

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
GRAMMAR TO THE SECOND GRADE STUDENTS OF SMPN 2
PENGASIH**

A Thesis

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



**by
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2011**

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**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING GRAMMAR TO
THE SECOND GRADE STUDENTS OF SMPN 2 PENGASIH**

A Thesis



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Yogyakarta, September 2011

Penulis,



Ika Wahyu Pratiwi

Dedication

I dedicate this thesis to

- ☺ my beloved father and mother. Without you, I'm nothing.**
- ☺ my dearest sisters and brothers: Wulan, Wahyu, Bayu. I'm sorry for always bothering you.**

MOTTO

**Take the first step in faith. You don't have to see the whole staircase. Just take the first step.
(Martin Luther King Jr)**



**First we create our beliefs, consciously or unconsciously,
then our beliefs create us.
(Adi W. Gunawan)**



**To accomplish great things, we must not only act but also
dream not only plan but also believe.
(Anatole France)**



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Finally, I realize that this thesis is far from being perfect. However, I still have the expectation that this thesis will be of some contributions to the practice of English teaching and learning.

Yogyakarta, September 2011

Ika Wahyu Pratiwi

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DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING GRAMMAR TO THE SECOND GRADE STUDENTS OF SMPN 2 PENGASIH

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ABSTRACT

This study aims to produce the interactive multimedia program for teaching grammar (*Adjectives and Definite and Indefinite Articles*) to the second grade students of SMPN 2 Pengasih.

This research is classified as research and development (R & D). The data were collected using questionnaire and interview scheme. The research procedures were adopted from the model proposed by Lee and Owens (2004). It consisted of the analysis, design, development, evaluation, and implementation. The analysis phase dealt with the formulation of objectives. The design phase dealt with content or materials, flowchart, and storyboard. The development dealt with the assembled the content, flowchart, and storyboard that were created and collected in the design phase into the interactive multimedia program. The evaluation phase dealt with getting the expert judgments that evaluated the quality of the content and the design. The interactive multimedia was reviewed and revised according to their feedback. The implementation dealt with the tryout of the interactive multimedia program to the second grade students. Revisions are made based on the data obtained.

Based on the data analysis, the result of research shows that the effective interactive multimedia for teaching grammar to the second grade students of junior high school has two components, The first is *Home page* and the second is *Menu page*. The *Home page* consists of five sections, they are *User's guide*, *What will you learn*, *Adjectives*, *Definite and Indefinites Articles*, and *Reflections*. The *Menu page* has three sections, they are *Get ready*, *Have a go*, and *How far can you go*. The design is considered applicable and acceptable through the indicators of means of the questionnaire which ranges from 3.28 to 4.25. The interactive multimedia that has been produced is integrated into a DVD so that it can be used by the teacher to teach grammar to support writing the descriptive texts.

CHAPTER I

INTRODUCTION

A. Background of the Study

In the globalization era, Information and Communication Technology (ICT) is becoming important for human life. The use of ICT in Indonesia is increasing from time to time. It can be seen from the number of internet users in 2010 is 30.000.000 people or its percentage is 12.3 % of the total population (Deargaez: 2010). It has shown positive impact in which Indonesia as one of developing countries use the ICT not only on communication and information technology but also on economics, trade, politics, education and other aspects of lives.

In the education aspect, globalization demands the students optimally using the technology. In 2005-2009, Ministry of Education has developed the strategic plan in which the use of ICT must be applied in teaching learning process. As a realization for the plan, Ministry of Education through the School Block Grant has facilitated schools with computer laboratories. It is expected that the laboratories is not only used to assist the students learning Information Technology (IT) but also other subject studies.

Yogyakarta, one of the provinces in Indonesia, is famous of the centre of education. A lot of schools in Yogyakarta are facilitated with the technology for the teaching learning process and one of them is SMPN 2 Pengasih that is located in Kulon Progo. The facilities of technology in that

school are good. The school has one computer laboratory with 25 computers inside it, one internet laboratory, and a hot spot area where the teachers and the students can access the internet to get the materials related to subject study. As a matter of fact, based on the observation in August 2009 at SMPN 2 Pengasih, it was found that the computers were usually optimally used by the IT teacher for their subject study but not by the teacher of other subject studies. Computers were not optimally used in helping teachers and students to prepare and deliver the materials. The phenomenon was mainly caused by the technophobe suffered by the teachers who are afraid to use the technology.

English is one of important subject that is evaluated in the Nationwide Final Examination. Teaching English can be taught by using technology in its teaching learning process, including teaching of grammar. Based on the observation, it was found that sometimes students did not understand the concept of English grammar and found difficulties in distinguishing them. The average score of grammar test which was less than 64 indicated the students had low grammar points.

Based on the observation, the teacher's method in English teaching learning process influenced the students' learning. Actually, the curriculum in Indonesia is overload to achieve. The impact was the teacher only focused on teaching of macro skills in English. They want to achieve particular of basic competence in one meeting. The teachers did not give the much attention for teaching of micro skills in English, one of them was teaching English grammar. So, the teacher explained it too fast. Unfortunately each student had

different speed and ability in comprehending the teacher's explanation. The slow learners needed to listen to the explanation twice or more. So, it took a lot of time and energy for them to do it. Moreover, the teaching learning process was impractical because the teacher needed to prepare books, blackboard, and chalks.

Those are the reason why the researcher is interested in developing an interactive learning multimedia for the teaching grammar for second grade at SMPN 2 Pengasih. Interactive multimedia is expected to be an alternate medium to aid the students learning English grammar anytime, and especially for slow students. By applying interactive multimedia, the students will be more motivated in learning English and assume it as an easy subject.

B. Identification of the problem

Since English is one of the compulsory subjects that have to be learned at school in Indonesia, all of the skills in English should be taught effectively, including teaching of grammar. The knowledge of grammar is a basic requirement for using a language since this knowledge provides frames, rules, and patterns for constructing sentences as well as understanding others.

The scope of the English teaching learning process for junior high school is genre based. It can be seen from the Standard of Competence and Basic of Competence of English for the second grade students of the first semester of junior high school. The Standard of Competence is *'Expressing meaning in the short functional written text and simple essay in the form of*

descriptive, narrative, and recount in the context of daily life'. Meanwhile, the Basic Competency of English for the second grade students of the first semester of junior high school is '*Producing meaning and rhetorical steps in the short simple essay accurately, fluently, and acceptably using a variety of a written language in the context of a daily life, in the form of narrative, recount, and descriptive in the context of a daily life*' (Departement Pendidikan Nasional, 2005: 313).

Without the knowledge of grammar and vocabulary, a student will not be able to write a piece of composition with a certain genre. According Gerot & Wignell in Haedy & Klawein (1994: 190), grammatical features are the essential part to write a certain genre or text type. The meaning of a text is realized through the lexicon grammatical choices. To fulfill different social purposes, each text type employs different lexicon grammatical feature.

The grammatical features of genre or text types which are taught in the first semester to the second grade students of junior high students are listed below:

1. Descriptive text

The descriptive text is one of the most widely texts that are used in all of the learning area. Descriptive is a central feature of narrative texts to develop characterization, sense of place, and key themes. According to Haedy & Klawein (1994: 98- 110) the grammatical features of a descriptive text comprise into five categories. First is using of present tense or past tense in literary descriptions with relational verbs for classifying and describing

appearance, parts, and function of phenomena, e.g. 'is', 'are', 'has', 'have' and action verbs for describing behaviours/ uses, e.g. 'live', 'lays' and also mental verbs for describing feelings, e.g. 'feel', 'like'. Second is using of adjectives to add extra information in literary description, e.g. 'cool', 'brown', and 'majestic'. Third is using of adverbs to add extra information to verb, e.g. 'slowly', 'clearly'. Fourth is using of adverbial phrases to add information about the manner, place, or time, e.g. 'Walruses have hair on their lips', 'the students only worked diligently just before exams'. Fifth is using of comparative and superlative forms to compare between two or more things in literary descriptions, e.g. 'Rosli is taller than his brother'.

2. Narrative text

Narrative is one of the popular texts because it is one of the most commonly read or found by the people in their environment, such as story or tale story. According to Hardy & Klawein (1994: 221-230) and CSWE (Certificates in Written and Spoken English), the grammatical features that are commonly used to produce narrative text include three categories. First is using of vocabulary that is relevant to the subject matter. Second is using past tense with the relational verbs and action verbs, active and passive form, and direct/ indirect speech to give specific information in clauses. Third is using adjectives to give specific information on characteristic and appearance of the characters in the story. Besides them, conjunctions or transitions are the important aspect in narrative because without transitions, readers often get lost of a story. Transitions that are commonly used in a narrative text indicate

the passage of time, e.g. 'then', 'next', 'a week later', 'years later', 'soon', 'when', and 'meanwhile'.

3. Recount text

Recount is one of the texts that have a function to document a series of event in the time when they occurred. Recount can be classified as the simple story text which has the simplest generic structure and grammatical features. Based on Board of Studies New South Wales in Hardy & Klawein (1994: 146) the significant grammatical features of recount include five categories. First is the use of past tense with relational and action verbs. Second is the use of material processes to refer to the actions. Third is the use of specific participants to identify people, animals, or things. Fourth is the use of circumstances of time and place. Fifth is the use of temporal connectives to sequence events. Based on the mention above, the grammatical features of recount text are almost same with narrative text.

From the statements above, the role of teacher is very needed to find the effective ways to teach the grammatical features. Interactive multimedia is one of the effective ways that can be applied in English teaching learning process. The use of interactive multimedia can attract the students' interest to study. It also provides the various materials and exercise for the students' practice. It also has significant advantages to give personal attention to the student, infinite patience especially for the slow students, and high interactivity or immediate feedback.

C. Limitation of the Problem

Considering the descriptive text is one of the most widely used by the people in their environment and the benefits of using computer as a tool in the English teaching learning process, it is a wise choice to develop interactive multimedia as an alternative medium which focus on teaching the grammatical features of descriptive genre to the second grade students of SMPN 2 Pengasih.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem of this research is formulated as follows:

1. What is an effective interactive multimedia for the teaching grammatical features of the descriptive text to the second grade students at SMPN 2 Pengasih?
2. What are the characteristics of an effective interactive multimedia for teaching grammatical features of descriptive text to the second grade students at SMPN 2 Pengasih?

E. Objectives of the Study

In line with formulation of the problem above, the objectives of this study are as follows:

1. To develop an effective interactive multimedia for teaching grammatical features of the descriptive text to the second grade students of SMPN 2 Pengasih.
2. To develop the characteristics of an effective interactive multimedia for teaching grammatical features of the descriptive text to the second grade students at SMPN 2 Pengasih.

F. Significance of the Study

This study is expected to give some contributions to the English teaching learning process at SMPN 2 Pengasih. The expected contributions are as follows:

1. English Education Department

The result of this study is expected to be used as a reference related to a research and development study, especially in the field of media development as an example of developed material and input for the department to facilitate R and D study.

2. English teachers of junior high schools

The result of this study will be useful for the teacher of junior high school in providing the medium with using technology for regular English classes.

3. Second-grade students of SMPN 2 Pengasih

It is expected that second grade students get more knowledge and develop their English proficiency. They also will be more motivated to learn English.

4. Other Researchers

The result of this study is expected to encourage other English Education Department students for conducting similar research on different subjects so that it will help both teachers and students in English teaching learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A detailed discussion on some theories underlying the study is presented in this chapter. The discussions are divided into two sections, namely; theoretical description and conceptual framework. The first section elaborates some theories which serve as a foundation for this study. The second section summarizes the writer's framework and the steps in developing interactive learning multimedia for the teaching grammar.

A. Theoretical Description

In this part, there are some theories related to this study and discussions. There are five theories that are going to be discussed. The first is the nature of grammar. The second is grammar for junior high students related with the curriculum. The third is teaching grammar for junior high school students. The fourth is writing the descriptive text, and the fifth is interactive multimedia.

1. The Nature of Grammar

It is necessary to know what exactly grammar is, many experts have different views on it. Richards, Platt, and Weber (1985) in Nunan (2003: 154) define grammar as a description of the structure of a language and it consists of linguistic units such as words and phrases combined to be a sentence in the language.

Meanwhile, Brown (2001: 362) defines grammar as “the system of rules governing the conventional arrangements and relationships of words in a sentence”. He also reminds us that the place of “words” are the components of prefixes, suffixes, roots, verbs, nouns and adjective. They are indeed a part of grammar.

Furthermore, Larsen-Freeman (2001: 252) says that grammar deals with complexity where the learners need more attention of three dimensions, they are structure or form, semantics or meaning, and the pragmatic condition. Larsen-Freeman makes the dimensions into a single pie but they are not hierarchically arranged. The form of pie charts which has some arrows connecting one wedge of the pie with another illustrates the interconnectedness of the three dimensions, it is discussed as follow:

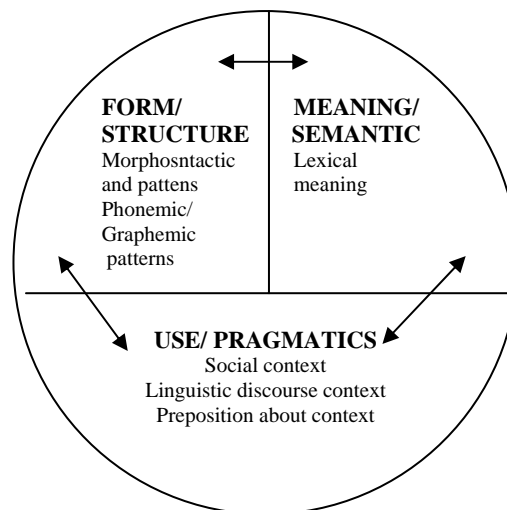


Figure 1: Three-Dimensional Grammar Framework
(Larsen- Freeman, 2001: 252)

- a. The structure wedge deals with the study between overt lexical and morphological forms that tell about how the construction of particular grammar structure and how it is sequence with other structures in the sentence or text.
- b. The semantics wedge deals with what a grammar structure means. Remembering that the meaning is divided into lexical (a dictionary definition) and grammatical (the conditional states both a condition and outcome). It is very difficult to give definition of pragmatics distinct from semantic.
- c. The pragmatics wedge deals with the study between language and context that are called grammaticalized or encoded in the structure of the language.

From the statements above, there are two dimensions of the definition of grammar. First, grammar is as a description of the rules that govern how language's sentences are formed. Second, grammar has three interrelated dimensions: syntax (the study of form), semantic (the study of meaning), and pragmatics (the study of use).

So, it is very important to have the knowledge of grammar in which the students learn how words are combined to produce sentences for written and communicative English. It is supported by Richards and Renandya (2002: 145) who state that people today agree that grammar is too important to be ignored, and that without a good knowledge of grammar. learners' language development will be severely constrained.

2. Grammar for Junior High School Students

The aims of the teaching of English in the junior high school level, as stated in the 2006 School-Level Curriculum are to develop the ability to communicate in English either in the spoken or written form to reach the level of informational level, to have awareness about the nature and importance of English to increase the nation's competitiveness in the global community, and to develop understanding about the interrelation between language and culture. Meanwhile, the scope of an English lesson for the second grade students in junior high school includes three abilities, namely: a) discourse competence, that is the ability to comprehend and to produce a short functional text, monologue and essay in certain genres, for example: descriptive, narrative, procedure, etc; b) supporting competence, that is the ability to comprehend and to use linguistic competence (i.e., using grammar, vocabulary, pronunciation and punctuation), socio cultural competence (i.e., using acceptable expressions either in formal or informal expressions); c) strategic competence (dealing with problems in communication).

As stated above, the teaching of grammar is very important because grammar is one of the major components of communicative competence, especially for writing a composition of the certain genre. Then, the focus of grammatical structure materials for junior high students is in the simple forms but the teachers often use difficult method to explain the grammatical form for the students. In the similar way, Brown (2001: 366) argues that teachers sometimes want to display their *metalinguistic* knowledge and forget that

students are busy learning themselves. Furthermore, he mentions some rules in grammatical explanation:

- a. Keeping the explanation brief and simple. Use the mother tongue if the students cannot follow an explanation in English.
- b. Using charts and other visual whenever possible to graphically depict grammatical relationship.
- c. Illustrating with clear and unambiguous examples.
- d. Trying to account for varying cognitive styles among the students.

The rules of grammatical explanation above are suitable for junior high school students because they belong to the beginner learners of English. It is necessary to teach them in simple and easy ways in teaching grammar. So they can learn it easily and comfortably.

3. Teaching Grammar for Junior High School Students

Much grammar research over the past few decades has concentrated on determining what kinds of grammar teaching have been suggested to facilitate foreign language learning. In relation to this, there are current approaches dealing with the teaching of grammar as listed below.

a) Focusing on Form

Long (1991) in Nassaji and Fotos (2004: 6) states that one of the appropriate approach for teaching grammar is to focus on form that involves discrete grammatical forms selected and presented in an isolated manner. Pedagogically, focus on form can be achieved through process and design. Focus on form through process is occurred in the context of natural communication when both the teacher and student's primary focus on

meaning. Focus on form through design is achieved through designing tasks which have deliberate explicit focus. Focus on form can also be achieved through providing reaction feedback on students' errors or discussing grammatical forms whether an error has been occurred or not.

b) Processing Instruction

Van Patten in Nassaji and Potos (2004: 7) suggests that one way to teach grammar communicatively is through processing input or it can be called as processing instruction. In this approach, an initial exposure is combined with a series of input processing activities that consist mainly of tasks that encourage the comprehension of the target structure rather than its production. These activities can help the students to create form meaning connection in input and grammar for meaning.

c) Interactional Feedback

Interactional feedback refers to various negotiation and modification strategies such as repetitions, clarification requests, confirmation checks. Interactions draw the student's attention implicitly and explicitly of the aspects of the target language such as grammatical forms. Negotiation is divided into two types, negotiation of meaning and negotiation of form. Negotiation of meaning refers to conversational strategies used to signal or repair problems in communication. These strategies are occurred in ordinary conversation or the teacher-students interaction.

d) Deductive and Inductive

Brown (2001: 365) states that teaching grammar can be presented by the teacher inductively or deductively. Inductive is one approach in which the teacher practices various language forms to the students, and then they are left to discover or induce rules and generalization on their own. Deductive is an approach which the rules or generalization are given to the students, then they practice various language forms to which the rule applies. It is usually used in special moment in which there are some students who are difficult to catch on one of the rules of English grammar. It does not need longer time for presenting them. Both of them have their own strength which depends on the characteristic and the condition of the students in classroom. In most contexts, Brown (2001:365) argues that inductive learning is more appropriate to the students because:

- (1) It is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus).
- (2) It conforms more easily to the concept interlanguage development in which learners' progress, on variable timetables, through stages of rule acquisition.
- (3) It allows students to get a communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations.
- (4) It builds more intrinsic motivation by allowing students to discover rules rather than being told them.

Furthermore, Nunan (1999: 8) in line with Brown explains that teaching grammar can be presented deductively and inductively. Then, he adds that deductive and inductive approaches are part of the concept in humanism and experiential psychology in which the students have self

discovery and grew experiential learning. Here, experiential learning means the student's immediate personal experience is taken as the point of departure for deciding how to organize the learning process. Deductive is a process of adding the students' knowledge by working from principles to examples. On the other hand, inductive is a process that works from examples to principles, rules and generalizations.

From the statement above, those two approaches are completely different and simultaneous use of both is impracticable. Firstly, it can be seen from how they affect students and the teacher. Deductive approach is easier to apply and leaves little room for mistakes providing because the rule is concisely and clearly state. Deductive approach will make students feeling secure because provides them with a tool that tackles the tasks at hand. Moreover, deductive approach does not have much the teacher's preparation. What she/ he needs to do is trying to produce a comprehensible and effective definition that can be easily applied in the exercises.

On the other hand, there are some disadvantages of deductive approach. The most important one is lack of students' involvement and struggle for understanding. Then, the result is the lesson will be teacher-centered in which the students do not need creativity and imagination. Furthermore, if teacher is unable to state the rule explicitly, back it up with relevant examples and adjust the use of metalanguage to the needs of his students, then the use of simplest grammar instruction can become ambiguous, and breed confusion and discouragement.

Furthermore, inductive approach has the major advantages that it encourages mental effort and forces students to explore their intelligence and ability to analyze and make connections between particular samples of speech. In this process, knowledge obtained through the subconscious process of identification of grammatical rules into one language system. Moreover, inductive method may take a lot of valuable time that could be devoted to practice and production. Actually, inductive approach can be used by an experience and competent teacher who knows the students well enough to be able to adjust the instruction to their needs. The superiority of inductive approach over deductive approach can be seen from profound insight into teaching techniques and possesses deep knowledge of students' patterns of thinking and approaching new structures.

e) Practice and Consciousness-Raising

Ellis as cited in Richards and Renandya (2002: 167) states that the main aspect for teaching grammar is not only based on deductive and inductive, they are only the ways for presenting the task of English grammar to the students. In the relation of grammar teaching, Ellis in Richards and Renandya (2002: 168-170) focuses on two approaches, they are practice and consciousness-raising.

Practice is one of the ways to help learners internalize the structures taught in such a way that they can be used in everyday communication. Practice is given based on under controlled conditions and under more normal communicative conditions. Ellis divides the types of practice activities in

some terms, they are mechanical practice, contextualized practice, and communicative practice. Mechanical practice refers to various types of controlled activities such as substitution exercises. Contextualized practice is still controlled, but tries to encourage learners to construct form into meaning by showing some structures are used in real-life situation. Communicative practice refers to encourage the learners to engage in authentic communication.

According to Ellis in Richards and Renandya (2002: 168-170), practice have some the following characteristics which make the assumptions about how grammar is learnt. They are:

- (1) There is some attempt to isolate a specific grammatical feature for focused attention.
- (2) The learners are required to produce sentences containing the targeted feature.
- (3) The learners will be provided with opportunities for repetition of the targeted feature.
- (4) There is expectancy that the learners will perform the grammatical feature correctly.
- (5) The learners receive feedback on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

Consciousness-raising is one of the ways to help learners understanding of the specific grammatical features to develop declarative rather than procedural knowledge. Declarative knowledge is knowing the rule of grammar, then procedural knowledge is how to apply the rule for communication. According to Ellis in Richards and Renandya (2002: 168-170), the characteristics of consciousness-raising are;

- (1) There is an attempt to isolate a specific linguistic feature for focused attention.
- (2) The learners are provided with data which illustrate the targeted feature and they may also be supplied with an explicit rule describing or explaining the feature.
- (3) The learners are expected to utilize intellectual effort to understand the targeted feature.
- (4) Misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description or explanation.
- (5) Learners may be required to articulate the rule describing the grammatical structure.

The main purpose of consciousness-raising is to develop explicit knowledge of grammar. It means that the aim of grammar teaching is not to enable the students to perform structure correctly but to help them to know about it.

In relation to the teaching of grammar, some methodologists recommend blending between the practice and consciousness raising such as using practice work is preceded by a presentation stage, to keep the learners having a clear idea about the target structure that they are learnt. The presentation stage may present an inductive and deductive approach. From this statement, there is no doubt that the teaching of grammar can take place with consciousness-raising. Although, the practice work is directed at the explicit learning of the structure and no formal explanation is provided. The learner will try to construct some kind of implicit representation of the rule.

Actually, the work processes of practice and consciousness-raising in teaching grammar is practice has implicit knowledge for the process of acquisition directly. It means that tacit knowledge needed to use the structure

effortlessly for communication. Meanwhile, consciousness-raising has the formation of explicit knowledge in which the kind of intellectual knowledge that bring for any subject. Of course, the construction of explicit representations of grammatical structures is of limited use it in self. Ellis in Richards and Renandya (2002: 168-170) states that the acquisition process of implicit knowledge in consciousness-raising involves three processes. They are:

- (1) Noticing (the learner becomes conscious of the presence of a linguistic feature in the input, whereas previously she had ignored it).
- (2) Comparing (the learner compares the linguistic feature noticed in the input with her own mental grammar, registering to what extent there is a “gap” between the input and her grammar).
- (3) Integrating (the learner integrates a representation of the new linguistic feature into her mental grammar).

From the processes above, the first and two processes involve conscious attention to language, the third process takes a very deep level, and it can be said as an unconsciousness process. Then, Ellis in Richards and Renandya (2002:168-170) mentions that the contributions of consciousness-raising in the acquisition of implicit knowledge can be done by two major ways. They are:

- (1) It contributes to the processes of noticing and comparing and, therefore, prepares the grounds for the integration of new linguistic material. However, it will not bring about integration. This process is controlled by the learner and will take place only when the learner is developmentally ready.
- (2) It results in explicit knowledge. Thus, even if the learner is unable to integrate the new feature as implicit knowledge, she can construct an alternative explicit representation which can be stored separately and subsequently accessed when the learner is developmentally primed to handle it. Furthermore,

explicit knowledge servers to help the learner to continue to notice the feature in the input, there by facilitating its subsequent acquisition.

Based on the ways of presenting grammar above, there is no the best way of teaching grammar. Teacher can choose or select the way presenting grammatical items. The most important thing is that the teaching of grammar must be meaningful and contextual. In relation to this thesis, the teaching of grammar using interactive multimedia will be presented deductively because it demands less time and less mental effort than inductive. Inductive requires greater effort and longer time for learners to come to an understanding of the grammatical point than deductive. On the other hand many of research have shown that most students prefer to be given grammar rules directly, and that in some cases it is better to avoid ambiguity and risk of misunderstanding.

4. Writing of the Descriptive Text

a. The Nature of Writing

Writing can be said as thinking about feelings that are expressed in written forms. Feeling is a part of everything people do. It means that people writing is affected by their behavior that relates how their feelings. Then it is not only for the specific topic, but also for writing in general. Furthermore, Seow in Richard and Renandya (2000: 315) states that writing is a process where it needs problem solving skills to help learners for realizing their specific goals in written form, so writing is not only of product but also it needs the process to get the product. According to Freedman, Dyson, Flower

and Chafe (1987: 13) “... the idea behind it is not really to dissociate writing entirely from the written product and to merely lead students through the various stages of the writing process- oriented writing instruction that will affect performance.” The process of writing can help the learners for understanding the nature of writing and provides learner with a series of planned learning experience.

b. The Points that Supports Writing of the Descriptive Text

The genre of descriptive is one of the fundamental functions of any language system. It is also one of the most widely used genres in all of the learning area in which descriptive is a central feature of narrative genre to develop characterization, sense of place, and key themes. In relation to genre of descriptive, there are a number of definitions related to it. The first definition is given by Wishon and Burks (1987: 128), they state that descriptive is the sense impression of the feel, sound, taste, and smell of things that helps the reader through his/her imagination and to visualize a scene or a person, or to understand a sensation or an emotion.

The second is given by Garnett (2002: 18), he defines the descriptive text as a piece of writing that describes a living or non living thing. It usually explores the features of a person or object, for example the appearance, behaviour, habits, qualities, and so on. From the explanation above, it may be summarized that writing the descriptive text means a piece of writing that describes a person, place or thing.

According to Haedy & Klawein (1994: 98- 110) the grammatical features of a descriptive text comprise into five categories. First is using of the present tense or the past tense in literary descriptions with relational verbs for classifying and describing appearance, parts, and functions of phenomena, e.g. ‘is’, ‘are’, ‘has’, ‘have’ and action verbs for describing behaviors/ uses, e.g. ‘live’, ‘lays’ and also mental verbs for describing feelings, e.g. ‘feel’, ‘like’. Second is using of adjective to add extra information in literary description, e.g. ‘cool’, ‘brown’, and majestic’. Third is using of adverb to add extra information to verb, e.g. ‘slowly’, ‘clearly’. Fourth is using of adverbial phrases to add information about the manner, place, or time, e.g. ‘Walruses have hair on their lips’. Fifth is using of comparative and superlative forms to compare between two or more things in literary descriptions, e.g. ‘Rosli is taller than his brother.’

5. Interactive Multimedia

a. The Nature of Interactive Multimedia

Multimedia can be defined in many of views. According to Smaldino, Lowther and Russel (2007: 332), interactive multimedia is sequential or simultaneous use of the variety of media formats in a given presentation or self study program.

In addition, Vaughan (2000) states that interactive multimedia as woven combinations of text, graphic art, sound, animation, and video elements. Moreover, Newby (1999) states that the term “multimedia” can be

defined as the notion of a system that has various media such as text, graphic, video and audio. If they are integrated together to be one under computer control, it is called interactive multimedia. Similarly, Brooks (1997) states that multimedia are the “combined use of several media, such as movies, slides, music and lighting, especially for the purpose of education or entertainment”.

From the views above, the term of interactive multimedia can be said as the combination of various media into single delivery system under computer in which the user can control when and what elements deliver for the purpose of education. In addition, interactive multimedia can encourage students to do extra work outside the classroom and gain extra exposure to the language and improve their ability in the language.

b. The role of Interactive Multimedia in Education

In relation to interactive multimedia as one of the application of computer for language teaching and learning, it has three roles in education, namely as a tutor, as a tool and as a tutee (Levy, 1997: 83). They are elaborated as follows:

1) Interactive multimedia as a tutor

Interactive multimedia as a tutor means the interactive multimedia has the ability to focus on delivering teaching materials and to respond to students' input by doing evaluation. Wyatt (1984: 6-7) in Levy (1997: 83) defines this function as an instructor that is related with the way computer conducted the lesson by tutorials, drills and practice.

2) Interactive multimedia as a tool

Interactive multimedia as a tool means the interactive multimedia is used as a medium of learning in terms of presenting materials. It cannot be evaluate students' input. Wyatt (Wyatt, 1984) in Levy (1997:83) defines this function as facilitator without teacher's guidance.

3) Interactive Multimedia as a tutee

Interactive multimedia function as a tutee, the user should program the computer in such a way that the computer understands. The computer only works based on certain command made by the user. For the computer as a tutee, the computer can be either a tutor or a tool.

Finally, in this design, the roles of interactive multimedia are as tutor and tool underline the developing interactive multimedia for the teaching grammar to support writing skill. The interactive multimedia as a tutor is the ability of program to present the grammar materials and respond to the students' answer. The interactive multimedia as a tool provides material to the students. Although, it can assist student's learning, teacher's presence is needed in order to ensure the teaching learning activities.

c. The role of the Teacher for Implementing Interactive Multimedia

The role of teacher in the real implementation of interactive multimedia depends much on how important the teacher is in the teaching learning activities. Levy (1997: 100) explained two roles of teacher in the learning. They are as follows:

1) Teacher as a contributor

In order to explain the role of teacher as contributor, Levy compares Ahmad's model (Levy, 1997: 100 as cited in Ahmad, 1985) and Tarrington's Triangular mode (Levy, 1997:100 as cited in Tarrington, 1986). Ahmad's model describes the relation between learner, language and computer and their interrelationship while Farrington describes the relation between teacher, class and computer. In brief explanation, they can be illustrated as the figure bellow.

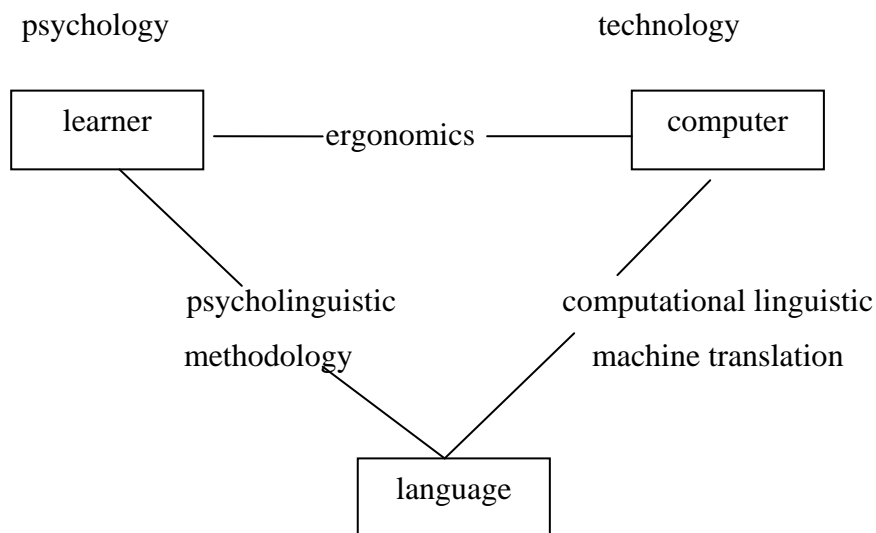


Figure 2: The Ahmad model in Levy (1997: 101)

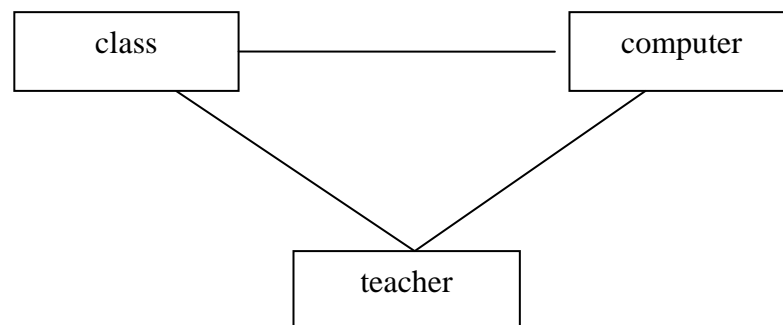


Figure 3: The Farrington model in Levy (1997: 100)

From the illustration above, the Ahmad's model focuses on three main factors, namely learner, computer, and language. Those factors have relationship. In Ahmad' model, a computer plays essential part in the teaching learning activities. The computer acts as a tutor to present the materials and conduct exercises. The learners work individually with a computer and the role of teacher is minor. However, the presence of teacher is demanded to control the teaching learning process. Besides, learners also need teacher's assistance in accomplishing the task since a computer cannot fully replace teacher's role.

On the other side, in Farrington's model, the role of the computer is as a tool rather than a tutor. In Farrington's model, teacher's role becomes more significant in organizing the teaching learning activities. Teacher conducts whole class interaction with the computer. It means that learners do not work individually with computers.

2) Teacher as an author

The role of the teacher in the implementation of the interactive multimedia is as the creator of the materials and the programs. Here, the teacher requires good knowledge of and skills in operating the computer. The advantage of having knowledge of technology, especially computer is that a teacher can produce learning materials and activities based on students' needs and proficiency level.

