functional text that related to the nearest environment and or in academic context.	correctly and efficiently the meaning which expressed implicitly and explicitly in short functional written text that related to the nearest environment and or in academic context.	information from a descriptive text about a classroom.		text “ <i>My Classroom</i> ”	descriptive text then answering true or false questions			
	4. Writing Expressing meaning short writing functional to communicate with the nearest environment and or in academic context.	4. Writing 4.1 Expressing information in simple short functional written text accurately, sequence and acceptable to communicate with the nearest environment and or in academic context.	4. Writing - To write about room description based on the provided information. - To write a descriptive paragraph about the students’ classroom.			4. Writing - Writing about room description based on the provided information - Writing a descriptive paragraph about the students’ classroom			
UNIT II LESSON 1 MY FAMILY	1. Listening Understanding meaning of simple conversation for interpersonal and transactional interactively in formal and informal condition to communicate with the nearest environment and or in academic context.	1. Listening 1.3 Understanding meaning of interpersonal and transactional conversation in spoken language which contains asking and giving information. 1.4 Understanding meaning of interpersonal and transactional conversation in spoken language which contains expressing apology and gratitude.	1. Listening - To identify expressions of asking and giving information about the members of the family. - To identify expressions of asking and giving information about describing people. - To identify	WH Questions <i>What, where, which, who, whom, how</i>	1. Oral Dialogues	1. Listening - Listening to the dialogue about family members then matching expressions with the dialog - Listening to the dialogue about describing people then matching expressions with the dialog - Listening to the dialogue about apology then answering	- a brother - a daughter - a father/dad/daddy - a grandchild/grand children - a granddaughter - a grandfather/grand pa - a grandmother/grandma/granny - a grandparents - a husband - a mother/mummy/mum	1. Word stress. 2. Sentence stress.	4 x 40 minutes

			expressions of apology. - To identify expressions of gratitude.			multiple choice questions - Listening to the dialogue about apology then matching expressions with the dialog - Listening to the dialogue about gratitude then answering multiple choice questions - Listening to the dialogue about gratitude then matching expressions with the dialog	- a parent/parents - a sister - a son - a wife (wives) - child		
	2. Speaking Expressing the meaning in a simple dialogue for interpersonal and transactional in formal and informal condition to communicate with the nearest environment and or in academic context.	2. Speaking 2.3 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to ask and to give information. 2.4 Expressing meaning of interpersonal and transactional conversation in spoken	2. Speaking - To ask and to give information about describing people orally, accurately, fluently and appropriately. - To express apology orally, accurately, fluently and appropriately. - To express gratitude orally, accurately,			2. Speaking - Arranging jumbled dialog - Making a conversation about description of the family members based on the situation - Making a conversation of apology based on the situation - Making a conversation of gratitude based on the situation			

		language which contains expressing apology and gratitude.	fluently and appropriately.						
	3. Reading Understanding meaning short writing functional text that related to the nearest environment and or in academic context.	3. Reading 3.2 Understanding correctly and efficiently the meaning which expressed implicitly and explicitly in short functional written text that related to the nearest environment and or in academic context.	3. Reading To get information from a descriptive text.		2. Descriptive texts “My Name is Ricka”	3. Reading - Reading a descriptive text then matching the family's descriptions with the picture - Reading a descriptive text then identify the name, the profession, and the physical appearance according to the text			
	4. Writing Expressing meaning short writing functional to communicate with the nearest environment and or in academic context.	4. Writing 4.1 Expressing information in simple short functional written text accurately, sequence and acceptable to communicate with the nearest environment and or in academic context	4. Writing - To write about personal appearance based on the provided information. - To write a descriptive paragraph about the students' favorite person in her/his family.			4. Writing - Writing about personal appearance based on the provided information - Writing a descriptive paragraph about the students' favorite person in her/his family			
UNIT II LESSON 2 PROFES SIONS	1. Listening Understanding meaning of simple conversation for interpersonal and	1. Listening 1.3 Understanding meaning of interpersonal and transactional conversation in spoken	1. Listening - To identify expressions of asking and giving	Adverbs of frequency <i>always,</i> <i>usually,</i> <i>often,</i>	1. Oral Dialogues 2. A monologue	1. Listening - Listening to the dialogues about professions and daily routines - a company - after - a job - a letter - a magazine	1. Word stress. 2. Sentence stress.		4 x 40 minutes

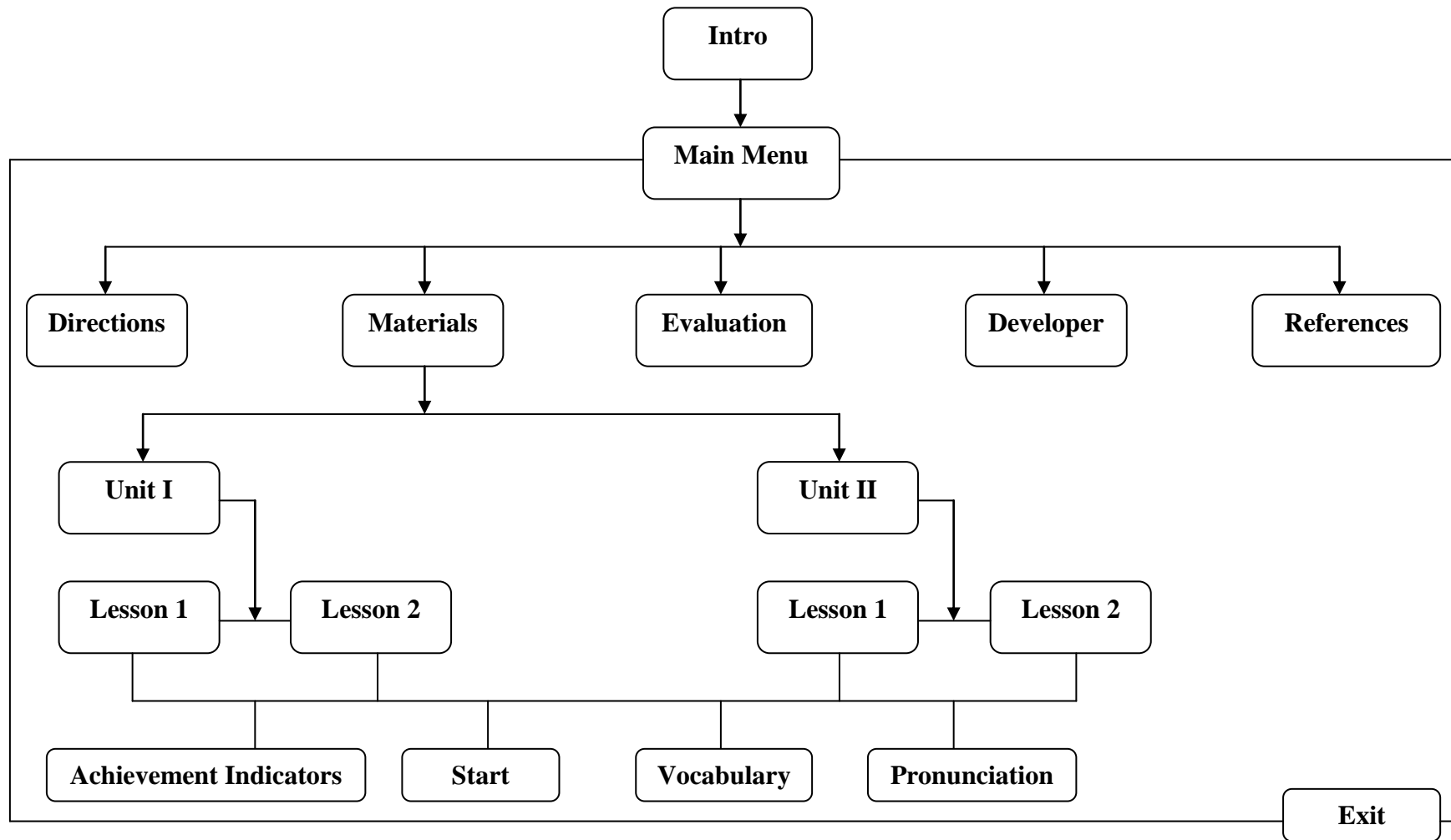
	transactional interactively in formal and informal condition to communicate with the nearest environment and or in academic context.	language which contains asking and giving information. 1.5 Understanding meaning of interpersonal and transactional conversation in spoken language which contains expressing politeness.	information about professions. - To identify expressions of asking and giving information about daily routines. - To identify expressions of politeness.	<i>seldom,</i> <i>sometimes,</i> and <i>never</i>		then matching expressions with the dialog - Listening to the dialogue about politeness then answering multiple choice questions - Listening to the dialogue about politeness then matching expressions with the dialog - Listening to the monolog about daily routines then doing exercises about adverbs of frequency	- around - before - clothes - customers - deliver - rude - shelf - sometimes - tired - usually	3. Vowel sounds / u: / and / ʊ / / s / and / ʃ / /	
	2. Speaking Expressing the meaning in a simple dialogue for interpersonal and transactional in formal and informal condition to communicate with the nearest environment and or in academic context.	2. Speaking 2.3 Expressing meaning with simple spoken language accurately fluently and acceptable in transactional and interpersonal conversation to communicate with the nearest environment and or in academic context in formal and informal condition to ask and to give information. 2.5 Understanding meaning of interpersonal	2. Speaking - To ask and to give information about professions and daily routines orally, accurately, fluently and appropriately. - To express politeness orally, accurately, fluently and			2. Speaking - Making a conversation about professions and daily routines based on the picture - Making a conversation about politeness based on the situation			

