DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF READING AND WRITING FOR WHEN ENGLISH RINGS A BELL FOR GRADE VII STUDENTS OF SMP N 1 IMOGIRI IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Presented as Partial Fulfillment of the Requirements

For the attainment of the *Sarjana Pendidikan* Degree on the English Education



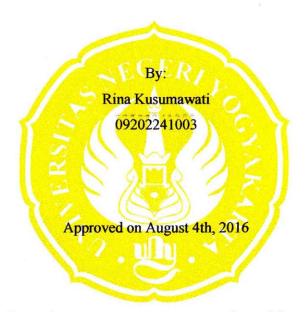
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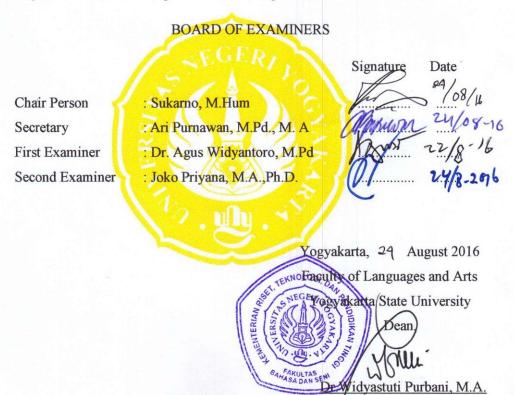
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A THESIS

Accepted by the Board of Examiners of English Education Department, Faculty of Languages and Arts, Yogyakarta State University on August, 10th 2016 and declared to have fulfilled the requirements for the attainment of the degree of *Sarjana Pendidikan* in English Education Department.



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

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

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MOTTOS

وَهُوَ مَعَكُمُ أَيْنَ مَاكُنُتُمُ

... and He is with you wherever you are.

(QS Al-Hadid: 4)

"Don't quit. Suffer now and live the rest of your life as a champion." (Muhammad Ali)

DEDICATIONS

This thesis is sincerely dedicated to:

My beloved mother

My beloved father

My beloved sisters,

who indirectly show me the path to find out the reason why I should finish this thesis and what should be achieved after that.

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All praise be to Allah SWT, the Almighty, for the mercy and His Love, who has given me remarkable blessing and strength so that I could finish this thesis. Prayer and Peace are always upon the Prophet Muhammad SAW, his family and companions. Amen.

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Finally, I hope that this thesis will be useful for the readers. I do realize that this thesis is so far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, 4^h August 2016 The Writer

Rina Kusumawati

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DEVELOPING INTERACTIVE LEARNINGMULTIMEDIA OF READING AND WRITING FOR WHEN ENGLISHRINGS A BELL FOR GRADE VII STUDENTS OF SMP N 1 IMOGIRI

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ABSTRACT

The aims of this research were (1) to find out the target needs and the learning needs of the seventh grade students of SMP N 1 Imogiri Bantul, (2) to find out the appropriate design of reading and writing interactive learning multimedia for the seventh grade students of SMP N 1 Imogiri.

This research was classified as research and development (R&D). The subject of the research was the VIIA grade students of SMP N 1 Imogiri Bantul. The research procedure was adapted from ADDIE model proposed by Lee and Owens (2004). The steps were analyzing students' needs, designing course grid and flowchart, developing the first draft of the interactive learning multimedia, evaluating the first draft by an expert and revising it to get the final draft. The data were collected through questionnaires (needs analysis questionnaire and expert judgment rating scale). The data from the needs analysis were analyzed quantitatively using frequency and percentage. Meanwhile, the data from the expert judgment were analyzed using descriptive statistics to evaluate the first product. The first product was revised to get the final product.

There were basically developed three main units of interactive learning multimedia which was based on the two units from the textbook "When English Rings a Bell" for grade seventh and published by The Ministry of Education and Culture (2014). The materials in the interactive learning multimedia were developed based on Curriculum 2013. The number of tasks was different in each unit but they have the same unit design. Each unit consists of Introduction, Main Activities, and Reinforcement tasks ranging from 15 to 19 tasks. The first unit is entitled "I love things around me", the second "She is so Nice" and the third "What does it look like?". Materials adaptation was done to suit the materials from textbook with the students' needs and the goals of the study. Reading and Writing activities were adapted to suit the nature of computer aided multimedia. The research findings showed that the multimedia was considered appropriate. The mean score was 3.3 which was "good".

CHAPTER I INTRODUCTION

A. Background to the Study

Nowadays, the use of technology becomes an essential aspect of our daily life. In education, the developments of computer and technology enhance the teaching and learning process. The use of media helps students to learn English and optimize their potential in learning. The great inventions of application software provide teachers with various type of teaching and learning media. As mentioned in the Regulation No. 22 of 2016 regarding Standard Process, one of the educational principles is employing information, communication and technology to increase the efficiency and effectiveness of learning. Therefore, teachers are required to use information technology such as learning media to support teaching and learning process.

One of those learning media is interactive learning multimedia. Through interactive multimedia, the learning process becomes active, not passive. Interactive learning multimedia ensures that users are learning, not simply watching. Interactive multimedia helps the students to visualize, know the situation in the text, and get the information easily. According to Crichton and Kopp (2006: 4), interactive multimedia are those that integrate media objects such as text, graphics, video, animation, and sound to represent and deliver information. They add that Interactive multimedia connects key learning

objectives in a set curriculum to real world contexts. Through the capabilities of computers, interactive multimedia programs present learning information in meaningful ways.

Today, many schools provide computer facilities for learning. One of those school is SMP Negeri 1 Imogiri. This school has excellent language laboratory, computer laboratory, and internet connection. Based on an interview with one of the English teachers, this school has no multimedia software for reading and writing to support teaching and learning English for grade VII. There are only audio recording and songs to support listening activities. In addition, teachers who use multimedia in their teaching often find some difficulties in finding the appropriate learning sources that suit the students' need and recent curriculum.

A textbook is used by the teacher as the main source. The textbook is published in 2013. The English textbook entitled "When English Rings a Bell" published by Ministry of Education and Culture. However, the textbook has limited text and no audio. Concerning these, the students of grade VII of SMP N 1 Imogiri needs more learning multimedia to support learning English. Hence, the aim of this research is to develop interactive learning multimedia of reading and writing for When English Rings a Bell for grade VII students of SMP N Imogiri.

B. Identification of the Problems

From the background study, the researcher identifies some problems related to materials that will be developed into interactive learning multimedia. The problems came from the materials for reading, writing, listening, speaking, vocabulary and grammar.

The first problem deals with the materials for the process of teaching listening. In the listening lesson, the availability of listening materials is still lacking resources. The teacher sometimes teaches listening to the students with a song in the classroom. Sometimes, the teacher uses a laptop to play the CD containing listening materials to the students. The problem is the content of the song is not related to the materials being taught, so that the students do not get exposure of the material happening such as the example of dialogue in a classroom. Listening is more than simply taking the words what another person says. Learners can gain valuable language input by comprehending the listening materials from a native speaker. It is a challenge to the teacher providing the listening materials more interesting.

The second problem is the existing materials for speaking. The teacher employs speaking materials that are provided in the coursebook. They ask the students to practice the dialogues containing language function being studied. Sometimes the teacher says a word, then the students repeat after the teacher. Actually, teachers can use recordings and videos as the media for speaking activities in the school. Students can learn how to pronounce the words correctly by watching the video and listening to recording. In the internet, there are also provided software to check student's spelling. This software can help students in learning speaking better. At least, it is close to a native speaker.

The third is the materials for reading. Teacher makes use of input texts provided in the course books as well as follows the tasks. Reading materials are easy to be found. There are many reading materials in newspaper, brochure, and

magazine. People also can easily find reading materials on the internet. Yet, It is not easy to find the reading materials that are suitable for the needs of certain students. In this era, reading materials should not always put on paper, quiet and boring. Materials of reading should be developed into interactive learning multimedia to offer a new way of learning and interesting to read.

The next is materials for writing. By using the course book, the teacher sometimes follow the order of tasks provided in the source book. Writing materials in textbooks usually present pictures to stimulate students' ideas to write. However, most of the textbooks have not attracted the student's attention because there are static and limited picture. Those facts show us that what they need has not been fulfilled well yet. The presence of moving the picture and colorful design in the multimedia program can make writing activity more interesting for students.

All of the elements have important roles in the success of the teaching learning English process. Vocabulary and grammar are also important to the students to be mastered. The students should have sufficient vocabulary and correct grammar to be able to master all English learning skills. When the students are able to master vocabulary, they will have the better understanding in reading a text, speaking ability, or listening skill. Besides that, vocabulary is important because the students need to see words in context and to see how the words are used. While grammar is a base of language. Grammar becomes very important because it is the foundation of learning English. Without having a sufficient vocabulary, the students may have difficulty to express their ideas. Without

mastering grammar, the students also have difficulty to speak or to write in English correctly and accuracy.

Considering those issues, this study is to find a solution in order to facilitate the students in learning those skills. Therefore, it is necessary to develop materials into interactive learning multimedia.

C. Limitation of the Problems

Based on the problems identified above, the researcher only focused on developing interactive learning multimedia of reading and writing at SMP N 1 Imogiri in academic year 2013/2014. The interactive learning multimedia referred to an English textbook entitled *When English Rings a Bell* for grade VII students in the first semester. The development was limited into two chosen units of the textbook because of the limited time. They are *I love people Around me* and *She is so Nice*. The focus of the English materials related to text types, expressions, vocabulary, and grammar. The second unit from the textbook is divided into two parts. They are part 1 entitled *She is so Nice* and Part 2 entitled *What does it Look Like?*.