Finally, in this design, the role of teacher in the real implementation of interactive multimedia is as contributor in which a computer plays essential part in the teaching learning activities and the role of teacher is minor and more significant.

d. The Advantages of Interactive Multimedia

Kenning and Kenning (1983) state several advantages of interactive multimedia as the utilization of computer-based program. They are as follows:

- 1) Interactive multimedia offers privacy which relieves learners from the fear of being ridiculed for their mistakes by their classmates.
- 2) It is patient and will tirelessly go over the same points for as long as is necessary.
- 3) It gives individual attention to the learner at the console and replies to him.
- 4) It promotes the acquisition of knowledge, develops the learner's critical faculties, demands active participation, and encourages vigilance.
- 5) It can be a partner for the learners to play.
- 6) Interactive multimedia frequently has a beneficial affect on learner motivation.
- 7) Interactive multimedia offers the opportunity to make better use of teachers' tie and expertise.

Furthermore, according to Wyatt (1984: 16-17) there are four important benefits that made interactive multimedia to be highly interactive to the students, which are:

- 1) It can be programmed to respond appropriately. This means the computer will respond appropriately to the students' inputs whether it is a correct or incorrect input.
- 2) Interactive multimedia can be programmed to be self- corrected study. Meaning to say that the students are able to take control on some or all features in the materials. They can select the appropriate levels, they can repeat the lessons as many as they want or they can adjust the speed of the material presentation.

- 3) Interactive multimedia programs will only take action if the students give responses. This makes the students active and fully involved the materials.
- 4) Interactive multimedia can be programmed to adapt student's strength and weakness.

e. Instructional Design Models on Developing Interactive Multimedia

In the context of developing interactive multimedia, there are some instructional design models that are intended to help creativity and increase the possibility of the writer to produce a good interactive multimedia.

1) The Philip Model

The first model is from Philips (1997: 38) who uses a four step model for developing interactive multimedia, they are explained bellow:

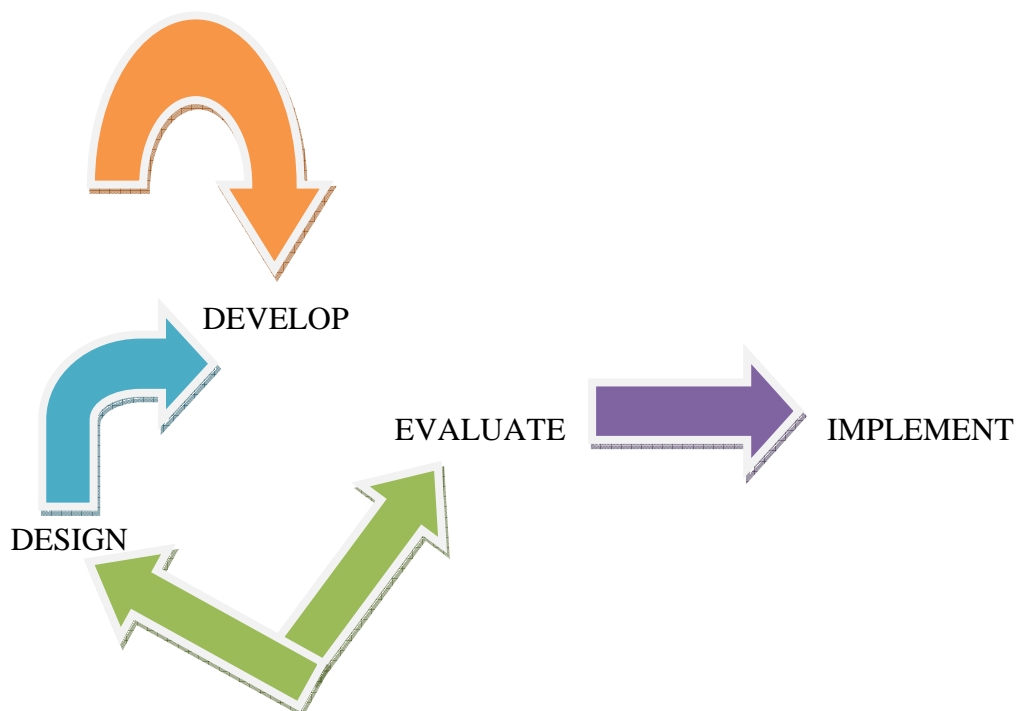


Figure 4: The Software development process (Philips, 1997: 38)

The processes of development starts with design, develop, evaluate and ended with implement. The design process relates to the overall structures and content of interactive multimedia. The aim of this step is having the scope and function the program of interactive multimedia. Develop process relates to the initial design which will be evaluated by a team or content experts. When the first design has been finished, it will be developed to obtain final result. When everything considered sufficient, the storyboard can be started. Evaluate process relates to constructive comments and suggestions after the program is completed in order to make better of the program.

2) The Allesi and Trolip Model

The second model is from Allesi and Trolip (2001: 408) who proposed eight-step model for developing interactive multimedia. They are listed below:

- (1) Defining the purpose, stating the purpose or goal of a single lesson which includes what the student should know and be able to do after using the lesson.
- (2) Collecting resource the materials, including gathering materials dealing with the subject matter, with instructional development and instructional delivery system.
- (3) Generating ideas for the lesson, suggesting procedures for encouraging creative ideas the developing process.

- (4) Organizing the ideas for the lesson, eliminating the worst ideas and then beginning to order, detail, and refine the ideas that are good.
- (5) Producing lesson displays on paper, including drafting the actual instructional messages as the students will see them, such as information presentations, questions, feedback, directions, and prompts.
- (6) Flowcharting the lesson, describing in detail what operations a computer should be perform and in what order it should perform them.
- (7) Programming the lesson, including the process of translating a series of instruction understandable to the computer.
- (8) Evaluating the quality and effectiveness of the lesson, dealing with the evaluation of the lesson with an eye toward how well the lesson looks and how well it works.

Based on these criteria, it can be concluded that their model consist of designing of the lesson and production of the lesson. Designing of the lesson starts from taking the rough of ideas, engaging in the generation of ideas, and then followed by organizing and analyzing ideas. Production of the lesson starts from producing of text, graphic, and the other presentation on the paper and flowcharting the lesson into the computer. Finally is evaluation and revision of the computer program.

3) The Lee and Owens Model

The third model is from the multimedia-based instructional design (Lee and Owens, 2004). The phases of developing interactive multimedia

according to this model are analysis, design, development, implementation and evaluation. The phases can be drawn in the following figure:

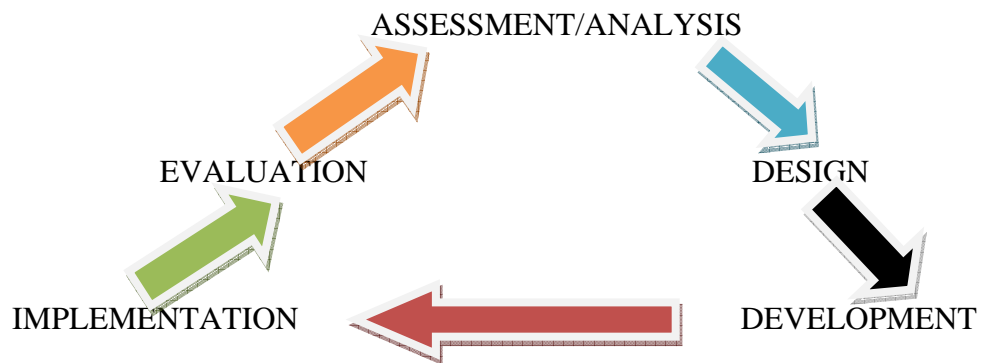


Figure 5: Multimedia-based Instructional Design
(Lee and Owens, 2004)

From the above figure, the assessment or needs analysis is done to gather the information of the students' needs and assess them. If all information has been collected, the required decisions will be made. The second phase is design phase in which the specification of media is chosen. It describes standard elements of multimedia, such as theme and interface of design; writing style and grammar guidelines; feedback and interaction standards, video and audio treatments; and text, graphic, and animation design. The third phase is the development of the design by using the required technologies. The fourth phase is implementation of the project. The last phase is evaluation of the use of the project (Lee and Owens: 2003: 93).

4) The ADDIE Model

The fourth model is from ADDIE that consists of five phases: analysis, design, develop, implement, and evaluate. The name of ADDIE was derived from the first letter of the in each phase.



Figure 6: ADDIE Instructional Design Model
(Braxton, 2003 in Taylor 2004)

(1) Analyze

Analyze involves needs analysis. Output of this phase is instructional goals.

(2) Design

Design involves the outline of the strategy for how to reach the instructional goals determined during the analysis phase. Design decisions focus on content selection, instructional strategy and methods, media and materials, and a variety of delivery system options. The design specification,

including layout drawings, templates or prototypes, then derived the next stage of development.

(3) Develop

Develop involves building all forms of instruction necessary to execute the learning strategy and supporting documentation. Development includes instruction or activity guides and materials appropriate for the mode of delivery. Development is tested and evaluated to validate that the activities and materials are ready to use by the learners.

(4) Implement

Implement refers to the actual delivery of instruction in a way that ensures student achievement of the learning objectives.

(5) Evaluate

Evaluate refers to the measurement of the effectiveness and efficiency of the instruction.

5) The Gerlach and Ely Model

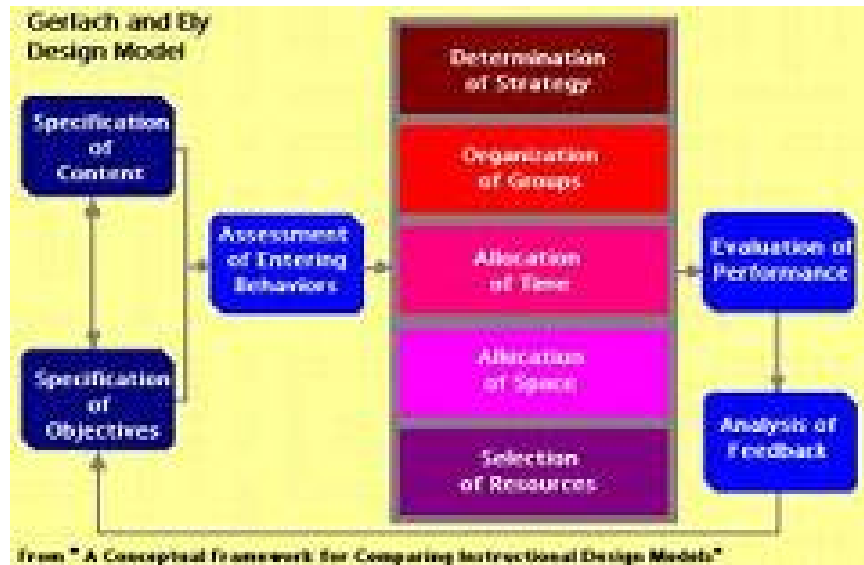


Figure 7: Gerlach and Ely Instructional Design Model
(Braxton, 2003 in Taylor 2004)

The fifth model is from Gerlach and Ely. This model consists of five stages, they are specification of objectives, specification of content, assessment of entering behaviorist, evaluation of performance, and the last is analysis of feedback. Stage of the assessment of entering behaviorist involves determination of strategy, organization of group, allocation of time, allocation of source, and selection of resources are performed.

6) The Hannafin Peck Model

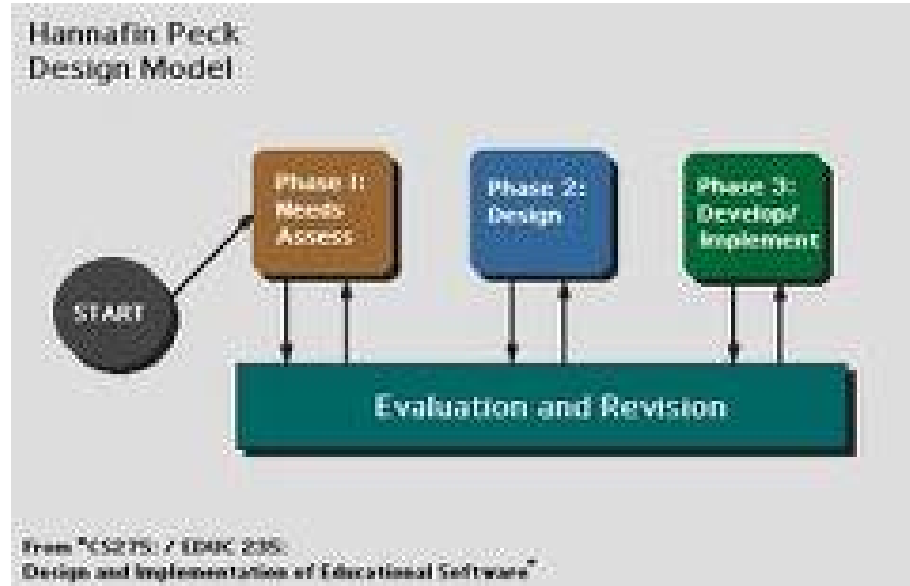


Figure 8: Hannafin Peck Instructional Design Model
(Braxton, 2003 in Taylor 2004)

The sixth model is from Peck. This model consists of three phases, they are needs assessment, design, and develop or implement. Then, they are continued with the evaluation and revision.

Based on the sixth models of developing interactive multimedia, the researcher concludes that developing interactive multimedia involves the phase in analyzing, designing, producing and evaluating. On the other hand, some experts suggested flowcharting is needed in designing process for knowing the lesson progresses.

f. The Elements of Interactive Multimedia

According to Senn (1998), there are five important elements that must be available in interactive multimedia, they are listed below:

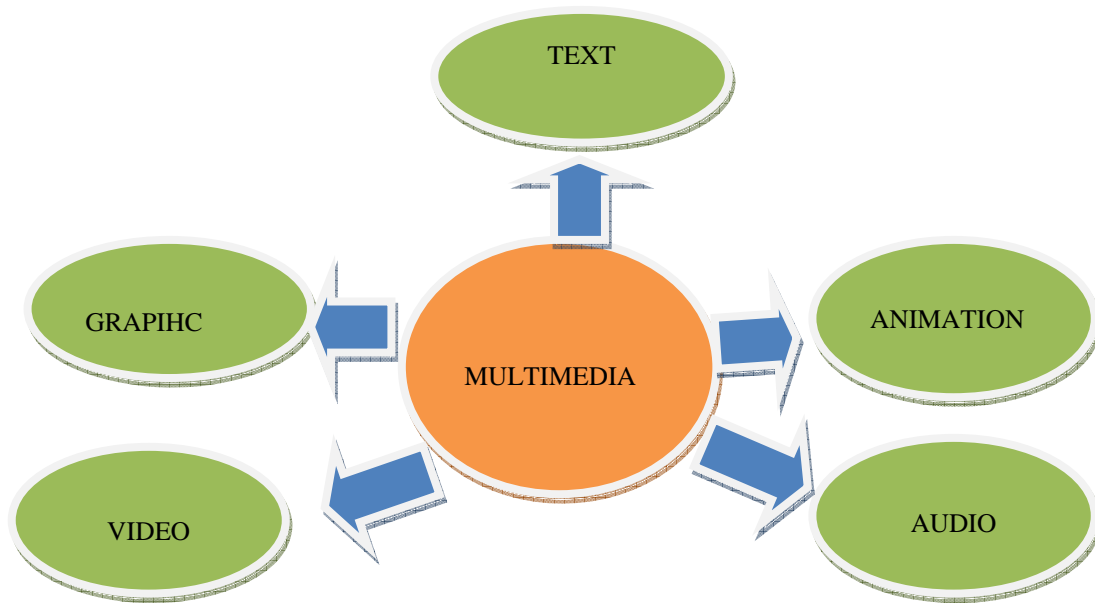


Figure 9: Elements of Interactive Learning Multimedia (Senn, 1998)

(1) Text

Text is the media that is commonly used in interactive multimedia. It is the important element in multimedia. For all the times, the text on the screen must be legible (the letter forms are easy to see) and readable (lines of text must be easy to scan in normal reading patterns). In relation with the legibility, developers should avoid the use of elaborate typefaces on the screen, and text in paragraphs should not be smaller than 12 point for worksheet and the minimum of lettering size for these is 24. Font Size of the text which is recommended is Arial or Times New Roman. For readability, lines of English text should be aligned on the left (left justified), and individual lines of text in any language should be least several pixels apart. The contrast of color is recommended to make the words easy to see and read.

(2) Graphic

Graphic is usually used to illustrate fact, concept, or procedure. It can be also used for presenting icons to indicate the users that choice is available, e.g. “Left” and “Right” buttons can indicate the users to go to the “Next” and “Previous” pages; hooked arrows indicate the possibility of return to the previous menu; question marks indicate the availability of on line help; directional arrows offer the users to see a map and to decide where they want to go. The examples of graphic are photo, scanned image, slide, filmstrip and overhead transparency.

(3) Audio

In relation with the audio and sound effects in interactive multimedia, it can be used to create a relaxing atmosphere, for example the sound of guitar. Meanwhile, narration can be used to provide instruction especially when the users have reading problems. Sound effects can be used as the learning source, such as the sound of hands clapping when the students gets answer correct.

Furthermore, Aarntzen (1993) in Seng Chee and F.L Wong (2003: 119- 131), audio can also be used to enhance learning. There are three major types of audio, namely music, narration and sound effects. In relation to audio, states that audio can be used to:

- 1.Draw the attention of the student.
- 2.Complement the visual material on the screen.
- 3.Support the student reading the text on the screen.
- 4.Minimize the amount of information that is required to present on the screen, announce some event.

(4) Video

Video is usually used to motivate the users by showing real-life situations. It includes commercial tapes, movies, and home videos. The main aspects of using video in interactive multimedia are synchronize it with content and reinforce/ repeat the concepts being presented.

(5) Animation

Digitizing and sequencing hand-drawn images, or directly through the use of 3-D and other software can create animation. The use of animation in interactive multimedia can attract the users' motivation and attention. On the other hand, animation can be useful for dynamic explanation.

g. Criteria of Quality Interactive Multimedia

Interactive multimedia to some extent can bring positive impact toward students' development. However, the developer should be critical in selecting and creating the software because they often do not know its quality and specification. Hence, the evaluation of criteria and quality interactive multimedia is a good solution. In relation to this, Stemler (1997) provides extensive guidelines for the design of various types of instructional multimedia. The main principles of multimedia are shown in the Table bellow.

Table 1: The principles of multimedia (Stemler, 1997)

No	Multimedia Features	Principles
1	Screen Design	<ul style="list-style-type: none"> • Focus on the learners' attention • Develop and maintain interest • Promote processing • Promote engagement between the learner and lesson content • Help learners find and organize information
2	Interaction	<ul style="list-style-type: none"> • Provide opportunities for interaction • Chunk the content and build in questions and summaries • Ask questions but avoid interrupting the instructional flow • Provide active exploration in the program rather than a linear sequence • Use rhetorical questions to get students' thinking about contents and to stimulate curiosity
3	Feedback	<ul style="list-style-type: none"> • Keep feedback on the same screen as the response • Provide feedback immediately following a response • Provide feedback to verify correctness • Tailor feedback to the individual • Provide encouraging feed back • Allow students' to print feedback
4	Learner Control	<ul style="list-style-type: none"> • Provide selectable areas for users to access information • Allow users to access information in a user determined order • Provides maps so the students can find their locations • Provide feedback if there are to be time delays on accessing information • Arrange information so users are not overwhelmed by the quantity of
(Continued)		

(Continued)

(Continued)

No	Multimedia Features	Principles
		information <ul style="list-style-type: none"> • Provide visual effects and give visual feedback
5	Colour	<ul style="list-style-type: none"> • Use colour sparingly and consistently with a maximum of 3 to 6 colours per screen • Use brightest colours for most important information • Use neutral colours for backgrounds and dark colours on a light backgrounds for text • Avoid combining complementary colours (e.g. red/ green) • Use commonly accepted colours for particular actions (red for stop) • Avoid hot colours on the screen as they appear to pulsate
6	Graphic	<ul style="list-style-type: none"> • Graphic include photo and scanned pictures • Icons and photo enhance menu screens • Information is better understood and retained when supplemented with graphic • Use graphics to indicate choices (e.g. left/ right arrows) • Avoid graphics for decoration or for effect
7	Animation	<ul style="list-style-type: none"> • Can be motivational and attention getting • Subtitle benefits by highlighting key information heightening interesting and facilitating recall • Useful for explanations of dynamic process
8	Audio Elements	<ul style="list-style-type: none"> • Use audio when the message is short and audio rather than text for long passages • Do not let audio complete with text or video presentation

(Continued)

(Continued)

No	Multimedia Features	Principles
		<ul style="list-style-type: none"> Tell students what is relevant and chunk the message with other
9	Video Elements	<ul style="list-style-type: none"> Synchronize video with content, and reinforce/repeat the concepts being presented Use video as an advantage organizer and simulation

B. Conceptual Framework

This research is aimed to develop interactive multimedia for teaching grammatical features of descriptive text to the second grade students of junior high school. Interactive multimedia is a combination of various media (text, graphic, animation, video, and audio) which are integrated into the authoring softwares under computer control for the purpose of education.

The roles of interactive multimedia in this study is focused on tutor and tool. The interactive multimedia as a tutor presents the ability of the program to present grammar materials and responds to the users' answer. The interactive multimedia as a tool presents grammar materials to the users'. The role of the teacher in the real implementation of interactive multimedia in this study is minor in which the computer plays essential part in the teaching learning activities.

An effective interactive multimedia has five important elements, namely text, graphic, audio, video, and animation. Text is important element of the interactive multimedia, it is usually used as titles, materials, practices, name of menus and navigation. The text on the screen should legible and

readable. Graphic is functioned to illustrate fact, concept, or procedure, e.g. photo, scanned image, filmstrip, and slide. In relation to the audio, it can be used to create a relaxing atmosphere. There are three major types of audio, namely music, narration, and sound effect. Video is usually used to motivate the users by showing real- life situation, e.g. commercial tapes, movies, and home videos. The last element is animation, it is used to attract the users' motivation and for dynamic explanation.

In addition, interactive multimedia must have the following features, namely screen design and slides, interaction and feedback, navigation, graphic and animation, audio and video. Moreover, each feature of interactive multimedia should meet the criteria and the quality of good interactive multimedia, such as getting the users' attention, helping the users to find and organize information, and helping the learners to integrate information into their knowledge base.

Interactive multimedia in this study adopts by Lee and Owens (2004). The first phase is the assessment/ analysis in which the formulation of the goals and the topic of the material design are selected. The goal of this study refers to Standard Competence and Basic Competence. The second phase is the design and development in which the theme, interface design (writing style and grammar guidelines), feedback, and interaction standards (video and audio treatments, text, graphic, and animation design) are integrated into the interactive multimedia using authoring tools such as Macromedia Flash, Corel, and Photoshop. The third phase is the implementation and evaluation in

which the interactive multimedia that had been validated by the experts is implemented by doing try outs. After that, the students are asked to give feedback through filling the questionnaire and being interviewed. The data will be used for revising the product. Those phases can be drawn in the following figure:

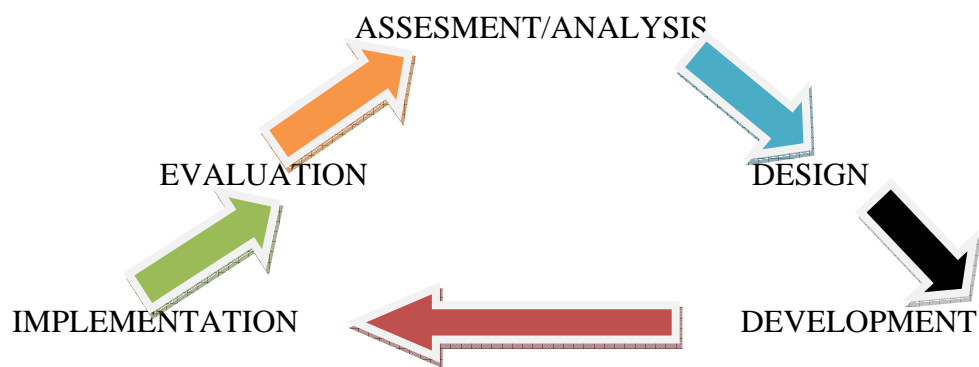


Figure 10: Multimedia-based Instructional Design
(Lee and Owens, 2004)

CHAPTER III RESEARCH METHOD

Chapter II has reviewed theories relevant to this study that is mainly aimed at developing interactive multimedia for the teaching of grammar to the second grade students of junior high school. This chapter subsequently will put an emphasis on the research methodology comprising the type of study, research procedure, setting of the research, instrument of the research, data collection, and data analysis technique.

A. Type of Study

The objective of this study is to develop an effective product that can be applied for the educational program. The research of this study is classified into Research and Development (R&D). According to Gay (1987: 10), the main purpose of R & D is developing products that can be effectively used in the educational program. Furthermore, he states that the major purpose of R & D is not to formulate or test theory but to develop products that can be effectively used in educational program. The examples of products are the materials, media, management system, and so on. He also says that the products are developed to get specific needs that based on detail information. The complete of products must be tested in the field and revised until a specific level of effectiveness is achieved. The product of this research is an interactive multimedia for teaching

grammar to the second grade students of junior high school packed in the form of CD (Compact Disc).

B. Research Procedure

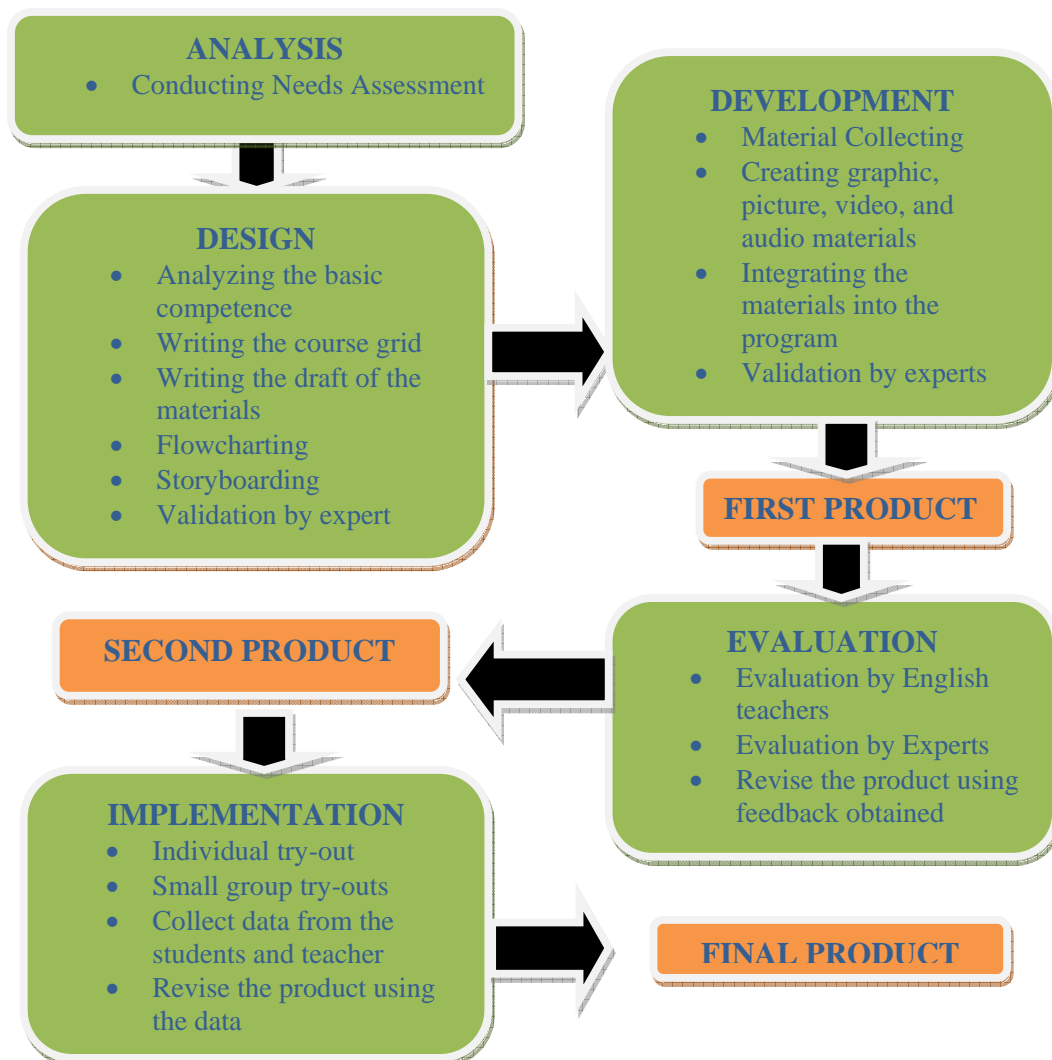


Figure 11: Multimedia-based Instructional Design (Lee and Owens, 2004)

As mentioned in the previous chapter, the research procedure in developing interactive multimedia is adapted by Lee & Owens (2004) in multimedia- based instructional design model. The procedure is explained as follows.

1. Design

a. Analyzing the Standard Competence and basic Competence

The scope of the English teaching learning process for junior high students is genre based. It can be seen from the Standard of Competence and Basic of Competence of English for the second grade students of the first semester of junior high school. The Standard of Competence is *'Expressing meaning in the short functional written text and simple essay in the form of descriptive, narrative, and recount in the context of daily life'*. Meanwhile, the Basic of Competence of English for the second grade students of the first semester of junior high school is *'Producing meaning and rhetorical steps in the simple essay accurately, fluently, and acceptably using a variety of a written language in the context of a daily life, in the form of narrative, recount, and descriptive in the context of a daily life'* (Departement Pendidikan Nasional, 2005: 313).