		and transactional conversation in spoken language which contains expressing politeness.	appropriately.						
	3. Reading Understanding meaning short writing functional text that related to the nearest environment and or in academic context.	3. Reading 3.2 Understanding correctly and efficiently the meaning which expressed implicitly and explicitly in short functional written text that related to the nearest environment and or in academic context.	3. Reading - To identify the people's profession with her/his workplace. - To get information from daily routines text.		3. <i>Daily Routines</i>	3. Reading - Matching people's profession with her/his work place - Reading daily routines and matching with her/his profession			
	4. Writing Expressing meaning short writing functional to communicate with the nearest environment and or in academic context.	4. Writing 4.1 Expressing information in simple short functional written text accurately, sequence and acceptable to communicate with the nearest environment and or in academic context.	4. Writing - To write about daily routines based on the provided information. - To write a paragraph about the students' parents' profession and daily routines.			4. Writing - Writing about daily routines based on the provided information - Writing a paragraph about the students' parents' profession and daily routines			

APPENDIX 3

FLOWCHART




FLOWCHART








APPENDIX 4



STORYBOARD



STORY BOARD



Scene	Visual	Audio
1	 <p style="text-align: center;">Link : Scene 1</p>	Instrumental music “Intro”
2	 <p style="text-align: center;">Link : Scene 2</p>	Instrumental Music “Intro”
3	 <p style="text-align: center;">Link : Scene 3</p> <p> Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	Instrumental Music “Everything I Do” Songs “Hero” “Perfect”



4	 <p>Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
5	 <p>Link: Unit I lesson 1 scene 5.1 Link: Unit I lesson 2 scene 5.2 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button link scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
		<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>



5.1	<p>Link: Achievement Indicators scene 5.1a</p> <p>Link: Start link scene 5.1b</p> <p>Link: Pronunciation scene 5.1c</p> <p>Link: Vocabulary scene 5.1d</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 1 scene 5.3</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.1a	 <p>Link: Start scene 5.1b</p> <p>Link: Pronunciation scene 5.1c</p> <p>Link: Vocabulary scene 5.1d</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 1 scene 5.3</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>
5.1b	 <p>Link: Achievement Indicators scene 5.1a</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>



	<p>Link: Pronunciation scene 5.1c</p> <p>Link: Vocabulary scene 5.1d</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 1 scene 5.3</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.1c	 <p>Link: Achievement Indicators scene 5.1a</p> <p>Link: Start scene 5.1b</p> <p>Link: Vocabulary scene 5.1d</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 1 scene 5.3</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>
5.1d	 <p>Link: Achievement Indicators scene 5.1a</p> <p>Link: Start scene 5.1b</p> <p>Link: Vocabulary scene 5.1c</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>



	<p> Link: Unit I lesson 2 scene 5.2 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	
5.2	 <p> Link: Achievement Indicators scene 5.2a Link: Pronunciation scene 5.2c Link: Vocabulary scene 5.2d Link: Unit I lesson 1 scene 5.1 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>
5.2a	 <p> Link: Start scene 5.2b Link: Pronunciation scene 5.2c Link: Vocabulary scene 5.2d </p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>



	<p> Link: Unit I lesson 1 scene 5.1 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	
5.2b	 <p> Link: Achievement Indicators scene 5.2a Link: Pronunciation scene 5.2c Link: Vocabulary scene 5.2d Link: Unit I lesson 1 scene 5.1 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>
5.2c	 <p> Link: Achievement Indicators scene 5.2a Link: Start scene 5.2b Link: Vocabulary scene 5.2d </p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>

	<p> Link: Unit I lesson 1 scene 5.1 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	
5.2d	 <p> Link: Achievement Indicators scene 5.2a Link: Start scene 5.2b Link: Vocabulary scene 5.2c Link: Unit I lesson 1 scene 5.1 Link: Unit II lesson 1 scene 5.3 Link: Unit II lesson 2 scene 5.4 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9 </p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
5.3	 <p> Link: Achievement Indicators scene 5.3a Link: Start scene 5.2b Link: Pronunciation scene 5.3c </p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>




	<p>Link: Vocabulary scene 5.3d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.3a	 <p>Link: Start scene 5.3b</p> <p>Link: Pronunciation scene 5.3c</p> <p>Link: Vocabulary scene 5.3d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>
5.3b	 <p>Link: Achievement Indicators scene 5.3a</p> <p>Link: Pronunciation scene 5.3c</p> <p>Link: Vocabulary scene 5.3d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>

	<p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.3c	 <p>Link: Achievement Indicators scene 5.3a</p> <p>Link: Start scene 5.3b</p> <p>Link: Vocabulary scene 5.3d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>
5.3d	 <p>Link: Achievement Indicators scene 5.3a</p> <p>Link: Start scene 5.3b</p> <p>Link: Pronunciation scene 5.3c</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 2 scene 5.4</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>