D. Formulation of the Problems

Based on the limitation of the problems above, the problems in this research are formulated as follows.

- 1. What are the target needs of the seventh-grade students of SMPN 1 Imogiri in learning reading and writing through interactive multimedia?
- 2. What are the learning needs of the seventh-grade students of SMPN 1 Imogiri in learning reading and writing through interactive multimedia?
- 3. What are the appropriate Interactive Learning multimedia of reading and writing for the seventh-grade students of SMP Negeri 1 Imogiri?

E. Objective of the Study

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

- To identify the target needs of the seventh-grade students of SMP N 1
 Imogiri in learning reading and writing through interactive multimedia.
- To identify the learning needs of the seventh-grade students of SMP N 1
 Imogiri in learning reading and writing through interactive multimedia.
- 3. To develop an appropriate interactive learning multimedia of reading and writing for the seventh-grade students of SMP N 1 Imogiri.

F. Research Significances

This study is expected to give some contributions to the English teaching and learning process at SMP N1 Imogiri. The expected contributions are presented below.

1. The English Education Department

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

2. Seventh Grade Students at SMP N 1 Imogiri

The result of this study is expected to motivate the students to learn English. It is also expected that the seventh-grade students get more knowledge and develop their English proficiency better.

3. English Teachers at Junior High School

The result of this study is expected to motivate teachers to develop Interactive Multimedia in providing the medium with the use of technology for regular English classes.

4. Other Developers

The result of this study is expected to encourage and give ideas to other English Education Department students for conducting similar research on different subjects. Therefore, it would help both teachers and students in the English teaching and learning process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter reviews some theories related to this study which is mainly at developing interactive multimedia of reading and writing for grade VII students. This chapter also presents some theories related to the concept of Curriculum 2013, teaching English for Junior high school and interactive learning multimedia. Some relevant studies and conceptual framework are also presented in the discussion.

A. THEORETICAL REVIEW

1. Reading and Writing

a. Definition of Reading

In general, reading is one of the four language skills besides speaking, reading, and writing. Reading belongs to the receptive skills because the focus of reading is receiving and understanding the language. It means that this skill needs a combination between the use of existing knowledge and the techniques of reading itself in accordance with the purpose of reading activities (Anderson, 2003: 68, Spratt, 2005: 21).

According to Brown (2004:189), reading refers to a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the

text they read. It means that the readers' understanding about the text is the result of interaction between their thought and the meaning of the text they read.

In line with Brown, Peyton & Adams, (2003: 24) argue that reading is a process of gathering visual information from the text and analyzing that information through a different system to get important and meaningful information from that. Reading is a form of experience. The theory above is supported by Alyousef (2006: 64). He states that reading can be seen as an "interactive" process between a reader and a text which leads to automaticity or reading fluency.

Another definition is proposed by Pang (2003:6). He defines reading as "understanding written text". He says that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While comprehension is the process of making the meaning of words, sentences, and the connected text. He adds that having good background knowledge and vocabulary, mastering grammar knowledge, experiencing with texts and other strategies will give a benefit to readers in comprehending the texts.

From those definitions above, it can be concluded that reading is not a passive process. Reading is an active interaction which involves a process of interpreting and gathering information to get important and meaningful information. This implies that reader should be able to relate a text with their prior knowledge to understand it.

b. Micro-skills and Macro-skills of Reading

Reading becomes a very important skill that students need to master, especially for those who are in the academic environment. By reading, students can get information about science, technology, and other advancements of the world. Through reading, students can get knowledge, experiences and broaden their horizon. As stated in the previous discussions, reading is a complex activity that involves both perception and thought. There are many elements that a student must have. Dealing with the elements of reading, Brown (2001:306) proposed some micro-skills and macro-skills of reading. Some micro skills for reading are mentioned as follow:

- 1. Discriminating among the distinctive graphemes and orthographic pattern of English.
- 2. Retaining chunks of a language of different length in short term memory.
- 3. Processing writing at an efficient rate of speed to suit the purpose.
- 4. Recognizing a core of words, and interpret word order patterns and their significance.
- 5. Recognizing grammatical word classes (noun, verb, etc), system (tense, agreement, pluralization), pattern, rules and elliptical form.
- 6. Recognizing that a particular meaning may be expressed in different grammatical form.
- 7. Recognizing cohesive devices in written discourse and their rule in signaling the relationship between and among clauses.
- 8. Recognizing the rhetorical forms of written discourse and their significance for interpretation.
- 9. Recognizing the communicative functions of written text according to form and purpose.
- 10. Inferring context that is not explicit by using background knowledge.
- 11. Inferring links and connections between events, ideas, supporting ideas, etc. deduce causes and effect and detect such relations as the main idea, supporting idea, new information, given information, generalization, and exemplification.
- 12. Distinguishing between literal and implied meanings.
- 13. Detecting culturally specific references and interpret them in a context of the appropriate cultural schemata

14. Developing and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context and activating schemata for interpretation of texts.

As mentioned before that to be a good reader we have to consider the macro skills of reading. Yet, the macro skills that are used to evaluate students' reading comprehension for junior high school students are (i) skimming text for the main idea, scanning text for specific information (names, dates, keywords); (ii) understanding given information stated in the passage; and (iii) understanding context inference that is not explicit by using background knowledge. While the micro skills used for students of junior high school are (a) identifying referents of a pronoun; (b) using context to guess the meaning of unfamiliar words (c) understanding cohesive in written discourse and their role in signaling the relationship between and among clauses.

Referring to the explanation above, reading becomes important for a reader in this modern era. It is a difficult job for a reader to read, know, and comprehend an English text without know the micro and macro skills for reading. Knowing words and their meaning are not enough to comprehend the texts well. The students will be able to understand texts given by their teacher easily if the students mastered some of those sub-skills of reading above.

c. The Importance of Reading

The rapid growth of English as an international language has stimulated an interesting discussion about the important of reading for people. More people are getting news by reading not only printed newspaper, but also online blog, website,

Facebook, twitter, or other social media as a source. Reading is important for a variety of reasons. Grabe (2009:5) presents two types of settings why reading cannot be separated from people's daily life and why it becomes important. The first is informal setting that is related to informal situations such as when people are having spare time to spend. They read magazines, newspapers, job information, or even shopping brochures.

Though they may read those kinds of written languages just for fun, they still get information to develop their knowledge. This setting implies the importance of reading for seeking pleasure. The second is formal setting in which it is related to academic contexts. In the academic contexts, people do reading in order to make them become educated people. They need to deal with much more serious texts in which they need to develop the higher-order of thinking in reading or it can be called reading comprehension ability. In conclusion, reading is fundamental in daily life.

d. Types of Reading Performance

Regarding Grabes' view that reading is fundamental and cannot be separated from our daily life, the reading performance must be taken into account. Brown (2000:35) divides reading types into some points. The first type is perceptive reading. Perceptive reading is a type of reading which involves attending to the components of larger stretches of discourse such as letters, words, punctuation, and other grapheme symbols. Assessment of basic reading skills may be carried out in a number of different ways. Those are; (i) reading aloud; (ii) written response; (iii) multiple choice; (iv) Picture- Cued items.

Another type of reading performance is Selective. The certain typical tasks that are used as follow: picture-cued task, brief paragraphs and simple charts and graphs. In brief, the certain typical tasks are using multiple choice, matching tasks, editing tasks, picture-cued tasks and Gap-Filling tasks.

e. The Definition of Writing

The terms of writing have several meanings according to many experts. They have proposed the definition and explanation of writing and there is not one definition of writing could satisfy everyone. Writing is a medium of communication that represents language through the inscription of signs and symbols.

Jonah (2006:14) defines writing as a series of activities going on and involves several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. He also describes that writing can be used as an indirect means of communication to others to convey information. In most languages, writing is a complement to speech or spoken language. That is why writing skill tends to be considered more active (Harmer 2007: 265).

In other words, Linse (2005: 98) defines that writing combines process and product. It is meant as a process of generating ideas and gathering information which is then processed into a comprehensible written product for the audience. The result of writing is generally called text, and the recipient of text is called a reader. Writing is an activity that should be done continuously. It is important to view writing not only as the product of an individual, but also as a social act. This

is in line with Brown (2001: 335) who states that writing is about the process of how to generate ideas, organize the ideas coherently, put the ideas cohesively into a written text, revise the text for clearer meaning, edit the text for appropriate grammar, and finally produce a final product.

Writing is the most difficult skill for the second language learners to masters (Richards and Renandya 2002: 303). The reason is because writing is not as simple as arranging some words. It is about translating ideas into a readable text as the way to communicate with people. Moreover, the writers also have to pay attention to higher level skills of planning and organizing as well as lower skills of spelling, punctuation, word choice, etc.

From the definition above, it can be defined that writing is a productive skill which communicates a message to another by thinking, drafting, and revising the written product. To write we need to be able to form letters and words and join these together to make words, sentences or a series of sentences that link together to communicate the message. There are many kinds of written text, such as essay, shopping lists, postcards, emails, diaries, story and so on. Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of phases as steps in writing.

f. Micro-skills and Macro-skills of Writing

To make teaching writing successful, there are so many things as a consideration. Those factors are the quality of teacher, students' interest, motivation and also the teaching materials. English teacher should provide the teaching materials which is not only appropriate with the curriculum but also provides some writing exercises which can lead the students to the writing competence. This material can be used to help teacher in developing the aspects of writing that have been summarized into the micro skills and macro skills of writing.