Without the knowledge of grammar and vocabulary, a student would not be able to write a piece of composition with a certain genre. The grammatical

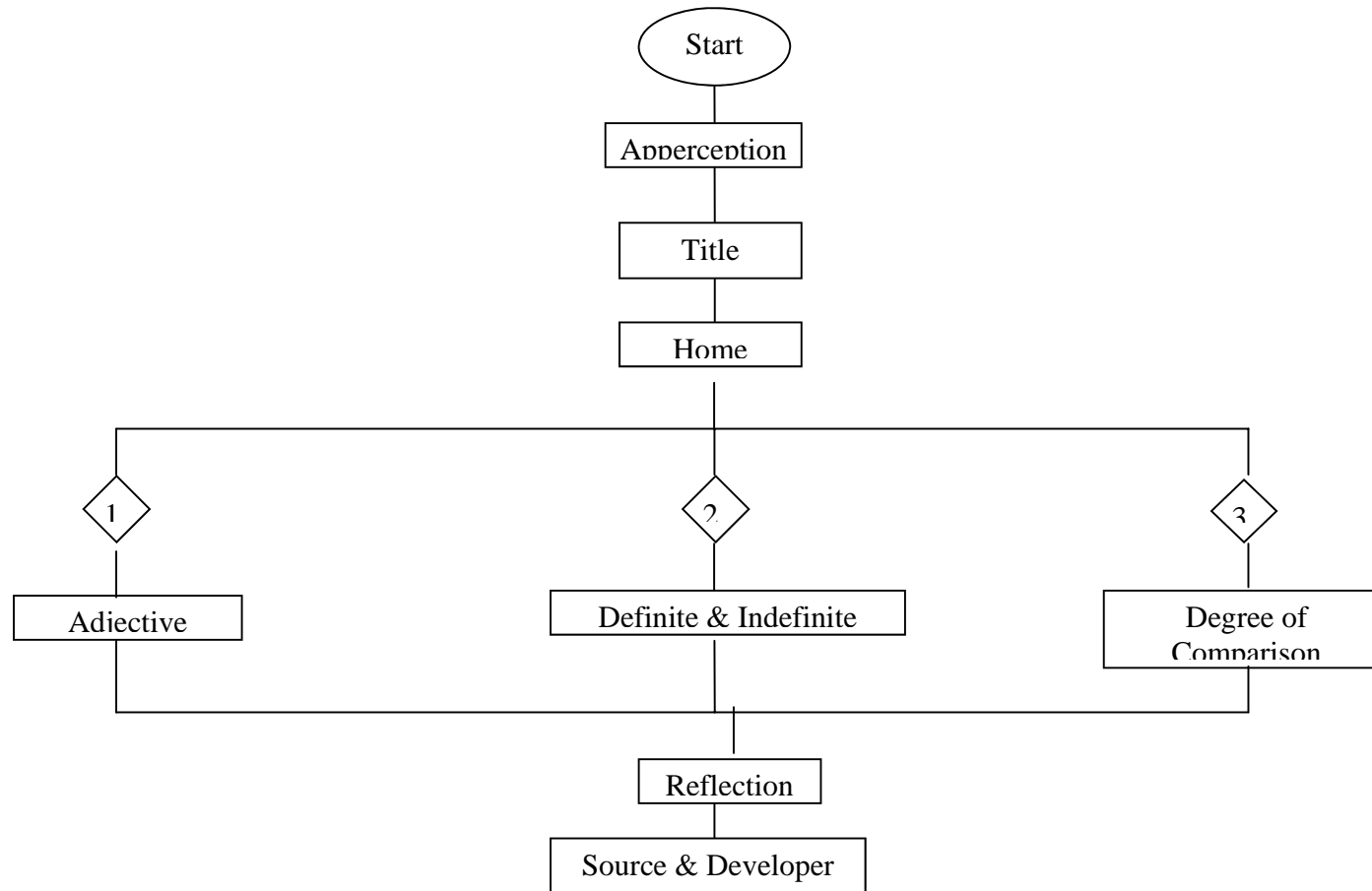
features of descriptive text were selected by the developer because descriptive was most widely used by the people.

b. Writing the draft of the materials

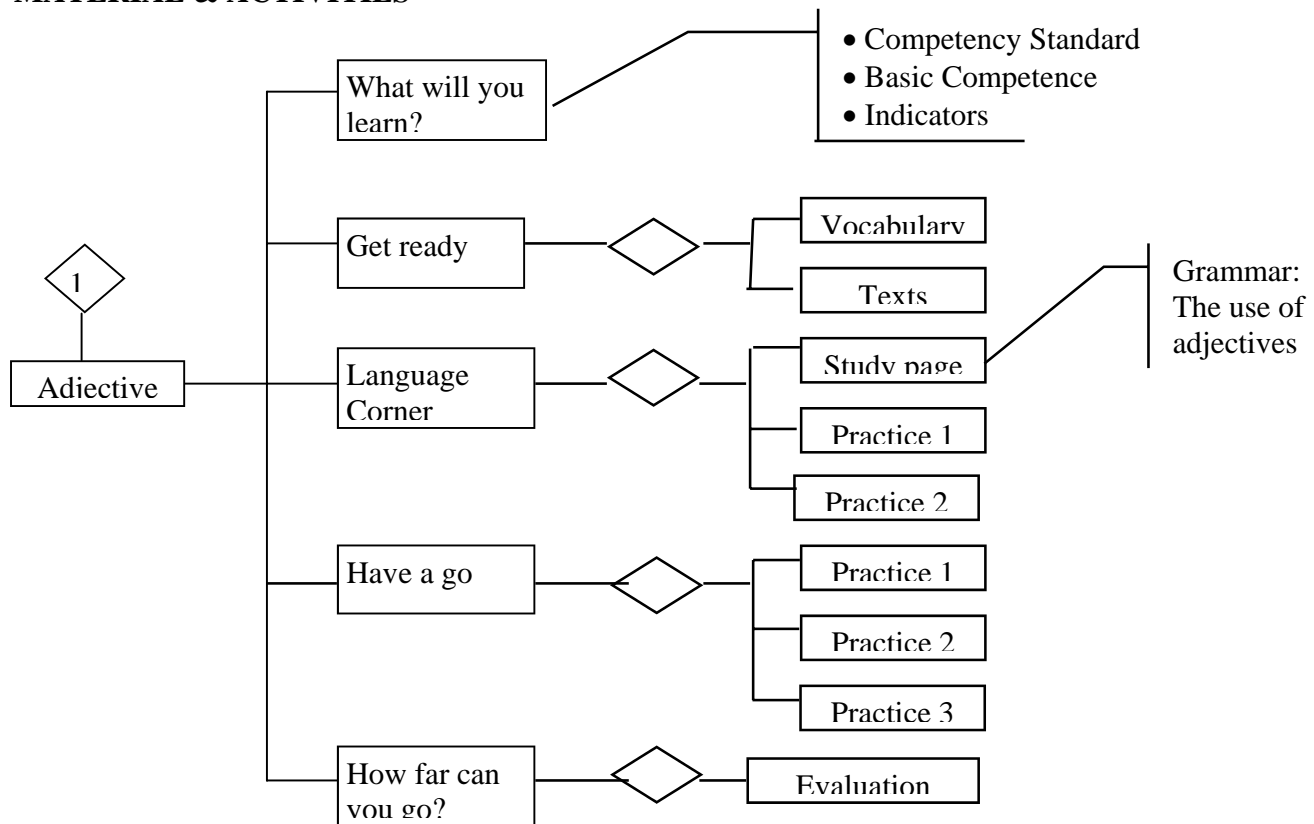
From those analyses, the drafts of the materials that were related with the grammar of the descriptive text were arranged by the developer. The developer designed the material presentations into three parts. They were adjectives, definite and indefinite articles, and degrees of comparison. Those parts were grammatical features that were very helpful to support writing of descriptive text. Further, they were followed by the practices

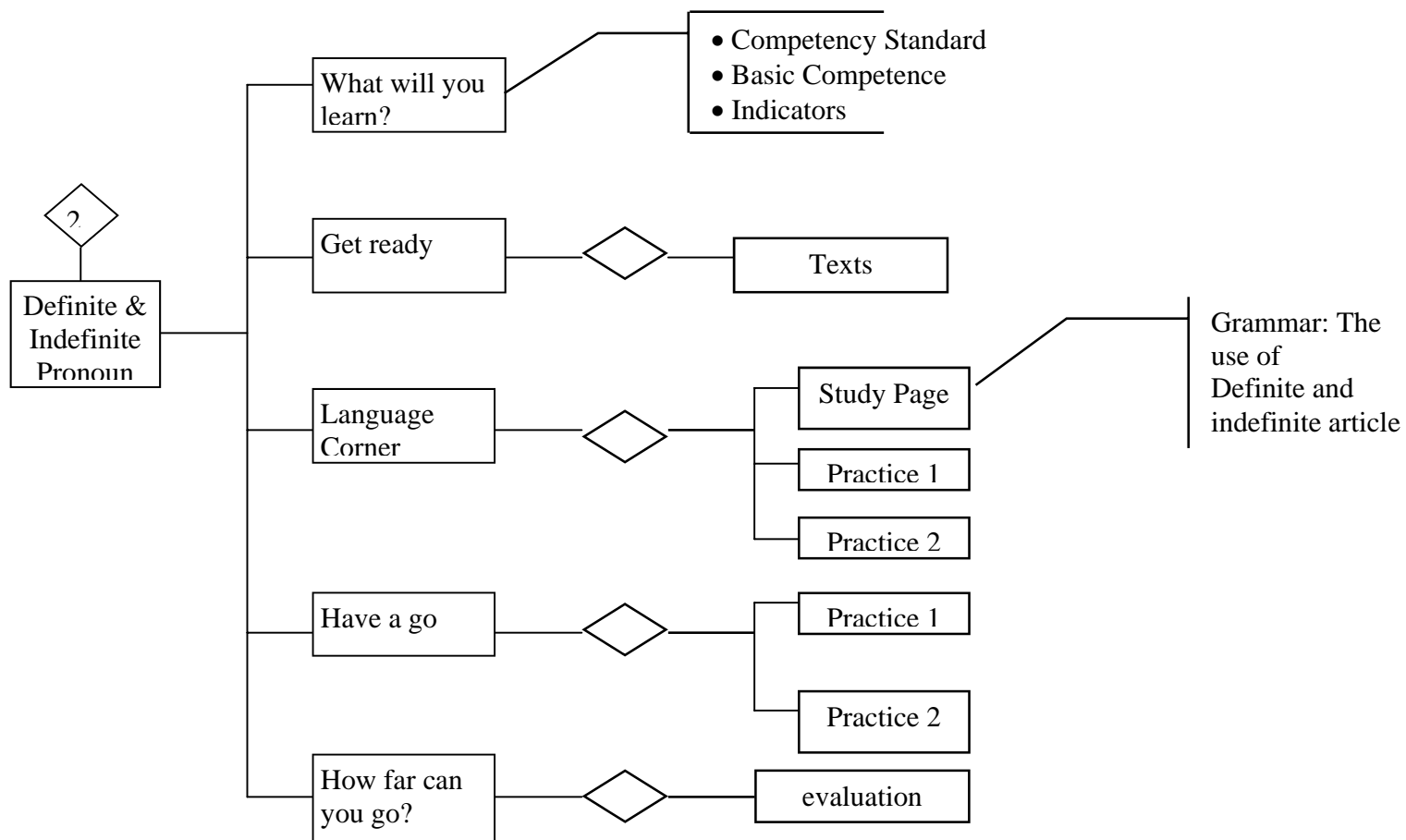
c. Flowcharting

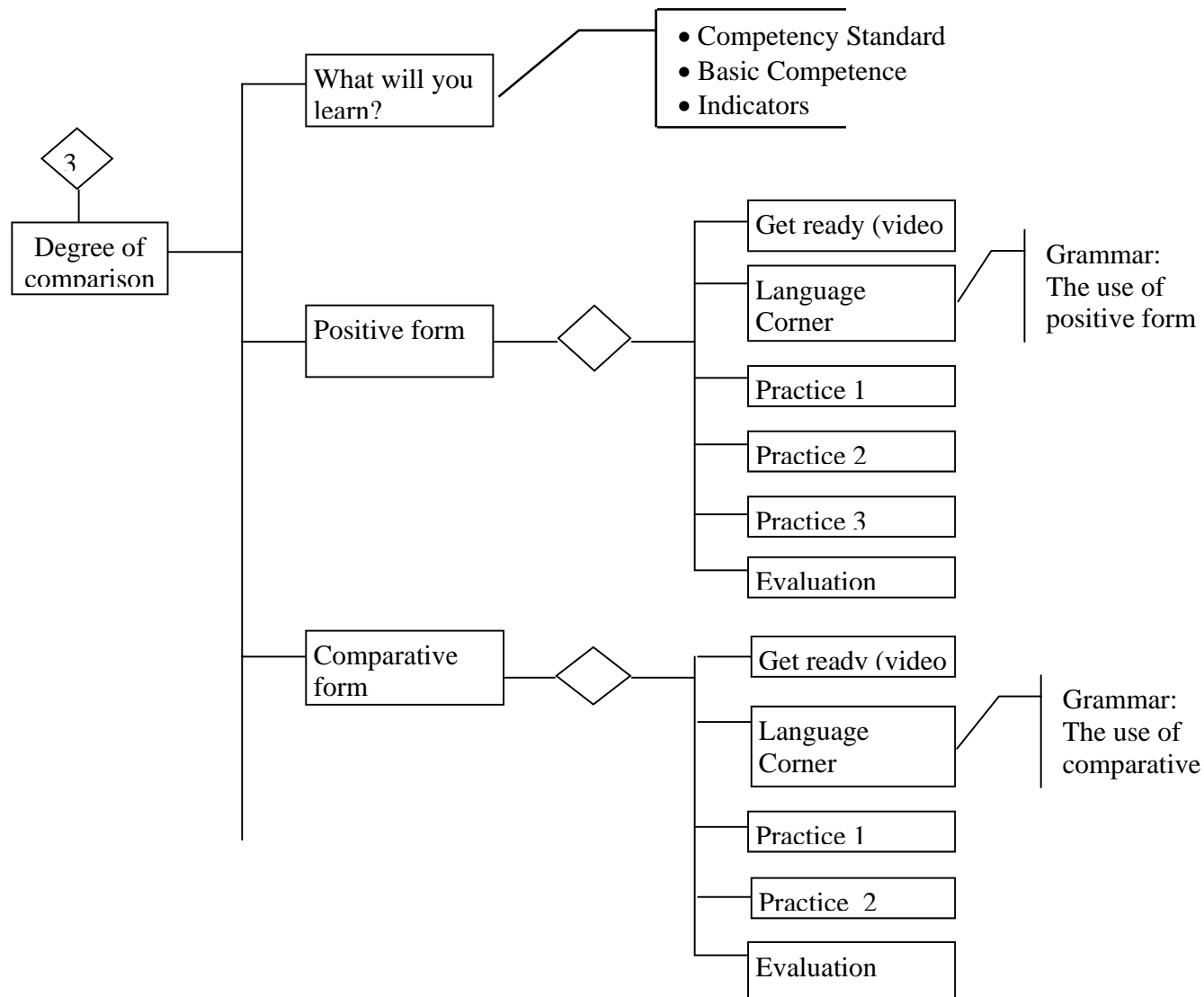
After the draft of the materials was created, the next step was flowchart. Flowchart is a symbol or picture which depicts the series of steps representing a processing activity. Flowcharts serve as a roadmap of the interactive learning multimedia. It usually links one page to another. The flowchart of the developed interactive multimedia is illustrated in Figure 12.

INTRODUCTION

MATERIAL & ACTIVITIES







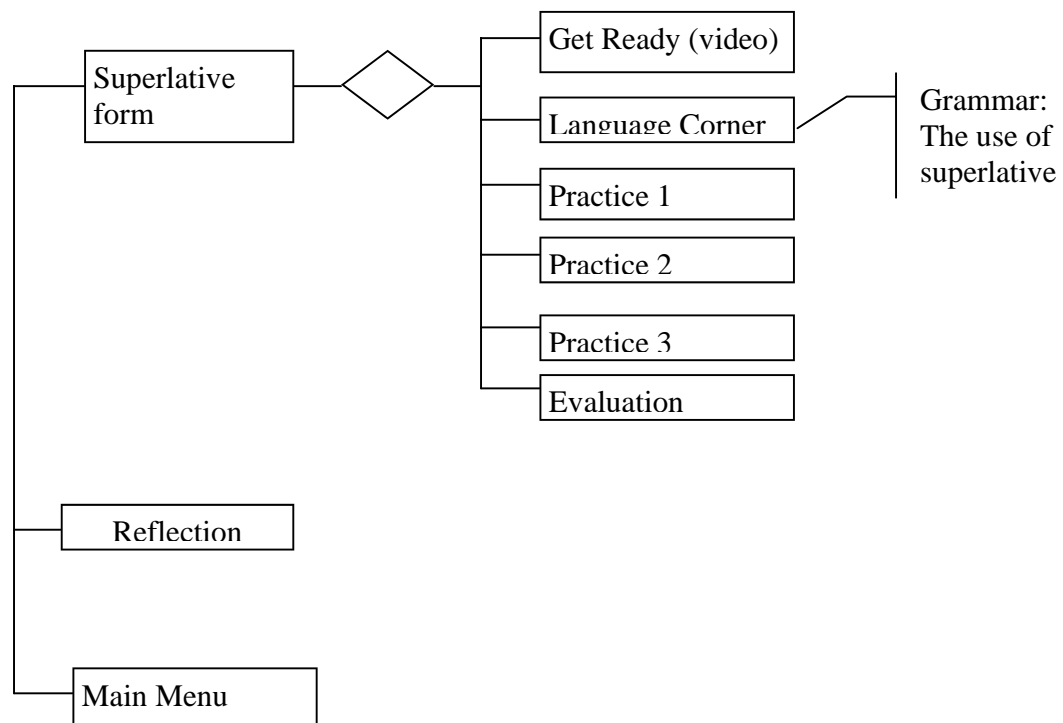
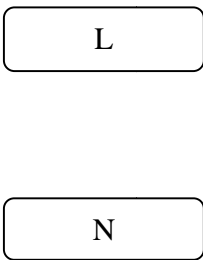



Figure 12: Flowchart of Interactive Multimedia for Teaching Grammar

a. Storyboarding

After the flowchart was made, the next step was storyboard. It describes how every screen in the presentation would be displayed. They refer to the operations shown in the flowchart. The storyboard of the developed interactive multimedia is shown in Table 2.

Table 2: The storyboard of the early developed interactive multimedia for teaching grammar to the second grade students of junior high school

No	Visual	Programming
1		<p>Audio: Instrumental Music</p> <p>Note: L= Logo of University N= Name of University</p>
2		<p>Audio: Instrumental Music</p> <p><i>Home page</i> is arranged with the following components :</p> <ol style="list-style-type: none"> 1. Title of the program. 2. The goal of the program. 3. Three units of grammatical features to support writing of descriptive text. They are adjectives, definite and indefinite articles,

(Continued)

No	Visual	Programming
		<p>and degrees of comparison.</p> <p>Note: Once the user clicks , go to quit of the Programme.</p>
3		<p>Audio: Instrumental Music</p> <p>Once the users click <i>adjective</i>, go to <i>Menu Page</i> (screen 4).</p>
4		<p>Audio: Instrumental Music</p> <p>Menu page is arranged into five components, they are:</p> <ol style="list-style-type: none"> 1. What will you learn. 2. Get Ready. 3. Language Corner. 4. Have a go. 5. How far can you go. <p>The video will appear automatically when the users are in menu page</p> <p>Note: Once the users click , , go to Home Page</p>

No	Visual	Programming
5		<p>Audio: Instrumental Music</p> <p>Once the users click <i>What will You learn</i>, the learning objectives will appear.</p>
6		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Get ready</i> two activities will appear.</p>
7		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Language corner</i>, the explanation of adjective and two basics practices will appear.</p>

No	Visual	Programming
8		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Have a go</i>, two practices will appear.</p>
9		<p>Audio: Instrumental music</p> <p>Once the users click <i>How far can you go</i>, the complex practice will appear. It can be called as the evaluation.</p>
10		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Definite and indefinite articles</i> go to Menu Page (Screen 11).</p>

No	Visual	Programming
11		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Get ready</i> the activity will appear</p>
12		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Language corner</i>, the explanation of definite and indefinites article and two basics practices will appear.</p>
13		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Have a go</i>, two practices will appear.</p>

No	Visual	Programming
14		<p>Audio: Instrumental Music</p> <p>Once the users click <i>How far can you go</i>, the complex practice will appear. It can be called as the evaluation.</p>
15		<p>Audio: Instrumental Music</p> <p>Once the users click <i>Degrees of comparison</i> go to Menu Page (Screen 16).</p>
16		<p>Audio: Instrumental Music</p> <p>Main menu page are arranged with the following components, they are:</p> <ol style="list-style-type: none"> 1. Positive form 2. Comparative form 3. Superlative form <p>Once the users click positive form, the link of <i>Get Ready</i>, <i>Language corner</i>, and three basic practices will appear.</p>

No	Visual	Programming
17		<p>Audio: Instrumental Music</p> <p>Once the users click comparative form, the link of <i>Get Ready</i>, <i>Language corner</i>, and three practices will appear.</p>
18		<p>Audio: Instrumental Music</p> <p>Once the users click Superlative form, the link of <i>Get Ready</i>, <i>Language corner</i>, and three practices will appear.</p>

1. Development

a. Materials Collecting

The texts, pictures, animation, and video were collected. In order to get the input texts, the developer adopted from Scaffolding Grade VIII and some grammar books.

b. Integrating the materials into the program

After having finished collecting the materials and the components of interactive multimedia, the next step was integrating them into interactive multimedia using authoring software such as Macromedia Flash CS 3, Photoshop CS 3, Corel Draw Graphics Suite X3, and other supporting programs. The product could be operated using a computer with low specifications. It was called as the first product.

c. Validation by the expert

Once the multimedia was completed, it was consulted to the first supervisor. In general, the supervisor considered that this developed interactive multimedia was good and appropriate for teaching grammar to the second grade students of junior high school. Furthermore, the supervisor suggested the developer to give the product to the content and media experts for getting the validation. Here, the first product has been produced

4. Evaluation by Experts Judgment

The first product was evaluated by the experts through questionnaire. Two experts have done the evaluation. They are content expert and media expert. The purpose was starting to create the second product.

5. Implementation

The produced materials that had been validated by the experts were implemented by doing try outs. After that, the students were asked to give feedback by filling the questionnaire. The data will be used for revising the second product of the interactive learning multimedia.

6. Final product

The second product that had been evaluated will be then revised based on the feedback given by students to produce the next product. It will be called the final product.

D. Setting of the Research

This research was conducted from May 17, 2011 to the second grade students of junior high school at the SMPN 2 Pengasih, Kulon Progo, Yogyakarta. The school is well facilitated. It has two computer laboratories with internet connections and enough electricity power. The laboratory is supported by three science teachers who are assigned for using computer laboratories in that school.

E. Population and Sample

There are four classes for the second grade students of junior high school, those are VIIIA, B, C, D. Based on the supervisors' suggestion who suggest that the try out can be done if the minimum samples are 30 people, so the researcher chose one of the class. The class was taken from VIII A which involves 32 students as the sample of this research. They were also needed to obtain the data for evaluating and revising the designed materials.

F. Instruments of the Research

The instruments were used to collect data from the participant were questionnaire and interview guideline. The researcher used questionnaire because it was efficient. Brown and Rodgers (2002: 120) identified two types of questionnaires. They were open-response items and selected-response items. In open-response items, the participants should respond in their own words in form of writing, while selected-response items, the participants should be given response from among alternative provided.

In this study, two forms of questionnaire which obtained feedback and suggestion to improve the design are made. The first was for the content expert that comprises the aspect of content and instructional quality. The second was for media expert that comprised the aspect of technical quality in interactive learning multimedia. The writer also combined open-response items and selected-

response items. The organization of the questionnaire to identify the quality of interactive learning multimedia was presented in Table below.

Table 3: The Organization of the questionnaire

Aspect	The objective of the questions	Item Number	Number of Item
Content & Instructional Quality	<ul style="list-style-type: none"> To find out whether the content and instruction of the interactive learning multimedia are effective, understandable and suitable to the students.. 	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	16
Technical Quality, including: <ul style="list-style-type: none"> Screen design & Slide 	<ul style="list-style-type: none"> To find out whether screen design and slide of the interactive learning multimedia is suitable and effective. To find out whether the color composition of the interactive learning multimedia is suitable. To find out whether the text placement of the interactive learning multimedia is effective 	11, 12, 13, 14, 15, 16, 17, 18	8
<ul style="list-style-type: none"> Interaction & Feedback 	<ul style="list-style-type: none"> To find out whether the multimedia is interactive To find out whether feedback of the interactive learning multimedia is suitable and effective. 	19, 20, 21, 22	4
<ul style="list-style-type: none"> Navigation 	<ul style="list-style-type: none"> To find out whether the navigation of the interactive learning multimedia is suitable and 	23, 24, 25, 26, 27, 28, 29	7

(Continued)

(Continued)

Aspect	The objective of the questions	Item Number	Number of Item
<ul style="list-style-type: none"> • Graphic & Animation 	effective <ul style="list-style-type: none"> • To find out whether the graphic of the interactive learning multimedia is suitable and effective. • To find out whether the animation placement of the interactive learning multimedia is effective 	30, 31, 32, 33, 34, 35	6
<ul style="list-style-type: none"> • Audio & Video 	<ul style="list-style-type: none"> • To find out whether the audio of the interactive learning multimedia is suitable and effective • To find out whether the video of the interactive learning multimedia is suitable and effective 	36, 37, 38, 39, 40	5

F. Data Analysis Techniques

After the data were collected, they were analyzed. In this research, the researcher used descriptive statistics in the data obtained. According to Borg and Gall (1983), descriptive statistic is used to indicate the main score in the variability of scores of the sample. The advantage of descriptive statistics is enabling the researcher to use one or two numbers (the mean and standard deviation) to represent all the individual scores of subjects in the sample.

A scale was used to find the agreement towards the effectiveness of the interactive multimedia. It was analyzed by using *Likert Scale*, each indication of the responses to the statement is measured by score. There were 5 points for *Strongly Agree*, 4 points for *Agree*, 3 points for *Somewhat Agree*, 2 points for *Disagree*, and 1 point for *Strongly Disagree*. Then to analyze the data, the developer used *Central Tendency Measures*. Selinger and Shohamy, (1989: 211) state that *Central Tendency Measures* provides information about the average and the typical behavior of the subjects in respect of a specific phenomenon. The *Central Tendency Measures* used in the research was only *Mean*. The value of each mean in each component of a task indicated the effectiveness of the tasks in the designed materials.

The data of the second questionnaire was based on *Quantitative Data Conversion* proposed by Sudijono, 2003: 335. It could be looked up in the following table whether the result of the mean value was effective or less effective.

Table 4: Quantitative Data Conversion

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

CHAPTER IV RESEARCH FINDINGS

This chapter is dedicated to describe the findings of the research which had been conducted starting from February 2, 2011 up to May 17, 2011. The interactive multimedia and the research data are described, analyzed, and discussed.

A. The Interactive Multimedia Design

1. General Description of the First Draft of the Interactive Multimedia

The description of the early developed interactive multimedia in this research has two components. The first is the home page, the second is menu page. Those components will be described analyzed, and discussed as follow.

a. Home page

The early developed interactive multimedia is started by *Home page*. It is the page in which users start the program. In full screen mode, *Home page* has four components. The first is *Adjectives*, the second is *Definite and Indefinite Articles*, the third is *Degrees of Comparison*, and the fourth is *Reflection*. Those components will be described, analyzed, and discussed as follows.



Figure 13: Home page

1) Adjectives

Once the users click *Adjectives* they are able to view the *Menu page*. It is as illustrated in the Figure 15. The video would appear automatically when users open the *Menu page*.

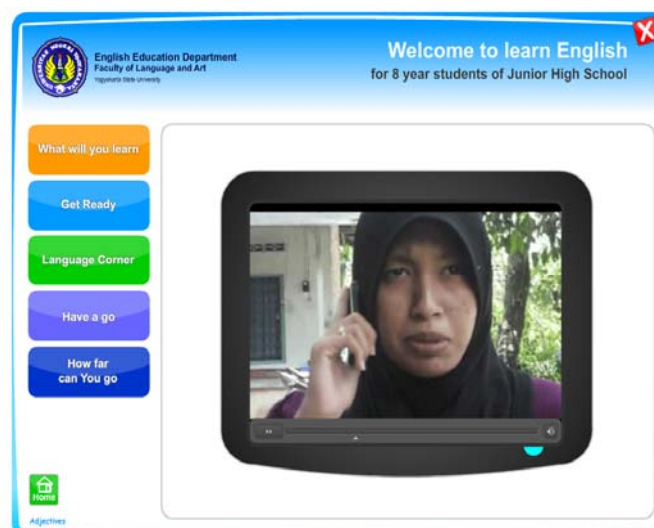


Figure 14: Menu page

The menu page has been arranged with five sections as follows:

a) What will you learn

It is the first section which users are able to view the learning objectives.

Here is the lay out of *What will you learn* page.

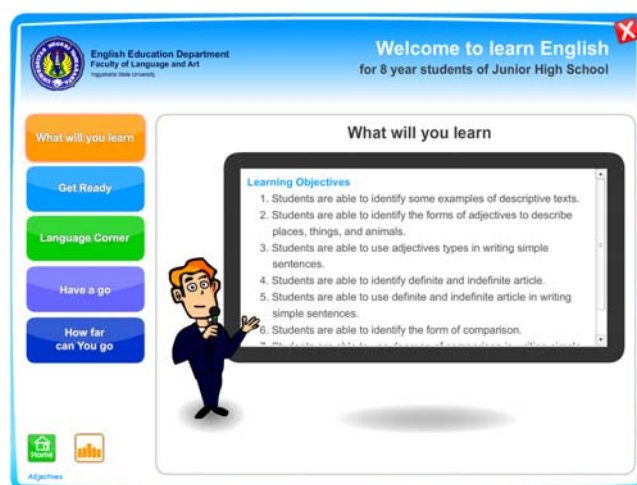


Figure 15: What will you learn page

b) Get Ready

It is the second section of which goal to introduce the topic and some of the key vocabularies. In the *Get ready* page, users can find *Matching* and *Text* buttons (which can be seen in Figure 15). Once users click *Matching* button (which can be seen Figure 16), they are to match the words with the definitions. This aim is to check users' comprehension related to the words that are used in the descriptive texts (which can be seen in Figure 17). The pages are as illustrated below.

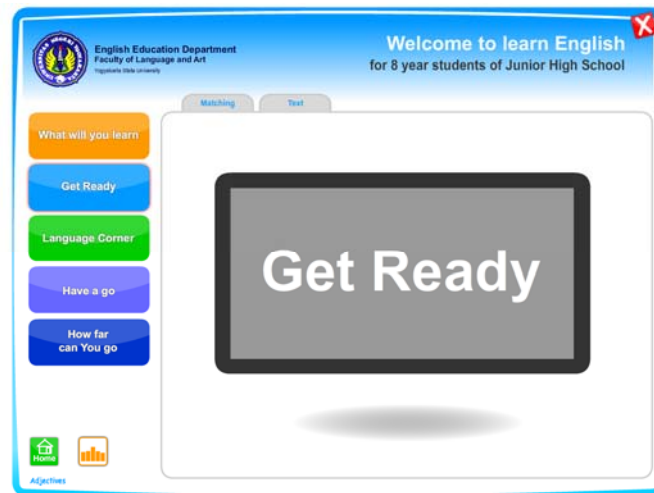


Figure 16: Get ready page

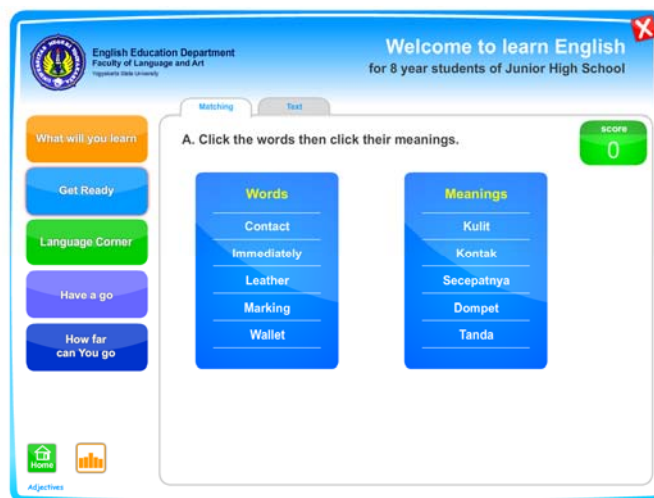


Figure 17: Menu page

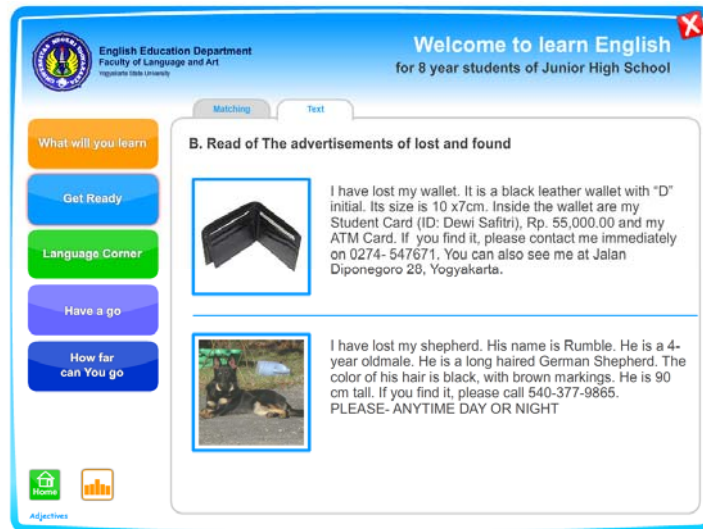


Figure 18: Text page

c) Language Corner

It is the third section that provides the explanation of grammatical feature of adjectives. Users are expected to understand the variety of adjectives and the use of the sequence of adjectives. It also provides some examples to make clearer of grammar explanation. It is followed by two practices in the level of basic. Here is the lay out of *Language Corner* page.

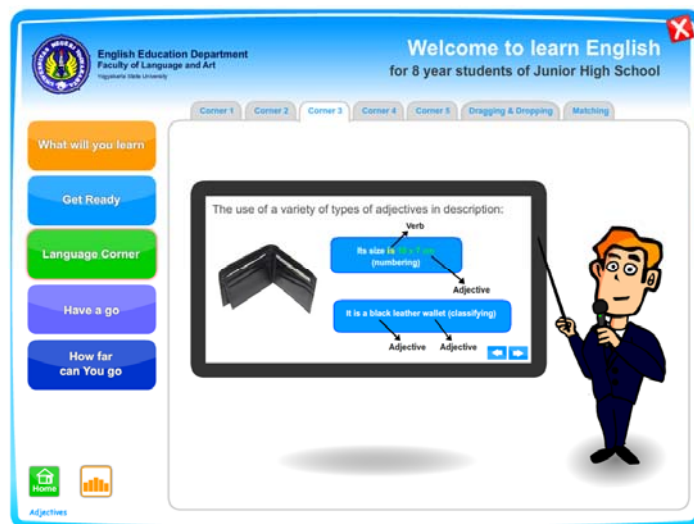


Figure 19: Language corner page

(1) Grammar practice 1 (Dragging and Dropping)

In this practice, users are asked to match the colors and the name of things by dragging and dropping the words in the right to the left pictures. There are four items in this practice. This practice aims at checking users' understanding on the use of the basic sequence of adjectives that is usually used in daily life to describe things. The page is as illustrated in Figure 20.

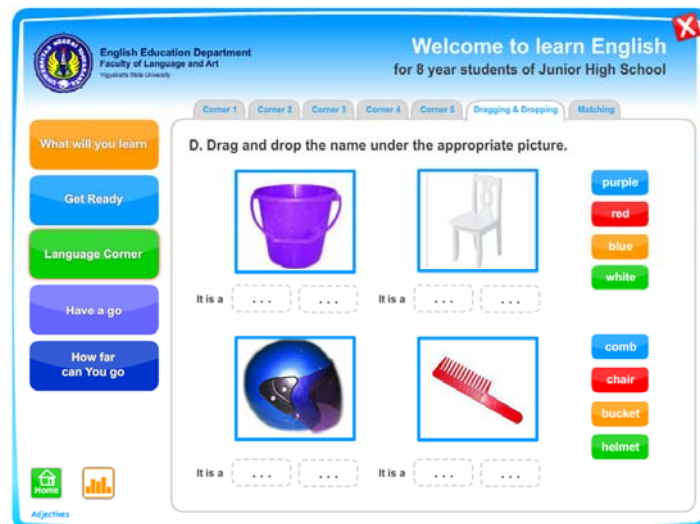


Figure 20: Dragging and dropping page (practice 1)

(2) Grammar practice 2 (Matching)

In this practice, users are asked to match the following pictures with their descriptions. There are two options in each number. This practice aims at checking users' understanding on the use of the sequence of adjectives when describe things in form of written sentence. The page is as illustrated in Figure 21.

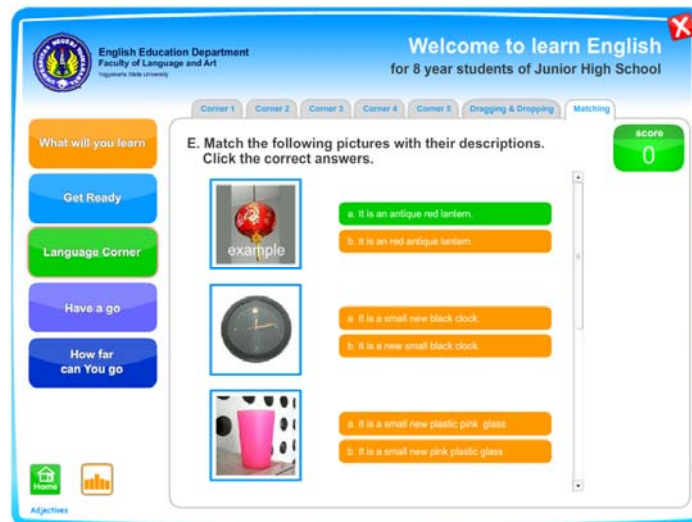


Figure 21: Matching page (practice 2)

d) Have a go

It is the fourth part of which to explore the use of grammatical features into the practices in the level of medium. Here is the lay out of *Have a go* page.