	<p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.4	 <p>Link: Achievement Indicators scene 5.4a</p> <p>Link: Start scene 5.4b</p> <p>Link: Pronunciation scene 5.4c</p> <p>Link: Vocabulary scene 5.4d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 3 scene 5.3</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>
5.4a	 <p>Link: Start scene 5.4b</p> <p>Link: Pronunciation scene 5.4c</p> <p>Link: Vocabulary scene 5.4d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 3 scene 5.3</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p>

	<p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	
5.4b	 <p>Link: Achievement Indicators scene 5.4a</p> <p>Link: Pronunciation scene 5.4c</p> <p>Link: Vocabulary scene 5.4d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 3 scene 5.3</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>
5.4c	 <p>Link: Achievement Indicators scene 5.4a</p> <p>Link: Start scene 5.4b</p> <p>Link: Vocabulary scene 5.4d</p> <p>Link: Unit I lesson 1 scene 5.1</p> <p>Link: Unit I lesson 2 scene 5.2</p> <p>Link: Unit II lesson 3 scene 5.3</p> <p>Link: Direction button scene 4</p> <p>Link: Materials button scene 5</p> <p>Link: Evaluation button scene 6</p> <p>Link: Developer button scene 7</p> <p>Link: References button scene 8</p> <p>Link: Exit button scene 9</p>	<p>Instrumental Music</p> <p>“Everything I Do”</p> <p>Songs</p> <p>“Hero”</p> <p>“Perfect”</p> <p>Sounds recording</p>

<p>5.4d</p>	<div data-bbox="509 264 989 618" data-label="Image"> </div> <p>Link: Achievement Indicators scene 5.4a Link: Start scene 5.4b Link: Pronunciation scene 5.4c Link: Unit I lesson 1 scene 5.1 Link: Unit I lesson 2 scene 5.2 Link: Unit II lesson 1 scene 5.3 Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
<p>6</p>	<div data-bbox="413 1128 892 1482" data-label="Image"> </div> <p>Link: Direction button scene 4 Link: Materials button scene 5 Link: Developer button scene 7 Link: References button scene 8 Link: Exit button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>

7	 <p>Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: References button scene 8 Link: Exit button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
8	 <p>Link: Direction button scene 4 Link: Materials button scene 5 Link: Evaluation button scene 6 Link: Developer button scene 7 Link: Exit button scene 9</p>	<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>
9		<p>Instrumental Music “Everything I Do” Songs “Hero” “Perfect”</p>

APPENDIX 5
FINAL DRAFT

SCREEN



English Language

Weather



Direction



Weather



Weather



Weather



Weather



MATERIALS

- UNIT 1
- LESSON 1
- Start**
- Introduction
- Preparation
- Watching**

Task2

Click the picture and listen carefully to the dialog. Then complete the dialog by imagination by choosing.

Students meet Mr. Karimov in the street. They greet as Karimov.

Mr. Karimov: Good morning students,

Students: _____ (1)

Mr. Karimov: _____ (2)

Students: Yes we are, Sir. Thank you. How are you? _____ (3)

Mr. Karimov: _____ (4)

Students: I am great. Thanks. _____ (5)

How are you? _____ (6)



Unit 1

Lesson 1

Task 1

Task 2

Page 1 of 2
Go Off Screen
5

English Interactive

Weather (Unit 1) Lesson 1



Direction



Materials



Evaluation



Developer



Illustration

MATERIALS

Activities
Introduction

Start

Presentation

Vocabulary

**UNIT 1
LESSON 1**

Introduction

Let's Listen ▶



Track 3

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Ready?

Ready! Listen to the dialog to hear:

Amy: Hi Lucy. _____ (1) My name is Dina.
 Lucy: Hi! How to meet you, Dina? (2) My name is Dina.
 Dina: _____ (3) Lucy.

Fill in the blank.

Who is meet you too.

Who is the friend?

Unit 1 Lesson 1 Lesson 2 Lesson 3

Home (1) (2) Go Off Learning

English Interactive

www.englishinteractive.com

Direction
 Materials
 Applications
 Grammar
 Miscellaneous

MATERIALS

Activities
Multimedia
Start
Presentation
Vocabulary

UNIT 1 LESSON 1

Introduction

Let's Listen ▶

Task 4

Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

A cultural expression class (you use to ask who's interested)

- Where is your home?
 - a. In France
 - b. In Iran
- Where is your house?
 - a. In Baghdad
 - b. In Iran
- How old is a friend?
 - a. Fifteen years old
 - b. Thirty years old

[Home](#)
[Lesson 1](#)
[Lesson 2](#)
[Lesson 3](#)
[Lesson 4](#)
[Lesson 5](#)

[English](#)
[Interactive](#)

[English](#)
[Interactive](#)

[English](#)
[Interactive](#)

Weather forecast

Sunny **Partly cloudy** **Rainy** **Snowy** **Windy**

MATERIALS

- Introduction
- Lesson 1
- Exit
- Pronunciation
- Vocabulary

Task 5

Look at the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Step 5: clicking Your task card now. You have to go home.

Tom : Hello, Sam. (1) _____
 Sam : Hello, Tom. Good day.
 Tom : (2) _____
 Sam : Yes. See you soon.
 Tom : See you tomorrow.
 Sam : getting now.
 Tom : to go now.

[illegible]



English Interactive Skills
Interactive English Skills
Summer 1



Sunshine
Weather



Autumn
Weather



Winter
Weather



Spring
Weather



Summer
Weather



**UNIT 1
LESSON 1**

Introduction

Let's Write ➔

Task 8

Read the following situation carefully then write a letter to the person in charge.



Did you go to write to the Parks Office in Australia? Did you go to the Parks Office in the United Kingdom? How often do you go to the Parks Office in your country? How often do you go to the Parks Office in your country? How often do you go to the Parks Office in your country?

Dear Sirs,

Yours,

Unit 1
Lesson 1
Lesson 2
Lesson 3

Page 111 (1)

Unit 08 Introduction

[illegible]

English 10 Media
An interactive notebook for grade 10 students

Literature **Magazines** **Radio/Television** **Developer** **Publishers**

UNIT 1 LESSON 1
Introduction

Grammar Corner

a. Simple present tense
We use the simple present tense when:

- The action is general
- The action is not only happening now
- The action is future too

b. Simple present of 'to be'

English

English	Hindi
I go to school every day	मैं हर दिन स्कूल जाता हूँ।
He goes to school every day	वह हर दिन स्कूल जाता है।
She goes to school every day	वह हर दिन स्कूल जाती है।
They go to school every day	वे हर दिन स्कूल जाते हैं।

Hindi

English	Hindi
I am a student	मैं एक छात्र हूँ।
He is a student	वह एक छात्र है।
She is a student	वह एक छात्रा है।
They are students	वे छात्र हैं।