Brown (2004: 221) mentions some micro skills that can influence the students in writing: (i) produce graphemes and orthographic patterns of English; (ii) produce writing at an efficient rate of speed to suit the purpose; (iii) produce an acceptable core of words and use appropriate word other patterns; (iv) use acceptable grammatical system (e.g., tense, agreement, and pluralisation), patterns, and rules; (v) express a particular meaning in different grammatical forms and (iv) use cohesive devices in written discourse. Then, He explained that the macro skills of writing are divided into several points. The macro skills are: 1) use rhetorical forms and conventions of written discourse; 2) appropriately accomplish communicative functions of written texts according to form and purpose; 3) convey links and connections between events, and communicate such relations as the main idea, supporting an idea, new information, given information, generalization, and exemplification; 4) distinguish between literal and implied meanings when writing; 5) develop and

use a battery of writing strategic, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Apart from those skills of reading and writing above, undoubtedly integrated-skills are very important. Productions and receptions are quite simply two sides coin; one cannot split the coin in two.

g. Characteristics of Written Language

Brown (2001: 341) defines the characteristics of the written language into five; permanence, production time, orthography, vocabulary, and formality. Permanence is defined as the written language which can be read and reread for many times, so that writing works, important documents, and letters from many years ago still can be read at present. The second characteristic is production time. It means that the writing process needs much time to plan, edit, and revise a writing work before finally finished as a final product. Then, the next characteristic is orthography. Orthography refers to the role of stress, intonation, pitch, volume, and pausing in speaking. For examples, the use of an exclamation mark is to express surprise and a question mark is used for questions. Other characteristics of written language are Vocabulary. Written language needs a high variety in vocabulary. The frequency of word repetition is controlled in order to make a piece of writing interesting. Finding another synonym for a word is one way to do this. The last characteristic is the formality. Written texts are typically formal because of the social and cultural uses. It minimizes the

misunderstanding which is caused by language varieties in society. Therefore, formality is considered as an agreement for all people of different societies.

2. Teaching English for Junior High School

a. The Curriculum of 2013

Curriculum is an important part in our education system. It is the main guideline to teach students. A curriculum includes some way or methods as manual or learning activities in order to achieve some specific educational purposes (BSNP, 2006: 4).

Curriculum 2013 is the latest curriculum released by the government of Indonesia. This curriculum was built based on two major challenges. Those are internal and external challenges (*Permendikbud 2013a*). The internal challenge is that the human resources of Indonesia are getting larger and larger. As the response of the government, the curriculum 2013 was built to increase the competence of the people itself. Further, the global change and development are acting as the external challenge that encourages the development and the existence of curriculum 2013. According to The Ministerial Regulation No. 65 of 2013 regarding the standard process, learning goals in the Curriculum 2013 cover students' development in three aspects which are attitudes, knowledge and skills. Based on the Standard of Contents, Curriculum 2013 covers interpersonal and transactional communications in a variety of contexts for varied purposes using a range of text types and language functions. The

contents also include knowledge about text features such as social function, text structure, grammar, and vocabulary and values.

According to the Ministry of Education and Culture, Curriculum 2013 consists of core competences (*Kompetensi Inti/KI*) and basic competences (*Kompetensi Dasar/KD*). The KI/KD of reading and writing for grade VII students are described as follows.

Table 1: The Core Competences and Basic Competence in SMP

| Standard Competence | Basic Competence |
|---|---|
| Appreciating and comprehending our own religious teaching | 1.1 Grateful for the opportunity, can learn English as an international language of communication that is embodied in the spirit of learning. |
| 2. Appreciating and comprehending honesty, discipline, responsibility, care (tolerant, mutual cooperation), and good manners, confident in an effective interaction with social and natural environment on the students' scope. | 2.1 Demonstrate courteous behavior and care in performing interpersonal communication with teachers and friends. |
| 3. Understanding and applying knowledge (factual, conceptual, and procedural) based on curiosity of science, technology, arts, culture, related to phenomena and visible events. | 3.6 Understanding the social function, the structure of the text, and the linguistic elements of the text label name (label) and a list of items (list), according to the context of its use. 3.7 Understanding the social function, the structure of the text, and linguistic elements in the text and ask to declare the nature of people, animals, objects according to the context of its use. |
| 4. Processing, presenting, and understanding in concrete domain | 4.6 Develop written text label name (label) and a list of items (list), |

(writing, reading, counting, drawing and composing) based on what were taught at school and other resources in which have the same theoretical perspective.

- taking into account the social function, the structure of the text and linguistic elements are correct and appropriate context.
- 4.7 Understanding the social function, the structure of the text, and linguistic elements in the text and ask to declare the nature of people, animals, objects according to the context of its use.

Referring to the table above, the teaching-learning process in Curriculum 2013 should apply a number of learning principles such as: learning takes place through the scientific approach steps, learning activities are learner-centered, learning activities do not only take place in the classroom, learning process utilizes ICT and learning process is supported with the development of reading culture. Dealing with the Scientific Approach, Priyana (2014) divide it into six steps. Those are as follows:

1. Observing (text)

Observing is the activity that consists of reading and/ or listening to text. In this learning phase, the students read or listen to the text in order to list items they need to comprehend, to produce text, or to communicate ideas. At the end of the step, the students are expected to have a list of items they want to know.

2. Questioning (asking questions)

The second step which is called questioning. The students are asked to identify items they need to know and formulate questions.

3. Collecting Data

The third step is collecting data or information. In this step, students are expected to collect data or information to answer their formulated questions. There are also some techniques that can be used in this phase, such as observation, interviewing resource persons and reading books.

4. Analyzing Data

The fourth step is analyzing data or information. In this phase, students analyze information to answer their questions and draw conclusions. The activities that can be used in this phase are classify and identify patterns to answer their questions.

5. Communicating

The next step is called communicating. In this phase, students communicate their answer or conclusions to the class in writing and or orally. In this step, the teacher should be aware of providing fedback to the students. The students are expected to have learned necessary knowledge, especially about social function, structure, grammar, and vocabulary of the text in order to comprehend and create text.

6. Creating (text)

The last step is creating. In this phase, students are asked to produce or create text using their knowledge they already learned. The activity is called the follow-up activity. The activity also engages the students to communicate through creating text. In this phase, the teacher is expected to provide the students strategy, idea, and language support.

b. Characteristics of Seventh Grade Students

Harmer (2001: 38) categorizes secondary school students as adolescent learners. Junior high school students have special characteristics. Brown (2001: 92) states "the terrible teens" are in an age of transition, confusion, self-consciousness, and growing and changing bodies and minds. Teens are in a condition between childhood and adulthood and therefore a very special set of considerations applies to teaching them. Brown also suggests the teachers to avoid embarrassing their learners in this phase, affirm each student's talents and strength, allow mistake and other errors to be accepted, de-emphasize competition between classmates, and avoid make them boring with analysis.

c. The Textbook When English Rings a Bell

Textbook is getting a great role in education related to the implementation of the curriculum 2013 (*Permendikbud 2013b*). Generally, textbook is a book contains some materials of certain subject to learn by the students in the school. There are many teaching and learning activities of reading and writing in Junior High School, the example is taken from course book. The English textbook entitled "When English Rings a Bell" (2013) published by Ministry of Education and Culture. Teaching and learning activities are observing text, matching and describing, filling in the blanks etc.

The English textbook "When English Rings a Bell" consists 0f 207 pages with eleven chapters, they are: *How are You?*, *It's Me, It's My Birthday, I Love People around Me, How many Pets do You Have, Let's Listen the Songs, I Love*

Things around Me, She is so Nice, My Grandfather is a Doctor, Attention, Please!, and I am Proud of My Teacher. Each chapter is accompanied by song, games, and pictures related to the materials. In the end of the textbook pages, there are glossary and list of Classroom Language for students.

The English textbook is published in 2013 by Ministry of Education and Culture. The English textbook is the only one of the English Coursebook from government based on the Curriculum 2013 at that time. This book was revised for three times and the last revision is on January 2014. This textbook is lack of reading materials and the textbook presentation is only dominated by pictures. Writing activities are available mostly as the follow up activity after students perform speaking activities.

By those explanations, the researcher finds that the book of Ministry of Education and Culture entitled "When English Rings a bell" does not provide good activities and tasks for reading and writing activities. However, the researcher chalenges to make a good interactive multimedia of reading and writing for the book.

3. Teaching Reading and Writing for Junior High School

Teaching English for secondary school refers to teaching English for teenagers or adolescents. Teaching teenagers will be different with teaching children or adult. Teenagers are thought as less motivated and less cooperative learners. Harmer (2001: 39) states that if they engage in teaching and learning activities, they have great potential in creativity, a great capacity to learn and a passionate commitment to do things which interested them.

A set of various materials which are relevant and interesting for them can engage them out of the boredom and make the students enjoy and concentrate on their learning process. Some the types of materials for written language according to Brown (2004: 302) are mentioned as follow:

- a. Non fictions: reports, editorials, essays, and articles, references (dictionaries and encyclopedias)
- b. Fictions: novels, short stories, jokes, drama, poetry,
- c. Greeting cards
- d. Diaries, journals
- e. Recipes
- f. Messages (e.g. phone message)
- g. Manuals
- h. labels
- i. Menus
- j. signs
- k. Advertisments, commercial, personal ("want ads")
- 1. Comic strips, cartoon, etc.

Reading is a constantly developing skill; a skill that integrates visual and nonvisual information and an act of linking one idea to another (Johnson: 2008). In term of integrating other skills, Brown also mentions that reading ability will be developed best in association with writing, listening, and speaking activities. He add that even in those course that may be labelled as a "reading", the goals will best achieve by capitalizing on the interrelationship of the skills, especially the reading-writing connection. In teaching reading and writing, the teacher is expected to give opportunities for the learners to discover what they want to say and write. The teacher should give the learners time to comprehend text and time to write. Also, help the student to to built selections of strategy for prewriting, drafting, and re-writing and giving them feedback.