Figure 22: Have a go page

(1) Grammar Practice 1(Arranging)

In this practice, users are asked to arrange the jumble words into correct orders. They form a descriptive sentence. This practice aimed at checking users' understanding on how to create a correct descriptive sentence. On the other side, this practice is as the basis to write a descriptive text. The page is as illustrated in Figure 23.

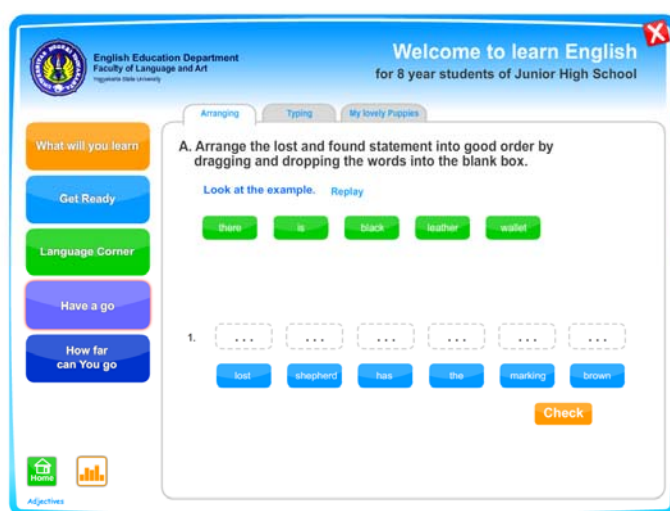


Figure 23: Arranging page (practice 1)

(2) Grammar Practice II (Typing)

In this practice, users are asked to type correct names and the features of animals based on the pictures provided in the left box. There are four items in this practice. This practice aims at checking users' understanding on the use of adjective to describe animals in the form of written sentences. The page is as illustrated in Figure 24.

English Education Department
Faculty of Language and Art
Isparta University

Welcome to learn English
for 8 year students of Junior High School


Arranging Typing My lovely Puppies

What will you learn
Get Ready
Language Corner
Have a go
How far can You go

score 0

B. You have lost the following pets. How do you describe them?
Type the descriptions beside the pets.

 It has ribbon around its neck and leather with spots
It is a

 It is big male. It has black with no marking and its are light yellow
It is a


Home  Adjectives

Figure 24: Typing page (practice 2)

(3) Grammar Practice III (Choosing)

In this practice, users are asked to read a descriptive text and he or she should choose the correct description related to the text. There are four options for each number. This practice aims at checking users' understanding on the use of adjective in a description. Here is the layout design of the grammar practice III.

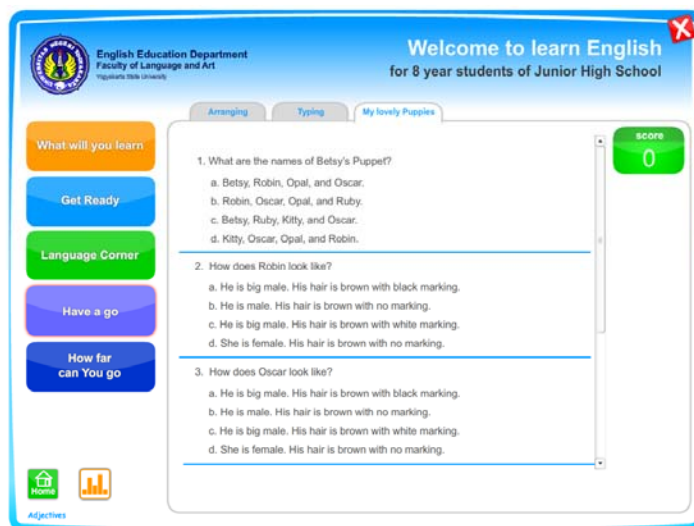


Figure 25: Choosing page (practice 3)

e) How far can you go

It is the last part of which to explore grammatical features into practices in the complex level. Users are asked to describe things by typing the sentence based on the pictures. This practice can be called as evaluation to the user which is to make sure that the user has really known the use of adjectives in a description and as the basis for writing a descriptive text. The page is as illustrated in Figure 26.

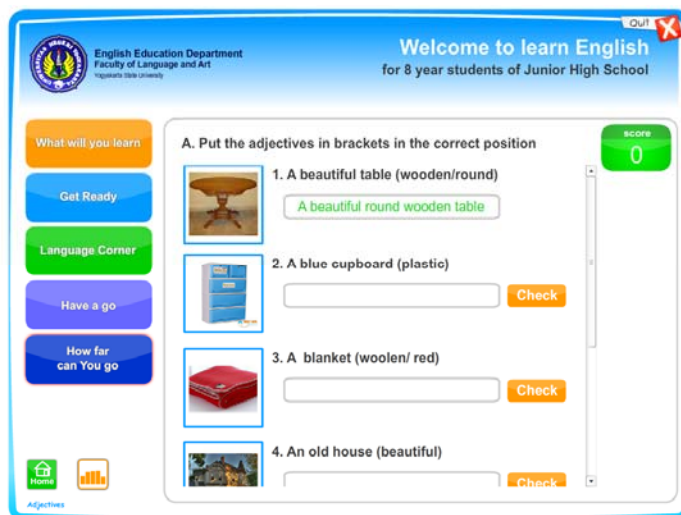


Figure 26: Check your competence page

2) Definite and Indefinite Articles

Once users click *Definite and Indefinite Article*, they are able to view the *Menu* page. The menu page is as illustrated in the Figure 27.



Figure 27: Menu Page

The menu page has five sections as follows:

a) What will you learn

It is the first section which the users are able to view the learning objectives. Here is the layout of *What will you learn* page.



Figure 28: What will you learn page

b) Get Ready

Once the user clicks *Get Ready* page, the *Text* button (which can be seen in Figure 30) will appear. This section has goal to introduce the topic.

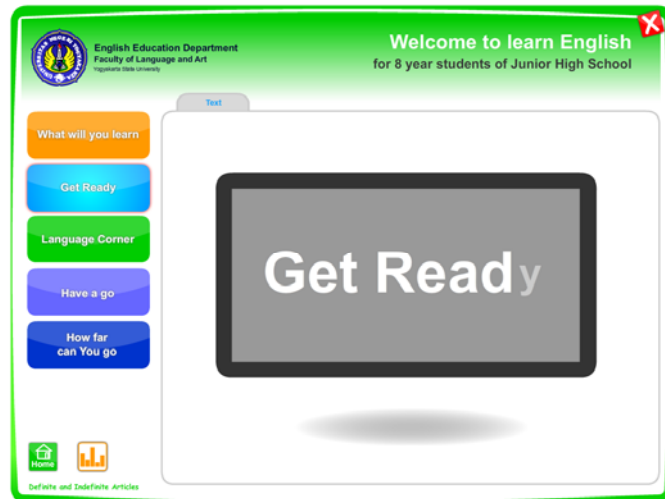


Figure 29: Get Ready page

c) Language Corner

This is the part that provides the explanation of grammatical features of definite and indefinite articles. To make users understand on the explanation some examples included. It is followed by two practices in the level of basic.



Figure 30: Language corner page

(1) Grammar Practice 1 (Putting)

In this practice, users are asked to put in *a* or *an* before nouns. The nouns are in the left box and he or she retypes in the right box. There are five items in this practice. This practice aims at checking users' understanding on the use of definite and indefinite articles to describe nouns. The page is as illustrated in Figure 31.

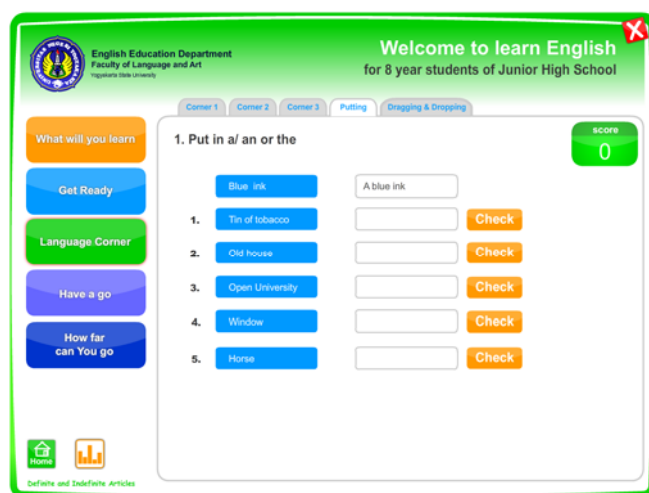


Figure 31: Putting page (practice 1)

(2) Grammar Practice 2 (Putting)

In this practice, users are asked to drag and drop the things in the left box into each category in bellow. There are five items in this practice. This practice aims at checking users' understanding of the use of definite and indefinite articles. The page is as illustrated in Figure 32.

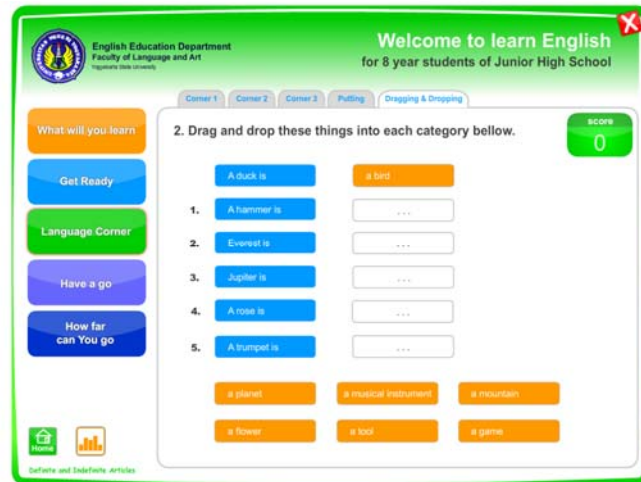


Figure 32: Drag and drop page (practice 2)

d) Have a go

It is the third part which has goal to explore the use of grammatical features into the practices in the level of medium. Here is the lay out of *Have a go* page.



Figure 33: Have a go page

(1) Grammar Practice 1(Arranging)

In this practice, users are asked to arrange the jumble words into correct orders. This practice aims at checking user's understanding on the use of definite and indefinite articles. The page is as illustrated in Figure 34.

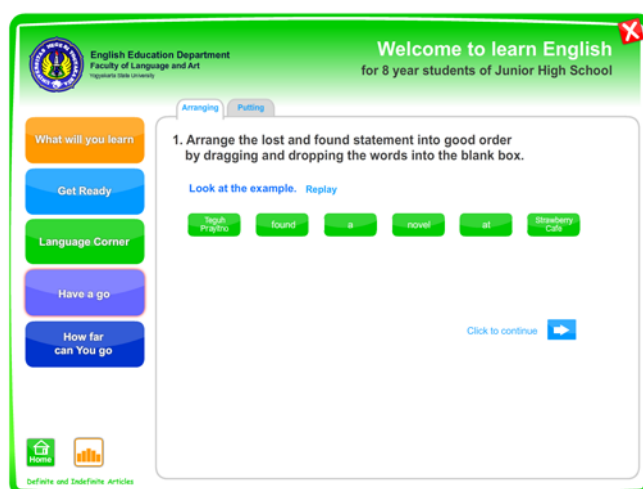


Figure 34: Arranging page (practice 1)

(2) Grammar Practice 2 (Putting)

In this practice, users are asked to put in *a*, *an*, or *the* to complete the sentence. There are five items in this practice. This practice aims at checking users' understanding on the use of definite and indefinite articles. The page is as illustrated in Figure 35.

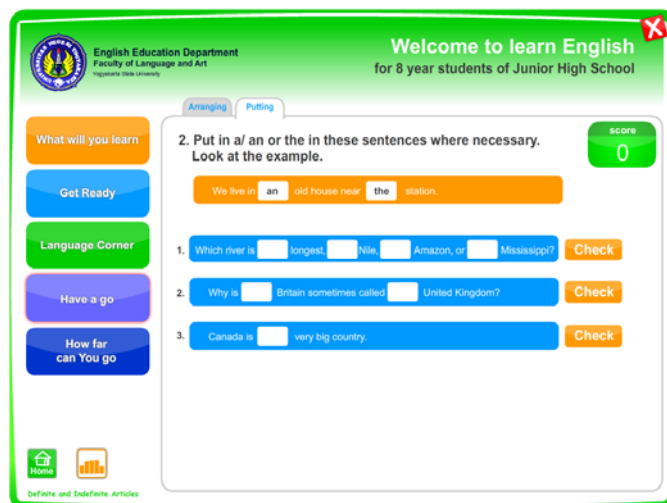


Figure 35: Putting page (practice 2)

e) How far can you go

How far can you go can be said as evaluation. Users are asked to put in *a*, *an*, or *the* to complete the paragraphs. There are two paragraphs that should be completed by the users. The aims are to make sure that users have really known the use of definite and indefinites articles in descriptive texts. The page is as illustrated in Figure 36.

English Education Department
Faculty of Language and Art
Hogskola State University

Welcome to learn English
for 8 year students of Junior High School

What will you learn

Get Ready

Language Corner

Have a go

How far can You go

1. Put in a/ an or the

score
0

1. There are two cars parked outside. [] blue one and [] grey one.
[] blue one belongs to my neighbour.
I don't know who [] owner of [] grey one is. Check

2. My friends live in [] old house in [] small village.
There is [] beautiful garden behind [] house.
I would like to have [] garden like that. Check

Home Degrees and Indefinite Articles

Figure 36: Putting page

3) Degrees of Comparison

Once users click *Degrees of Comparison*, they are able to view the *Menu* page. The menu page is as illustrated in the Figure 37.

English Education Department
Faculty of Language and Art
Hogskola State University

Welcome to learn English
for 8 year students of Junior High School

What will you learn

Positive Form

Comparative Form

Superlative Form

Degrees of Comparison

Degrees of Comparison

Degrees of comparison is used to compare two things or persons. They may be the same or different. There are three types of comparison.

1. Positive
2. Comparative
3. Superlative

Home Degrees of Comparison

Figure 37: Degrees of Comparison page

The menu page has with the four sections as follows:

a) What will you learn

It is the first section which users are able to view the learning objectives.

Here is the lay out of *What will you learn* page.



Figure 38: What will you learn page

b) **Positive forms**

Once users click *Positive form* the materials and practices will appear. In this page, they can find five buttons. Here is the layout of the page.



Figure 39: Positive forms page

(1) Language Corner

It is the part that provides the explanation of the use grammatical features of positive form. To make users understand on the explanation some examples are provided. Here is the lay out of *Language Corner* page.



Figure 40: Language corner page

(2) Practice I (Dragging and Dropping)

In this practice, users are asked to drag and drop the answers in the box in order to complete the statements which are related to positive form. There are five items in this practice. This practice aims at checking users' understanding on the use of positive forms that are usually used to describe things. The page is as illustrated in Figure 41.



Figure 41: Dragging and dropping page (practice 1)

(3) Practice 2 (Dragging and Dropping)

In this practice, users are asked to drag and drop the answers in the box in order to complete the sentences which are related to positive form. There are five items in this practice. This practice aims at checking the users' understanding on the use of positive forms that are usually used to describe things. The page is as illustrated in Figure 42.



Figure 42: Dragging and dropping page (practice 2)

(4) Practice 3 (Dragging and Dropping)

In this practice, users are asked to drag and drop the answers in the box in order to complete the sentences which are related to positive form. There are five items in this practice. This practice aims at checking users' understanding on the use of positive forms that are usually used to describe things. The page is as illustrated in Figure 43.

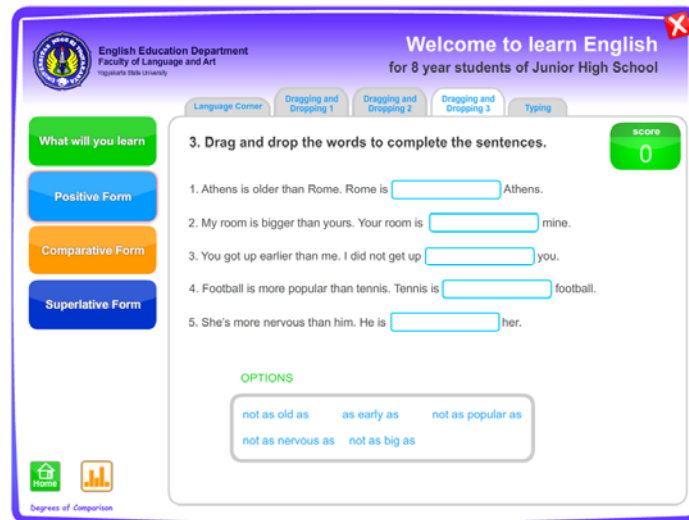


Figure 43: Dragging and dropping page

(5) Practice 4 (Typing)

This practice can be said as evaluation. Users are asked to type the sentences with positive forms based on the pictures. There are five items in this practice. An example is provided to the user in doing this practice. The aim is to make sure that user has really known the use of positive forms in literary description. The page is as illustrated in Figure 44.

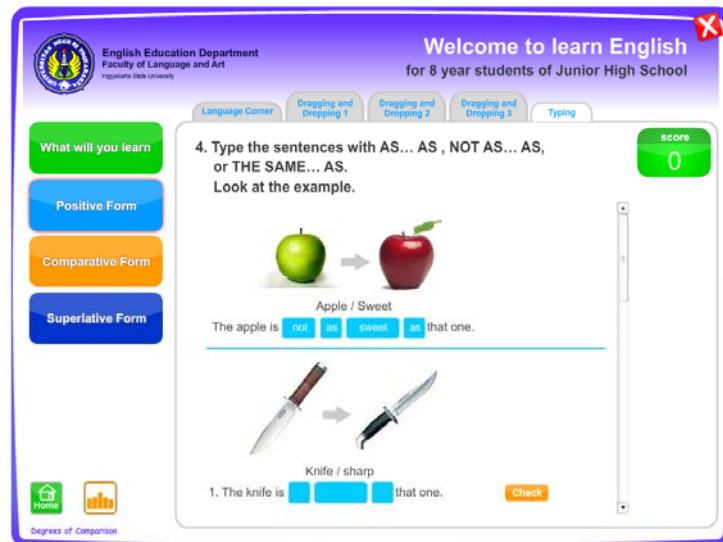


Figure 44: Typing page

c) Comparative forms

Once users click *Comparative form* the materials and practices will appear. In this page, users can find five buttons. Here is the layout of the page.



Figure 45: Comparative form page

(1) Get Ready

When users click *Get Ready* button, he or she goes to the *menu page*, the video which is related to the use of comparative form will appear. The aim is to introduce the use of comparative forms to describe things in daily life. The page is as illustrated in Figure 46.

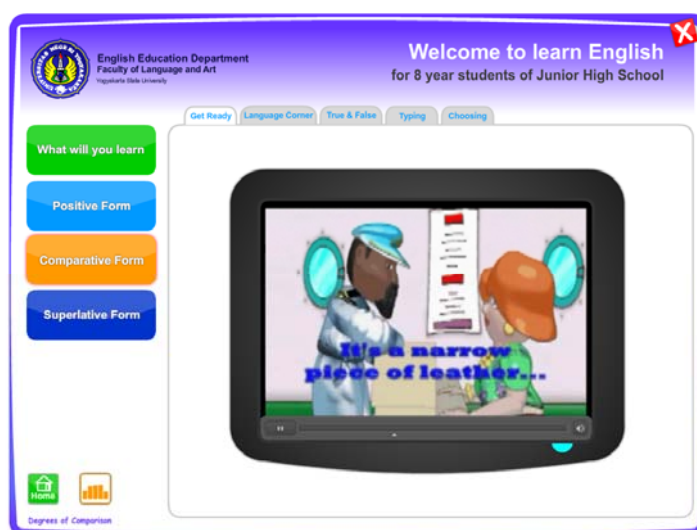


Figure 46: Get ready page

(2) Language Corner

It is the part that provides the explanation of grammatical features of comparative forms. To make users understanding on the explanation some examples included. Here is the lay out of *Language Corner* page.

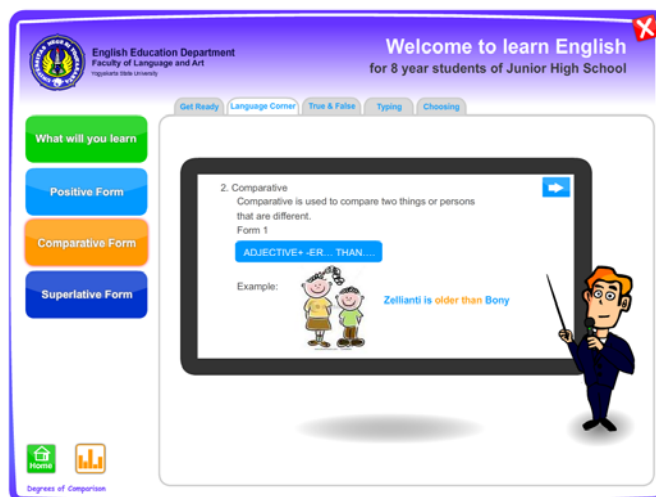


Figure 47: Language corner page

(3) Practice 1 (True and False)

In this practice, users are asked to click “True” and “False” of comparative form. The practice aims at checking users’ understanding the changing of adjective words into comparative based on the rules in language corner. There are ten items in this practice. The page is as illustrated in Figure 48.

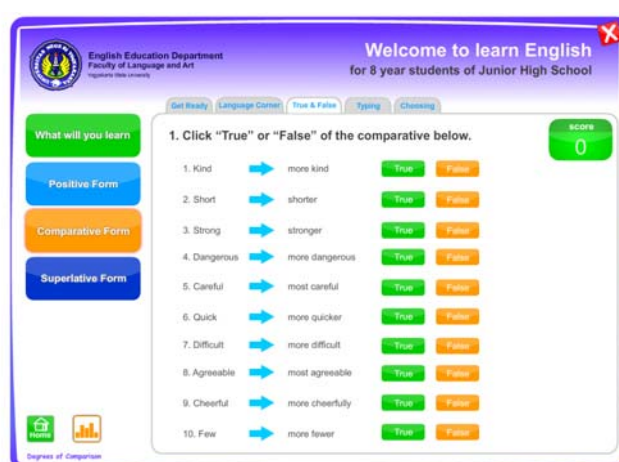


Figure 48: True and False page (practice 1)

(4) Practices 2 (Typing)

In this practice, users are asked to retype the adjective words into comparative based on the rules. There are five items in this practice. It also provides the example to make it easier for users to do the practices. This practice aims at checking users' understanding on the use of comparative form in literary description. The page is as illustrated in figure 49.

English Education Department
Faculty of Language and Art
Indragiri State University

Welcome to learn English
for 8 year students of Junior High School

Get Ready | Language Corner | True & False | Typing | Choosing

What will you learn

Positive Form

Comparative Form

Superlative Form

2. Type the comparative form of the word in bracket below.

Buses are (noisy) than cars

1. The dessert tasted (delicious) than the main course. Check

2. The sofa feels (comfortable) than the chairs. Check

3. The living room should be (large) than every bedroom. Check

4. Helen's room is (clean) than Betty's. Check

5. The table lamp appears (bright) than the floor lamp. Check

score 0

Home | Progress

Degrees of Comparison

Figure 49: Typing page (practice 2)

(5) Practices 3 (Choosing)

This practice can be said as evaluation. Users are asked to choose the appropriate form of comparative to complete the sentence. There are two options for each number. This practice aims at checking users' understanding on the use of comparative form in literary description. The page is as illustrated in Figure 50.

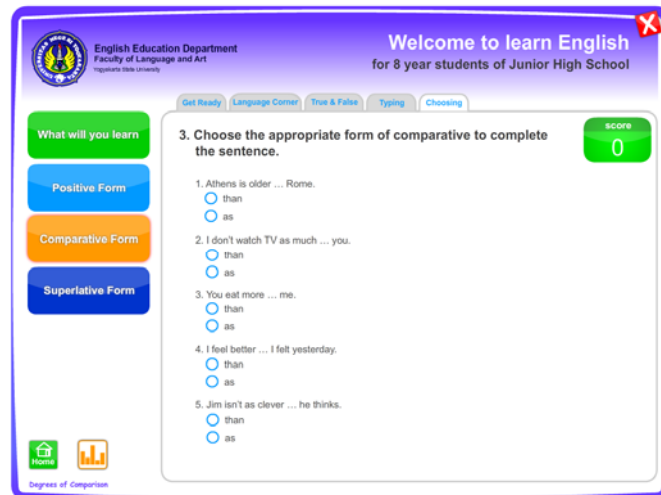


Figure 50: Choosing page

d) Superlative forms

Once users click *Superlative form*, the materials and practices will appear.

In this page, users can find six buttons. Here is the layout of the page.

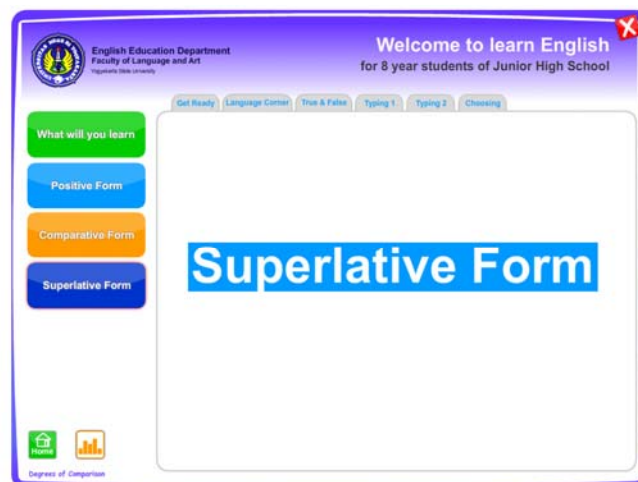


Figure 51: Superlative form

(1) Get Ready

When users click *Get Ready* button, the video which is related to the use of superlative form will appear. The aim is to introduce the use of superlative form to describe things in daily life. The page is as illustrated in Figure 52.



Figure 52: Get ready page

(2) Language corner

It is the part that provides the explanation of grammatical features of superlative form. To make users understand on the explanation some examples included. Here is the lay out of *Language Corner* page.

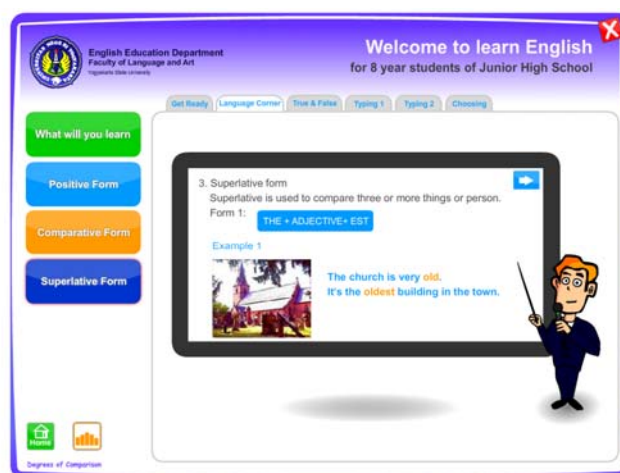


Figure 53: Language corner page

(3) Practice 1 (True & False)

In this practice, users are asked to click “True” and “False” of superlative form. The practice aims at checking the understanding the changing of adjective words into superlative form based on the rules in language corner. There are ten items in this practice. The page is as illustrated in Figure 54.

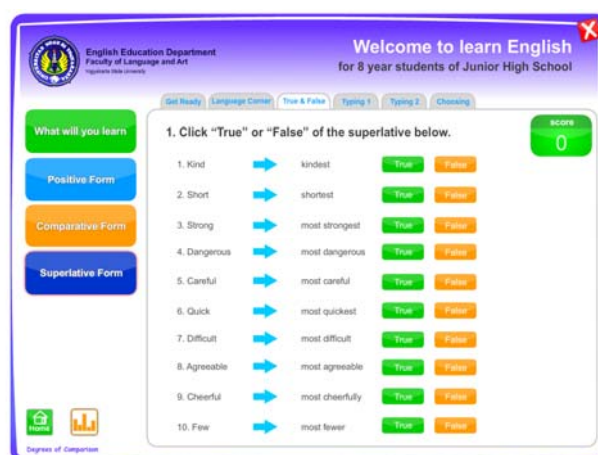


Figure 54: True and False page (practice 1)

(4) Practice 2 (Typing)

In this practice, users are asked to retype the adjective words into superlative form based on the rules. There are five items in this practice. It also provides the example to make easy to do the practices. This practice aims at checking the use of comparative form in literary description. The page is as illustrated in Figure 55.

English Education Department
Faculty of Language and Art
Singapore Polytechnic

Welcome to learn English
for 8 year students of Junior High School

Get Ready Language Corner True & False Typing 1 Typing 2 Checking

What will you learn

Positive Form

Comparative Form

Superlative Form

score 0

2. Type the superlative form of the word in bracket below.

There are (deep) wells in the village, that one is

1. There are many(good) books in our class library, but this one is the

2. All the pictures look(attractive), but the one by a local painter is the

3. Silk dresses are(pretty), but this one is the

4. Every market is (noisy), but this one is the

5. Mrs Hill's jewelry is (expensive), but Mrs Brown's is the

Check Check Check Check Check

Progress

Degree of Comparison

Figure 55: Typing page (practice 2)

(5) Practice 3 (Typing)

In this practice, users are asked to type the irregular superlative form to complete the sentences. There are five items in this practice. It also provides the example to make easy to do the practices. This practice aims at checking users' understanding on the use of superlative positive form. The page is as illustrated in Figure 56.

English Education Department
Faculty of Language and Art
Hajjeh University

Welcome to learn English
for 8 year students of Junior High School

Get Ready | Language Corner | True & False | Typing 1 | Typing 2 | Choosing

What will you learn

Positive Form

Comparative Form

Superlative Form

3. Type the irregular superlatives form (best, worst, least).
Look at the example.

This city has the streets in the state.

1. This restaurant has the food in this city.

2. This market is the place to buy fish.

3. This place has the weather in the world.

4. This is the interesting stop on our trip.

5. The weather is not the important thing.

score 0

Degrees of Comparison

Figure 56: Typing page (practice 3)

(6) Practice 4 (Choosing)

This practice can be said as evaluation. Users are asked to choose the appropriate form of superlative to complete the sentence. There are two options for each number. This practice aims at checking users' understanding on the use of superlative form in literary description. The page is as illustrated in Figure 57.

English Education Department
Faculty of Language and Art
Hajjeh University

Welcome to learn English
for 8 year students of Junior High School

Get Ready | Language Corner | True & False | Typing 1 | Typing 2 | Choosing

What will you learn

Positive Form

Comparative Form

Superlative Form

4. Choose the appropriate form of superlatives to complete the sentence.

1. Of the three hand phones, this one is
☐ better.
☐ the best.

2. Monaco is ... country in the world.
☐ the smallest
☐ smaller

3. This café is ... than the one over there.
☐ the most impressive.
☐ more impressive.

4. My house is ... of the two.
☐ the biggest
☐ bigger

5. River Kapuas is ... river in Indonesia.
☐ longer
☐ the longest

score 0

Degrees of Comparison

Figure 57: Choosing page

e) Reflection page

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

English Education Department
Faculty of Language and Art
Agartala State University

Welcome to learn English
for 8 year students of Junior High School

Reflection

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

Aspects	Very Much	Much	Little
Adjectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Definite & Indefinite Articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degrees of Comparison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Submit](#)

[Home](#) [Reflection](#)

Figure 58: Reflection page

B. The Interactive Multimedia Evaluation

1. Experts Evaluation

Once the interactive multimedia was completed, it was called the first draft. The completed first draft of the interactive multimedia could be seen in Appendix 3. After that, the interactive multimedia was evaluated and tested. One of the main purposes of the evaluation is to validate that the materials and the media are ready to use by the students. Two experts have done the evaluation and

testing. The first expert dealt with the content and the second one dealt with the design.

a. Evaluation by the Content Expert

The content evaluation of the interactive multimedia was carried out by a content expert, Lusi Nurhayati, M.App. Ling. She was a lecturer in English Education Department from State University of Yogyakarta. Her duty was to validate and to give comments, suggestion, and feedback in order to improve the content and instructional quality of the interactive multimedia being develop. The content expert said that the materials were good and well-organized, the practices were relevant to the learning objectives and the program was easy to use. The suggestions or feedback of content evaluation in developed the interactive multimedia by a content expert in Table 5 was presented below.

Table 5
The Suggestion or Feedback of the Content Evaluation in the Aspect of Accuracy, Currency and Clarity by Content Expert

No	Parts of the materials need revising	Screen	Comments/ Suggestions
1	Adjectives	<i>Language Corner</i>	Changed the word <i>are telling</i> with <i>explain</i> or <i>modify</i> .

(Continued)

(Continued)

No	Parts of the materials need revising	Screen	Comments/ Suggestions
		<i>Have a go</i> in part of dragging and dropping practice.	Gave more feedback beside the score such as “Do you want to try again?” or “Check to the correct answer”
		<i>Have a go</i> in part of arranging practice.	Added the items in this practice at the minimum three items.
		<i>How far can you go</i> in part of typing practice.	Checked the capital letter and spelling in this practice.
2	Definite and Indefinite Articles	<i>Language Corner</i>	Changed the capital letter and spelling in this practice.
		<i>Have a go</i> and <i>how far can you go</i> pages.	Added the feedback to the practices such as “Do you want to try again?” or “Check to the correct answer”.

b. Evaluation by the Media Expert

The media evaluation was carried out by a media expert, Deni Hardianto, M.Pd. He was a lecturer in Education Technology Department from State University of Yogyakarta. His duty was to validate the developed interactive multimedia and to give comments or suggestion on the quality of the early developed interactive multimedia. The suggestions or evaluation of media

evaluation in interactive multimedia evaluation viewed from the aspect of technical quality was presented below.