Page: 112 / 121 Go Back to Home

English Interactive Learning Media

for Grade 10 Semester 1

Weather Subjects Environment Language Vocabulary Reference

MATERIALS

- Home
- Introduction
- Start
- Presentation
- Vocabulary

My School

Page: 11 | 15 Go to: Home

English Language Learners (ELL) program interface. The top banner shows weather icons for Mountain, Waterfield, Sunlight, Cloudy, and Snow. Below is a sidebar with 'MATERIALS' and a navigation menu with 'Activities', 'Start', 'Presentation', and 'Vocabulary'. The main content area is titled 'LESSON 1 Introduction' and features a cartoon character. The text reads: 'Task 7 Read the following letter carefully. Then mark the statements below as being in the New York or Paris area.' followed by a list of statements: 'Hi, Maria. How are you? I'm in Atlanta. I'm studying at the International School. My teacher's name is Jessica. She is from London and she has two years of experience. This teacher is from a small town in the north of Canada and she is called 'The Teacher' because she is my teacher. She is from London. She is 34 years old. She has two big brown hair. She always go to school together. She is really good friend. See you soon. I love you.' Below the text are checkboxes for 'My teacher is...', 'My teacher is...', 'My teacher is...', and 'My teacher is...'. At the bottom, there are buttons for 'Start', 'Next', 'Previous', and 'End', along with a progress bar and a 'Close' button.

English Language Learning Media

English - about at grade 10 students

Direction Materials Evaluation Assessment Management

ACHIEVEMENT INDICATORS

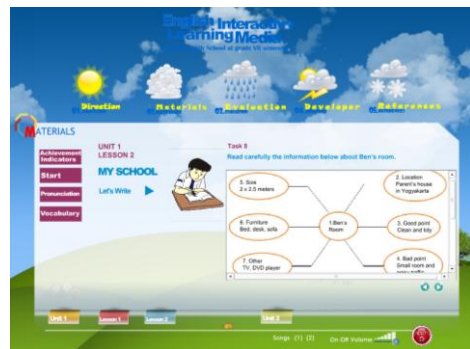
- 1. Listening**
 - to identify expressions of giving instruction,
 - to identify expressions of prohibition,
 - to identify expressions of asking and giving information.
- 2. Speaking**
 - to give instruction orally, accurately, fluently and appropriately,
 - to prohibit someone orally, accurately, fluently and appropriately,
 - to ask and to give information about room description orally, accurately, fluently and appropriately.
- 3. Reading**
 - to get information from a descriptive text about 6 classrooms.
- 4. Writing**
 - to write a descriptive paragraph about the students' classroom.

Link 1 Link 2 Link 3 Link 4

Sponsor TIS 2013 Link List

Copyright





English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

MATERIALS

Click the word to listen to the pronunciation.

1. book /bʊk/
2. broom /brʊm/
3. backpack /bækpæk/
4. clock /klɒk/
5. cupboard /kʌpbɔːd/
6. door /dɔːr/

Start Let's Listen

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

UNIT 2 LESSON 1 MY FAMILY

Start Let's Listen

Task 2 Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Sambo is Jessica's new friend. Jessica wants to know about Sambo's family.

Jessica: Do you have a sister, Sambo?
Sambo: Yes, I have. Her name is Anna.
Jessica: How old is she?
Sambo: She's as long as her hair and big black eyes.
Jessica: When do you look best?
Sambo: He looks like our Dad.
Jessica: What?
Sambo: Yes, he has long nose and small black eyes.
Jessica: But I think you are Anna's dad.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

MATERIALS

Click the sentence to listen to the pronunciation.

1. This is my aunt.
2. That's my uncle.
3. Is that your dad?
4. I have three nephews.
5. I've got twenty-six cousins.
6. Maria's parents are here.
7. I'm Jemila's niece.
8. She's my nephew's girlfriend.
9. Have you got any brothers?
10. Do you have grandparents?

Start Let's Listen

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

UNIT 2 LESSON 1 MY FAMILY

Start Let's Listen

Task 3 Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

1. Why does Diana apologize to her father?
a. She forgot to feed her cat.
b. She forgot to feed her dog.
2. What expression does Diana use to apologize to her father?
a. I'm sorry.
b. Excuse me.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

MATERIALS

Words Part of speech Meaning

a brother noun (plural: brothers) saudara laki-laki
a daughter noun (plural: daughters) anak perempuan
a father (dad) noun (plural: fathers) ayah
a grandfather/grandchildren noun (plural: grandchildren) kakek
a granddaughter/grandson noun (plural: grandchildren) nenek
a grandmother/grandma noun (plural: grandmothers) nenek
a grandparent noun (plural: grandparents) kakek dan nenek
a husband noun (plural: husbands) suami
a mother/mother-in-law noun (plural: mothers) ibu
a parent (parents) orang tua
a sister noun (plural: sisters) saudara perempuan
a son noun (plural: sons) anak laki-laki
a wife (wives) istri
child noun (plural: children) anak

Vocabulary

Start Let's Listen

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

UNIT 2 LESSON 1 MY FAMILY

Start Let's Listen

Task 4 Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

John cannot go to the cinema with his mother's date.

John: Oh, sorry, how about my plan tonight to go to the cinema?
Mother: Oh, sorry, I'm already tonight to go to the cinema.
John: Oh, sorry, I'm already tonight to go to the cinema.
Mother: Oh, sorry, I'm already tonight to go to the cinema.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

UNIT 2 LESSON 1 MY FAMILY

Start Let's Listen

Task 1 Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

Rachita is Payton's home. She took a picture of her family. Then Payton tells Rachita about her family.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
for Junior High School (SMP/MTsN) Semester 1

Direction Materials Evaluation Developer References

UNIT 2 LESSON 1 MY FAMILY

Start Let's Listen

Task 5 Click the picture and listen carefully to the dialog. Then answer the questions by clicking the correct answer.

1. What expression does Rachita use to say gratitude because Payton will help her?
a. You are kind.
b. Thank you.
2. What expression does Rachita give to the expression in number 1?
a. You're welcome, Rachita.
b. It's my pleasure.

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

Temp: 17.00 On Off Volume

English Interactive Learning Media
a project of the Ministry of Education and Culture

Home Materials Evaluation Assignment Assessment

MATERIALS

- Introduction
- My Family
- Start
- Grammar Corner
- Vocabulary
- Reading

**UNIT 2
LESSON 1**

My Question Words

Question Word	Function	Example
What	asking for information about something	What is your name?
Where	asking for location or place	Where is your house?
When	asking for a time, date, or day	When do you go to school?
How	asking for a way, method, or manner	How do you go to school?
Why	asking for a reason	Why do you go to school?
Which	asking for a choice between two or more things	Which do you like better, apples or oranges?

Copyright © 2013 All rights reserved.

English Learning Inc.
Middle School High School of English Learning Inc.

Introduction About Us Evaluation Syllabus Membership

**UNIT 2
LESSON 1
MY FAMILY**

Task 1
Read the descriptions of different families carefully. Can you match the descriptions with the right pictures? Click the appropriate pictures.

Joan is older than me. He is 14. My sister Helen is a singer. Tom is 10. He is older 3. My sister is a doctor. Tom is 10. He is a college student and she is 14. We like to play music and she and our grandma like gardening is 14.