Finally, teaching reading and writing is not easy. It can be said that writing is more complex that speech because writing process. The teacher should choose the correct approach and techniques before the teachers teaching written language skills. Whenever the teacher teaching reading technique, make sure that the students know their purpose in reading something. By doing so, the students know what they are looking for and can find out potential information.

4. Interactive Learning Multimedia

a. Definition

The concept of multimedia is defined in many ways. Most of the definitions agree on the characteristic that multimedia contains texts, graphics, animations, video and sound in an integrated way and the content can be presented differently. Reddi (2003) in Mishra and Sharma (2003:4) defines that multimedia is an integration of multiple media element such as audio, video, graphics, text, animation, into one medium, that gives more benefits for the end user than any one of the media elements can provide individually. Phillips in Mishra and Sharma (2005) adds that "interactive" is the coherent combination of text, pictures, sound, animation, and video as the new trend in computer software to present information.

According to Bass (2000), interactive multimedia can be defined using three criteria:

- i) Any package of material which contains some mixture of texts, graphics, animation, video and audio
- ii) The materials are packaged, integrated and linked together in a way that allows the user to navigate, browse and analyze the materials through

- various searches and indexes as well as the capacity to annotate or personalize the material
- iii) It is always user-centered, where the user takes charge of his own experience with the material by being able to select among multiple choices, choosing unique paths and sequences through the materials.

Based on the explanation above, the definition of interactive multimedia is various, but it still has the same feature that consist of text, graphics, animation, data, audio that can be controlled by the user. The key points of such interactive multimedia applications allow learners to be part of the learning process and experiencing control over the content.

b. The Advantages of Interactive Multimedia

Recently, the use of computer-based multimedia in learning has been increasing quickly. The advantages of using Interactive multimedia in education are also numerous. Mayer (2005) strongly posits the use of multimedia as an effective teaching and learning tool, he said:

"the promise of multimedia learning is that teachers can tap the power of visual and verbal forms of expression in the service of promoting student understanding."

- R.S. Gilliver, B. Randall and Y.M. Pok (1998) also state that Interactive multimedia is very success as follows:
- 1. It facilitates student-centered learning, allowing choice in the pathways for learning and the rate at which new material is introduced.
- It can address several learning styles and modalities -- providing a rich variety of instructional approaches which can teach in most of the ways that students learn best.
- 3. It motivates student interaction, experimentation, and cooperative learning.
- 4. Students often work together on computer projects as they never did on paperand-pencil projects.
- 5. It facilitates "storylines" or thematic learning where a pathway for exploration can easily be woven around a particular concept dynamics.
- 6. It promotes the "constructivist" view of learning.

Lee and Owens (2004:123) add that tone of the strength of multimedia is the capacity for interaction. The amount of exciting work can be done through multimedia. A major part of using multimedia in the instructions is engaging students' activities such as conversations and chats about external presentations. it use concept, symbols, models, and relationship. As a result, multimedia changes in the educational system and has impact in the way to communicate the information to the learners.

Mishra and Sharma (2005) give an explanation that one of the most obvious benefit of using interactive multimedia is providing an arrangements of resource that can be incorporated into lesson plan and providing learning experiences. However, if it is not handled correctly, it may cause disadvantages to the learning process. Teachers are expected to add or elate some materials considering to the situation. Individual differences both low and high will bring some problem as well. Tomlinson (2008: 109) states that the use of interactive multimedia has been encouraged so as to allow for the interaction of a variety of media resources to enrich the learning-teaching environment.

Media can be used to teach content in a way traditional teaching materials cannot Huang (2004:224). For example; animations of mechanisms and processes can help students visualize how biological systems work together. He also add that once being taught, interactive media can be used to ensure that students have learned key concepts and understand the basics. In addition, students are more likely to adopt these materials since they are influenced by a world of computers, media, and the Internet.

In conclusion, the use of interactive multimedia give so many benefits. For students, the way students review multimedia instructional material reflects the way they think, learn, and remember. They can study actively when using the interactive learning multimedia. The integration of audio visual and material presentation gives the learners control, satisfaction, exploration and stimulation. For teachers, multimedia can help explain difficult concepts more clearly than a textbook or Power- Point presentation.

c. The Elements of Interactive Multimedia

Multimedia is a content that uses a combination of different content form. As proposed by Bitter and Legacy (2009: 354), there are at least five elements of interactive multimedia. Each elements has its characteristics in the interactive multimedia as follows:

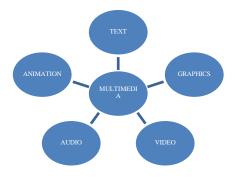


Figure 1: Multimedia Elements (Bitter and Legacy: 2009)

1) Text

Text is the main part in interactive multimedia because it contains some sentences that give information with digital symbols. As stated by Vaughan (2008) that words and symbols in any form of spoken or written are the most

common system of communication. It is important to design label for title screens, menus, and buttons using words that have precise and powerful meanings to express what you need to say. The choice of font, sty le, and size are important consideration when selecting the appropriate latering or text to be used.

2) Graphics

Vaughan (2008) defines graphics as a visual media which consist of some message in the form of symbols, such as carricature, photo, cartoon, sketch, graph, chart, etc. They are usually used to illustrated fact, concept, and procedure. The examples of graphic are photo, scanned image, slide, filmstrip, and overhead transparency. Graphics in multimedia is supposed to clarify the information that is written in the text.

3) Video

Video actually has the same role as the animation. It is supposed to make clear the media. Video can illustrate an event or a procedure so that learners feel as through they were really there. Video is performed as the real-life because it is formed of recording and performed as the real situation. In addition, Vaughan (2008) adds video is usually used to motivate the users by showing real-life situations. It is include commercial tapes, movies, and home videos. The main aspect in using video in interactive multimedia are syncronize it with content and reinforce or repeat the concept being presented.

4) Sound

Sound also has an important role in interactive multimedia. It is supposed to make the content of the materials clearly or to hold the learners attention especially to the most part of the display. Sound is perhaps the most sensous element of interactive multimedia (Vaughan: 2008). It is a meaningful 'speech' in any language, from a whisper to a scream. From voice-overs to sound effect to background music, the addition of audio elements has the potential to create any learning atmosphere you or your students can imagine. It also can provide the listening pleasure of music and the starling accent of special effect.

5) Animation

Animation shows a special effect, impression of action and movement, similar to the idea of flipping of a pages of a pad of paper quickly to see the sketched figures appear to move. Animation in interactive multimedia has an inportant role. It is supposed to make clear the media. It has a big effect in arrangement of information in order to help the cognitive perspective so they will easy to understand the materials. In addition, Vaughan (2008) adds that animation also can help learners to visualize the dynamic process that is difficult to visualize on their own self when they read the text. The use of animation in interactive multimedia can also attract the users' attention and motivation.

d. Interactive Learning Multimedia for Reading and Writing

Constantinescu (2007) states it has been increasingly argued that computer technologies can support learning in numbers way. Many features of the computers are considered to enhance vocabulary development and reading

comprehension, and multimedia is one of them. According to Lyman-Hager and Davis, (1996:775) in Constantinescu (2007) computer-aided reading could create more proficient readers by offering a choice of various types of glossess to develop better vocabularies, greater background knowledge surrounding the text, and more effective reading strategies

Input from a variety of sources and in various forms can lead to storage and recall from both the left and the right brain, so that those pictures, video, or animation can create students inspirations to write. Various studies argued that multimedia is beneficial for reading comprehension, and consequently, for learners'svocabulary acquisition. Thus, Lomicka (1997) in Constantinescu (2007) explored how multimedia annotations influenced the level of Foreign Language reading comprehension for students enrolled in a second semester French course.

Traditional learning relies heavily on reading text that may or may not be accompanied by illustrations. However, the reading comprehension of some students is naturally better than other students. Multimedia can provide dynamic illustrations (animations and video) that offer even more support for comprehension than the use of static pictures studied by Levie and Lentz (1982).

In addition, students with varying levels of reading comprehension can use multiple senses to study information. Poor readers are more likely to perform at the same level as more better readers due to the reduced reliance on reading comprehension as the primary means of learning. Multimedia can provide both good and poor readers with more context and support for comprehension than text alone. This helps learners develop better mental models which are key to learning.

From the explanations above, the researcher believes that the interactive learning multimedia of reading and writing will help the students improve their skill. It will also make the students enjoy the lesson without feeling bored and sleepy. The interactive learning multimedia will accompany them during learning process.

e. Effective Interactive Learning Multimedia

Alessi and Trollip (2001: 16) mention that there are two foundations in designing effective interactive multimedia software. There are the basic principles of learning and based on the learners' characteristics and learning style or preference.