Table 6
The Suggestions or Feedback of the Media Evaluation in the Aspect of Displays by Media Expert

No	Parts of the materials need revising	Comments/ Suggestions
1	Screen design	Added the user guide buttons and moved <i>what will you learn</i> button in the main menu to home screen. Then, delete one of the grammar materials in home screen because it was not effective if the units were too much in interactive software.
2	Menu page	Changed the placement of the buttons to be more interactive, e.g. the <i>Language corner</i> was joined with <i>Get ready</i> , the basic practices in Language corner had to move into <i>Have a go</i> , and the medium practices, and the medium practices and complex practices was placed in the <i>How far can you go</i> .
3	Menu page	Added the color screen button in the main menu page to avoid the user's boredom.
4	Audio Elements	Added minimum kinds of three instrumental music for audio music player and the colors screen button in the menu page to avoid the user's boredom
5	Feedback	Added <i>Try Again</i> and <i>Answer Key</i> buttons not only the <i>Score</i> button. The aim was when the students finished doing the practices, they

(Continued)

(Continued)

No	Parts of the materials need revising	Comments/ Suggestions
		would have two choices <i>Try Again</i> for repairing their scores or <i>Check to The Answer</i> for seeing the correct answer.

2. Revising the Product Using Feedback Obtained

In the evaluation of the interactive multimedia, the developer has improved or revised the first product after receiving suggestions, inputs, and comments from the content expert and media expert. Grammatical mistakes, punctuation, and spelling were corrected. The technical quality of the media was also improved by changing with the better ones. The actions taken are presented in the following Table 7.

a. Content Aspect

Table 7
The Revisions of the Content in the Aspect of Accuracy, Currency and Clarity

No	Parts of the materials need revising	Screen	Action Taken
1	Adjectives	<i>Language Corner</i>	The word of <i>telling</i> was changed with <i>modify</i> .
		<i>Have a go</i> in part of dragging and dropping practice.	The feedback was added with “Do you want to try again?” or “Check to the correct answer”.

(Continued)

(Continued)

No	Parts of the materials need revising	Screen	Action Taken
		<i>Have a go</i> in part of arranging practice.	The items were added into five items.
		<i>How far can you go</i> in part of typing practice.	The capital letter and spelling in <i>typing practice</i> were revised.
2	Definite and Indefinite Articles	<i>Language Corner</i>	The capital letter and spelling in <i>Language corner</i> were revised.
		<i>Have a go</i> and <i>how far can you go</i> pages.	The feedback was added with “Do you want to try again?” or “Check to the correct answer”.

b. Media Aspect

Table 8
The Revisions of the Media in the Aspect of Displays by Media Expert

No	Parts of the materials need revising	Action Taken
1	Home page	<i>User's guide</i> and <i>what will you learn</i> buttons were added in Home page. Moreover, <i>Degree of Comparisons</i> was deleted.
2	Menu page	The placement of the buttons was improved to be more interactive, e.g. the <i>Language corner</i> was joined with <i>Get ready</i> , the basic practices in Language corner had to move into <i>Have a go</i> , and the medium practices, and the medium practices and complex practices was placed in the <i>How far can you go</i> .

(Continued)

(Continued)

No	Screen	Action Taken
3	Menu page	The colors screen button was added.
4	Audio Elements	Five kinds of instrumentals music were added namely, jazz, slow and beat rhythm (Continued)
5	Feedback	The “Try again” and Check to the Answer” buttons were added.

The revised multimedia was called the second draft. These aims were to investigate if the interactive multimedia was effective and suitable to implement in the class.

3. General Description of the Second Draft of the Interactive Multimedia

The description of the second draft the interactive multimedia in this research has two components. The first is the home page, the second is menu page. Those components will be described analyzed, and discussed as follows.

a. Home Page

The second draft interactive multimedia is started by *Home page*. Different with the first draft, the home page of the second draft of interactive multimedia for teaching grammar to the second grade students of junior high school has five components. The first is *User’s guide*, the second is *What will you learn*, the third is *Adjectives*, the fourth is *Definite and Indefinite Articles*, and the fifth is *Reflection*. Here is the second layout design of the home page.

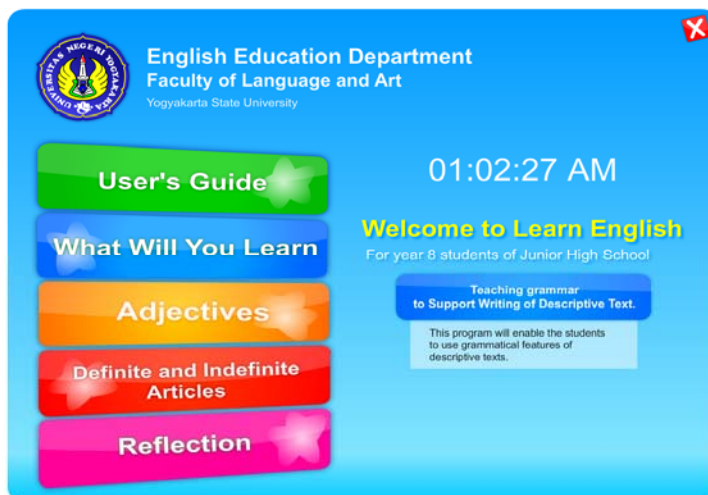


Figure 59: Second design of home page

1) User's Guide

Considering the media expert's suggestion, the researcher added *User's Guide* button in *Home page*. When new users use the interactive multimedia for the first time, he or she can click on the *User's Guide* button to learn how to use the interactive multimedia. Here is the second layout design of the *User's Guide* page.

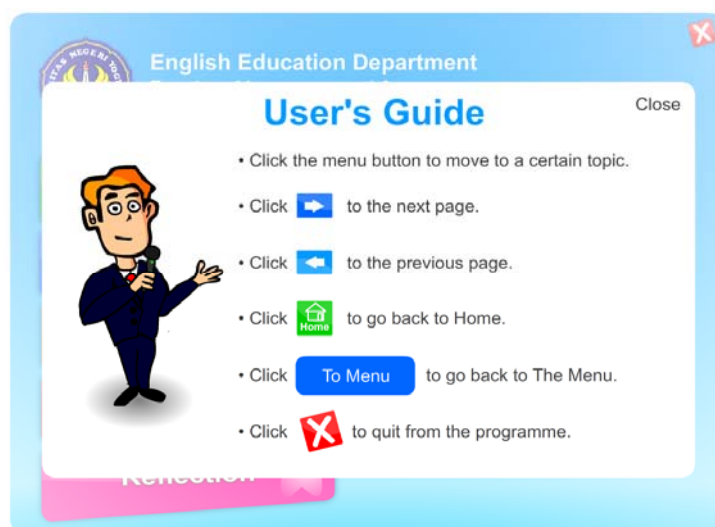


Figure 60: User's guide page

2) What will you learn

Moreover, the researcher has moved the *What will you learn* page in the menu page to *home page*. So, once the new users have read *User's Guide*, he or she can click the *close* button to go back to home page. Then, users can continue clicking on *What Will You Learn* button to view the learning objectives that are presented based on each unit.

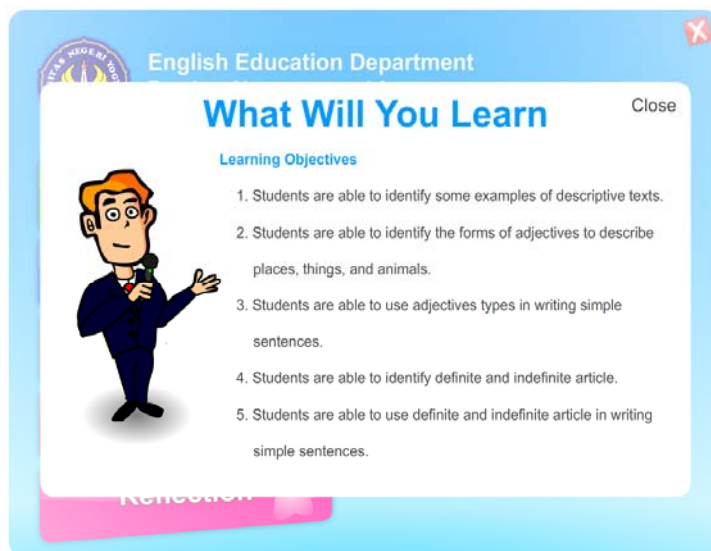


Figure 61: What will you learn page

3) Adjectives

Once users click *Adjectives* they are able to view the *Menu page*. The menu page is as illustrated in Figure 62.



Figure 62: Menu page

The menu page has three sections as follows:

a) Get Ready

Different from the first draft of the *Get ready page*, when users click *Get Ready* button in the menu page, they are able to view the activity 1 and activity2 (which can be seen in Figure 63). In the activity 1, users watch video conversation which is related to the use of adjectives in a literary description (see Figure 64). In the activity two, users can find *Matching* and *Text* buttons (which can be seen in Figure 65). Once users click *Matching* button (which can be seen in Figure 66), they should match the words with the definitions. The aim is to check users' comprehension related to the words that are used in the texts (which can be seen in figure 67). Different from the first draft, the texts will be followed by *Language Corner* (which can be seen in Figure 68). It aims at helping the users understand the variety of adjectives and the use of the sequence of adjectives. It also provides some examples to make a clear of grammar explanation.



Figure 63: Get ready page

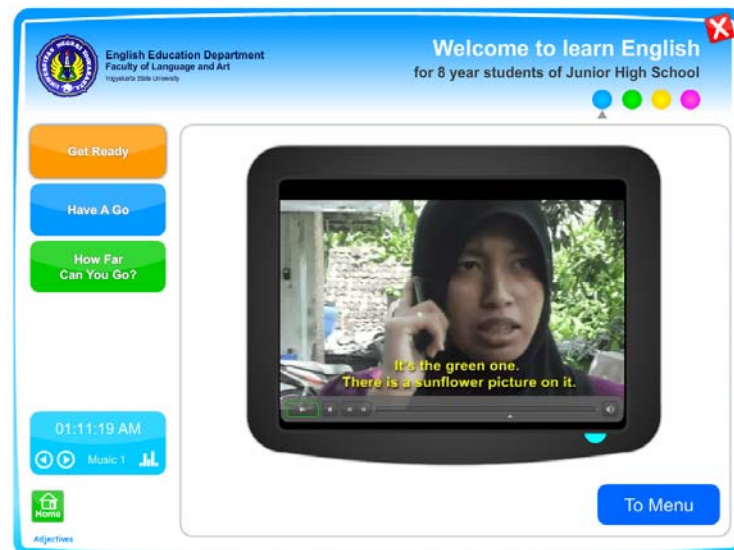


Figure 64: Activity 1 (video conversation) page



Figure 65: Activity two page

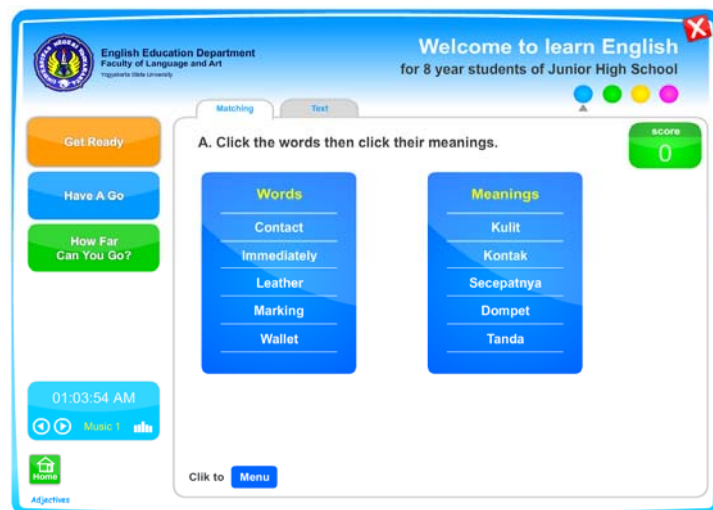


Figure 66: Matching page

English Education Department
Faculty of Language and Art
Yogyakarta State University

Welcome to learn English
for 8 year students of Junior High School

Matching Text

Get Ready

Have A Go

How Far Can You Go?

01:05:09 AM

Music 1

Home

Adjectives

B. Read of The advertisements of lost and found

I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x7cm. Inside the wallet are my Student Card (ID: Dewi Safitri), Rp. 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274- 547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.

I have lost my shepherd. His name is Rumble. He is a 4-year oldmale. He is a long haired German Shepherd. The color of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE- ANYTIME DAY OR NIGHT

Click to Language Corner

Figure 67: Text page

English Education Department
Faculty of Language and Art
Yogyakarta State University

Welcome to learn English
for 8 year students of Junior High School

Corner 1 Corner 2 Corner 3 Corner 4 Corner 5

Get Ready

Have A Go

How Far Can You Go?

01:07:50 AM

Music 1

Home

Adjectives

The use of a variety of types of adjectives in description:

Its size is (numbering)

Verb

Adjective

It is a black leather wallet (classifying)

Adjective

Noun

Figure 68: Language corner page

b) Have a Go

The *Have a go* page consists of two basic grammar practices which the users can access. Here is the explanation of each practice.

(1) Grammar Practice 1 (Dragging and Dropping)

Similar to the first draft, users are asked to match the colors and the names of the things by dragging and dropping the words in the right to the left pictures. There are four items in this practice. This practice aims at checking users' understanding on the use of the basic sequence of adjective that is usually use in daily life to describe things. The page is as illustrated in Figure 69.

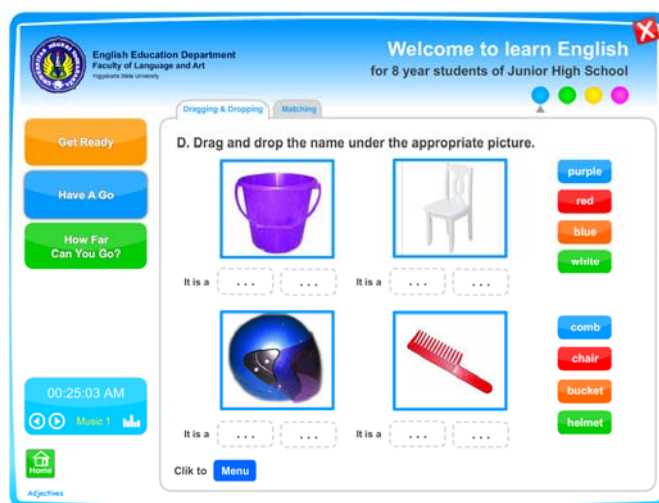


Figure 69: Dragging and dropping page (practice 1)

(2) Grammar Practice 2 (Matching)

Similar to the first draft, users are asked to match the pictures with their descriptions. There are two options in each number. This practice aims at

checking users' understanding on the use of the sequence of adjectives to describe things in form of written sentence. The page is as illustrated in Figure 70.

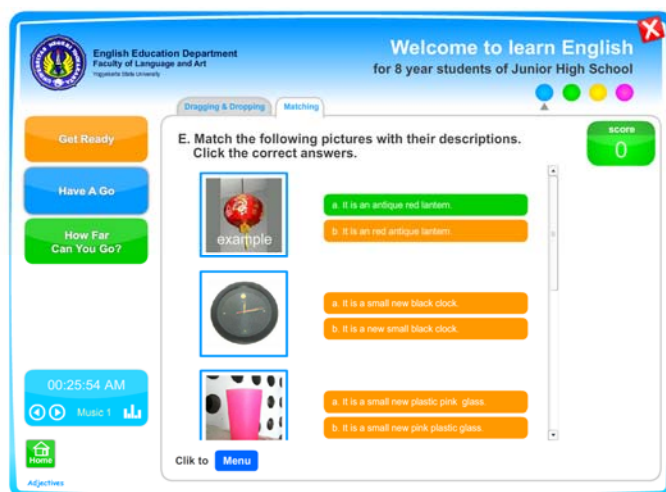


Figure 70: Matching page (practice 2)

c) How far can you go

Taking into account to add two menus in *How far can you go* page from media expert, the researcher added two new menus. They are *Let's Do More* and *Check Your Competence*. *Let's Do More* allows the users to explore the use of adjectives in three practices in the level of medium. *Check Your Competence* is an evaluation aiming to make sure that the student has really known the use of adjectives in literary description.

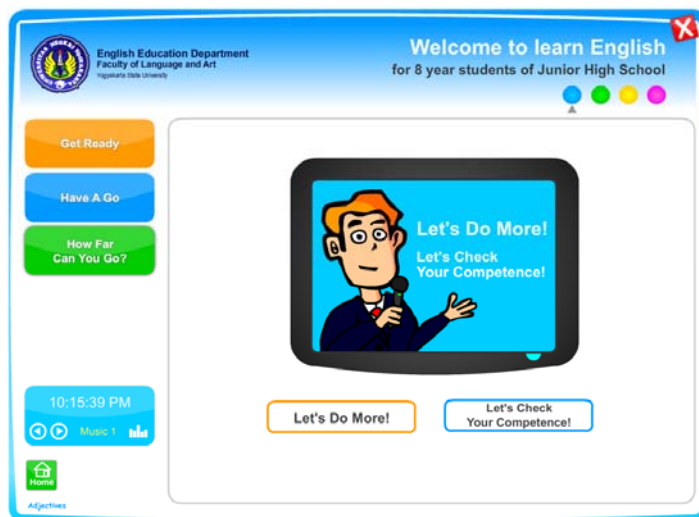


Figure 71: The second design how far can you go

(1) Let's Do More

The *Let's Do More* page consists of three grammar practices. Here is explanation of each practice.

(a) Grammar Practice 1(Arranging)

In this practice, users are asked to arrange the jumble words into correct orders. They form of descriptive sentence. Different from the first draft, the developer added five items in this practice. It aims at checking users' understanding on how to create a correct descriptive sentence. On the other side, this practice is as the basis to write descriptive text. The page is as illustrated in Figure 72.

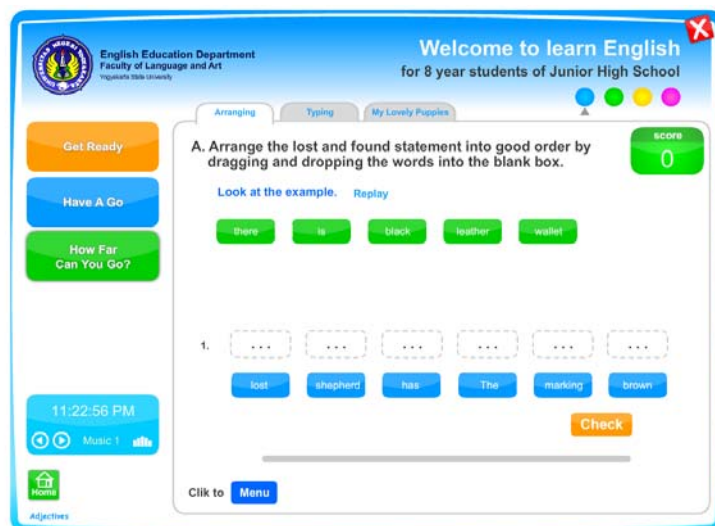


Figure 72: Arranging page (practice 1)

(b) Grammar Practice II (Typing)

In this practice, users are asked to type the correct names and features of animals based on the appropriate pictures in the left box. There are four items in this practice. This practice aims at checking the users' understanding on the use of adjective to describe animals in the form of written sentences. The page is as illustrated in figure 73.

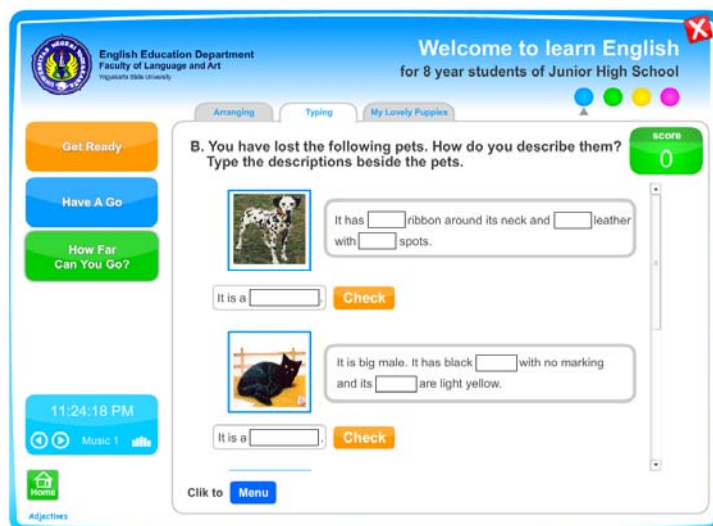


Figure 73: Typing page (practice 2)

(c) Grammar Practice III (Choosing)

In this practice, users are asked to read a descriptive text and they should choose the correct description related to the text. There are four options for each number. This practice aims at checking students' understanding the use of adjective in literary description. Here is the lay out design of the grammar practice III.

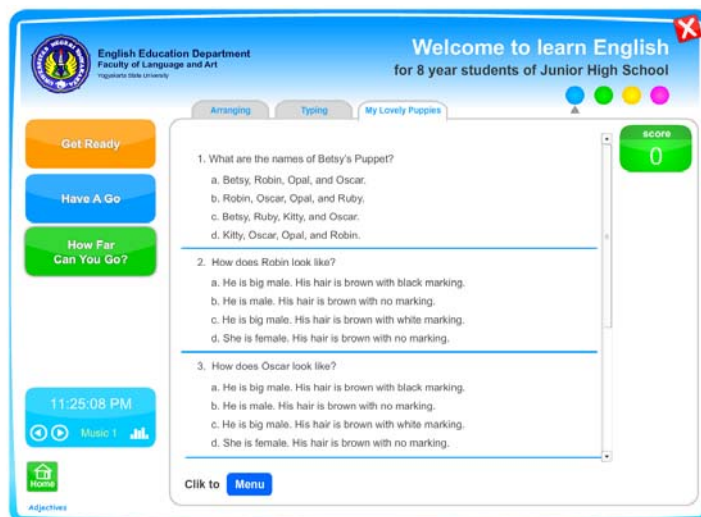


Figure 74: Choosing page (practice 3)

a) Let's Check Your Competence

The *Let's check your competence* page can be said as evaluation. The users are asked to describe things by typing the sentences based on the pictures. The users are expected to master the use of the sequence of adjectives. The aims are to make sure that the users have really known the use of adjectives in a description and as the basis for writing a descriptive text. The page is as illustrated in figure 75.

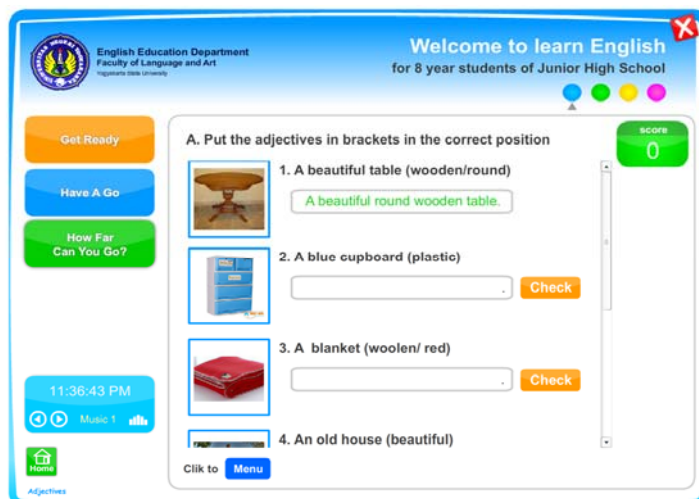


Figure 75: Check your competence page

4) Definite and Indefinite articles

Once users click *Definite and indefinite Articles*, the main menu page will appear. It shows all the materials and practices which can be chosen by users. In the main menu page of *Definite and Indefinite Articles*, users can find three menus, namely, *Get Ready*, *Have a go*, and *How far can you go*. Here is the layout of the main menu.



Figure 76: Main menu of adjectives page

a) Get Ready

Once the *Get Ready* is clicked, the *Activity* button (which can be seen in Figure 77) will appear. Once users click it, the *Text* button (which can be seen in Figure 78) will appear. The objective is to introduce the topic and it will be continued by *Language Corner* (which can be seen in Figure 79). It aims at helping users' understanding on the use of the definite and indefinite article in a description. It also provides some examples to make a clear of grammar explanation clearer.



Figure 77: Activity page

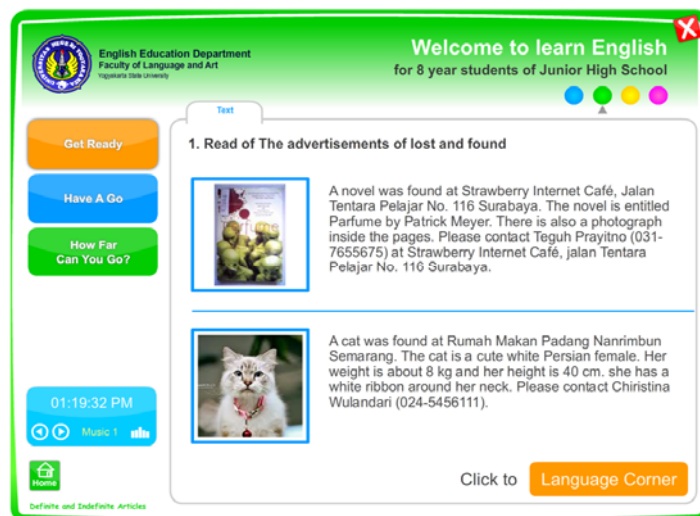


Figure 78: Texts page



Figure 79: Language Corner page

b) Have a Go

Have a go page consist of two grammar practices which users can access.

Here is explanation of each practice.

(1) Grammar Practice 1 (Putting)

In this practice, users are asked to put an article, *a* or *an* before nouns. The nouns are in the left box and he or she retypes in the right box. There are five items in this practice. This practice aims at checking users' understanding on the use of definite and indefinite articles to describe nouns. The page is as illustrated in Figure 80.

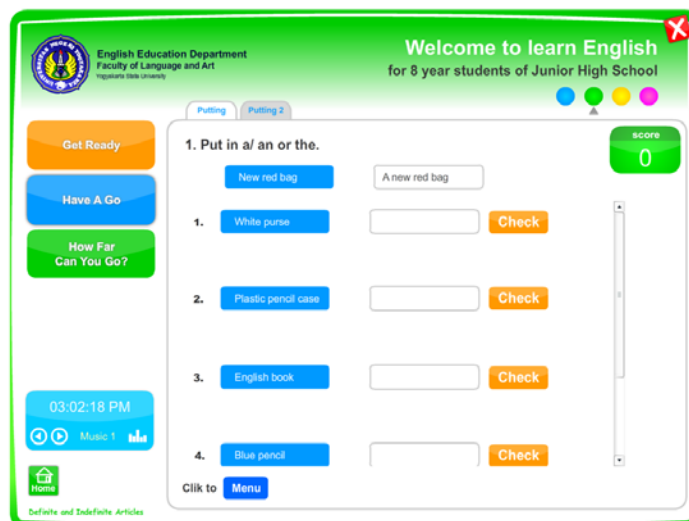


Figure 80: Putting page (Practice 1)

(2) Grammar Practice 2 (Putting)

In this practice, users are asked to put in *a*, *an*, or *the* to complete the sentence by choosing one of three options. There are five items in this practice. This practice aims at checking users' understanding the use of definite and indefinite articles. The page is as illustrated in Figure 81.

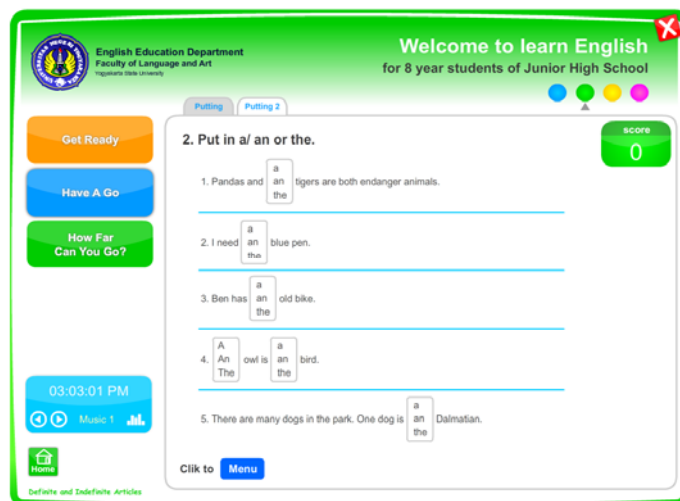


Figure 81: Putting page (practice 2)

c) How far can you go

Based on the media expert's suggestion, the researcher has added two new buttons. They are *Let's Do More* and *Check Your Competence*. This practice allows users to explore the use of adjectives in the level of medium to complex practices. Here is the layout design of *How far can you go*.

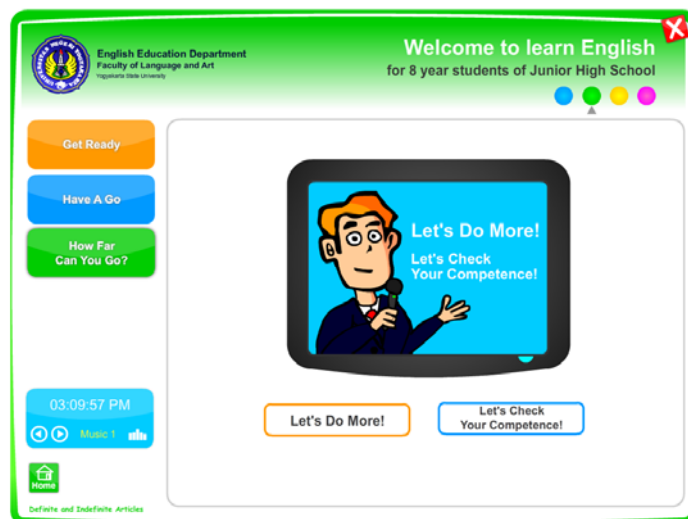


Figure 82: How far can you page

(1) Let's Do More

Let's Do More page consists of two grammar practices in the level of medium. Here is explanation of each practice.

(a) Grammar Practice 1(Arranging)

In this practice, users are asked to arrange the jumble words into the correct orders. There are five items in this practice. This practice aims at checking users' understanding on the use of definite and indefinite articles. The page is as illustrated in Figure 83.

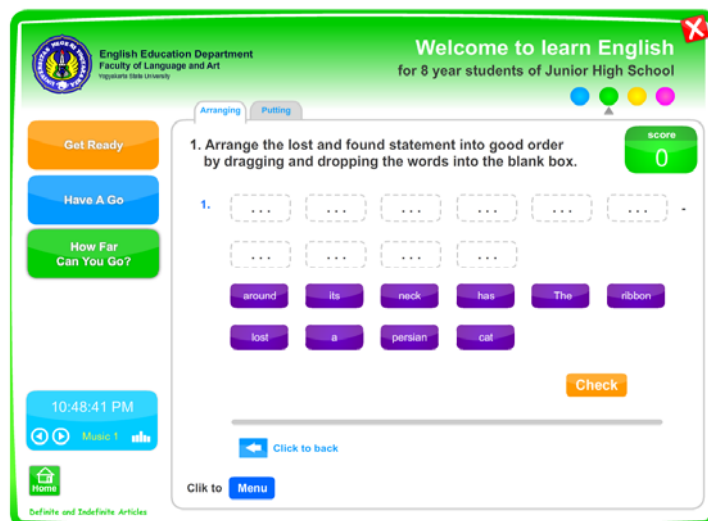


Figure 83: Arranging page (practice 1)

(a) Grammar Practice 2 (Putting)

In this practice, users are asked to put in *a*, *an*, or *the* to complete the sentence. Based on the media expert's suggestion, the developer added five items in this practice. This practice aims at checking users' understanding on the use of definite and indefinite articles. The page is as illustrated in Figure 84.

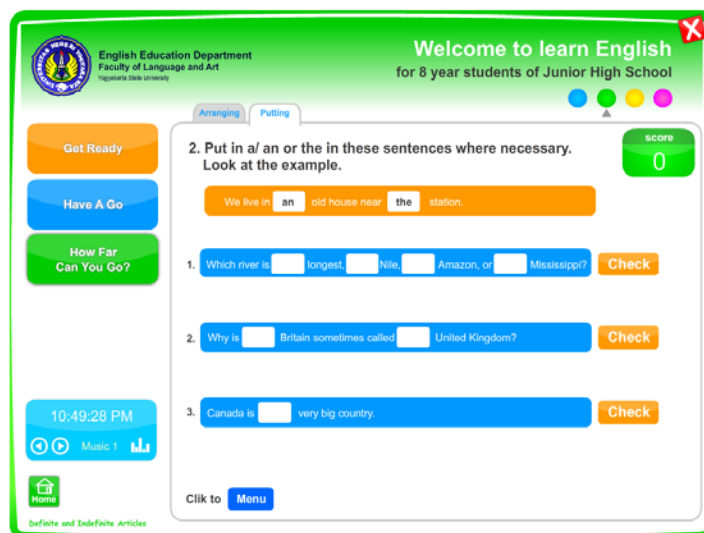


Figure 84: Putting page (practice 2)

(2) Check Your Competence

Let's Do More page can be said as evaluation. Users are asked to put in *a*, *an*, or *the* to complete the paragraphs. There are two paragraphs that should be completed by the users. The aim is to make sure that users have really known the use of definite and indefinites articles in descriptive texts. The page is as illustrated in Figure 85.



Figure 85: Check your competence page

5) Reflection

Once users click the reflection page, he or she has opportunities to measure to extent they have learnt in each unit. Here is the lay out design of reflection.

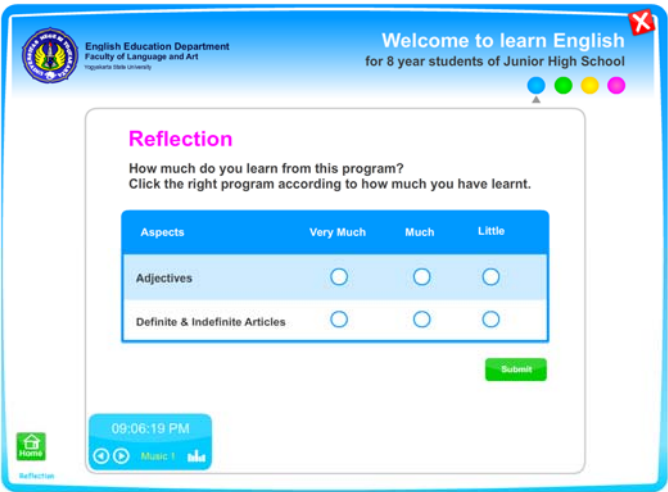


Figure 86: Reflection page

5. The Results of Second Draft of Interactive Multimedia

a. The Results of Content Evaluation by the Content Expert

After developing second draft of the interactive multimedia, the developer asked the content experts to fill the questionnaire. It aimed to see whether the second product of the interactive multimedia had been ready to implement in the class. The results of content evaluation in developed the interactive multimedia by a content expert using quantitative conversion proposed by Sudijono (2003: 335) in Table 5 is presented below.