Back Home Forward Exit Site Map

Copyright © 2002 Site Map

[illegible]

My Family & Community

Unit 2 Lesson 1

Direction Weather Weather Weather Weather Person

MATERIALS

- Instructional Materials
- Start**
- Pronunciation
- Vocabulary

UNIT 2 LESSON 1 MY FAMILY

Let's Write

Task 11

Read carefully the information about Jessica's appearance.

```

graph LR
    A[1. Name Jessica] --- B[2. Hair brown]
    A --- C[3. Age 14]
    A --- D[4. Appearance tall and thin, wears glasses, short black hair]
    A --- E[5. Hobbies reading and writing]
    A --- F[6. Personality friendly and good writer of story]
    A --- G[7. Hair black in black headband]
  
```

Unit 1 Unit 2 Lesson 1 Lesson 2

Page 132 of 131 CC BY-NC-SA

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

UNIT 2
LESSON 1
MY FAMILY

Let's Write

Task 12
Now, in your workbook, write a descriptive paragraph about your favorite person in your family.

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

Click the sentence to listen to the pronunciation.

1. What's your job? I'm a teacher.
2. What do you do? I'm a student.
3. What does she do? She's a doctor.
4. How often do you work your heart? Every day.
5. When does she have breakfast? At around six o'clock.
6. Does he play the guitar? No, he doesn't.
7. A beautiful blue river.
8. A stupid student.
9. Stop in the shop and speak to Susan.
10. There are some short actors sleeping on the ship.

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

start

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

Words	Part of speech	Meaning
a company	noun (kata benda)	perusahaan
after	preposition (preposisi)	setelah
a job	noun (kata benda)	pekerjaan
a letter	noun (kata benda)	surat
a magazine	adjective (kata keterangan)	majalah
around	adverb (kata keterangan)	sekitar
before	noun (kata benda)	abstrak
clothes	noun (kata benda)	pakaian
customers	noun (kata benda)	pelanggan
deliver	verb (kata kerja)	mengirim
rule	adjective (kata sifat)	aturan
sometimes	adverb (kata keterangan)	kadang-kadang
stop	noun (kata benda)	tempat berhenti
usually	adverb (kata keterangan)	biasanya

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

ACHIEVEMENT INDICATORS

- Listening**
 - to identify expressions of asking and giving information about professions.
 - to identify expressions of asking and giving information about daily routines.
 - to identify expressions of politeness.
- Speaking**
 - to ask and to give information about professions and daily routines orally, accurately, fluently and appropriately.
 - to express politeness orally, accurately, fluently and appropriately.
- Reading**
 - to identify the people's profession with he/she/works.
 - to get information from daily routines text.
- Writing**
 - to write a paragraph about the student's parents' profession and daily routines.

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

UNIT 2
LESSON 2
PROFESSIONS

Let's Talk

Look at the picture and learn his or her profession.

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

Click the word to listen to the pronunciation.

Word	Part of speech	Meaning
blue	adjective	biru
cast	noun	gipsi
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan
cast	verb	menyebarkan

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume

English Interactive Learning Media

Direction Materials Evaluation Developer References

MATERIALS

Achievement Indicators
Start
Pronunciation
Vocabulary

UNIT 2
LESSON 2
PROFESSIONS

Let's Listen

Click the picture and listen carefully to the dialog. Then complete the missing expressions by clicking the correct answer in the box.

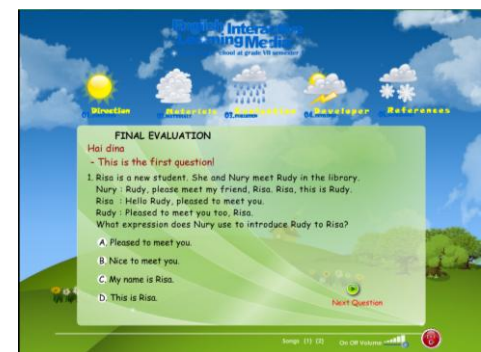
In the box, Ann meets Alice. Ann asks Alice's profession.

Ann: _____
Alice: I'm a doctor.
Ann: Oh, how interesting. Where do you work?
Alice: _____
Ann: Oh yeah, I know it.
What do you do, Alice?
How do you do, Alice?
I work at Anglo International Hospital.

Unit 1 Unit 2 Lesson 1 Lesson 2

Temp: 111.00 On Off Volume





English Interactive Learning Media
For Junior High School

Direction Materials Evaluation Developer References

FINAL EVALUATION
Second Question

2. Donny : Hello. _____ What's your name?
Citra : I'm Citra.
A. How do you do?
B. My name is Donny.
C. I'm sorry.
D. Thank you.

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Sixth Question

6. Michael and Mary _____ my parents.
I _____ their daughter.
A. are, am
B. are, is
C. am, are
D. are, are

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Third Question

3. Miss Ratna : Look. The floor is dirty. Tika, _____, please.
Tika : OK.
A. Clean the window
B. Sweep the floor
C. Wash the dishes
D. Close the door

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Seventh Question

7. He leaves for Italy _____ Thursday _____ 11 o'clock
A. at, in
B. on, at
C. at, on
D. on, on

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Fourth Question

4. Anto forbids Rima to go to the library.
Rima : I want to go to the library.
Anto : _____
Rima : Why?
Anto : The library is closed until Saturday.
A. Stand up, please.
B. Don't go there.
C. Sit down.
D. Don't smoke.

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Eighth Question

8. _____ three girls are waiting for the bus.
A. There is
B. Is there
C. There are
D. Are there

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Fifth Question

5. It _____ a fish.
A. is
B. am
C. are
D. does

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For Junior High School of grade VII

Direction Materials Evaluation Developer References

FINAL EVALUATION
Ninth Question

9. Look at the picture.
The books are _____ the table

A. in
B. at
C. behind
D. on

Next Question

Temp: 131.05 On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Tenth Question

10. A : Excuse me. Do you know where Mr. Murphy's house is?
B : _____

A. Oh, I see. Thank you.
B. You're welcome.
C. Which one?
D. Of course. It is in front of the fruit stall.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Fourteenth Question

14. Rini : Mom, I'm sorry, I forgot to buy 1 kg of sugar.
Mother : What? How could you forget? Oh, OK. _____

☒ never mind.
B. my pleasure.
C. thank you.
D. restaurant.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Eleventh Question

11. Citra: Excuse me, _____
Dina: Oh, It's next to the language laboratory.
Citra: Thank you.

☒ Where is the toilet?
B. Where is the laboratory?
C. What's your name?
D. Tell me about the toilet.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Fifteenth Question

15. Sani : Adi, can I borrow your pencil?
Adi : Sure, here it is.
Sani : Thank you.
Adi : _____

A. I'm sorry.
B. Please.
C. Give it back to me.
☒ You're welcome.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Twelfth Question

12. Susan is Mr. Surya's daughter. Mr. Surya is Susan's _____

A. son.
B. uncle.
☒ father.
D. grandfather.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Sixteenth Question

16. A : What's your job?
B : _____

☒ I'm a doctor.
B. He's an engineer.
C. Risa is a teacher.
D. They are drivers.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

FINAL EVALUATION
Thirteenth Question

13. Hudo is Anna's nephew. Anna is Hudo's _____

A. mother.
B. uncle.
C. aunt.
D. daughter.

Next Question

Image: (1) (2) On Off Volume

English Interactive Learning Media
For English High School at grade 10 semester 1