1) The Learning Priciples

According to Baggio (2007), creating effective multimedia instruction means creating environments that adhere to cognitive learning theory, utilize the results of high quality research and apply these to a learning situation. Three learning theories are relevant to the discussion of creating cognitively supportive multimedia learning environments. Those three learning theories are the commonly used in educational theories today and have implications for instructional design. The major classifications are: behaviorism, cognitivism, and constructivism.

a) Behavioural psychology principles

Behaviorism is based on a stimulus-response-reinforcement concept. Based on this theory, the best thing of learning is input (stimulus) and output

(response). For example to make the learners have good behaviour in learning, teachers can use punishment and rewards. It is because they are motivated by them. Behaviourist view the teachers' role as one of modifying behaviour, by setting up situations whereby learning is reinforced by desired responses being exhibited (Heinich, et. al 1996:16). B. F. Skinner's concept that learning should be describe as changes in observable behaviour of a learner made as a function of events in the environment.

b) Cognitive psychology principles

Based on this theory, learning process is more important part than result. Alessi and Trollip (2001: 19) define that cognitive psychology takes its name from the word *cognition*, which means the process of knowing. Cognitive psychology concern on unobservable constructs, such as mind, memory, attitudes, motivation, thinking, reflection, and other presumed internal processes. Alessi and Trolip (2001: 20) remind us that there are many issues in cognitive psychology that are important for interactive learning multimedia. The area of cognitive theory that are most imortant to multimedia design are those relating to perception and Attention, encoding, memory, Comprehension, Active Learning, Motivation, locus of control, mental modela, meta cognition, transfer of learning and individual differences.

c) Constructivist psychology principles

This theory have a notion that learning is not only memorizing, but also processing knowledge construction through experience. This approach is learner centred and focuses on creating supportive learning environments. This view

supports the connotation that knowledge comes through an individual's internalization of events that happen in the outside world. Constructing knowledge is the learners' attempt to make sense out of their world by interacting with it. Driscoll (2000: 376) states that learners are not "empty vessels to be filled" but rather take anactive part in the learning process.

Further, Constructivists believe that learning occur when it is situated, contextual, problem-based, social, and authentic (Reddi and Mishra, 2003: 30). This idea is central to and universally accepted as anintegral part of the theory of constructivism. Learners must be active to do activities, active to think, create the concept, and give the meaning on what they are learning. Learning occurs most effectively when the student is engaged in authentic tasks that relate to meaningful contexts and later is able to use the knowledge in real life (Heinich, 1996: 17).

Based on the explanation above, the learning theory in this research is constructivism. Contructivism theory is chosen because it is the most suitable theory with the latest curriculum 2013. This theory are also believed as the most effective in learning processes because the learners can create their own interpretations of information they might get in the tasks through interactive multimedia.

2) Design Principles

Interactive multimedia helps learners to understand the basics of multimedia concepts for the creative and media sector. However, the developer should be critical in selecting and creating the software because they often do not know its quality and specification. A good interactive multimedia has its criteria to be

clasified as an effective media, as proposed by Stemler in Roblyer (2010: 172), they are:

Table 2: Stemler's Design Principle

| No | Multimedia Features | Principles | |
|----|------------------------|---|--|
| 1. | Screen Design | 1.1 Well designed screens focus on the learner's attention 1.2 develop and maintain interest 1.3 promote processing of information 1.4 promote engagement between the learner and lesson content 1.5 help learners to find and organize information 1.6 support easy navigation through lesson | |
| 2 | Interaction | 2.1 an effective interactive multimedia program provides opportunities for interaction 2.2 the interaction use rhetorical questions to get students thinking about contens and to stimulate their curiousity | |
| 3. | Feedback | 3.1 Keep feedback on the same screen with the question and student response 3.2 Provide immediate feedback 3.3 Verify correct answers 3.4 If possible, allow students' to print feedback | |
| 4 | Navigation | 4.1 Navigation should be located consistently throughout a program4.2 There should be navigation button that allow students to exit the program, go forward, go backward, go to the main menu and go to glossary. | |
| 5. | Learner Control | 5.1 Provide older and more capable learners with more control over the sequence of instructional tasks5.2 Younger or beginner learner shoud have a more guided sequence | |
| 6. | Colour | 6.1 Cueing and highlighting certain elements (important information) to bring them to the learner's attention 6.2 The choice of color should be consistent within a program 6.3 Use a neutral gray or astel as background and use significant contrast between text and background | |

| | | color to provide a higher degree of text readability | |
|-----|-------------------|---|--|
| 7. | Graphic | 7.1 Graphic include photo and scanned pictures7.2 Information is better understood and retained when supplemented with graphic.7.3 Use graphic to indicate choice (e.g. left or right arrows)7.4 Use graphics sparingly for other purpose (to entertan or amuse) | |
| 8. | Animation | 8.1 An effective animation should motivate and attract the learners attention 8.2 Subtitle benefits by highlighting key information and facilitating recall. 8.3 Useful for explanations of dynamic process. | |
| 9. | Audio Elements | 9.1 Use audio for short presentation of program content 9.2 Do not let audio compare with video presentation 9.3 Do not require long readings on each screen\ 9.4 Separate material into chunks on each several screens | |
| 10. | Video Elements | 10.1 Use video sequence for broader, abstract material and for advance organizers rather than for presenting detailed information.10.2 Video should be synchronized with content | |

Mayer (2001) cited in Neo, M, et.al (2008: 659) adds some design principles. They are; (i) Multimedia Principle in which students learn better from words and pictures than from words alone; (ii) Spatial Contiguity Principle students learn better when corresponding words and pictures are presented near rather far from each other on the page or screen; (iii) Temporal Contiguity Principle means that students learn better when corresponding words and pictures are presented simultaneously rather than successively; (iv) Coherence Principle; students learn better when extraneous words, pictures, and sounds are excluded rather than included; (vii) Modality Principle; students learn better from

animation and narration than from animation on-screen text; and (viii) Redundancy Principle; students learn better from animation and narration than from animation, narration, and on-screen text.

3. Developing Interactive Learning Multimedia Program

Developing interactive learning multimedia is categorized as educational research and development. According to Borg and Gall (2003:570), the steps in the R & D are:

- Step 1 : Assess needs to identify goal(s)
- Step 2 : Conduct instructional analysis
- Step 3 : Analyze learners and contexts
- Step 4: Write performance objectives
- Step 5 : Develop assessment instruments
- Step 6: Develop instructional strategy.
- Step 7: Develop and select instructional materials
- Step 8: Design and conduct formative evaluation of instruction
- Step 9: Revise instruction
- Step 10: Design and conduct summative evaluation

Therefore, if people want to develop an interactive multimedia for research, there are some procedures in developing Interactive Learning Multimedia. Some of those procedures are as follows:

1) ADDIE procedures proposed by Lee and Owens (2004)

The ADDIE instructional design model provides a step-by-step process. The ADDIE design process revolves around the following five procedures:

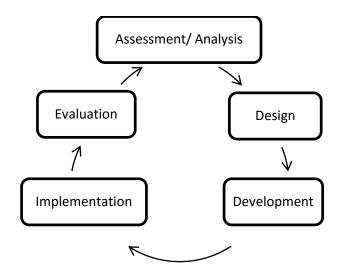


Figure 1: Multimedia Instructional Design Process

(Lee and Owens, 2004: xxviii)

Step 1: Analysis

The analysis phase is conducted in two parts, there are needs assessment and front-end analysis. The step includes: analysing the learners' characteristics, analysing the learners' needs and analysing the materials.

Step 2 : Design

In this phase, the multimedia developers are allowed for a plan or strategy to take place the multimedia project. It means, the multimedia developers start designing the diagram of the interactive multimedia based on the result of the needs analysis.

Step 3 : Development

Every step has its own actions as follows:

- a) making the interactive learning multimedia based on the diagram.
- b) conducting expert judgment of the first draft.
- c) revising the first draft.
- d) finishing the second draft

Step 4: Implementation

In this step, the researcher conducts a try-out of the learning multimedia to the users

Step 5 : Evaluation

In this step, the multimedia developer distributes evaluation questionnaire to the users. Evaluation step is used to reflect and get feedback on what the developer has done. The feedbacks obtained from the evaluation phase can be used to revise the second draft to be the final product.

2). Multimedia Development Model Frey and Sutton (2010: 494).

- Step 1: Define the instructional goals, objectives, and audience.
- Step 2: Review and investigate existing options.
- Step 3: Determine format, budget, and timeline.
- Step 4: Determine the content, activities, and assessment strategies.
- Step 5: Develop evaluation strategies, criteria, and instruments to determine the effectiveness of project.
- Step 6: Develop the flowchart, site map, and/or storyboard.
- Step 7: Develop a prototype.
- Step 8: Perform a formative evaluation.
- Step 9: Complete the design.
- Step 10: Perform a summative evaluation of product and process.

2) The research procedure proposed by Allesi and Trolip (2005):

Alessi and Trollip (2001:40, 409-412) mention three steps to develop a multimedia, Those steps are:

a) Planning

In this step, the developer was defining area of development and then determining the school. After that, conducting needs analysis to get the data about

learners' characteristics and the learning materials which would be presented in the interactive multimedia.

b) Design

The next phase is design. The data obtained in the planning phase were used to design the interactive multimedia. The steps in this phase are:

- developing initial content: contains the order, the length, and the number of materials,
- 2) analyzing task and content,
- 3) preparing script which will be used in the elements of multimedia,

c) Development

From the explanations above, the researcher adapted the research procedure proposed by Lee and Owens (2004). The reason why the researcher chose to adapt the research procedure proposed by Lee and Owens because it is the most suitable procedure with the research condition. It is suitable for the researcher because the steps are simple, clear, and feasible. The adaptation was done by omitting implementation stage. The final draft is done directly after revising the first draft that evaluated by an expert.

B. Review of Related Studies

There were many interactive multimedia studies which have been done and the results show that interactive multimedia gives advantages to the learners in learning.

Nwaocha (2010) carried out a study in Nigeria to enhance student's interest in mathematics via multimedia presentation. This study reports that multimedia presentations can improve students' understanding, enthusiasm, class attendance and satisfaction. Vivien et. al. (2011) invested a meta-analysis on "Are Multimedia resources effective in Life science Education? "and concluded that multimedia learning was more effective than many traditional educational methods.

Looking to the advantages of interactive multimedia in the learning process, the use interactive learning multimedia as a learning medium support teaching and learning process is necessary. Therefore, there was an emergent need to conduct more researches in this direction.