Table 9
The Results of Content Evaluation in the Aspect of the Content and Instructional Qualities by a Content Expert

No	Statements	Score	Category
	Aspect of Content		
1	The materials are consistent with the learning objectives	4	Good
2	The materials are logically sequenced	4	Good
3	There are various activities	4	Good
4	The structure allows students to move around freely in different units	4	Good
5	The use of language in explaining the materials is clear	4	Good
6	The appearances of materials are eye- catching	4	Good
	Tasks		
7	The tasks are logically sequenced, from the dependent	4	Good

(Continued)

(Continued)

	Tasks		
	tasks to the independent ones		
8	The tasks progress is developed from easier to complex activities	4	Good
9	The tasks enable learners to manipulate and practice specific features of language	4	Good
10	The tasks are delivered by clear instructions	4	Good
	Grammar		
11	The grammar is appropriate for the intended level	4	Good
12	The presentation of the grammar is logically sequenced	4	Good
12	The grammar recycled throughout the program	4	Good
13	The grammatical explanations are clear	4	Good
	Total Mean Score	4	Good

Based on Table 4 and above, the total mean of the content evaluation of the interactive multimedia by the content expert in the aspect of content and instructional quality is 4.0. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the mean value belongs to “good” category since the range of the mean values is more than 3.4 but less than and be equivalent with 4.2 ($3.4 < X \leq 4.2$). The content expert considers that this product is effective and suitable to apply in the class.

b. The Results of Media Evaluation by the Media Expert

Furthermore, the next step was filling questionnaire of the second product of interactive multimedia by media expert. It aimed to see whether the second product of the interactive multimedia had been ready to implement in the class. The results of content evaluation in developed the interactive multimedia by a media expert using quantitative conversion proposed by Sudijono (2003: 335). The questionnaire is presented below.

Table 10
The Results of Technical Evaluation in the Aspect of Technical Quality by a Media Expert

No	Statements	Score	Category
	Screen Design and Slides		
1	Promote engagement between the students and lesson content (<i>Meningkatkan kemenarikan antara siswa dengan isi pembelajaran</i>)	4	Good
2	The arrangement of slides are consistence (<i>Penyusunan slide sudah konsisten</i>)	5	Very Good
3	The integration of presentation is well (<i>Integrasi materi/ presentasi terkoordinasi dengan baik</i>)	5	Very Good
4	Color is used well (<i>Warna yang digunakan sudah baik</i>)	5	Very Good
5	Use brightest colors for most important information (<i>Menggunakan warna terang untuk informasi yang penting</i>)	5	Very Good

(Continued)

(Continued)

No	Statements	Score	Category
6	The design uses proper fonts in terms of style and size (<i>Desain menggunakan huruf/ font yang tepat</i>)	5	Very Good
7	The text is clear and easy to read (<i>Teks jelas dan mudah di baca</i>)	5	Very Good
8	The color composition of text and background are appropriate (<i>Komposisi warna teks dan background serasi</i>)	5	Very Good
	Mean	4.88	Very Good
	Interaction and Feedback		
9	The students are encouraged to answer the questions based on what they have learnt (<i>Siswa diajak untuk menjawab pertanyann berdasar apa yang sudah dipelajari</i>)	4	Good
10	The students is provided the time to answer the questions (<i>Siswa di berikan waktu untuk menjawab pertanyaan</i>)	5	Very Good
11	Provide response immediately after answer the questions (<i>Menyediakan respon dengan cepat setelah menjawab pertanyaan</i>)	5	Very Good
12	Scores is made available to the learners (<i>Skor penilaian tersedia untuk siswa</i>)	5	Very Good
	Mean	4.75	Very Good
	Navigation		
13	Provide content map key to see a list of options available (<i>Menyediakan content map untuk melihat list materi yang tersedia</i>)	5	Very Good
14	Provide home key if there are	5	Very Good

(Continued)

(Continued)

No	Statements	Score	Category
	to be time delays on accessing information (Menyediakan tombol home jika ada kegagalan mengakses informasi)		
15	Provide preview and next key to process the lesson (Menyediakan tombol preview dan next untuk memproses pembelajaran)	5	Very Good
16	Provide option key to see options available to the students (Menyediakan tombol option key untuk melihat pilihan menu yang tersedia untuk siswa)	5	Very Good
17	Provide exit key to exit from the programme (Menyediakan tombol exit untuk keluar dari program)	5	Very Good
18	Provide what will you learn key to see the learning objectives (Menyediakan tombol what will you learn untuk melihat tujuan pembelajaran)	5	Very Good
19	Provide reflection key to see the students' achievement (Menyediakan tombol reflection untuk mengukur tingkat keberhasilan siswa)	5	Very Good
	Mean	5.0	Very Good
	Graphic and Animation		
20	The picture placement is effective (Keefektifan penempatan gambar)	5	Very Good
21	The pictures' size is appropriate (Ukuran gambar sesuai)	5	Very Good

(Continued)

(Continued)

No	Statements	Score	Category
22	The menu or buttons are easy to use (<i>Menu atau tombol mudah digunakan</i>)	5	Very Good
23	The placement of buttons are consistence (<i>Penempatan tombol sudah konsisten</i>)	5	Very Good
24	Animation can be motivational and attention getting (<i>Animasi dapat memotivasi dan menarik perhatian</i>)	4	Good
25	animation placement is effective (<i>Penempatan animas is efektif</i>)	4	Good
	Mean	4.67	Very Good
Audio and Video Elements			
26	Music instruments meaningfully support the materials' presentation (<i>Instrument music benar-benar mendukung penyajian materi</i>)	5	Very good
27	The quality of sound is good (<i>Kualitas suara sudah baik</i>)	5	Very Good
28	The video meaningfully support the materials' presentation (<i>Video benar-benar mendukung penyajian materi</i>)	5	Very Good
29	The students can control of video playback (<i>Siswa dapat mengatur pemutaran video</i>)	5	Very Good
30	The quality of video, including the aspect of image and sound (<i>Kualitas video meliputi gambar dan suara</i>)	5	Very Good
	Mean	5.0	Very Good

Based on Table 6 above, the result of the media evaluation of the interactive multimedia by the media expert in the aspect of screen design and slides is 4.88. In the aspect of interaction and feedback, it obtains 4.75. In the aspect of navigation, it obtains 5.0. In the aspect of graphic and animation, it obtains 4.67, and in the aspect of audio and video elements, it obtains 5.0. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the mean values of technical quality belong to the “very good” category because $X \text{ (mean value)} > 4.2$. The media expert considers that the interactive multimedia is effective and suitable in the class.

C. The Interactive Multimedia Empirical Evaluation

1. Try out

After the interactive multimedia was validated by experts, the next step was the implementation the product to the students to know whether this product was effective and suitable to the second grade students of junior high students. There were 32 students participating in the try out. This research was not focused on the improvement of their performance before and after using an interactive multimedia. There is no experimental and control group.

a. Data Analysis

The data were collected by using questionnaires and interview. The questionnaires were divided into content qualities and technical qualities. The

results of the data lead to a new final product. The results of feedback from the students about the interactive multimedia in try out from the aspect of content and technical qualities can be seen in Table 11 - 16.

Table 11
The Results of Feedback from the Students in the Aspect of Content Quality

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
1	The materials are consistent with the learning objective. (<i>Materi sesuai dengan tujuan pembelajaran</i>)			7	25		32	121	3.78	Good
2	The materials are logically sequenced. (<i>Materi secara keseluruhan tersusun dengan baik</i>).			8	21	3	32	123	3.84	Good
3	There are various activities. (<i>Materi berisi aktivitas-aktivitas yang beragam</i>).			8	21	3	32	123	3.84	Good
4	The structure allows students to move around freely in different units. (<i>Anda dapat mengeksplor materi secara bebas dari materi satu ke materi yang lainnya</i>).			9	22	1	32	120	3.75	Good
5	The use of language in explaining the materials is clear. (<i>Bahasa yang digunakan jelas dan mudah</i>	1	3	18	10	2	32	105	3.28	Fair

(Continued)

(Continued)

No	Statements						N	Total Score	Mean	Category
	<i>dipahami).</i>									
6	The appearances of materials are eye-catching. (<i>Tampilan materi menarik</i>).			3	18	11	32	136	4.25	Very Good
7	The tasks are logically sequenced, from the dependent tasks to the independent ones. (<i>Latihan yang diberikan tersusun secara baik dari yang terpadu hingga mandiri</i>).			7	18	7	32	128	4	Good
8	The tasks progress is developed from easier to complex activities. (<i>Latihan dikembangkan dari yang mudah ke yang sulit</i>).			9	15	8	32	127	3.97	Good
9	The tasks enable learners to manipulate and practice specific features of language. (<i>Latihan dapat meningkatkan pengetahuan anda dalam aspek pembelajaran grammar</i>).			4	21	7	32	131	4.09	Good
10	The tasks are delivered by clear instruction. (<i>Latihan-latihan dalam materi dilengkapi dengan instruksi/petunjuk yang jelas</i>).			12	11	9	32	125	3.91	Good

Based on Table 11, the data collected from the students in the aspect of content and instructional qualities, the mean scores range from 3.28 to 4.25. Item 6 has the highest mean value of 4.25, while the lowest mean value for item number 5 is 3.28 which is the lowest among the items. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “very good” with $X > 4.2$, while the lowest mean value is categorized as “fair” with $2.6 < X \leq 3.43$. It means that reconsideration is needed in part of the use of language in explaining the materials but most of the students agreed that the content in the interactive multimedia is suitable for them. To make sure that the data, the researcher conducted an interview. The data further will be supported by the following interview.

.....
T: Menurut kalian isi materinya secara keseluruhan bagaimana? Mudah diikuti atau tidak?
(What do you think about the materials? Was it easy to follow or not?)

All: Sudah baik Miss. Latihan- latihannya bervariasi jadi gak ngebosenin. Secara keseluruhan bisa diikuti kok miss, tapi ada kurangnya sedikit. (It was good, Miss. There were varieties practices to avoid the boredom. Actually, the materials were easy to follow but there was some lacks).

T: Apa itu? (What was it?)

All: Di language corner Miss, kurang simple penjelasannya miss trus gambarnya sedikit...he..he Tapi masih bisa diikuti kok miss. (In the language corner page Miss, lack of simple explanation and animation..he..he. Actually, we could follow it).

T: Baiklah. (Okay)

T: OK sekarang, secara keseluruhan apakah interaktif multimedia ini bisa membantu kalian dalam belajar grammar? (Okay now, do you think this interactive multimedia can help you to learn grammar?)

All: iya membantu miss, belajar grammar lebih nyaman dibanding memakai buku. Kita seperti tertantang miss dalam pengerjaan soal-soalnya. (Yes. Learning grammar with interactive multimedia was more enjoyable than using books. We felt curious to do the practices)

T. Okay, bagaimana dengan latihannya, apakah bisa diikuti? (Okay, were the practices easy to follow?)

All: Ya miss. (Yes, Miss)

.....

Table 12
The Results from the Students in the Aspect of Screen Design and Slides

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
	Screen Design and Slides									
11	Promote engagement between the students and lesson content. (<i>Meningkatkan ketertarikan siswa dengan isi pembelajaran</i>).			5	18	9	32	132	4.13	Good
12	The arrangements of slides are consistent. (<i>Penyusunan slide konsisten</i>)			15	12	5	32	118	3.69	Good
13	The integration of materials are well. (<i>Integrasi materi tersusun dengan baik</i>).			14	15	3	32	117	3.66	Good
14	The colors are used well. (<i>Warna yang digunakan baik</i>).			8	19	5	32	123	3.84	Good
15	The Brightest colors are used for most important information. (<i>Warna terang digunakan untuk informasi yang penting</i>).			6	19	7	32	129	4.03	Good
16	The design uses proper fonts in terms of style and size. (<i>Desain menggunakan huruf/ font yang tepat</i>).			7	19	6	32	128	4	Good

(Continued)

(Continued)

No	Statements	Likert Scale					N	Total Score	Mean	Category
17	The text is clear and easy to read. (<i>Teks jelas dan mudah dibaca</i>).			5	18	8	32	131	4.09	Good
18	The color composition of text and background are appropriate. (<i>Komposisi warna teks dan background serasi</i>).			8	15	8	32	128	4	Good

Based on Table 12, the data collected from the students in the aspect of screen design and slides, the mean scores range 3.66 to 4.13. Item 11 possesses the highest mean value of 4.13, whereas the lowest mean value for item number 13 is 3.66. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest and the lowest mean values are categorized into a “good” category since the range of the mean values is more than 3.4 but less than and be equivalent with 4.2 ($3.4 < X \leq 4.2$). It means no revision related to the aspects of screen design. The students agreed that the screen design can encourage their attention. There was no change related to screen design and slides of the interactive multimedia. The data further will be supported by the following interview.

.....
T: Menurut kalian tampilan layarn dari interactive multimedianya gimana?(What is your opinion about the screen design of the interactive multimedia?)

All: Tampilan layarnya sangat menarik miss, warna layarnya bisa di ganti-ganti jadi gak ngebosenin miss. Pokoknya menarik. Hahaha. (The screen design was very interesting. The color of the screen could be changed, so we were not bored. Actually, it was interesting).

T: Tulisan- tulisan di layar mudah dibaca?(were the texts easy to read in the screen?)

S: Kita bisa membaca semua tulisan yang ada dilayar kok miss.(Yeah, we could read all of the texts in the screen).

T: Ok.(Okay).

.....

Table 13
The Results from the Students in the Aspect of Screen Interaction and Feedback

No	Statements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
	Interaction and Feedback									
19	The students are encouraged to answer the questions based on what they have learnt. (Siswa diajak untuk menjawab pertanyaan sesuai dengan yang dipelajari)			4	17	11	32	135	4.22	Very Good
20	The students are provided the time to answer the questions. (Siswa di beri kesempatan waktu untuk menjawab pertanyaan yang diberikan).			8	15	9		129	4	Good
21	Provide response immediately after answer the questions. (Menyediakan respon dengan segera setelah menjawab pertanyaan).			1	18	4	32	122	3.81	Good
22	Scores are available to the students. (Skor penilaian tersedia untuk siswa).			6	15	11	32	133	4.16	Good

Based on Table 13, the data collected from 32 students in the aspect of interaction and feedback, the mean scores range from 3.81 to 4.22. Item 19 possesses the highest mean value of 4.22 whereas the lowest mean value for item

number 21 is 3.81. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “very good” because X (mean value) > 4.2 , while the lowest mean value is categorized as “good” with $3.4 < X \leq 4.2$. There is no revision related to the aspects of interaction and feedback. The students agreed that the interaction and feedback run well. They were enthusiastic in doing the practices, the scores would appear when they had finished doing the practices. Then, they had two choices to try again or to see the answers. The data further will be supported by the following interview.

-
- T: *Okay kita lanjutkan ya, menurut kalian sistem penilaiannya bagaimana?(Okay, let's continue. What did you think about the scoring system).*
- S: *Sudah baik miss. Jadi setelah kita menjawab soal kita bisa mengetahui berapa nilai kita, jadi makin semangat seperti game. K'lo kesalahan kita banyak kita diberi kesempatan untuk mengulangnya. Saat menjawab soal kita juga tidak dibatasi oleh waktu jadi lebih rileks aja menjawabnya. Belajar bahasa inggris jadi lebih menyenangkan lewat komputer.*
(It was good Miss, when we answered to the questions, the score would appear, so it was like a game which gets us the spirit. When we did a lot of mistakes for answering, we were given the opportunity to try again. There was no limited time to answer the practices so we were enjoy. Learning English was so fun with computer)
- T: *Perlu ada tambahan gak?(Is there anything else?)*
- S: *Sudah cukup baik kok miss he..he (No Miss, It was good enough)*
- T: *OK (okay)*
-

Table 14
The Results from the Students in the aspect of Navigation

No	Navigation	Likert scale					N	Total score	Mean	Category
		1	2	3	4	5				
23	Content map key to see a list of options; (<i>Content map tersedia untuk melihat list pilihan</i>).			8	18	6	32	126	3.94	Good
24	Home key is used if there are delays on accessing information. (<i>Tombol home digunakan jika ada kegagalan mengakses informasi</i>)			5	15	11	32	134	4.19	Good
25	Preview and next key to process the lesson. (<i>Tombol preview dan next untuk memproses pembelajaran</i>).			6	17	9	32	131	4.09	Good
26	Option key to see options available to the students. (<i>Tombol option key untuk melihat pilihan menu yang tersedia untuk siswa</i>).			7	20	5	32	126	3.94	Good
27	Exit key to exit from the programme. (<i>Tombol exit untuk keluar dari program</i>)			1	12	10	32	128	4	Good
28	What will you learn key to see the learning objectives. (<i>Tombol what will you learn untuk melihat tujuan pembelajaran</i>).			1	16	5	32	122	3.81	Good
29	Reflection key to see the students' achievement. (<i>Tombol reflection untuk mengukur tingkat keberhasilan siswa</i>).			5	15	12	32	135	4.22	Very Good

Based on Table 14, the data collected from 32 students in the aspect of navigation, the mean scores range from 3.81 to 4.22. Item 29 possesses the highest mean value of 4.22, whereas the lowest mean value for item number 28 is 3.81. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest mean value is categorized as “very good” because X (mean value) > 4.2 , while the lowest mean value is categorized as “good” with $3.4 < X \leq 4.2$. There is no revision related to the aspects of screen navigation. The students agreed that, every key buttons in the interactive multimedia run well. The data further will be supported by the following interview.

.....
T: *Okay, Miss Tanya lagi. Fungsi dari masing-masing tombol mudah dimengerti tidak?(Okay, I wanted to ask you again. Were the functions of the buttons easier to understand?).*
All: *Ya Miss, nama- nama tombolnya dan fungsinya gampang dimengerti kok miss.(yes Miss, the names of the buttons and their functions were easy to understand).*
T: *Kira-kira tombol apa yang masih harus disediakan dalam interactive multimedia ini?(can you name of the buttons that must be provided in this interactive multimedia?)*
All: *Sudah cukup kok miss, nanti k’lo kebanyakan tombol kita bingung he..he..he.(They were enough Miss, if there were a lot of buttons, we would be confused he..he..he).*
T: *Berarti sudah lengkap ya tombol-tombolnya?(Actually, the button were completed all)*
All: *sudah Miss!!! (Yes Miss)*
.....

Table 15
The Results from the Students in the Aspect of Graphic and Animation

No	Graphic and Animation	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
30	The picture placement is effective. (Gambar ditempatkan secara efektif).			7	16	9	32	130	4.06	Good

Category

Category

No	Graphic and Animation	Likert Scale					N	Total Score	Mean	Category
31	The pictures' size are appropriate. (<i>Ukuran gambar sesuai</i>).			9	18	5	32	124	3.88	Good
32	The menu or buttons are easy to use. (<i>Pilihan tombol/ menu mudah digunakan</i>).			4	18	10	32	134	4.19	Good
33	The placement of buttons is consistent. (<i>Tombol dirancang secara konsisten</i>).			12	16	4	32	120	3.75	Good
34	Animation can motivate and attract the students' interest. (<i>Animasi dapat memotivasi dan menarik perhatian siswa</i>)		2	8	8	14	32	129	4.03	Good
35	Animation placement is effective. (<i>Animasi ditempatkan secara efektif</i>).			1	16	5	32	122	3.81	Good

Based on Table 15, the data collected from 32 students involved in the aspect of graphic and animation from 3.75 to 4.19. Item 32 possesses the highest mean value of 4.19, whereas the lowest mean value for item number 33 is 3.75. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest and the lowest mean values are categorized “good” category since the range of the mean values is more than 3.4 but less than and be equivalent with 4.2

($3.4 < X \leq 4.2$). There is no revision related to the aspects of graphic and animation.

The respondents agreed that the animation can attract their interest and the placement of buttons were consistent.

.....
T: *OK. mungkin saya masih bisa tanya lagi? Pendapat kalian tentang animasi yang ada di dalam interaktif multimedia gimana?*

(Okay, may I ask questions again? What is your opinion about the animation that was in the interactive multimedia?).

All: *Kurang banyak Miss, ditambah lagi donk miss(Less animation, we need more animations).*

T: *Wah nanti k'lo saya tambah lagi kalian jadi fokus liat animasinya donk dibanding belajarnya, ya gak?(Actually, when I added the animations again, you were more focus on them than learning English, aren't you?).*

All: *Iya juga sih miss, tapi lucu-lucu kok miss, gak buat bosan, pewarnaannya juga bagus.(Yeah, I think so. The animation was so fun, didn't make us bored, and the color was also good).*

T: *OK, terus peletakkannya gimana?(Okay, what do you think of the placement?)*

All: *Sudah tepat kok miss, gak terkesan rame gitu (It was good, It didn't look complicated in the screen)*

T: *Ukurannya?(What about the size?)*

All: *Udah tepat kok miss.(It was good Miss)*

T: *OK. Kita lanjutkan ya pertanyaanya lagi. Menu-menu atau tombol yang ada didalam interaktif multimedia mudah diikuti tidak?*

(Okay, next question. Were the buttons in this interactive multimedia easy to use?)

All: *Mudah miss, simple pula (Yes, they were easy. It was so simple).*

T: *Peletakkan tombol nya gimana sudah tersusun dengan baik?(Were the placement of buttons arranged well?)*

All: *Sudah kok Miss.gampang diikuti kok (Yes Miss, we were easy to follow).*

T: *Okay.*

.....

Table 16
The Results from the Students in the Aspect of audio and Video Elements

No	Audio and Video Elements	Likert Scale					N	Total Score	Mean	Category
		1	2	3	4	5				
36	Music instruments meaningfully support the materials' presentation. (Musik pengiring mendukung penyajian)			8	19	5	32	125	3.91	Good

(continued)

(continued)

	<i>materi).</i>									
No	Audio and Video Elements	Likert scale				N	Total Score	Mean	Category	
37	The quality of sound is good. <i>(Kualitas audio sudah baik).</i>			13	15	4	32	119	3.72	Good
38	The video meaningfully support the materials' presentation. <i>(Video mendukung penyajian materi).</i>			8	16	8	32	128	4	Good
39	The students can control of video playback. <i>(Pengguna dapat mengontrol pemutaran video).</i>			6	19	7	32	129	4.03	Good
40	The quality of video, including the aspect of image and sound is good. <i>(Kualitas video meliputi gambar dan suara sudah baik)</i>	1	1	3	18	9	32	130	4.06	Good

Based on Table 16, the data collected from 32 students involved in the aspect of audio and video elements, the mean scores range from 3.72 to 4.06. Item 40 possesses the highest mean value of 4.06, whereas the lowest mean value for item number 33 is 3.7. According to *Quantitative Data Conversion* proposed by Sudijono (2003: 335), the highest and the lowest mean values are categorized into a “good” category since the range of the mean values is more than 3.4 but less than and be equivalent with 4.2 ($3.4 < X \leq 4.2$). There is no revision related to the aspects of audio and video. The respondents agreed that the instrument music

were variation to avoid the boredom and the quality of video including image and sound were good too. The data further will be supported by the following interview.

T: OK. Thank you semua, ini pertanyaan terakhir? Menurut kalian kualitas audio dan video dalam interaktif multimedia ini gimana?

(Okay, thank you all. This is the last question? What do you think of the quality of the audio and video in this interactive multimedia?).

All: Sudah baik kok Miss. (It was good Miss).

T: Kualitas videonya gimana? (What about the quality of video?)

All: Kualitas gambarnya bagus miss, suaranya juga jelas miss. (The quality of pictures were good, the sound was also good).

T: Pengaturan tombol video sudah berfungsi dengan baik? (Did the setting of the buttons of video work well?)

All: Ya Miss, bisa di jeda ato diputar ulang (Yes Miss, It could be paused or replayed again).

T: Okay, sekarang kualitas music pengiring gimana? (Okay, How about the quality of instrument music?)

All: Bagus kok miss, kita bisa memilih jenis music yang kita suka ato bisa dimatikan k'lo kita pengen tenang. (it was good, we could choose kinds of music that we liked or we could stop if we want to be quiet).

T: OK, sudah cukup. Terima kasih ya sudah menyempatkan waktu untuk sesi interviewnya. (Okay, I thought that's all. Thank you enough to give your time for interviewing).

All: sama-sama miss. (Okay Miss)

2. Final Product

Based on the data analysis, it can be concluded that the interactive multimedia is effective and suitable for teaching grammar to support writing the descriptive texts to the second grade students of junior high students and there is no further revision. The interactive multimedia was packaged as the final product. The developer burnt into DVD-ROM using Nero programme and makes a main cover and DVD's cover. They are illustrated in the figure 87 and 88.



Figure 87: Main Cover



Figure 88: DVD cover

D. The Characteristics an effective of Interactive Multimedia

Based on the data, the characteristics of effective interactive multimedia have six features, namely contents, screen design and slides, interaction and feedback, navigation, graphic and animation, audio and video. Each feature could be drawn as follow.

1. Contents

The contents of the interactive multimedia in this study meet the students' needs and have the learning objectives. The practices are presented from the easier to complex. The activities are varied. The materials presentation and instruction are delivered briefly and followed by the examples. Moreover, the users are given opportunities to control the movement of the practices and materials in order to save the time.

The tryout suggested that the contents of the interactive multimedia were effective. In conclusion, the contents of an effective interactive multimedia meet students' needs and have learning objectives. The materials and practices are delivered by clear instruction and logically sequence from easier to complex activities

2. Screen Design and Slides

The texts on the screen design and slides of the interactive multimedia in this study use Times New Roman or Arial of 12, left justified for the lines text, several pixel apart for individual lines of text. The colors of background in the interactive multimedia can be changed into blue, green, orange, and pink in order to captivate users' attention and to avoid users' boredom. These ideas are supported by Stemler (1997) who states that screen design and slides in an effective interactive multimedia should focus on users' attention, develop and maintain interest, use proper fonts in terms of style and size.

The try out suggested that the screen design and slides in the interactive multimedia was effective. In brief, the texts on the screen design and slides of the interactive multimedia in this study are legible (the text should not be smaller than 12), readable (lines of text must be easy to scan in the normal reading pattern), and they also maintain users' interest in which users are given opportunities to change the colors of background. The screen design and slides in this study is illustrated in Figure 89.



Figure 89: The four colors of the screen design and slides

3. Interaction and Feedback

The interaction of the interactive multimedia in this study provides the practices in order to get users' thinking about contents and to stimulate curiosity. The media avoids timer for giving responses of the questions. In relation to the feedback, the media uses *Score*, *Try Again*, and *Check to the Answers* buttons. The feedback will appear when users give responses of the questions. Those are in line with Stemler's (1997) suggestion that interaction and feedback an effective interactive multimedia should encourage the users to be active participants in the instruction learning process and provide feedback immediately after responses.

Based on the try out, the interaction and feedback in the interactive multimedia was effective. It can be concluded that the interaction of the interactive multimedia in this study is focused on the practices to promote users to be active participants. In term of feedback, it is provided immediately after responses. The figure is illustrated in Figure 90.



Figure 90: Feedback of interactive multimedia

4. Navigation

According to Stemler' (1997) suggestions, the navigation in an effective interactive multimedia should be placed consistent in the same location and the buttons should be completed with their functions. Regarding to his suggestions, the navigation of the interactive multimedia in this study is placed consistently. The navigation consists of the *content map* key to see a list of options available,

the *home key* if to delay on accessing information, the *preview and next key* to process the lesson, the *exit key* to exit from the program, the *user's guide key* to learn how to use the program, the *what will you learn key* to see the learning objectives, and the *reflection key* to see the students' achievement. Those key buttons in the interactive multimedia work well.

The try out explained that the navigation of the interactive multimedia in this study is effective. In conclusion, the navigation of the interactive multimedia in this study is placed consistently and the navigations are completed with their functions. The navigation is illustrated in Figure 91.

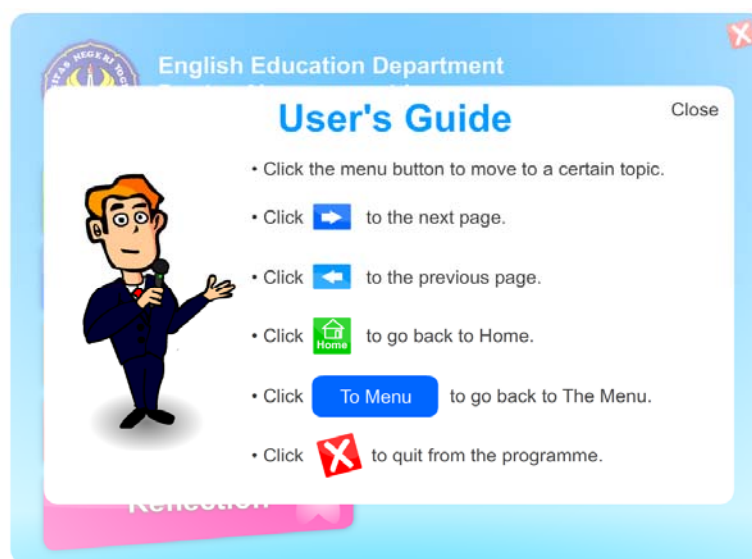


Figure 91: The Navigation in User's Guide page

5. Graphic and Animation

The graphics of the interactive multimedia in this study use right arrow to indicate the next page, left arrow to indicate the previous page, cross mark to

close the program. The other examples of graphics that are used in this media are pictures, filmstrip, and photo. These are placed consistently. The media also uses graphics together with the text. In relation to the animations that are used in the interactive multimedia are brief, e.g. cartoon of young man and dynamic writing for the subtitle. This notion is supported by Stemler (1997) who states that graphic and animation in an effective interactive multimedia should be placed effectively in order to captivate the users' attention.

The try out indicated that graphic and animation of the interactive multimedia were effective. In brief, graphic and animation of the interactive multimedia in this study are placed consistently and completed with their function to captivate users' attention.

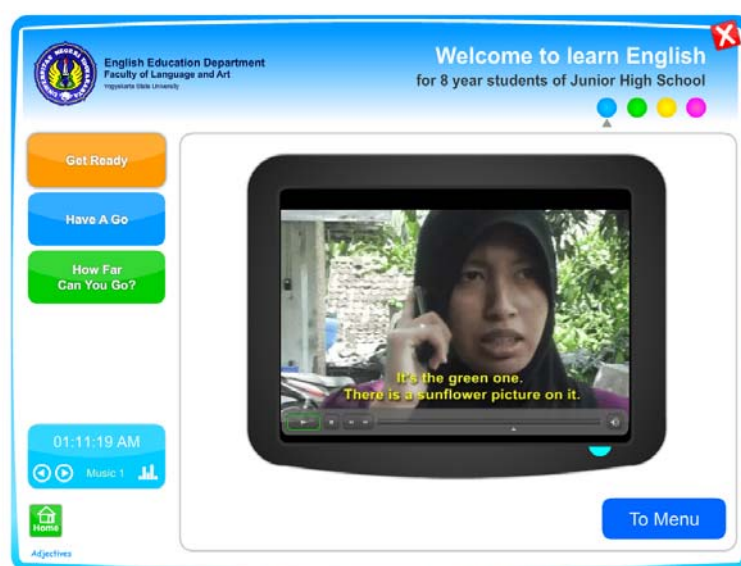
6. Audio and Video

The audio in the interactive multimedia in this study is focused on three categories, namely music, narration, and sound effect. In terms of music, there are five instrumentals music (jazz, slow, and beat) which are placed in the music player in order to avoid users' boredom. In terms of narration, the voice of native speaker is used for the instructions and feedbacks. The hissing and laughter sound is functioned as sound effects. Regarding to the video, the quality of image and sound are good. The images are not blurred and completed with playback buttons such as *play*, *pause*, and *stop*. Those are supported by Stemler (1997) who states that that audio and video in effective interactive multimedia should have good

quality in terms of sound and image and provide playback button to control the video.

Based on the result of try out, the audio and video of the interactive multimedia were effective. It can be concluded that Audio of the interactive multimedia in this study is divided into three categories, namely music, narration, and sound effect. In terms of video, it has good quality in terms of sound and image, and provides playback buttons. The audio and video are illustrated in Figure 92.

Audio I



Video Player

Figure 92: Video and Audio Player

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The research study was conducted to develop interactive multimedia for teaching grammar to the second grade students of Junior High School. This chapter presents the conclusions and the suggestions.

A. Conclusions

1. The effective design of interactive multimedia

Based on the research findings, in terms of the design, the effective interactive multimedia has two components. The first is *Home page*, the second is *Menu page*. Those components are described as follows.

a. Home page

Home page is the page where the users start the program. *The home page* has five sections, namely *User's guide*, *What will you learn*, *Adjectives*, *Definite and Indefinite Articles*, and *Reflection*. Those sections are described as follows.

1) User's guide

User's guide is the page which gives the information how to use the interactive multimedia for the new user. It introduces the use of symbols, buttons, and graphic which are in the interactive multimedia.

2) What will you learn

What will you learn is the page which contains the learning objectives in which the users are able to view the lists of what they have to learn and achieve from the interactive multimedia.

3) Adjectives

This page is the first grammatical features to support writing descriptive texts. This page shows the use of adjectives and their sequence to describe characterization of things or animals.

4) Definite and Indefinite Articles

This page is the second grammatical features to support writing descriptive texts. This page shows the use of definite and indefinite articles to describe things or animals.

5) Reflections

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

b. Menu Page

Once the users click *Adjectives*, *Definite and Indefinite Articles*, they are able to view the *Menu page*. The menu page has three sections. The first is *Get ready*, the second is *Have a go*, and the third is *How far can you go*. Each sections are described as follows.