Direction Materials Evaluation Developer References

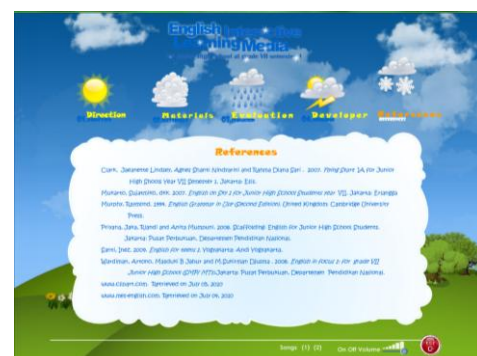
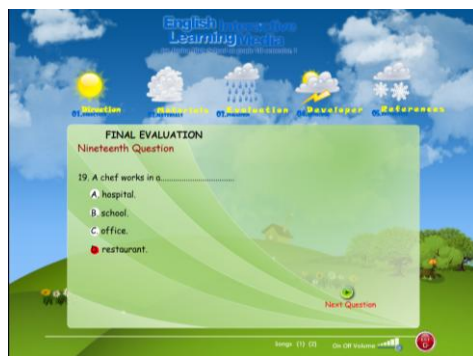
FINAL EVALUATION
Seventeenth Question

17. Mrs. Tiana works in an office from Monday to Friday. She answers telephone and types letters. she begins to work at nine everyday and finishes at five.
Mrs. Tiana's job is _____

A. a nurse.
☒ a secretary.
C. a teacher.
D. a shop assistant.

Next Question

Image: (1) (2) On Off Volume



APPENDIX 6

QUESTIONNAIRES

Kuesioner Analisa Kebutuhan Belajar Siswa (Need Analysis)

Angket ini digunakan untuk mengetahui kebutuhan belajar siswa yang diperlukan dalam pengembangan media pembelajaran bahasa Inggris berbasis komputer untuk siswa kelas tujuh SMP 8 Yogyakarta semester 1.

Data responden

Nama :

Usia :

Jenis Kelamin : P / L

Petunjuk Pengisian

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

1. Motivasi saya untuk belajar bahasa Inggris adalah
 - a. Agar lulus ujian
 - b. Agar benar-benar menguasai bahasa Inggris
 - c. Agar mudah mencari pekerjaan
 - d. Lainnya_____
2. Saya menginginkan pembelajaran bahasa Inggris yang akan menjadikan saya
 - a. Mampu menguasai kosakata bahasa Inggris dengan baik
 - b. Mampu menguasai struktur kalimat (grammar) dengan baik
 - c. Mampu berkomunikasi formal dan informal secara lisan dengan menggunakan bahasa Inggris sederhana dalam kehidupan sehari-hari
 - d. Mampu membaca dan memahami teks berbahasa Inggris
 - e. Lainnya_____
3. Kesulitan saya dalam belajar bahasa Inggris adalah menguasai
 - a. Kosakata bahasa Inggris
 - b. Struktur kalimat (grammar)
 - c. Cara membaca dalam bahasa Inggris

- d. Ketrampilan mendengar, berbicara, membaca dan menulis (Listening, speaking, reading, writing)
 - e. Lainnya_____
4. Tingkat kemampuan bahasa Inggris saya adalah
- a. Bagus (lancar berbahasa Inggris)
 - b. Sedang (cukup menguasai meskipun tidak lancar)
 - c. Kurang (menguasai sedikit)
 - d. Sangat kurang
5. Teknik pengajaran bahasa Inggris yang saya sukai
- a. Guru menggunakan media dalam menjelaskan materi
 - b. Guru hanya menggunakan buku pegangan saja dalam menjelaskan materi
 - c. Diskusi
 - d. Lainnya_____
6. Media bahasa Inggris yang saya sukai untuk diterapkan di dalam kelas
- a. Cards (kartu)
 - b. Media interaktif berbasis komputer
 - c. Pictures
 - d. Magazines/newspaper
 - e. Games
 - f. Lainnya_____
7. Menurut saya materi yang ada dalam media interaktif sebaiknya
- a. Sesuai dengan standar kompetensi dan kompetensi dasar
 - b. Materinya otentik (yang bisa dijumpai di kehidupan sehari-hari)
 - c. Penyajian dan penjelasan materinya jelas
 - d. Petunjuknya jelas
 - e. Penggunaan tata bahasa, ejaan dan struktur kalimatnya benar
 - f. Lainnya_____
8. Dalam media interaktif saya lebih suka jika aktivitas listening skill (ketrampilan mendengar)
- a. Mendengarkan dialog/monolog dan mengerjakan latihan yang menarik
 - b. Mendengarkan dan mencocokkan

- c. Mendengar dan mengulang
 - d. Mendengar dan melengkapi kalimat
 - e. Lainnya_____
9. Untuk tugas speaking skill (ketrampilan berbicara), saya lebih suka jika
- a. Berbagi pendapat
 - b. Role-play dan diberikan model monolog/dialog
 - c. Melakukan aktivitas tanya jawab dan survey
 - d. Membuat percakapan dan diberikan suatu situasi sebagai pedoman/petunjuk untuk membuat dialog
 - e. Lainnya_____
10. Untuk tugas reading skill (ketrampilan membaca), saya lebih suka jika
- a. Membaca dan menyusun kalimat
 - b. Membaca nyaring
 - c. Membaca dan melengkapi kalimat
 - d. Membaca dan mencocokkan, membaca dan menjawab pertanyaan benar atau salah
 - e. Lainnya_____
11. Untuk tugas writing skill (ketrampilan menulis), saya lebih suka jika
- a. Dikenalkan terlebih dahulu kosakata yang berkaitan dengan teks yang akan ditulis
 - b. Dikenalkan terlebih dahulu struktur kalimat yang berkaitan dengan teks yang akan ditulis
 - c. Diberikan model teks otentik sederhana kemudian menulis paragraf
 - d. Menulis yang berhubungan dengan kehidupan sehari-hari
 - e. Lainnya_____
12. Menurut saya adanya rekaman suara dialog, monolog dan cara membaca dalam bahasa Inggris itu
- a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu
 - d. Lainnya_____

13. Menurut saya lay out dalam media interaktif berbasis computer itu sebaiknya
- a. Menarik
 - b. Bisa memotivasi saya untuk belajar
 - c. Mempunyai kombinasi warna yang sesuai
 - d. Lainnya_____
14. Menurut saya ukuran huruf dalam media interaktif berbasis computer itu sebaiknya
- a. Kecil
 - b. Besar
 - c. Bisa dibaca jelas
15. Menurut saya jenis huruf dalam media interaktif berbasis computer itu sebaiknya
- a. Besar dan tebal
 - b. Bervariasi
 - c. Sederhana tapi bisa dibaca jelas
16. Menurut saya kombinasi warna antara latar (background) dengan huruf yang digunakan dalam media interaktif berbasis computer itu sebaiknya
- a. Warnanya tidak terlalu berwarna-warni
 - b. Mempunyai kombinasi warna yang sesuai antara *background* dan huruf
 - c. Warna hurufnya cerah
17. Menurut saya adanya tampilan gambar yang mendukung pemahaman saya terhadap materi (explanative illustration) dalam media interaktif berbasis komputer adalah
- e. Tidak perlu
 - f. Kadang-kadang perlu
 - g. Sangat perlu
 - h. Lainnya_____
18. Menurut saya adanya gambar yang bagus dan menarik (decorative illustration) dalam media berbasis komputer adalah
- a. Tidak perlu
 - b. Kadang-kadang perlu