C. Conceptual Framework

The major aim of this research is to develop interactive learning multimedia of reading and writing for Junior high school grade VII at SMP N 1 Imogiri, based on the textbook when *English Rings a Bell*. In order to develop the appropriate interactive learning multimedia, it is needed to know the target needs and the learning needs of the students. Therefore, this study also aims to find out the target needs and also the learning needs of the students in learning reading and writing using interactive multimedia. Interactive multimedia defines

a combination of text, graphic, animation, audio, and video in one program whose propose is to communicate or deliver the information to the user.

According to The Ministerial Regulation No. 65 of 2013 regarding Standard Process, teachers are demanded to master information technology, especially ICT as a media in teaching and learning process. Interactive multimedia in the classroom will run successfully if the teacher plays their roles as a mentor, evaluator, presenter, and facilitator while the students play as the controllers of the multimedia application. In line with the role as controllers, this multimedia product let the user to navigate and control the program, so the user is an active.

Based on the Minister of Education and Culture Regulation about Standard of Learning Process Year 2014, The Ministry of Education and Culture recommends the teaching and learning process should apply a number of learning principles such as: students are facilitated to learn; learning process applies the scientific approach; learning is completely-based; learning is integrated; and students learn from varied learning sources. Then, learning approach used in this research is scientific approach. It is chosen because it is in line with the adapted textbook and the current curriculum applied at school.

The research was conducted using a procedure which was adopted from the multimedia development model proposed by Lee and Owen (2004). The researcher adopt this model because it is the most suitable procedure to the researcher. It is also chosen as the instructional design model for this study because this model is simple and less complicated. The model consists of five

phases with an adaptation to suit the research condition. It was done by omitting implementation stage. The details of each phase were explained as follows.

1) Analysis

In this phase, the researcher conducted needs analysis to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

2) Design

The next phase is design. The data obtained in the planning phase were used to design the interactive multimedia. It means, the multimedia developers start designing the diagram of the interactive multimedia based on the result of the needs analysis.

3) Development

In this phase, the materials which have been designed and prepared in the previous phases were developed into the interactive multimedia. There are four actions involved in this step:

- a) making the interactive learning multimedia based on the diagram.
- b) conducting expert judgment of the first draft.
- c) revising the first draft.

4) Implementation

In this step, the researcher omitting the implementation stage due to the limited time.

5) Evaluation and Revision

Evaluation step is used to reflect and get feedback on what the developer has done from the expert. The feedbacks obtained from the evaluation phase that can be used to revise the first draft to be the final product.

CHAPTER III RESEARCH METHOD

This chapter deals with the methodology of the research. The description covers the type of the research, the research setting, research subject, research procedure, data collection techniques, instruments and data analysis techniques.

A. Type of the Research

This research is classified as a Research and Development (R & D). As noted by Gall, Gall, and Borg (2003:569), R & D study is a research process used to develop and validate educational products. Educational product refers to not only material objects, such as textbooks, instructional films, but also procedures and processes, such as a method of teaching or a method for organizing instruction. After the educational product is designed, the researcher validates its quality and feasibility based on experts' judgments. The result of the research would be a product of an English interactive multimedia for the learning reading and writing for grade VII students of junior high school in the form of a Compact Disk (CD). This chapter presents the research method used in conducting the research. Type of the research, research subjects, setting, research procedure, data collection technique, research instruments, and data analysis technique are elaborated.

B. Research Subjects

The subjects of the research study were 30 students from class VII A of SMP N 1 Imogiri. The class VIIA consist of 13 males and 17 females. The students were taken as population sample in this research. The needs analysis was conducted to get the data about learners' characteristics and the learning materials which would be presented in the interactive multimedia.

C. Research Setting

The research was conducted at SMPN 1 Imogiri, Bantul. The school is located Jl. Imogiri Timur KM 5 Bantul Yogyakarta. This research was conducted in the first semester of the academic year 2014/2015

D. Research Procedures

This research procedure adapted the ADDIE model proposed by Lee and Owens (2004) which consists of five common steps of the instructional design. The researcher added some further information in every step of the procedure. Those steps can be described as follows:

1. Analysis

In this phase, the researcher conducted an observation, literature review and the needs analysis. The researcher analyzing the setting of the research and had a conversation with the English teacher. Then the needs analysis questionnaire was distributed to know the students' needs. The next step was

analyzing the materials that are developed into interactive learning multimedia. The materials were adapted from the textbook "When English Rings the Bell" published by the Ministry of Education and Culture. The materials were analyzed to decide which part should be taken.

2. Design

The next steps that should be done by the researcher are described below:

a. Writing the Course Grid

The researcher designed the course grid as the guidelines to develop activities in the interactive learning multimedia program.

b. Flowcharting

After the course grid was created, the next step was flowcharting. A flowchart is a symbol or picture which depicts the series of steps representing a processing activity. Flowcharts serve as a roadmap and to draw the flow and sequence of the interactive multimedia. It usually links one page to another.

3. Development

In this step, the researcher collected the components of the interactive multimedia such as text, pictures, audio, animations and video. Then she was developing the first draft of the interactive multimedia. After having finished collecting the materials and the components of the interactive multimedia, the next step was integrating them into an interactive multimedia program. The

researcher using *Adobe flash CS4 Professional* software and other supporting programs.

4. Evaluation.

In this phase, the media were consulted to the media expert and also the material expert. Expert judgment aims to provide useful feedback and to evaluate the interactive multimedia in term of its content and design appropriateness. In addition, the researcher conducted expert judgment to measure the quality and effectiveness of the first version of the multimedia program.

5. Revision

The final step after evaluating the multimedia product was revising it. Revision is the process of revising the first draft of the interactive multimedia learning to provide the final draft of the interactive multimedia learning. The revisions based on the result of evaluation done by the media and material experts.

E. Data Collection Techniques and Instruments

The data of this research was collected through observation and questionnaire. In the observation phase, the researcher looks at some related documents and held an interview with English teachers and school headmaster. The researcher also distributed questionnaire, which is categorized into two types. The first questionnaire was used to collect the

students' need analysis. The second questionnaire was used to get feedbacks and suggestions from the media expert and content expert about the English interactive learning media. The expert judgment was conducted after developing the first draft of the interactive learning multimedia.

a. Needs Analysis Questionnaire

The questionaire was distributed to find out the students needs; target needs and the learning needs. There was the content of the interactive learning multimedia, design, navigation, interactivity, audio and feedback aspects of the interactive multimedia program. The questionnaire was distributed before the development of the first draft of the interactive multimedia. The organization of the questionnaire is drawn as follows:

Table 3: The Organization of the Needs Analysis Questionaire

| NO | Questions number | The purpose of the questions | |
|----|---------------------|--|--|
| 1 | 1 | To find out the <i>students'</i> want related to the | |
| | | materials. | |
| 2 | 2 | To find the information about students' | |
| | | opinion about the function of learning using | |
| | | computer-based interactive multimedia. | |
| 3 | 3, 4, 5 | To find out the information about the input | |
| | | that students' want related to multimedia | |
| | | elements that will be used in <i>reading</i> and | |
| | | writing interactive multimedia. | |
| 4 | 6, 7, 8, 9, 10, 11 | To find out students' preference for | |
| | | multimedia design. | |
| 5 | 18 | To find out the students' opinion about key | |
| | | answer in interactive multimedia. | |
| 6 | 13,14 | To find out students' preference for learning | |
| | | activities that students like. | |
| 7 | 15 | To find the role of the learners in the | |
| | | learning process | |

| 8 | 16 | To find the role of the teacher in the learning process |
|---|----|---|
| 9 | 17 | To find out students' preference related to learning setting. |

b. Expert Judgment Questionnaire

As stated in the previous part, the expert judgment questionnaire was used as an instrument to evaluate the first draft of interactive learning multimedia by an expert. The organization of the expert judgment questionnaire is listed below.

Table 4: The Organization of Expert Judgment Rating Scale

| NO | ASPECTS | THE PURPOSE | ITEM |
|----|---------|---|-------|
| | | | NUMBE |
| | | | R |
| | | Content: | 1-9 |
| | | To evaluate the first draft in terms of its | |
| 1 | Content | materials appropriateness. | |
| | Quality | Language: | |
| | | To evaluate the first draft in terms of its | |
| | | language appropriateness | 10-14 |
| | | To evaluate the first draft in terms of the | |
| | | way materials are presented | |
| | | Screen appearance : | 15-20 |
| | | To evaluate the first draft in terms of its | |
| | | screen appearance appropriateness | |
| 2 | Design | Multimedia Elements : | 21-25 |
| | Quality | To evaluate the first draft in terms of its | |
| | - | elements appropriateness | |
| | | Navigation buttons : | 26-27 |
| | | To evaluate the first draft in terms of its | |
| | | buttons appropriateness | |
| | | Feedback: | 28-29 |
| | | To evaluate the first draft in terms of its | |
| | | feedback appropriateness. | |

F. Data Analysis Techniques

In this research, there were two types of data which were quantitative and qualitative data. Quantitative data were presented in the form of a number, then qualitative data were presented in the form of sentences. This research used the quantitative data. The students' answer were calculated in the form of frequency percentages. The highest percentage will be considered representing the students' condition.

Then, the data from expert judgment questionnaires were measured using *Likert* scae. Each response of the questions was given number in the scale of 1 to 4 and the number of scales represented the descriptive categories.

Table 6: A Four-point Likert-scale

| Scale | Descriptive Categories | |
|-------|------------------------|--|
| 1 | Strongly dissagree | |
| 2 | Dissagree | |
| 3 | Agree | |
| 4 | Strongly Agree | |

There were four categories of the scoring i.e. very good, good, fair, and poor. According to the data collection, the class interval was 0, 5. The class interval was used to make ranges of score of each category.