1) Get ready

It is the first section of which is to introduce the topic and some of the key words. This page contains the video and input texts which will be followed by *Language corner page* which shows the explanation of grammatical features of *Adjectives* and *Definite and Indefinite Articles*. It also provides some examples to make a clear of grammar explanation. The objective is helping the users' understanding on the use of *Adjectives* and *Definite and Indefinite Articles*.

2) Have a go

This page presents the basic practices of the written cycle. It can be in the form of dragging and dropping between the colors and the name of things, matching the following pictures with their descriptions, putting the articles (*a*, *an*, and *the*) in the nouns and sentences. The aims are helping the user to explore the use of *Adjectives* and *Definite and Indefinite Articles* to describe the characterization of things and animals. The practices are completed with the examples and the scoring. Once the users make some mistakes, he or she is given opportunities to try again or check to the answers.

3) How far can you go

This page is divided into two sections, they are *Let's Do More* and *Check Your Competence*. *Let's Do More* presents the medium practices of written cycle. Unlike the practices in *Have a go* page, they are more difficult. The practices in the form of arranging the jumble words into correct sentence, typing a

correct of the name and the features of animals based on the pictures provided, and choosing the correct description related to the text. The aim of those practices is checking the users' understanding on the use of *Adjectives* and *Definite and indefinite articles* to describe things and animals. The practices are completed with the examples and the scoring. Once the users make some mistakes, he or she is given opportunities to try again or check to the answer.

Check Your Competence is an evaluation of which is to make sure that the users have really known the use of *Adjectives* and *Definite and Indefinite Articles* in a description. The practice in the form of typing the sentence based on the pictures provided. The practice is completed with the examples and the scoring. Once the users make some mistakes, he or she is given opportunities to try again or check to the answers.

2. The characteristics of effective interactive multimedia

An effective interactive multimedia in this study has six features, namely contents, screen design and slides, interaction and feedback, navigation, graphic and animation, audio and video. Each feature can be described as follow.

a. Contents

Regarding to the contents, this study indicates that the contents meet the students' needs and have learning objectives. The practices are presented from the easier to complex. The activities are varied. The materials presentation and

instruction are delivered briefly and followed by the examples. Moreover, the users are given opportunities to control the movement of the practices and materials in order to save the time.

b. Screen design and slides

In terms of the screen design and slides, the study indicates that the texts on the screen design and slides are legible (the text should not be smaller than 12), readable (lines of text must be easy to scan in normal reading pattern). The availability of four colors buttons to change the screen color in order to captivate the users' attention and avoid the users' boredom.

c. Interaction and feedback

Regarding to interaction and feedback, the study indicates that the interaction of the interactive multimedia in this study is focused on the practices to promote users to be active participants. In terms of feedback, when the users make some mistakes to give the responses, the *Try Again* or *Check to the Answers* buttons will appear. The program does not give limited time to respond of the questions.

d. Navigation

Regarding to the navigation in an effective interactive multimedia, the study indicate that the navigation is placed consistently in the same location, and the buttons are completed with their functions, e.g. *content map key* to see a list of options available, the *home key* if there are to be time delays on accessing

information, the *preview and next key* to process the lesson, the *exit key* to exit from the program, the *user's guide key* to learn how to use the program, the *what will you learn key* to see the learning objectives, and the *reflection key* to see the students' achievement. Those key buttons in the interactive multimedia work well.

e. Graphic and animation

Pertaining to graphic and animation in an effective interactive multimedia, the study indicates that the graphic and animation are placed together with the texts in order to support the function of the text, the size of the graphic and animation in the screen are appropriate. Third, the placement of them is placed consistently.

f. Audio and Video

The audio of an effective interactive multimedia uses five instrumentals music in terms of jazz, slow, and beat rhyme in order to avoid the users' boredom and provide music player which is completed by *volume control* and *play and stop* buttons. In terms of the video of an effective interactive multimedia, the quality of image and sound are good. The video is not blurred and it is completed by playback button which works well.

B. Suggestions

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

a. For English Teachers

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

b. For the Further Product Development

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

- In terms of content or materials, the further product development should varied. It means that there are many of grammatical features that can be developed into the interactive multimedia to support writing descriptive texts or the other text types.
- In terms of screen design and slides, the further product development should provide more than four colors buttons to change the screen and slides in order to captivate the users' attention.
- In terms of interaction and feedback, the further product development should varied, e.g. ask many ask questions as possible without

interrupting the continuity of the instructional flow and allow the users to print out their feedback.

- In terms of navigation, the further product development should add the other keys or icons which are needed in interactive multimedia, e.g. *overview of instruction key* to review the introduction to the unit, *comment key* to record user's comment about the lesson.
- In terms of graphic and animation, the further product development should be created better than before. The use of 3D effect in animation and graphic is much recommended, so the interactive multimedia will be looked attractive.
- In terms of audio, the further product development should provide more than five instrumentals music to avoid the users' boredom.
- In terms of video, the further product development should provide the *full screen buttons* in order to get clearer the video.
- In relation to the number location of the implementation as recommended, the location of implementation is still limited of one public of junior high school: ideally, it would be feasible and effective if the further product development conduct in a large scale involving a lot of junior high school outside SMPN 2 Pengasih.

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APPENDIX 1

The First Materials

ADJECTIVES

A. Video Conversation

Laila's Brother : Hello, who's there?

Laila : Hi, it's me, Laila. Can you help me?

Laila's Brother : Sure. What can I do for you?

Laila : Would you take my English book to school for me, please?

Laila's Brother : Okay, which one is it?

Laila : It's the green one. There is a sunflower picture on it.

Laila's Brother : Where did you leave it?

Laila : I left it on the red couch. Could you come before 10.30?

Laila's Brother : All right. Is there anything else?

Laila : No, thank you. See you later.

Laila's Brother : See you.

Adapted from Scaffolding (2008:6)

B. Click the words then click their meanings.

Words
<i>Contact</i>
<i>Immediately</i>
<i>Leather</i>
<i>Marking</i>
<i>Wallet</i>

Meanings
<i>Kulit</i>
<i>Kontak</i>
<i>Secepatnya</i>
<i>dompet</i>
<i>Tanda</i>

Adapted from Scaffolding (2008:9)

C. Read the advertisement of lost and found



I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x7cm. Inside the wallet are my Student Card (ID: Dewi Safitri), Rp. 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274- 547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.



I have lost my shepherd. His name is Rumble. He is a 4-year oldmale. He is a long haired German Shepherd. The color of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE- ANYTIME DAY OR NIGHT

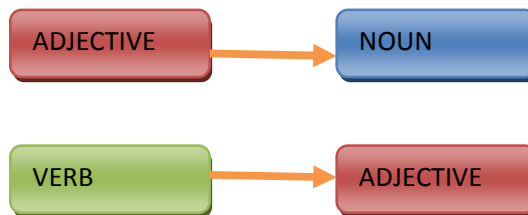
Adapted from Scaffolding (2008: 9)

D. Language Corner

The texts above are lost and found advertisements with the items described to some detail. They focus on the **characteristic s** of particular thing, e.g. animal, book.

One of the common grammatical patterns of a description is using **variety types of adjective**

Adjectives (quick, serious, careful, quiet, heavy, bad) **explain** a noun. We use adjectives before nouns and after some verbs.



The use of a variety of types of adjectives in description



Adjective

Its size **is** 10 x 7cm.
(Numbering)

Verb



It is a black leather wallet
(Classifying)

Adjective

Noun

The colour of his hair is **black**,
with **brown** marking.
(describing)

Adjective

Noun

Sometimes we use two or more adjectives to describe things, but we have to know the sequence of the ordering. It is:



examples:

a tall young man (1 → 2)

a large wooden table (1 → 5)

big blue eyes (1 → 3)

an old Russian song (2 → 4)

a small black plastic bag (1 → 3 → 5)

an old white cotton shirt (2 → 3 → 5)

On the other side, adjective of size and length usually go before adjective of shape and width

Adjective of size and length
(big/small/tall/short/long,
etc)

Adjective of shape and
width
(round/fat/thin/slim/wide)

Adapted from English Grammar in Use (1994: 96)

E. Drag and drop the name under the appropriate picture.



It is a



It is a



It is a



It is a

purple

red

blue

white

comb

chair

bucket

helme

Adapted from scaffolding (2008: 2)

F. Match the following pictures with their descriptions. Click the correct answers.



- a. It is an antique red lantern.
- b. It is an red antique lantern.



- a. It is a small new black clock.
- b. It is a new small black clock



- a. It is a small new plastic pink glass.
- b. It is a small new pink plastic glass.



- a. It is a large new brown wooden cupboard.
- b. It is a new wooden brown small old cupboard.



- a. It is a new blue wooden sandal.
- b. It is an wooden new blue sandal.



- a. It is a small new white hand bag.
- b. It is a white new small hand bag.

Adapted from scaffolding (2008: 4-5)

G. Arrange the lost and found statements into good order by dragging and dropping the words into the blank box. Look at the example.

Black- is- wallet- leather=there

There is black leather wallet

Lost- Shepherd-Has-the- marking- brown

Adapted from Scaffolding (2008: 11)

H. You have lost the following pets. How do you describe them? Type the descriptions beside the pets.

1.



It has... ribbon around its neck and...
leatherr with ... spots .

It is a

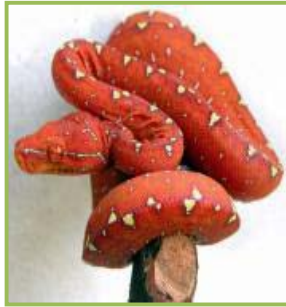
2.



It is a big male. It has black ... with no
marking and its ... are light yellow.

3.

It is a



It is a dangerous animal. It has ...
leather with white

It is a

4.



It is a cute baby cat. It has light
green ... , rounded ... and ... hair.

It is a

Adapted from Scaffolding (2008: 12-13)

I. Read the text and click the best answers.**My lovely puppies**

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

1. What are the names of Betsy's Puppies?
 - a. Betsy, Robin, Opal, and Oscar.
 - b. Robin, Oscar, Opal, and Ruby.
 - c. Betsy, Ruby, Kitty, and Oscar.
 - d. Kitty, Oscar, Opal, and Robin.
2. How does Robin look like?
 - a. He is a big male. His hair is brown with black marking.
 - b. He is a male. His hair is brown with no marking.
 - c. He is a big male. His hair is brown with white marking.
 - d. She is a female. His hair is brown with no marking.
3. How does Ruby look like?
 - a. He is a big male. His hair is brown with black marking.
 - b. He is a male. His hair is brown with no marking.
 - c. He is a big male. His hair is brown with white marking.

- d. She is a female. His hair is brown with no marking.

4.

Ruby's ribbon?

What color is

- a. He has a black ribbon on his neck.
- b. He has a white ribbon on his neck.
- c. She has a red ribbon on her neck.
- d. She has a pink ribbon on her neck.

5.

Opal's ribbon?

What color is

- a. He has a black ribbon on his neck.
- b. He has a white ribbon on his neck.
- c. She has a red ribbon on her neck.
- d. She has a pink ribbon on her neck.

Adapted from Scaffolding (2008: 14)

J.

brackets in the correct position

Put the adjectives in



1. A beautiful table (wooden/round)



2. A blue cupboard (plastic)

...



3. A blanket (woolen/ red)

...



4. An old house (beautiful)

...



5. Black gloves (leather)

...



6. A metal box (black/ small

...

Adapted from Scaffolding (2002: 20)

DEFINITE AND INDEFINITE ARTICLES

A. Read the advertisement lost and found



A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No. 116 Surabaya. The novel is entitled *Parfume* by Patrick Meyer. There is also a photograph inside the pages. Please contact Teguh Prayitno (031- 7655675) at Strawberry Internet Café, jalan Tentara Pelajar No. 116 Surabaya.



A cat was found at Rumah Makan Padang Nanrumbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. **She** has a white ribbon around her neck. Please contact Chiristina Wulandari (024-5456111).

Adapted from Scaffolding (2008: 10)

B. Language Corner

Compare **a** and **the** in these examples:

- **A** novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled *Perfume* by Patrick Suskind.
- **A** cat was found at Rumah Makan Padang Nanrumbun Semarang. The cat is a cute white Persian female.

We use '**a** novel/ **a** cat' because this is the first time we talk about them. Then we use '**the** novel/ **the** cat' because now we know which 'novel/cat' that we are talking about.

Remember:

- A is used when the initial sound of the word is a consonant, e.g. a book, a man, a table.
- An is used when the initial sound of the word is a vowel, e.g. an hour, an onion.

Adapted from Scaffolding (2008: 12)

Special difficulties

1. We cannot put 'a' or 'the' in front of names., e.g.
 - Jhon lives in England not Jhon lives in an England.
 - His house is in **Duke street** not his house is in a **Duke street**.
2. We must put 'the' in front of the names of oceans, seas, rivers, mountain ranges and certain countries, e.g.
 - London is on *the* Thames and Rome is on *the* Tiber.
 - It can get very rough in *the* Mediteranian.

Adapted from *Practice and Progress* (1975:82)

C. Put in *a* or *an*.

	Blue ink	...
1	Tin of tobacco	...
2	Old house	...
3	Open University	...
4	Window	...
5	Horse	...

D. Matching these things into each category below.

	A duck is	a bird
1	A hammer is	...
2	Everest is	...
3	Jupiter is	...
4	A rose is	...

5	A trumpet is	...
a planet	A musical instrument	a mountain
a flower	a tool	a game

E. Arrange the lost and found statements into good order by dragging and dropping the words into the blank box. Look at the example.

Example: A- novel- at- Strawberry Café-found- Teguh Prayitno

Teguh Prayitno found a novel at strawberry café.

1. Around- its- neck- has- the- ribbon- lost- a- Persian

.....

Adapted from Scaffolding (2008: 11)

F. Put in a/ an or the in these sentences where necessary. Look at the example.

Example: We live **an** old house near **the** station.

1. Which river is ... longest, .. Nile, ... Amazon, or ... Mississippi?
2. Why is ... Britain sometimes called ... United Kingdom?
3. Canada ... very big country.

Adapted from Practice and Progress (1975: 82)

G. Put in a/ an or the

1. There are two cars parked outside: ... blue one and ... grey one. ... blue one belongs to my neighbors: I don't know who ... owner of ... grey one is.

2. My friend live in ... old house in ... small village. There is ... beautiful garden behind the house. I would like to have ... garden like that.

Adapted from English Grammar in Use (1994: 143)

DEGREES OF COMPARISON

A. POSITIVE FORM

1. Language Corner

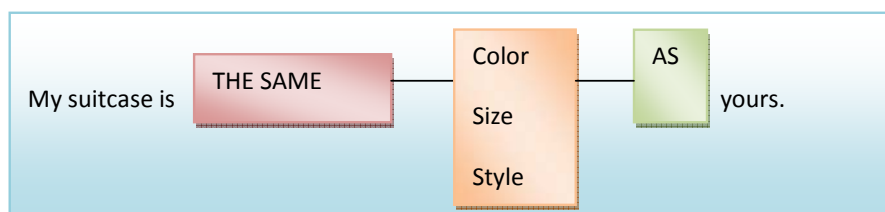
Positive is used to compare two things or persons that are the same or different.

Form 1:

THE SAME... AS

Use THE SAME ... AS with nouns (color, size...)

Example :

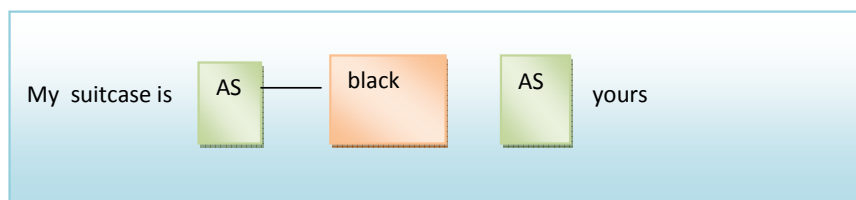


Form 2:

Comparison with

AS+ ADJECTIVE+ AS...

Example:



Form 3:

Comparison with

NOT + AS+ ADJECTIVE+ AS

Example:

My suitcase is NOT AS black AS yours.

Adapted from A Complete Course in English as a Second Language (1975: 61)

2. Matching the words below to complete the sentences.

1. Jack is 23 and Rose is 23. Jack and Rose at _____ .
2. I live in Rasuna Said Street and you live in Rasuna said. We live in _____
3. I arrived at 10.30 and you arrived at 10.30. We arrived at _____
4. Her dress is brown and so are her shoes. Her dress and shoes are _____
5. I don't have any money and he has no money. We have _____

the same age

the same problem

the same colour

the same street

the same time

Adapted from Essentials of English Grammar for Fluent English (2010: 114)

3. Match the words below to complete the sentences.

1. It is as _____ as day.
2. Her character is as _____ as gold.
3. The silk ribbon is as _____ as a feather.
4. The overcooked beef is as _____ as a rock.
5. It is as _____ as a glass.

Light bright good clear hard
--

Adapted from Practical English Grammar for Secondary Levels (2002: 111)

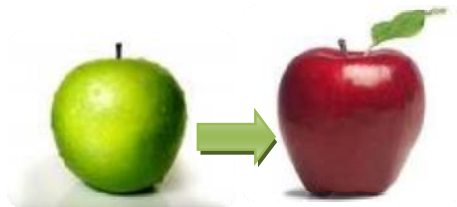
4. Match the words below to complete the sentences

1. Athens is older than Rome. Rome is _____ Athens.
2. My room is bigger than yours. Your room is _____ mine.
3. You got up earlier than me. I did not get up _____ you.
4. Football is more popular than tennis. Tennis is _____ football.
5. She's more nervous than him. He is _____ her.

not as old as	as early as	not as popular as
as well as	not as big as	

Adapted from Essentials of English Grammar for Fluent English (2010: 113)

5. Type the sentences with **AS... AS** , **NOT AS... AS**, or **THE SAME... AS**. Look at the example.



Apple / Sweet

The apple is

not

as

sweet

as

that one.



Knife / sharp

The knife is

that one.



Book/ old

The book is that one.



Hat/ shape

The hat is that one.



Car/ new

The car is that one.



Suitcase/ color

The suitcase is that one.

Adapted from *A Complete Course in English as a Second Language* (1975: 62)

B.

COMPARATIVE FORM

2. Comparative

Comparative is used to compare two things or persons that are different.

Form 1

ADJECTIVE+ -ER... THAN....

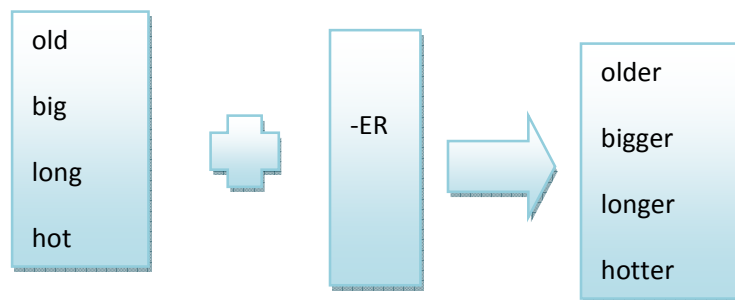
Example

- Zellianti is older than Bony

REMEMBER:

Add -er to the adjectives that have one syllable.

For example:



When the adjectives ends in -y, and consonant before it, change

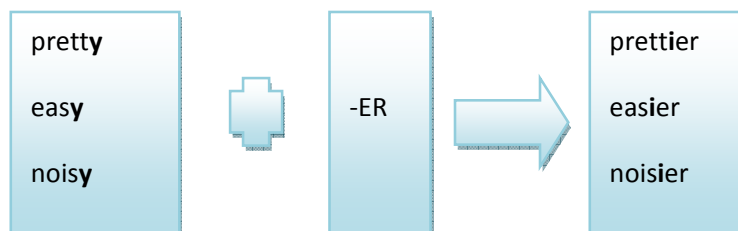
and add

-er

-y

to

-i



FORM 2:

MORE+ ADJECTIVE... THAN

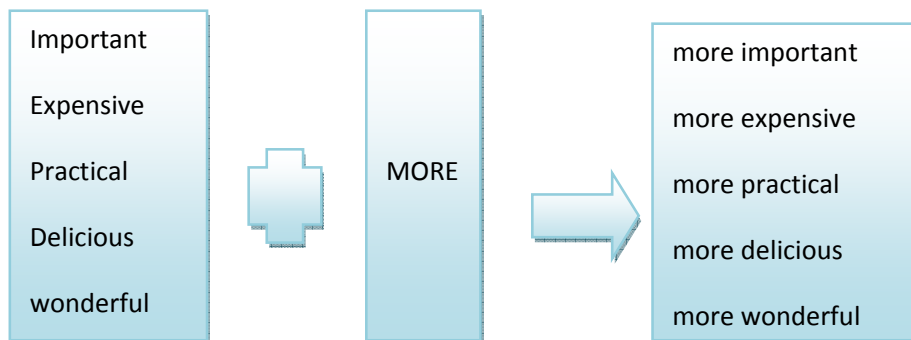
Example:

- Nadia is more beautiful than Santy

REMEMBER:

Use **more** to the adjectives that have **three or more syllables**.

For example:




Adapted from A Complete Course in English as a Second Language (1975: 116)

1. Circle “True” or “False” of the comparative below.

True

False

1.	Kind		more kind		
2.	Short		shorter	<div>True</div>	<div>False</div>
3.	Strong		stronger	<div>True</div>	<div>False</div>
4.	Dangerous		more dangerous	<div>True</div>	<div>False</div>
5.	Careful		most careful	<div>True</div>	<div>False</div>
6.	Quick		more quicker	<div>True</div>	<div>False</div>
7.	Difficult		more difficult	<div>True</div>	<div>False</div>
8.	Agreeable		most agreeable	<div>True</div>	<div>False</div>
9.	Cheerful		more cheerfully	<div>True</div>	<div>False</div>
10.	Few		more fewer	<div>True</div>	<div>False</div>

Adapted from Practical English Grammar(2002:106- 107)

2. Type the comparative form of the word in bracket bellow.

	Buses are (noisy) than cars	<div>noisier</div>
1.	The dessert tasted (delicious) than the main cours	<div>...</div>
2.	The sofa feels (comfortable) than the chairs.	<div>...</div>
		<div>...</div>

3. The living room should be (large) than every bedroom.

4. Helen's room is (clean) than Betty's.

...

5. The table lamp appears (bright) than the floor lamp.

...

Adapted from Practical English Grammar for Secondary Levels (2002: 108-109)

3. Choose the appropriate form of comparative to complete the sentence.

1. Athens is older ... Rome.

☐ Than.

☐ As.

2. I don't watch TV as much ... you.

☐ Than.

☐ As.

3. You eat more ... me.

☐ Than.

☐ As.

4. I feel better ... I felt yesterday.

☐ Than.

☐ As.

5. Jim isn't as clever ... he thinks.

● Than.

● As.

Adapted from Essentials of English Grammar for Fluent English (2010: 120)

C. SUPERLATIVE FORM

1. Language Corner

3. Superlative form

Superlative is used to compare three or more things or person.

Form 1:

THE + ADJECTIVE+ EST

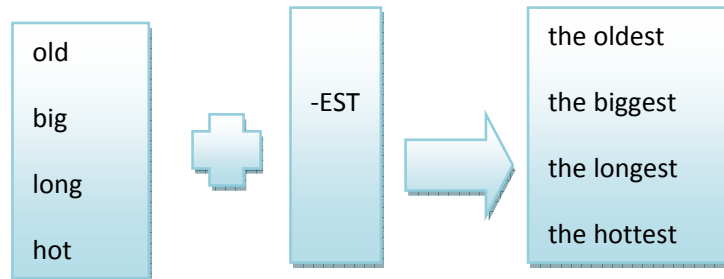
Example

The church is very **old**. It's the **oldest** building in the town.

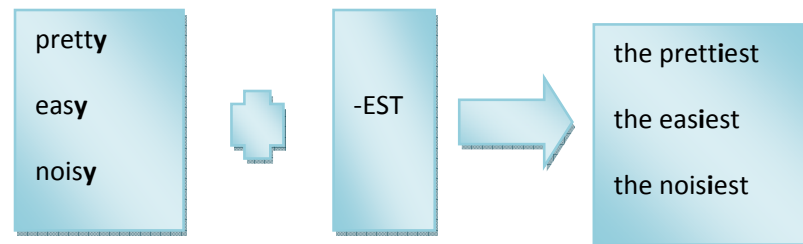
REMEMBER:

Add **-est** to the adjectives that have one syllable.

For example:



When the adjectives ends in -y, and consonant before it, change **-y** to **-i** and add **-est** . We use “the” before the adjectives.



Form 2:

Example :

Royal Hotel



THE+ MOST+ ADJECTIVE



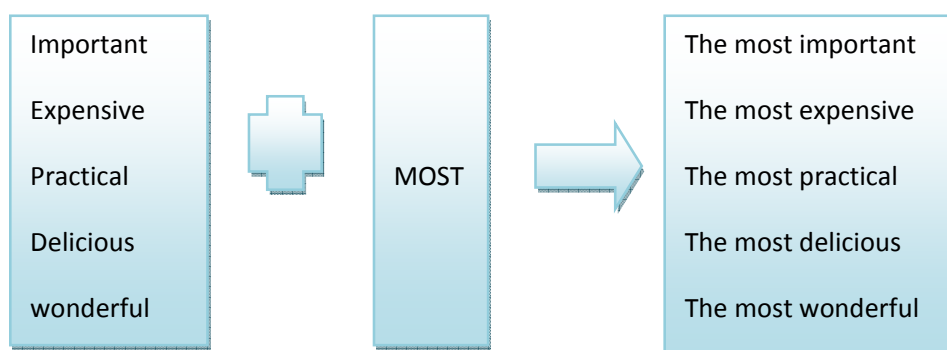
Carlton Hotel



REMEMBER:

Use **more** to the adjectives that have **three or more syllables**.

For example:



Irregular comparatives and superlatives: BETTER, BEST/ WORSE, WORST/LESS, LEAST.











Learn these irregular forms of the comparative and superlative:

	COMPARATIVE	SUPERLATIVE
Good	BETTER	BEST
Well		
Bad	WORSE	WORST

_____	_____
_____	_____
_____	_____

Adapted from *A Complete Course in English as a Second Language* (1975: 93-96)

2. Circle “True” or “False” of the superlative below.

1.	Kind		kindest	<div>True</div>	<div>False</div>
2.	Short		shortest	<div>True</div>	<div>False</div>
3.	Strong		most strongest	<div>True</div>	<div>False</div>
4.	Dangerous		most dangerous	<div>True</div>	<div>False</div>
5.	Careful		most careful	<div>True</div>	<div>False</div>
6.	Quick		most quickest	<div>True</div>	<div>False</div>
7.	Difficult		most difficult	<div>True</div>	<div>False</div>
8.	Agreeable		most agreeable	<div>True</div>	<div>False</div>
9.	Cheerful		most cheerfully	<div>True</div>	<div>False</div>
				<div>True</div>	<div>False</div>

10. Few most fewer

Adapted from Practical English Grammar (2002: 106-107)

3. Type the superlative form of the word in bracket below

There are (deep) wells in the village, that one is

...

1. There are many(good) books in our class library, but this one is the

...

2. All the pictures look(attractive), but the one by a local painter is the

...

3. Silk dresses are(pretty), but this one is the

...

4. Every market is (noisy), but this one is the

...

5. Mrs Hill's jewelry is (expensive), but Mrs Brown's is the

...

Adapted from Practical English Grammar (2002: 109- 110)

4. Type the irregular superlatives form (best, worst, least). Look at the example.

This city has the

worst

streets in the state.

bad

1. This restaurant has the

...

food in this city.

bad

...

2. This market is the _____ place to buy fish. good
3. This place has the _____ weather in the world. bad
4. This is the _____ interesting stop on our trip. little
5. The weather is not the _____ important thing. little

Adapted from A Complete Course in English Course a Second Language (1975: 96)

5. Choose the appropriate form of superlative to complete the sentence.

1. Of the three hand phones, this one is
 - ☐ Better.
 - ☐ The best.
2. Monaco is ... country in the world.
 - ☐ The smallest.
 - ☐ Smaller.
3. This café is ... than the one over there.
 - ☐ The most impressive.
 - ☐ More impressive.
4. My house is ... of the two.
 - ☐ The biggest.
 - ☐ Bigger.
5. River Kapuas is ... river in Indonesia.
 - ☐ Longer.

● The longest.

Adapted from Essentials of English Grammar for Fluent English (2010: 124)

APPENDIX 2

The Second Materials

ADJECTIVES

A. Video Conversation

Laila's Brother : Hello, who's there?

Laila : Hi, it's me, Laila. Can you help me?

Laila's Brother : Sure. What can I do for you?

Laila : Would you take my English book to school for me, please?

Laila's Brother : Okay, which one is it?

Laila : It's the green one. There is a sunflower picture on it.

Laila's Brother : Where did you leave it?

Laila : I left it on the red couch. Could you come before 10.30?

Laila's Brother : All right. Is there anything else?

Laila : No, thank you. See you later.

Laila's Brother : See you.

Adapted from Scaffolding (2008:6)

B. Click the words then click their meanings.

Words
<i>Contact</i>
<i>Immediately</i>
<i>Leather</i>
<i>Marking</i>
<i>Wallet</i>

Meanings
<i>Kulit</i>
<i>Kontak</i>
<i>Scepatnya</i>
<i>dompet</i>
<i>Tanda</i>

Adapted from Scaffolding (2008:9)

C. Read the advertisement of lost and found



I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x7cm. Inside the wallet are my Student Card (ID: Dewi Safitri), Rp. 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274- 547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.



I have lost my shepherd. His name is Rumble. He is a 4-year oldmale. He is a long haired German Shepherd. The color of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE- ANYTIME DAY OR NIGHT

Adapted from Scaffolding (2008: 9)

D. Language Corner

The texts above are lost and found advertisements with the items described to some detail. They focus on the **characteristic s** of particular thing, e.g. animal, book.

One of the common grammatical patterns of a description is using **variety types of adjective**

Adjectives (quick, serious, careful, quiet, heavy, bad) **explain** a noun. We use adjectives before nouns and after some verbs.

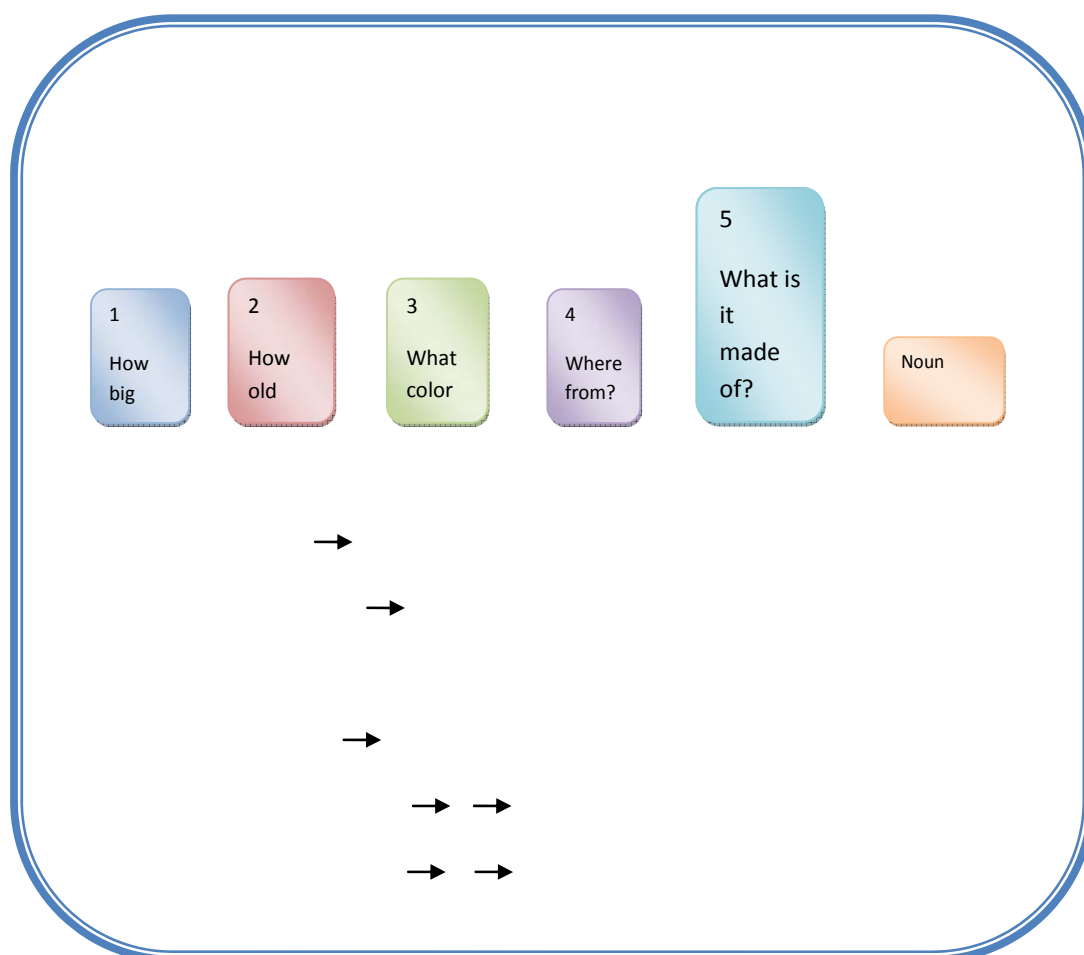
ADJECTIVE

NOUN

VERB

ADJECTIVE





On the other side, adjective of size and length usually go before adjective of shape and width

Adjective of size and length
(big/small/tall/short/long,
etc)

Adjective of shape and
width
(round/fat/thin/slim/wide)

Adapted from English Grammar in Use (1994: 96)

E. Drag and drop the name under the appropriate picture.



It is a



It is a



It is a



It is a

purple

red

blue

white

comb

chair

bucket

helme

Adapted from scaffolding (2008: 2)

F. Match the following pictures with their descriptions. Click the correct answers.



- a. It is an antique red lantern.
- b. It is an red antique lantern.