- c. Sangat perlu
 - d. Lainnya_____
19. Menurut saya adanya suara instrumen dan lagu dalam media berbasis komputer adalah
- a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu
 - d. Lainnya_____
20. Menurut saya tombol-tombol (system navigasi) dalam media interaktif berbasis komputer sebaiknya
- a. Tidak terlalu rumit
 - b. Mempunyai simbol yang tepat seperti pada tombol *next*, *previous*, *exit*, dll
 - c. Mudah untuk menemukan letak tombol-tombol navigasi
 - d. Lainnya_____

Terima Kasih

**Instrumen Penelitian Pengembangan Media Interaktif Bahasa Inggris
Kelas VII Semester I**

A. Data Responden

Nama :
Usia :
Jenis Kelamin : P / L

B. Evaluasi media

Petunjuk Pengisian:

1. Mohon Anda memberi tanda ceklis (✓) pada kolom skor sesuai dengan penilaian terhadap media interaktif.
2. Jika penilaian Anda tergolong ragu-ragu, tidak setuju atau sangat tidak setuju, mohon memberikan saran pada kolom yang tersedia.

Keterangan:

SS : Sangat setuju
S : Setuju
R : Ragu-ragu

TS : Tidak Setuju
STS : Sangat tidak setuju

1. Aspek Isi (*Content Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam media interaktif						
2	Materi sudah sesuai dengan kebutuhan siswa dalam mempelajari Bahasa Inggris						
3	Empat language skills (listening, speaking, reading, writing) sudah tercakup dalam materi						
4	Penggunaan tata bahasa, ejaan dan struktur kalimatnya sudah benar dan mudah dipahami						
5	Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan siswa						
6	Materinya bermanfaat dalam kehidupan siswa						
7	Umpan balik sudah cukup (respon terhadap jawaban benar dan salah)						

2. Aspek Media (*Media Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Desain huruf/font sudah tepat dalam gaya dan ukuran						
2	Teks sudah jelas dan mudah dibaca						
3	Komposisi dan kombinasi warna sudah baik						
4	Tampilan gambar sudah baik						
5	Mudah menggunakan <i>software</i> (media interaktif)						
6	Petunjuk penggunaan <i>software</i> sudah jelas						
7	Mudah mengoperasikan tombol-tombol yang tersedia						
8	Siswa bebas memilih menu						
9	Siswa mudah memilih menu						
10	Suara dan musik sudah sesuai dengan tampilan layar						
11	Suara percakapan(dialog) dan <i>pronunciation</i> sudah jelas						
12	Media membantu siswa untuk memahami materi dengan mudah dan menarik						
13	Media bisa membangkitkan motivasi siswa dalam belajar Bahasa Inggris						

3. Aspek Interaksi (*Interactivity Aspect*)

No	Pernyataan	Skor					Saran
		SS	S	R	TS	STS	
1	Interaktifitas media interaktif ini sesuai dengan kemampuan siswa						
2	Media interaktif ini memberikan kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol						
3	Media interaktif ini meminta siswa untuk menerapkan apa yang telah siswa pelajari dari pada menghafalnya						
4	Siswa dapat mengoperasikan media secara mandiri						
5	Siswa dapat belajar mandiri dengan menggunakan media						

	interaktif ini						
--	----------------	--	--	--	--	--	--

APPENDIX 7
RESULT OF THE
QUESTIONNAIRE

**Tabulated of Computation Data English Interactive learning Media
for Students at Grade VII of SMP N 8 Yogyakarta**

No Responden	Content Aspect							Media Aspect													Interactivity Aspect				
	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5
1	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	4	5	5	5	4	4	4	4	4
2	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	4	4	5	4	4	5	4	4	4	5
3	4	4	4	4	4	4	4	4	5	4	4	4	5	4	5	5	5	5	4	5	5	5	5	4	5
4	4	4	4	5	5	5	4	4	4	4	5	5	4	5	5	4	4	5	5	5	5	4	4	4	5
5	4	4	4	5	5	4	5	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	4	4	5
6	4	4	4	4	5	4	5	4	4	4	4	5	5	4	4	4	4	4	5	5	4	4	4	4	5
7	4	4	4	4	4	4	5	4	4	5	5	4	4	4	5	5	4	4	4	4	4	4	5	5	4
8	4	4	4	4	5	4	5	4	5	5	5	4	4	4	4	4	5	4	5	4	4	4	4	4	4
9	5	5	5	4	4	4	5	4	5	5	5	4	4	4	5	5	4	4	5	5	4	4	4	5	5
10	5	5	5	4	4	4	5	4	4	4	4	4	4	4	5	5	4	4	4	4	4	4	4	4	4
11	4	5	4	4	5	5	5	5	5	4	4	5	5	5	5	5	5	4	4	5	4	4	4	4	5
12	5	5	5	5	4	4	4	4	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5
13	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	5	4	5	5	4	4	4	4	5
14	5	5	5	4	4	5	4	4	4	4	5	5	4	4	4	4	5	4	5	5	4	4	4	5	5
15	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	5	4	5	5
16	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	5	5
17	4	4	4	4	5	5	5	4	4	4	4	4	4	4	4	4	5	5	5	5	4	5	4	4	5
18	4	5	5	5	5	5	5	4	5	4	5	4	4	5	5	5	4	5	5	5	5	4	5	5	5
19	4	4	4	4	4	5	5	4	4	4	4	4	4	5	5	5	4	4	5	5	4	4	4	4	4

20	4	4	4	5	5	4	5	4	4	5	5	5	5	5	5	5	5	5	4	5	4	4	4	5	5
21	5	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	4	5	5	5	5	5	5	5	5
22	5	5	5	4	4	4	5	5	5	4	4	5	4	5	5	5	4	5	5	4	5	4	4	5	5
23	5	5	5	4	5	4	5	5	5	4	4	5	4	5	4	5	5	5	5	5	4	5	4	5	5
24	4	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5
25	5	5	5	5	5	5	5	5	5	5	4	5	4	5	4	5	5	5	4	5	5	5	5	5	5
26	4	4	5	5	5	4	5	4	5	5	5	4	5	5	4	5	4	5	5	5	4	5	4	5	4
27	4	4	4	4	5	5	5	5	5	5	5	5	5	4	5	5	4	4	4	5	4	5	5	5	5
28	4	4	4	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4	4	4	4	5	4	5	4
29	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	5	5	4	5	4	4	4
30	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	4	4	4	4	4	5	4	5
Σ	930									1749											673				
\bar{X}	31									58.3											22.4				

APPENDIX 8
LETTER OF VALIDATION

Hal : Permohonan Judgement Ahli Materi

Kepada

Yth. Lusi Nurhayati, M.App.Ling

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan media yang berjudul **“Developing English Interactive Learning Media for Students at Grade VII of SMP N 8 Yogyakarta”**. Penelitian dilakukan oleh :

Nama : Efriliana Nurhidayati

NIM : 06202244100

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Materi untuk memvalidasi media berbasis komputer dengan program *Adobe Flash CS3* yang kami rancang. Media ini digunakan untuk siswa Kelas VII SMP N 8 Yogyakarta. Untuk itu, kami mohon kesediaan Ibu Lusi Nurhayati, M.App.Ling, untuk bisa memberikan penilaian demi mendapatkan media yang baik.