Those data were converted into the descriptive analysis based on the conversion table.

Table 5: **Data Conversion Table**

| Scale | Range | Categories |
|-------|---------------------|------------|
| 1 | $2.0 \le X \le 2.5$ | Poor |
| 2 | $2.5 \le X < 3.0$ | Fair |
| 3 | $3.0x \le X < 3.5$ | Good |
| 4 | $3.5 \le X \le 4.0$ | Very Good |

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions of the research which were conducted from September 21, 2013, to January 5, 2014. The research findings regarding the students' needs, the course grid, the flowchart, the first draft of the interactive learning multimedia, the expert judgment, the revision and the final draft are described, the conclusions are drawn, and the suggestions are discussed.

A. Research Findings

1. The results of the Needs Analysis

The needs analysis was conducted to get the data of the students and the descriptions of the learning needs and their preference by using questionnaire. In the questionnaire, the students should choose one or more option in the text which is given by the researcher. The needs analysis of this research was conducted in SMP N 1 Imogiri on 21st September 2013 by write down their name (optional), age, and gender on the questionnaire. On the top of the questionnaire is written that the questionnaire will not influence the students' score of learning. The content of the questionnaire covered the general description of the students learning needs regarding multimedia design. The materials are based on a textbook entitled *When English Rings the Bell* so that the students' target needs was not explained further. The target needs are gained through the textbook analysis. The result of the questionnaire are explained as follows:

a. The description of the Students

There were 30 respondents who filled in the questionnaires. They were students in class VII A of SMP N 1 Imogiri Bantul for Semester 1 in The Academic Year of 2013/2014. Grade VII totally consists of 182 students. They were divided into 6 classes: VII A-VIII F.

Table 6: Data of respondents of the Needs Analysis

| Number of Respondents | Sex | | Age | |
|--------------------------|------|--------|-----------------|--|
| Respondents | Male | Female | | |
| 30 students | 13 | 17 | 12-14 years old | |

b. The Description of Target Needs

According to Hutchinson and Waters (1987:54), target needs is what the learner needs to do in the target situation. Target needs cover three aspects: necessities, lacks, and wants. In this case, the students' goal in learning English is to accomplish core and basic competencies and it have been set by the curriculum. Learning materials cover two units from the textbook *When English Rings a Bell*. In unit 2 from the textbook, the researcher divided the unit into two sub-units. They are *Unit 2* and *Unit 3*. The learning goals are as follows:

Table 7: The Learning Objectives

| Unit | Learning goals | |
|--------|--|--|
| Unit 1 | The students are able to: | |
| | 1. identify the social function, text structure, and | |
| | language features of short functional text about | |
| | labels and lists of things. | |
| | 2. use appropriate articles | |
| | 3. tell number of things | |
| Unit 2 | The students are able to: | |
| | 1. identify the social function, text structure, and | |
| | language features of descriptive text about people. | |
| | 2. find a message in descriptive texts. | |
| | 3. read descriptive texts. | |
| | 4. write a descriptive text about people | |
| Unit 3 | The students are able to: | |
| | 1. identify the social function, text structure, and | |
| | language features of descriptive text about animals. | |
| | 2. find a message in descriptive text. | |
| | 3. read descriptive text about animals. | |
| | 4. write a descriptive text about animals. | |

c. The description of the Learning Needs

Learning needs is considered as what the learner needs to do in order to learn (Hutchinson and Waters, 1987:54). This learning needs analysis covered five aspects of learning which are: input, design, procedure, teacher role, and setting.

1. Input

Table 8: Input of the Materials

| No | Question | Answer | Percentage |
|----|--|-------------------------------------|------------|
| 1. | The material presented in the | a. enriched by additional materials | 67.64% |
| | interactive learning multimedia will be | b. adapted based on the needs | 2.94% |
| | better if it is | c. similar to the textbook | 29.41% |
| | | d. others | |

Table 8 shows that most of the students (67.64%) want that the material in the interactive learning multimedia is enriched by additional materials. However, having the materials similar to the textbook is voted by 29.41% of the students, and only 2.94% want to adapt the materials based on the needs.

Table 9: The Description of Interactive Multimedia

| No | Question | Answer | Percentage |
|----|--|---|------------|
| 2. | In my opinion, the Interactive Multimedia should | a. make the students easy when study English anytime. | 36.11% |
| | | b.be fun and interesting with many pictures. | 38.89% |
| | | c. give the students chance to be active in every activities and task. | 19.44% |

Table 9 shows that Interactive Learning Multimedia should be fun and Interesting with many pictures (38,89%), while 36,11% of the students give an opinion that using of Interactive Multimedia should make the students easy when to study English anytime. Meanwhile, 19, 44% of the students choose the Interactive Multimedia should give the students chance to be active in every activities and task.

Table 10: The Font Size

| No | Question | Answer | Percentage |
|----|-----------------------------------|----------------|------------|
| 3. | The students opinion about the | a. 12 up to 14 | 75.68% |
| | font sizes that should be used in | b. 15 up to 17 | 21.62% |
| | English Interactive Multimedia | c. 18 up to 20 | 2.70% |

The size of a letter which is used in interactive multimedia influences the clearness of the text they read. Almost students choose the font size 12 up to 14. The percentage is 75, 68. Then 21, 62% of the students choose 15 up to 17. Meanwhile, 6, 70% of the students choose 18 up to 20.

Table 11: The Importance of Picture Availability

| No | Question | Answer | Percentage |
|----|-----------------------------|-------------------|------------|
| 4. | In my opinion, the | a. not important | 0% |
| | presence of pictures in the | b. sometimes | 8% |
| | interactive multimedia is | important | |
| | | c. very important | 92% |

Table 11 shows that most of the students about 92% of the students think that the presence of pictures in the interactive multimedia is very important, meanwhile, it is followed by 8% students who think that it is sometimes important.

Table 12: The Importance of Animation Availability

| No | Question | Answer | Percentage |
|----|--|------------------------|------------|
| 5. | I think, the existence of the animation in interactive multimedia is | a. Not Important | 0% |
| | | b. Sometimes important | 0% |
| | | c. Very important | 100% |

The availability of the Animation in the Interactive Multimedia is very important so that the students will enjoy using interactive multimedia and make it more interesting. 100% of the students agree that put animation in interactive multimedia is a must.

2. Design

Table 13: The Font Style

| No | Question | Answer | Percentage |
|----|-----------------------|-------------------|------------|
| 6. | Types of fonts that I | a. Comic Sans MS | 63.33% |
| | like are | b. Times New | 20% |
| | | Roman | |
| | | c. Lucida | 3.33% |
| | | Calligraphy | |
| | | d. Century Gothic | 13.33% |
| | | e. others | |

Table 13 indicates that most of the students like *Comic Sans MS* font style in Interactive Multimedia. However, the *Times New Roman* font style, *Century Gothic*, and *Lucida Calligraphy* are also used as a variation.

Table 14: The Font Color

| No | Question | Answer | Percentage |
|----|------------------------|--|------------|
| 7. | The font color used in | a. The same font color | 5.88% |
| | the Interactive | in all text | |
| | Multimedia should be | b. A different font color in some important information. | 79.41% |
| | | c. contrast with the background | 8.82% |
| | | d. colorful (more than one color) | 5.88% |

The color of the fonts is important in Interactive Multimedia program. Most of the students preferred that the font which should be used in interactive multimedia is different font color, so the fonts will easy to read in some important information.

Table 15: The Basic Color

| No | Question | Answer | Explanation | Percentage |
|----|---|----------|-------------|------------|
| 8. | In your opinion, the basic color in the | a.red | | 24.40% |
| | background which is | b.blue | | 28.58% |
| | used in based interactive multimedia is | c.yellow | | 10.20% |
| | | d.others | black | 12.25% |
| | | | pink | 8.17% |
| | | | orange | 4.08% |
| | | | white | 6.12% |
| | | | green | 6.20% |

Table 15 shows that the students want to have blue as the basic color of the interactive multimedia since it was voted by 28.58% of the students. It is followed by red which gained 24.40% vote from the students.

Table 16: Navigation Buttons

| No | Question | Answer | Percentage |
|----|------------------------|------------------------------|------------|
| 9. | The existence of | a. very simple. | 17.94 % |
| | navigation system in | | |
| | interactive multimedia | | |
| | should be | | |
| | | b. using of appropriate | 46.15 % |
| | | symbols for buttons. | |
| | | | |
| | | c. easily found | |
| | | d. all the point in A, B and | 2.56% |
| | | C are correct | |

Related to the navigation system, the students agree that the navigation should be using appropriate symbols for the buttons.

Table 17: The Existence of Back sound or Music

| No | Question | Answer | Percentage |
|----|---|---|------------|
| 10 | The student's opinion about the back sound and music in English Interactive Multimedia. | a. It is not needed | 3.33 % |
| | | b. It is sometimes needed | 10% |
| | | c. It is needed to make the media interesting | 86.67% |

Most of the students agree that back sound and music are needed to support the Interactive Multimedia. Moreover, 86.67% of them preferred that back sound or music should be included so that it will make the media interesting.

Table 18: The Importance of Answer Key

| No | Question | Answer | Percentage |
|-----|---|---------------------|------------|
| 11. | Key answer in the Interactive multimedia is | a. not needed | 0% |
| | | b. sometimes needed | 13.33% |
| | | c. very needed | 86.67 % |

From the table above, 86, 67 % of the students agree if the Answer key should be put in the Interactive Multimedia. So it is a very important aspect, while 13, 33% of them think that sometimes it is needed.