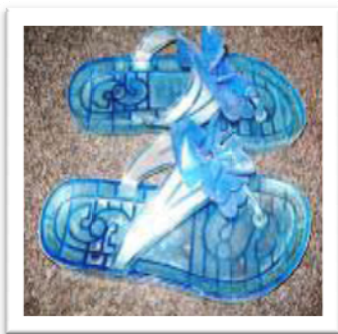
- a. It is a small new black clock.
- b. It is a new small black clock



- a. It is a small new plastic pink glass.
- b. It is a small new pink plastic glass.



- a. It is a large new brown wooden cupboard.
- b. It is a new wooden brown small old cupboard.



- a. It is a new blue wooden sandal.
- b. It is an wooden new blue sandal.



- a. It is a small new white hand bag.
- b. It is a white new small hand bag.

Adapted from scaffolding (2008: 4-5)

G. Arrange the lost and found statements into good order by dragging and dropping the words into the blank box. Look at the example.

Black- is- wallet- leather=there

There is black leather wallet

1. Lost- Shepherd-Has-the- marking- brown
2. Dirty- cotton-tie-old-there-1s
3. Thick- grey- it-a- book-is
4. New- is- there- white- a- hat
5. Small- red- sleeping- it- is-bag

H. You have lost the following pets. How do you describe them? Type the descriptions beside the pets.

1.



It has... ribbon around its neck and...
leatherr with ... spots .

It is a

2.



It is a big male. It has black ... with no marking and its ... are light yellow.

It is a

3.



It is a dangerous animal. It has ... leather with white

It is a

4.



It is a cute baby cat. It has light green ... , rounded ... and ... hair.

It is a

Adapted from Scaffolding (2008: 12-13)

A. **Read the text and click the best answers.**

My lovely puppies

My dog, Betsy, gave birth to four puppies five months ago. The first is Robin. He is a big male. His hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are brown haired with no markings. They are female. They are Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not quite the same, they are all so cute. I love them all.

1. What are the names of Betsy's Puppies?
 - a. Betsy, Robin, Opal, and Oscar.
 - b. Robin, Oscar, Opal, and Ruby.
 - c. Betsy, Ruby, Kitty, and Oscar.
 - d. Kitty, Oscar, Opal, and Robin.
2. How does Robin look like?
 - a. He is a big male. His hair is brown with black marking.
 - b. He is a male. His hair is brown with no marking.
 - c. He is a big male. His hair is brown with white marking.
 - d. She is a female. His hair is brown with no marking.
3. How does Ruby look like?
 - a. He is a big male. His hair is brown with black marking.
 - b. He is a male. His hair is brown with no marking.
 - c. He is a big male. His hair is brown with white marking.
 - d. She is a female. His hair is brown with no marking.

4. What color is Ruby's ribbon?
 - a. He has a black ribbon on his neck.
 - b. He has a white ribbon on his neck.
 - c. She has a red ribbon on her neck.
 - d. She has a pink ribbon on her neck.

5. What color is Opal's ribbon?
 - a. He has a black ribbon on his neck.
 - b. He has a white ribbon on his neck.
 - c. She has a red ribbon on her neck.
 - d. She has a pink ribbon on her neck.

Adapted from Scaffolding (2008: 14)

A. Put the adjectives in brackets in the correct position



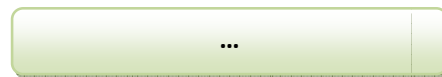
1. A beautiful table (wooden/round)



2. A blue cupboard (plastic)



3. A blanket (woolen/ red)



4. An old house (beautiful)



5. Black gloves (leather)



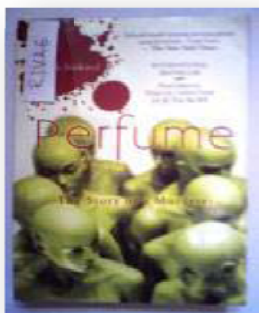
6. A metal box (black/ small



Adapted from Scaffolding (2002: 20)

DEFINITE AND INDEFINITE ARTICLES

A. Read the advertisement lost and found



A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No. 116 Surabaya. The novel is entitled *Perfume* by Patrick Meyer. There is also a photograph inside the pages. Please contact Teguh Prayitno (031- 7655675) at Strawberry Internet Café, jalan Tentara Pelajar No. 116 Surabaya.



A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. **She** has a white ribbon around her neck. Please contact Chiristina Wulandari (024-5456111).

Adapted from Scaffolding (2008: 10)

B. Language Corner

Compare **a** and **the** in these examples:

- **A** novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled *Perfume* by Patrick Suskind.
- **A** cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female.

We use 'a novel/ a cat' because this is the first time we talk about them. Then we use 'the novel/ the cat' because now we know which 'novel/cat' that we are talking about.

Remember:

- A is used when the initial sound of the word is a consonant, e.g. a book, a man, a table.
- An is used when the initial sound of the word is a vowel, e.g. an hour, an onion.

Adapted from Scaffolding (2008: 12)

Special difficulties

1. We cannot put 'a' or 'the' in front of names., e.g.
 - Jhon lives in England not Jhon lives in an England.
 - His house is in **Duke street** not his house is in a **Duke street**.
2. We must put 'the' in front of the names of oceans, seas, rivers, mountain ranges and certain countries, e.g.
 - London is on *the* Thames and Rome is on *the* Tiber.
 - It can get very rough in *the* Mediteranian.

Adapted from Practice and Progress (1975:82)

C. Put in *a* or *an*.

	New red bag	A new red bag
1	White purse
2	Plastic pencil case
3	English book
4	Blue pencil
5	Old wallet

D. Put in *a*/ *an* or *the*

1. Pandas and ... tigers are both endanger animals.
2. I need ... blue pen.
3. There are many dogs in the park. One dog is ... Dalmatian.
4. ... owl is... bird.
5. Ben has ... old bike

E. Arrange the lost and found statements into good order by dragging and dropping the words into the blank box. Look at the example.

Example: A- novel- at- Strawberry Café-found- Teguh Prayitno

Teguh Prayitno found a novel at strawberry café.

1. Around- its- neck- has- the- ribbon- lost- a- Persian
2. Rusty- is- cat- the- My- best- the- cat- in
3. Dog- the- is- Dalmatian- a
4. Is- there- a- English- book- new- the- desk- an
5. T- shirt- blue- a- I- like- better- red- better- the

F. Put in a/ an or the in these sentences where necessary. Look at the example.

Example: We live **an** old house near **the** station.

1. Which river is ... longest, .. Nile, ... Amazon, or ... Mississippi?
2. Why is ... Britain sometimes called ... United Kingdom?
3. Canada ... very big country

Adapted from Practice and Progress (1975: 82)

G. Put in a/ an or the

1. There are two cars parked outside: ... blue one and ... grey one. ... blue one belongs to my neighbors: I don't know who ... owner of ... grey one is.
2. My friend live in ... old house in ... small village. There is ... beautiful garden behind the house. I would like to have ... garden like that.

Adapted from English Grammar in Use (1994: 143)

APPENDIX 3

The First Draft of Multimedia Design



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Adjectives

Definite and Indefinite Articles

Degrees of Comparison

Reflection

Welcome to Learn English

For year 8 students of Junior High School

Teaching grammar to Support Writing of Descriptive Text.

This program will enable the students to use grammatical features of descriptive texts.



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What will you learn

Get Ready

Language Corner

Have a go

How far can You go




Adjectives



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What will you learn

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How far can You go

What will you learn

Learning Objectives

1. Students are able to identify some examples of descriptive texts.

2. Students are able to identify the forms of adjectives to describe places, things, and animals.

3. Students are able to use adjectives types in writing simple sentences.


4. Students are able to identify definite and indefinite article.

5. Students are able to use definite and indefinite article in writing simple sentences.

6. Students are able to identify the form of comparison.



Aljazeera



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Aljazeera



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Matching

Text

What will you learn


Get Ready

Language Corner

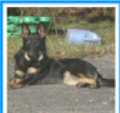
Have a go

How far can You go

B. Read of The advertisements of lost and found




I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x7cm. Inside the wallet are my Student Card (ID: Dewi Safitri), Rp. 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274- 547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.



I have lost my shepherd. His name is Rumble. He is a 4-year oldmale. He is a long haired German Shepherd. The color of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE- ANYTIME DAY OR NIGHT

Home

Adjectives



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Corner 1

Corner 2

Corner 3

Corner 4

Corner 5

Dragging & Dropping

Matching

What will you learn


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Language Corner

Have a go

How far can You go

The use of a variety of types of adjectives in description:



Its size is (numbering) **10 x 7** cm. (Verb)


It is a **black** leather wallet (classifying) (Adjective)

It is a **black** leather wallet (classifying) (Adjective)

It is a **black** leather wallet (classifying) (Adjective)

Home

Adjectives



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Corner 1Corner 2Corner 3Corner 4Corner 5Dragging & DroppingMatching

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Language Corner


Have a go

How far can You go


Home

Adjectives


D. Drag and drop the name under the appropriate picture.




It is a ...



It is a ...



It is a ...



It is a ...

purple

red

blue


white

comb

chair

bucket

helmet



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Corner 1Corner 2Corner 3Corner 4Corner 5Dragging & DroppingMatching

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How far can You go


Home


Adjectives

E. Match the following pictures with their descriptions.
Click the correct answers.



example





a. It is an antique red lantern.

b. It is an red antique lantern.

a. It is a small new black clock.

b. It is a new small black clock.

a. It is a small new plastic pink glass.

b. It is a small new pink plastic glass.

score

0



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ArrangingTypingMy lovely Puppies

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Have a go



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How far can You go

A. Arrange the lost and found statement into good order by dragging and dropping the words into the blank box.

Look at the example. [Replay](#)

there

is

black

leather

wallet

1.

...

...

...

...

...

...

lost

shepherd



has

the

marking

brown

Check



Adjectives



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How far can You go

Home

Adjectives



It has ribbon around its neck and leather with spots

It is a

Check




It is big male. It has black with no marking and its are light yellow

It is a

Check

score

0



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Adjectives

1. What are the names of Betsy's Puppet?

a. Betsy, Robin, Opal, and Oscar.

b. Robin, Oscar, Opal, and Ruby.

c. Betsy, Ruby, Kitty, and Oscar.

d. Kitty, Oscar, Opal, and Robin.

2. How does Robin look like?

a. He is big male. His hair is brown with black marking.

b. He is male. His hair is brown with no marking.

c. He is big male. His hair is brown with white marking.

d. She is female. His hair is brown with no marking.

3. How does Oscar look like?

a. He is big male. His hair is brown with black marking.

b. He is male. His hair is brown with no marking.

c. He is big male. His hair is brown with white marking.

d. She is female. His hair is brown with no marking.

score

0



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Language Corner

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Definite and Indefinite Articles



Definite and Indefinite Articles



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What will you learn

Get Ready

Language Corner

Have a go

How far can You go

What will you learn

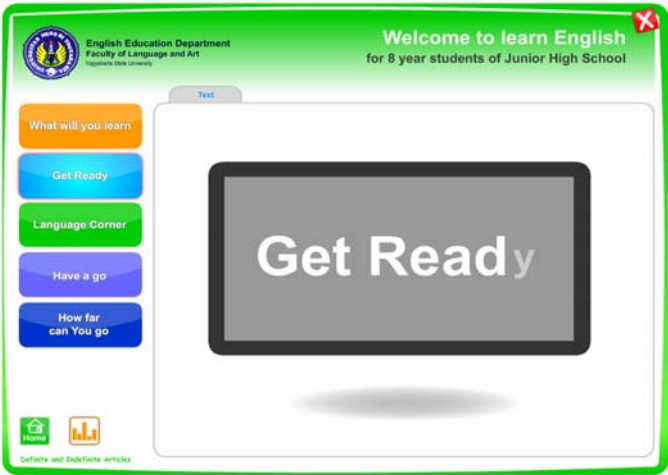
Learning Objectives

1. Students are able to identify some examples of descriptive texts.
2. Students are able to identify the forms of adjectives to describe places, things, and animals.
3. Students are able to use adjectives types in writing simple sentences.
4. Students are able to identify definite and indefinite article.
5. Students are able to use definite and indefinite article in writing simple sentences.
6. Students are able to identify the form of comparison.





Definite and Indefinite Articles





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How far can You go



Definite and Indefinite Articles

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Corner 1Corner 2Corner 3PuttingDragging & Dropping

score
0

1. Put in a/ an or the

Blue ink

A blue ink

1. Tin of tobacco

2. Old house

3. Open University

4. Window

5. Horse


Check

Check

Check

Check

Check



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How far can You go



Definite and Indefinite Articles

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Corner 1Corner 2Corner 3PuttingDragging & Dropping

score
0

2. Drag and drop these things into each category bellow.

A duck is

A hammer is

Evening is

Jupiter is

A rose is

A trumpet is

a bird

a planet

a flower

a musical instrument

a tool

a mountain

a game



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Arranging

Putting

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Have a go


How far can You go



Definite and Indefinite Articles



ave a go



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Arranging

Putting



What will you learn

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Language Corner

Have a go

How far can You go



Definite and Indefinite Articles

1. Arrange the lost and found statement into good order by dragging and dropping the words into the blank box.

Look at the example. [Replay](#)

English

Prayer

found

a


novel

at

Strawberry

Cafe

Click to continue





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What will you learn

Get Ready

Language Corner

Have a go

How far can You go

Arranging

Putting

2. Put in a/ an or the in these sentences where necessary.
Look at the example.

We live in old house near station.

1. Which river is longest, Nile, Amazon, or Mississippi?


2. Why is Britain sometimes called United Kingdom?

3. Canada is very big country.

Home

Home

Definite and Indefinite Articles



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How far can You go

1. Put in a/ an or the

1. There are two cars parked outside. blue one and grey one.
 blue one belongs to my neighbours.
I don't know who owner of grey one is.

2. My friends live in old house in small village.
There is beautiful garden behind house.
I would like to have garden like that.

Home

Home

Definite and Indefinite Articles



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What will you learn

Positive Form

Comparative Form

Superlative Form



Degrees of Comparison

Degrees of comparison is used to compare two things or persons. They may be the same or different. There are three types of comparison.

1. Positive
2. Comparative
3. Superlative



Degrees of Comparison



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What will you learn

Positive Form

Comparative Form

Superlative Form

What will you learn

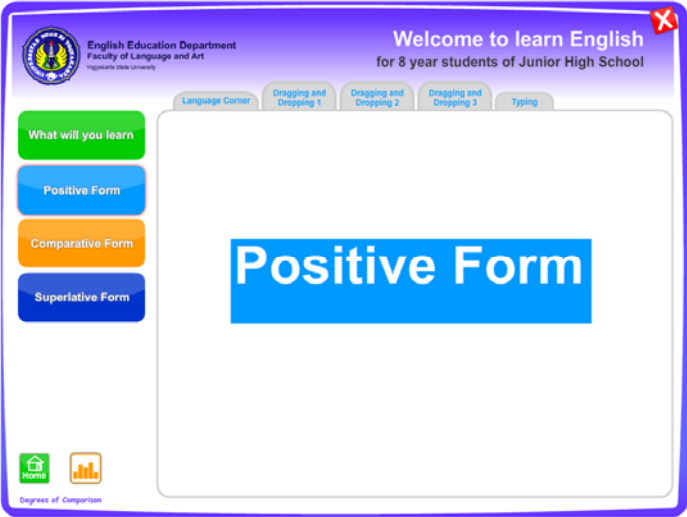
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5. Students are able to use definite and indefinite article in writing simple sentences.
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Degrees of Comparison





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Language Corner

Dragging and Dropping 1

Dragging and Dropping 2

Dragging and Dropping 3

Typing

What will you learn

Positive Form

Comparative Form

Superlative Form

score
0

1. Drag and drop the words to complete the sentences.

1. Jack is 23 and Rose is 23. Jack and Rose at _____

2. I live in Rasuna Said Street and you live in Rasuna said. We live in _____

3. I arrived at 10.30 and you arrived at 10.30. We arrived at _____



4. Her dress is brown and so are her shoes. Her dress and shoes are _____


5. I don't have any money and he has no money. We have _____

OPTIONS

the same age the same problem the same colour

the same street the same time


Degrees of Comparison



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Language Corner

Dragging and Dropping 1

Dragging and Dropping 2

Dragging and Dropping 3

Typing

What will you learn

Positive Form

Comparative Form

Superlative Form

score
0

2. Drag and drop the words to complete the sentences.

1. It is as _____ as day.

2. Her character is as _____ as gold.



3. The silk ribbon is as _____ as a feather.


4. The overcooked beef is as _____ as a rock.

5. It is as _____ as a glass.

OPTIONS

light bright good clear hard


Degrees of Comparison



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Language Corner

Dragging and Dropping 1

Dragging and Dropping 2

Dragging and Dropping 3

Typing

What will you learn

Positive Form

Comparative Form

Superlative Form

score
0

3. Drag and drop the words to complete the sentences.

1. Athens is older than Rome. Rome is Athens.

2. My room is bigger than yours. Your room is mine.

3. You got up earlier than me. I did not get up you.



4. Football is more popular than tennis. Tennis is football.


5. She's more nervous than him. He is her.

OPTIONS

not as old asas early asnot as popular as

not as nervous asnot as big as


Degrees of Comparison



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Language Corner

Dragging and Dropping 1

Dragging and Dropping 2

Dragging and Dropping 3

Typing

What will you learn

Positive Form

Comparative Form



Superlative Form

score
0

4. Type the sentences with AS... AS , NOT AS... AS, or THE SAME... AS.
Look at the example.



Apple / Sweet

The apple is not as sweet as that one.


Knife / sharp

1. The knife is that one.

check


Degrees of Comparison



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Get ReadyLanguage CornerTrue & FalseTypingChoosing

What will you learn

Positive Form

Comparative Form

Superlative Form



Degrees of Comparison



Comparative Form



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Superlative Form



Degrees of Comparison





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What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison

Get Ready | Language Corner | True & False | Typing | Choosing

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2. Comparative
Comparative is used to compare two things or persons
that are different.
Form 1
ADJECTIVE+ -ER ... THAN...
Example:
 Zellianti is older than Bony





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What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison

Get Ready | Language Corner | True & False | Typing | Choosing

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1. Click "True" or "False" of the comparative below.

1. Kind	➡	more kind	<input type="button" value="True"/>	<input type="button" value="False"/>
2. Short	➡	shorter	<input type="button" value="True"/>	<input type="button" value="False"/>
3. Strong	➡	stronger	<input type="button" value="True"/>	<input type="button" value="False"/>
4. Dangerous	➡	more dangerous	<input type="button" value="True"/>	<input type="button" value="False"/>
5. Careful	➡	most careful	<input type="button" value="True"/>	<input type="button" value="False"/>
6. Quick	➡	more quicker	<input type="button" value="True"/>	<input type="button" value="False"/>
7. Difficult	➡	more difficult	<input type="button" value="True"/>	<input type="button" value="False"/>
8. Agreeable	➡	most agreeable	<input type="button" value="True"/>	<input type="button" value="False"/>
9. Cheerful	➡	more cheerfully	<input type="button" value="True"/>	<input type="button" value="False"/>
10. Few	➡	more fewer	<input type="button" value="True"/>	<input type="button" value="False"/>

score

0



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Get ReadyLanguage CornerTrue & FalseTypingChoosing

What will you learn

Positive Form

Comparative Form

Superlative Form

score

0

3. Choose the appropriate form of comparative to complete the sentence.


1. Athens is older ... Rome.
☐ than
☐ as

2. I don't watch TV as much ... you.
☐ than
☐ as

3. You eat more ... me.
☐ than
☐ as


4. I feel better ... I felt yesterday.
☐ than
☐ as

5. Jim isn't as clever ... he thinks.
☐ than
☐ as



HomeProgress

Degrees of Comparison



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Get ReadyLanguage CornerTrue & FalseTypingChoosing

What will you learn

Positive Form

Comparative Form

Superlative Form

score

0

2. Type the comparative form of the word in bracket bellow.

Buses are (noisy) than cars

1. The dessert tasted (delicious) than the main course.

Check

2. The sofa feels (comfortable) than the chairs.

Check

3. The living room should be (large) than every bedroom.



Check

4. Helen's room is (clean) than Betty's.

Check

5. The table lamp appears (bright) than the floor lamp.

Check



HomeProgress

Degrees of Comparison



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Get Ready

Language Corner

True & False

Typing 1

Typing 2

Choosing

What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison

Superlative Form



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Get Ready

Language Corner

True & False

Typing 1

Typing 2

Choosing

What will you learn

Positive Form

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Superlative Form



Degree of Comparison






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What will you learn

Positive Form

Comparative Form

Superlative Form




Degree of Comparison

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Get Ready | Language Corner | True & False | Typing 1 | Typing 2 | Choosing

3. Superlative form
Superlative is used to compare three or more things or person.
Form 1: **THE + ADJECTIVE + EST**

Example 1



The church is very **old**.
It's the **oldest** building in the town.





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What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison


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Get Ready | Language Corner | True & False | Typing 1 | Typing 2 | Choosing

1. Click "True" or "False" of the superlative below.

score
0

1. Kind	→	kindest	<input type="button" value="True"/>	<input type="button" value="False"/>
2. Short	→	shortest	<input type="button" value="True"/>	<input type="button" value="False"/>
3. Strong	→	most strongest	<input type="button" value="True"/>	<input type="button" value="False"/>
4. Dangerous	→	most dangerous	<input type="button" value="True"/>	<input type="button" value="False"/>
5. Careful	→	most careful	<input type="button" value="True"/>	<input type="button" value="False"/>
6. Quick	→	most quickest	<input type="button" value="True"/>	<input type="button" value="False"/>
7. Difficult	→	most difficult	<input type="button" value="True"/>	<input type="button" value="False"/>
8. Agreeable	→	most agreeable	<input type="button" value="True"/>	<input type="button" value="False"/>
9. Cheerful	→	most cheerfully	<input type="button" value="True"/>	<input type="button" value="False"/>
10. Few	→	most fewer	<input type="button" value="True"/>	<input type="button" value="False"/>





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What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison

Get ReadyLanguage CornerTrue & FalseTyping 1Typing 2Choosing

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score
0

2. Type the superlative form of the word in bracket below.

There are (deep) wells in the village, that one is

1. There are many(good) books in our class library, but this one is the

2. All the pictures look(attractive), but the one by a local painter is the

3. Silk dresses are(pretty), but this one is the

4. Every market is (noisy), but this one is the

5. Mrs Hill's jewelry is (expensive), but Mrs Brown's is the



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What will you learn

Positive Form

Comparative Form

Superlative Form



Degree of Comparison

Get ReadyLanguage CornerTrue & FalseTyping 1Typing 2Choosing

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score
0

3. Type the irregular superlatives form (best, worst, least).
Look at the example.

This city has the streets in the state.


1. This restaurant has the food in this city.

2. This market is the place to buy fish.

3. This place has the weather in the world.

4. This is the interesting stop on our trip.

5. The weather is not the important thing.



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Language Corner

True & False

Typing 1

Typing 2

Choosing

What will you learn

Positive Form

Comparative Form

Superlative Form

score
0

4. Choose the appropriate form of superlatives to complete the sentence.



1. Of the three hand phones, this one is
☐ better
☐ the best.

2. Monaco is ... country in the world.
☐ the smallest
☐ smaller


3. This café is ... than the one over there.
☐ the most impressive.
☐ more impressive.

4. My house is ... of the two.
☐ the biggest
☐ bigger

5. River Kapuas is ... river in Indonesia.
☐ longer
☐ the longest



Degree of Comparison



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Reflection

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

Aspects	Very Much	Much	Little
Adjectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Definite & Indefinite Articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degrees of Comparison	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

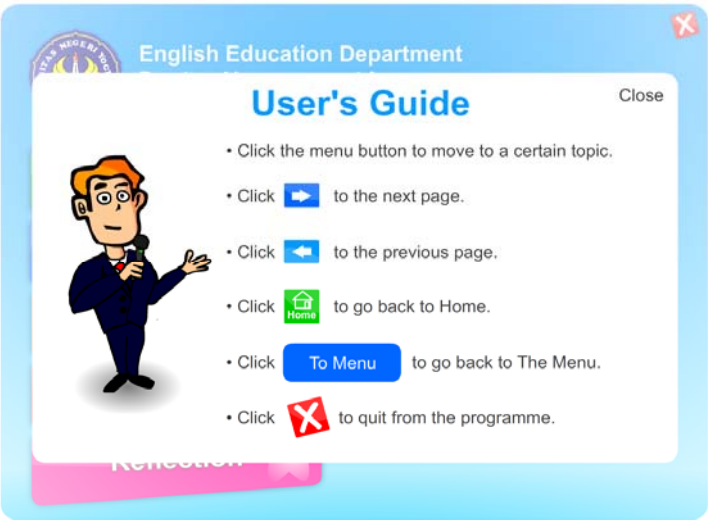
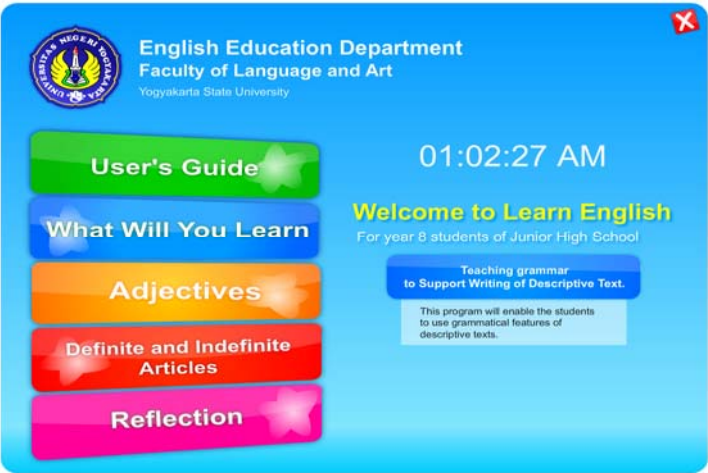
Submit



Reflection


APPENDIX 4

The Second Draft of Multimedia Design









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Matching

Text

Get Ready

Have A Go

How Far Can You Go?

01:03:54 AM
Music 1

Home

Adjectives

A. Click the words then click their meanings.

Words

Contact

Immediately

Leather

Marking

Wallet

Meanings

Kulit

Kontak


Secepatnya

Dompot

Tanda

score
0

Click to Menu



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Matching

Text

Get Ready

Have A Go


How Far Can You Go?

01:05:09 AM
Music 1


Home

Adjectives

B. Read of The advertisements of lost and found




I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x7cm. Inside the wallet are my Student Card (ID: Dewi Safitri), Rp. 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274- 547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.



I have lost my shepherd. His name is Rumble. He is a 4-year oldmale. He is a long haired German Shepherd. The color of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE- ANYTIME DAY OR NIGHT

Click to Language Corner



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Corner 1Corner 2Corner 3Corner 4Corner 5

Get Ready

Have A Go


How Far Can You Go?

01:07:50 AM
Music 1

Home

Adjectives

The use of a variety of types of adjectives in description:



Its size is 10x5 cm (numbering)


It is a black leather wallet (classifying)


Verb

Adjective

Adjective

Noun





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Dragging & DroppingMatching

Get Ready

Have A Go


How Far Can You Go?

00:25:03 AM
Music 1


Home

Adjectives


D. Drag and drop the name under the appropriate picture.




It is a ...



It is a ...



It is a ...



It is a ...

purple

red

blue

white


comb

chair

bucket

helmet

Click to Menu



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Get Ready

Have A Go

How Far Can You Go?

00:25:54 AM

Music 1


Home

Adjectives


Dragging & Dropping


Matching

E. Match the following pictures with their descriptions.
Click the correct answers.



example





a. It is an antique red lantern.

b. It is an red antique lantern.

a. It is a small new black clock.

b. It is a new small black clock.

a. It is a small new plastic pink glass.

b. It is a small new pink plastic glass.

score

0

Click to

Menu



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Get Ready

Have A Go

How Far Can You Go?

10:15:39 PM

Music 1


Home

Adjectives

Let's Do More!
Let's Check
Your Competence!

Let's Do More!

Let's Check
Your Competence!



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11:22:58 PM
Music 1

Home
Adjectives

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Arranging Typing My Lovely Puppies

Get Ready
Have A Go
How Far Can You Go?

Score
0

A. Arrange the lost and found statement into good order by dragging and dropping the words into the blank box.

Look at the example. [Replay](#)


there is black leather wallet

1.

lost shepherd has The marking brown

Check

Click to [Menu](#)



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11:24:18 PM
Music 1

Home
Adjectives


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Arranging Typing My Lovely Puppies

Get Ready
Have A Go
How Far Can You Go?


Score
0

B. You have lost the following pets. How do you describe them?
Type the descriptions beside the pets.



It has ribbon around its neck and leather with spots.


It is a [Check](#)



It is big male. It has black with no marking and its are light yellow.

It is a [Check](#)

Click to [Menu](#)



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Arranging

Typing

My Lovely Puppies

Get Ready

Have A Go

How Far Can You Go?

11:25:08 PM

Music 1

Home

Adjectives

1. What are the names of Betsy's Puppet?

a. Betsy, Robin, Opal, and Oscar.
b. Robin, Oscar, Opal, and Ruby.
c. Betsy, Ruby, Kitty, and Oscar.
d. Kitty, Oscar, Opal, and Robin.

2. How does Robin look like?

a. He is big male. His hair is brown with black marking.
b. He is male. His hair is brown with no marking.
c. He is big male. His hair is brown with white marking.
d. She is female. His hair is brown with no marking.

3. How does Oscar look like?

a. He is big male. His hair is brown with black marking.
b. He is male. His hair is brown with no marking.
c. He is big male. His hair is brown with white marking.
d. She is female. His hair is brown with no marking.

Click to

Menu

SCORE

0



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Arranging

Typing

My Lovely Puppies

Get Ready

Have A Go

How Far Can You Go?

11:36:43 PM

Music 1

Home

Adjectives

A. Put the adjectives in brackets in the correct position

1. A beautiful table (wooden/round)
A beautiful round wooden table.

2. A blue cupboard (plastic)
Check

3. A blanket (woolen/ red)
Check

4. An old house (beautiful)

Click to

Menu

score

0



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Get Ready

Have A Go

How Far
Can You Go?

09:43:14 PM
Music 1

Home

Definite and Indefinite Articles



Definite and Indefinite
Articles



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Get Ready

Have A Go

How Far
Can You Go?

01:16:42 PM
Music 1


Home

Definite and Indefinite Articles

Test



Activity
Text



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Get Ready

Have A Go

How Far Can You Go?


01:19:32 PM
Music 1

Home


Definite and Indefinite Articles

Text

1. Read of The advertisements of lost and found



A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No. 116 Surabaya. The novel is entitled Parfume by Patrick Meyer. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7655675) at Strawberry Internet Café, jalan Tentara Pelajar No. 116 Surabaya.



A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. she has a white ribbon around her neck. Please contact Christina Wulandari (024-5456111).

Click to Language Corner



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Get Ready

Have A Go

How Far Can You Go?

01:21:08 PM
Music 1

Home

Definite and Indefinite Articles


Corner 1 Corner 2 Corner 3

Compare a and the in these examples:

A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled Perfume by Patrick Suskind.

A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female.







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Get Ready

Have A Go

How Far
Can You Go?

03:02:18 PM

 Music 1 

 Home

Definite and Indefinite Articles

Welcome to learn English
for 8 year students of Junior High School

Putting

Putting 2

1. Put in a/ an or the.

New red bag

A new red bag

1. White purse

Check

2. Plastic pencil case

Check

3. English book

Check

4. Blue pencil


Check

Click to

Menu

score

0





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Trigunawati State University


Get Ready

Have A Go

How Far
Can You Go?

03:03:01 PM

 Music 1 

 Home

Definite and Indefinite Articles

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Putting

Putting 2

2. Put in a/ an or the.

1. Pandas and

a
an
the

 tigers are both endanger animals.

2. I need

a
an
the

 blue pen.

3. Ben has

a
an
the

 old bike.

4.

A
An
The

 owl is

a
an
the

 bird.

5. There are many dogs in the park. One dog is

a
an
the

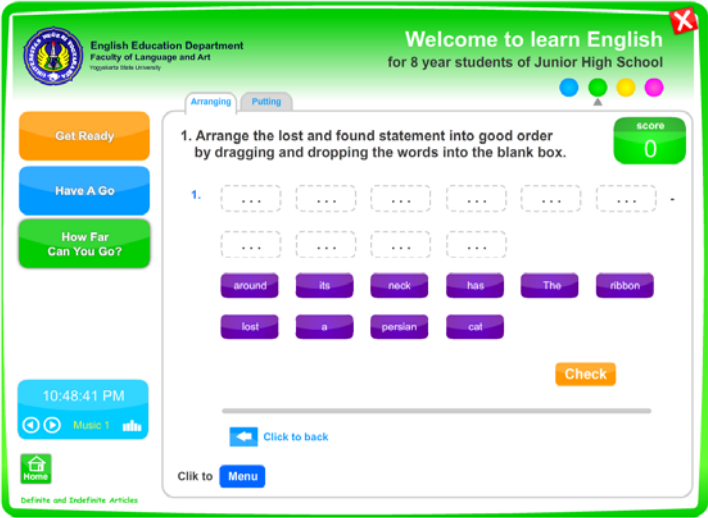
 Dalmatian.

Click to

Menu

score

0





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Arranging Putting

Get Ready

Have A Go

How Far Can You Go?

10:49:28 PM
Music 1

Home

Definite and Indefinite Articles

score
0

2. Put in a/ an or the in these sentences where necessary.
Look at the example.

We live in old house near station.

1. Which river is longest, Nile, Amazon, or Mississippi?

2. Why is Britain sometimes called United Kingdom?

3. Canada is very big country.

Click to



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Arranging Putting

Get Ready

Have A Go

How Far Can You Go?

11:02:20 PM
Music 1

Home

Definite and Indefinite Articles


score
0

1. Put in a/ an or the

1. There are two cars parked outside: blue one and grey one.
 blue one belongs to my neighbours.
I don't know who owner of grey one is.

2. My friends live in old house in small village.
There is beautiful garden behind house.
I would like to have garden like that.

Click to



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Reflection




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

Aspects	Very Much	Much	Little
Adjectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Definite & Indefinite Articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Submit

 Home

09:06:19 PM

  Music 1 

Reflection

APPENDIX 5

Photograph