Atas bantuan dan kesediaan Ibu, kami mengucapkan terima kasih.

Yogyakarta, 1 Februari 2011

Dosen Pembimbing

Hormat kami,

Pemohon



I. Jamilah, M.Pd
NIP. 19630103 198803 2 002



Efriliana Nurhidayati
NIM.06202244100



II. Anita Triastuti, MA
NIP. 19741205 200312 2 001

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Lusi Nurhayati, M.App.Ling
NIP : 19790205 200312 2 001
Institusi : Dosen Pendidikan Bahasa Inggris UNY
Bidang Keahlian : Material Development

Menyatakan bahwa program interaktif media sebagai hasil skripsi dengan judul "Developing English Interactive Learning Media for Students at Grade VII of SMP Negeri 8 Yogyakarta" dari mahasiswa:

Nama : Efriliana Nur Hidayati
NIP : 06202244100

Telah siap belum siap diujicobakan dengan menambahkan beberapa saran sebagai berikut:

- ① Aduanya kurang keras, terlalu pelan sehingga kurang jelas untuk didengarkan. Pronunciation untuk dialognya juga masih banyak yang salah. Sebaiknya ditekankan ulang dengan kualitas audio yang lebih baik.
- ② Beberapa task di listening activity tidak sesuai dengan indikator yang akan dicapai. Masih belum sesuai penerapannya. Sebaiknya aktifitasnya diganti dengan task yang sesuai.
- ③ Cara menulis referencesnya kurang benar. Cek lagi di Buku panduan skripsi.
- ④ Dibagian evaluasi untuk no 1, 4 dan 17 masih belum sesuai karena terlalu mudah untuk siswa.
- ⑤ Sebelum production untuk writing sebaiknya diberi pre-writing task.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Lusi Nurhayati, M.App.Ling

NIP. 19790205 200312 2 001

*Coret yang tidak perlu

Hal : Permohonan Judgement Ahli Media

Kepada

Yth. Pujirianto, M.Pd

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di Jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan media yang berjudul **“Developing English Interactive Learning Media for Students at Grade VII of SMP N 8 Yogyakarta”**. Penelitian dilakukan oleh :

Nama : Efriliana Nurhidayati

NIM : 06202244100

Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan Ahli Media untuk memvalidasi media berbasis komputer dengan program *Adobe Flash CS3* yang kami rancang. Media ini digunakan untuk siswa Kelas VII SMP N 8 Yogyakarta. Untuk itu, kami mohon kesediaan Bapak Pujirianto, M.Pd, untuk bisa memberikan penilaian demi mendapatkan media yang baik.

Atas bantuan dan kesediaan Bapak, kami mengucapkan terima kasih.

Yogyakarta, 24 Januari 2011

Dosen Pembimbing

Hormat kami,

Pemohon



I. Jamilah, M.Pd
NIP. 19630103 198803 2 002



Efriliana Nurhidayati
NIM.06202244100



II. Anita Triastuti, MA
NIP. 19741205 200312 2 001

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Pujirianto, M.Pd
NIP : 19720504 200212 1 001
Institusi : Dosen Teknologi Pendidikan UNY
Bidang Keahlian : Media Pembelajaran

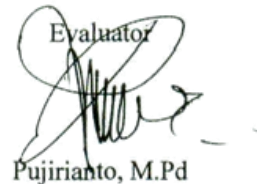
Menyatakan bahwa program interaktif media sebagai hasil skripsi dengan judul "Developing English Interactive Learning Media for Students at Grade VII of SMP Negeri 8 Yogyakarta" dari mahasiswa:

Nama : Efriliana Nur Hidayati
NIP : 06202244100

Telah siap/~~belum siap~~* diujicobakan dengan menambahkan beberapa saran sebagai berikut:

- ① Belum ada tombol on/off untuk mengontrol audionya.
- ② Tombol exitnya kurang tepat karena simbol/iconnya itu untuk shutdown.
- ③ Warna tulisan di "Direction" diganti dengan warna hitam saja. Soalnya warnanya terlalu kontras.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator

Pujirianto, M.Pd

NIP. 19720504 200212 1 001

*Coret yang tidak perlu

APPENDIX 9
LETTER OF PERMISSION



UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

SURAT PERMOHONAN

Kepada
Yth. Ketua Jurusan Teknologi Pendidikan FIP UNY
Di Yogyakarta

Dengan hormat,

Dengan surat ini kami sampaikan permohonan ijin validasi media kepada Dosen
Jurusan Teknologi Pendidikan atas nama:

Nama Dosen : Pujirianto, M.Pd
NIP : 19720504 200212 1 001

Untuk Mahasiswa berikut:

Nama Mahasiswa : Efriliana Nurhidayati
NIM : 06202244100
Jurusan : Pendidikan Bahasa Inggris

Demikian permohonan ini diajukan atas perhatian dan kerjasamanya yang baik
diucapkan terima kasih

Yogyakarta, 19 Januari 2011
Pemohon

Dosen Pembimbing

I. Jamilah, M.Pd
NIP. 19630103 198803 2 002

Efriliana Nurhidayati
NIM. 06202244100

II. Anita Triastuti, MA
NIP. 19741205 200312 2 001

Mengetahui
Ketua Jurusan

Drs. Samsul Maarif, MA
NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

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

FRM/FBS/35-00
31 Juli 2008

Nomor : 1417/H.34.12/PP/IX/2010
Lampiran : --
Hal : Permohonan Izin Penelitian

22 September 2010

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

Diberitahukan dengan hormat bahwa mahasiswa dari Fakultas kami bermaksud akan mengadakan penelitian untuk memperoleh data penyusunan Tugas Akhir Skripsi, dengan judul :

Developing English Interactive Learning Media for Students at Grade VII of SMP Negeri 8 Yogyakarta

Mahasiswa dimaksud adalah :

Nama : EFRILIANA NUR HIDAYATI
NIM : 06202244100
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Lokasi Penelitian : SMP Negeri 8 Yogyakarta
Waktu Penelitian : Bulan Oktober s.d. November 2010

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

Atas izin dan kerjasamanya disampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002

APPENDIX 10

DOCUMENTATION

DOCUMENTATION



Picture 1: The researcher gave explanation about how to use the English interactive learning media and how to fill in the second questionnaire.



Picture 2: The students used the English interactive learning media.



Picture 3: The student fills in the second questionnaire.



Picture 4: The students fill in the second questionnaire.



Picture 5: The researcher guided the students who had difficulties in using the English interactive learning media.



Picture 6: The students did exercises in the evaluation section.