Table 19: The Importance of Video Availability

| No | Question | Answer | Percentage |
|-----|---------------------------|------------------|------------|
| 12. | In my opinion, The | a. Not Important | 0% |
| | Existence of Videos in | | |
| | Interactive multimedia is | | |
| | | | |

| b. Sometimes important | 13.33% |
|------------------------|--------|
| c. Very important | 86.67% |

Table 19 indicates that most of the students think that the existence of video is very important in Interactive Multimedia program. While 13.33% of them consider that video is sometimes important.

3. Procedures

Table 20: **Reading Procedures**

| No | Question | Answ | ver | Percentage |
|----|------------------|------------------|----------------|------------|
| 13 | Reading activity | a. understanding | | 13.63% |
| | that I like is | text | | |
| | | b.finding main | | 7.25% |
| | | idea of the text | | |
| | | c. Answering | | 35.39% |
| | | questions | | |
| | | based on the | | |
| | | text | | |
| | | d.Others | filling in the | 15.75% |
| | | | blank spaces | |
| | | | finding | 27.98% |
| | | | vocabulary | |
| | | | meaning | |

Table 20 shows that 31.25% students want to have an activity like answering the questions based on the text. It is followed by finding vocabulary, at 27.98%, filling in the blank spaces, 15.57%, and understanding text, at 153.63%. Meanwhile, finding the main idea of the text is only voted by 7.25% of the students.

Table 21: Writing Procedures

| No | Question | Answer | Percentage |
|----|-------------------------|---------------------------|------------|
| 14 | Writing activity that I | a. Arranging jumbled | 12.50% |
| | like is | sentences | |
| | | b. creating text based on | 25.00% |
| | | pictures | |
| | | c. Filling in the blank | 62.50% |
| | | spaces. | |
| | | d.Others | |
| | | | |

Table 21 shows that in order to improve their writing ability, 62.50% of the students want to have an activity like filling in the blank spaces in sentences or text, 25% of the students also vote for creating text based on the pictures, and 12.50% of the students vote for arranging jumbled sentences.

4. Learners' Role

It is important for the students to do the tasks in the interactive learning multimedia in order to make the teaching and learning process run well. The students are allowed to learn freely using the interactive multimedia.

Table 22: The Role of the Learners

| No | Question | Answer | Percentage |
|----|-------------------------------|-------------------------|------------|
| 15 | In the process of learning | a. write all | 25% |
| | using Interactive | information I get | |
| | Multimedia, it is better if I | b. do every task in | 50% |
| | | the interactive | |
| | | multimedia | |
| | | c. do interesting tasks | 25% |
| | | only | |

The students are able to learn interactive multimedia freely. A half of the students choose that they want to do every task in the Interactive multimedia.

However, 25% of them prefer to do the interesting task only and write all information they get.

5. Teachers' Role

Here, the role of the teacher is as a facilitator which will facilitate the students in learning writing and reading using the interactive multimedia program.

Table23: The Role of the Teacher

| No | Question | | Answer | Percentage |
|----|----------------------------|----|---------------------|------------|
| 16 | When using Interactive | a. | explains every | 35.14% |
| | Multimedia in my school, I | | steps in doing the | |
| | wish the teacher | | activities in | |
| | | | interactive | |
| | | | multimedia | |
| | | b. | gives the | 10.81% |
| | | | objectives of the | |
| | | | tasks | |
| | | c. | gives example to | 48.65% |
| | | | the students how to | |
| | | | do something | |
| | | d. | others | 5.30% |

The result of the analysis shows that 48.65% of the students want the teacher to give an example how to do something. Besides, 35.14% of them wish that the teacher should explain every step in doing the activities in interactive multimedia. Then 10.81% wish that the teacher gives the objectives of the tasks while 5.30% want the teacher checking every student step when doing the activities.

6. Setting

Setting deals with how the students would do the task in the interactive multimedia. They can do the task individually, in pairs, or in a group.

Table 24: The Setting of Learners

| No | Question | Answer | Percentage |
|----|----------------------------|-----------------|------------|
| 17 | I prefer to do the task in | a. Individually | 48.38% |
| | Interactive Learning | b. In pairs | 29.41% |
| | Multimedia | c. In groups | 19.34% |
| | | d. Others | |

From the table above, 48.38% of the students prefer to do the task individually, while 48.38% of them prefer to do the task in pairs and 19.34% of them prefer to work in groups.

According to the information above, it can be summarized that blue appeared to be the most wanted basic color in interactive learning multimedia. Here, almost all students prefer the font size 12 up to 14 for the font size used in the interactive multimedia, it means that the font size makes the students easy to read in that size. The students choose *Comic Sans MS* font style in the interactive multimedia program. So the program will mostly use *Comic Sans MS* font style. The font color in the interactive multimedia play an important role, and most the students suggest that the font should be different when presenting an important information. The availability of navigation system is also very important to make the learning easier. The students agree that the navigation system has to be simple, easy to be found, and using

appropriate symbols for buttons. In the interactive multimedia program, the availability of animation, picture, and video is needed to support the materials and also to make it more interesting.

2. The Course Grid

The next steps have to be done by the researcher was writing a course Grid. A course grid was developed as a guidance for the developer in developing materials. It is a very important matter to consider the core of competence and the basic competence when writing the course grid. The materials and activities were developed based on the textbook *When English Rings the Bell* with Reading and Writing skills.

The materials in this interactive multimedia consist of into three units of learning. There are chosen from unit VII to Unit VIII. To make it easy to remember, the researcher named the unit to become unit 1, 2 and 3.Unit 1discusses the topic related to label and list. This unit entitled "I Love Things around me". Unit 2 discuss related to family and people. This unit entitled "She is so nice". The last unit is entitled "what does it looks like?". The researcher only chooses the activities in the textbook that suits the activities with the nature of computer-aided multimedia.

3. The Flowchart

The next phase after developing the course grid was designing the flowchart. A flowchart presents the steps in designing the program logically.

A flowchart can be used as a roadmap for developing the interactive multimedia. According to Ivers & Barron (2002:61), a flowchart visually depicts the sequence and structure of a program. The figure of the general flowchart is available in the appendices. The following is only the figure of main flowchart.

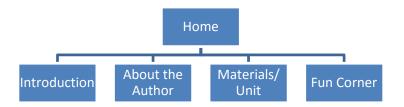


Figure 2: Main Flowchart

1. The First Draft of the Interactive Learning Multimedia

The materials are integrated into the program using Adobe Flash CS5.

The first draft of the interactive multimedia consists of three main components. They are namely *Start Page*, *Home Page* and *Menu Page*.

The followings are the detailed information of the first draft.

a) Start Page



Figure 3:**Start Page**

Start Page in figure 3 above is an opening screen of the interactive learning multimedia. It is the opening of the program which shows the title of the program, the institute and the year of developing the media. The students have to click the *Start* button to go the *Home page*.

Table25: Start Page Elements

| No | Elements | Functions |
|----|----------------------|---|
| 1 | The logo | The logo represent the institution. |
| 2 | Title screen picture | The pictures represent the multimedia title. |
| 3 | Let's Start button | Let's Start button directs the users to enter |
| | | the home page of the multimedia |

b) Home Page



Figure 4:**Home Page**

After clicking "start" button, then the next slide appears after the logo is the *home* page. It shows the welcoming screen and unit title of the interactive multimedia. It states that it wasdeveloped based on a textbook entitled "When English Rings a Bell" for grade VII students and published by The Ministry of Education and Culture. In this page, there are four buttons; "Introduction", "About the Author", "Materials" and "Fun Corner". Each menu in the home page is described as follows:

Table 26: Home Page Elements

| No | Elements | Functions |
|----|-----------------------|---|
| 1 | Multimedia Title | This Multimedia Title is shown as a header on every screen of the multimedia. |
| 2 | Home button | It directs the users to the home screen. |
| 3 | Home link | It directs the users to enter the menu page of the multimedia |
| 4 | Introduction button | It directs the user to go to the About the Program, Basic competence, and user guide descriptions. This page describes the general information about the program. |
| 5 | About the Author page | It shows the information about the author. |
| 6 | Materials | It shows the title of the current unit. |
| 7 | Fun Corner | It directs the users to the fun corner section. |

1) Introduction button

a. About the Program



Figure 5: about the Program

When the *about the program* button in the introduction menu is clicked, the screen *page* will appear (*see Figure 4*). In this page, the students will find the brief information about the program.

b. Basic Competence

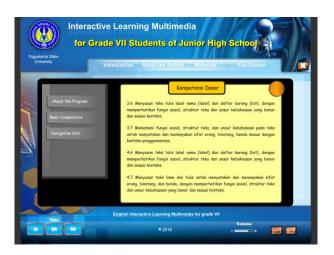


Figure 6: Basic Competence

Figure 5 above shows the appearance of the *Basic Competence* page.

In this page, the students will find the *kompetensi dasar* of each unit.

c. Navigation Info



Figure 7: **Navigation info Page**

This page enables the user to learn about how to use the interactive learning multimedia. These buttons are navigations which can be used by the user to operate the interactive multimedia. There are *next button*, *previous button*, *exit button*, and *camera button* to see the picture and *play* button to enter the program.



Figure 8: **Navigation system**

The navigation system (i.e. maximize/minimize button) is presented in the right bottom corner of the screen. There are also "Time information" and "volume control" button to play the musical instrument in the bottom corner of the screen.

2) About the Author

This page contains the information of the author of the interactive learning multimedia. It includes the information about the author such as name, address, place and date of birth, phone number, and an email address.



Figure 9: about the Author Page

3) Menu Page

Unit materials are also called menu page. The *materials* page presents some topics which will be discussed in the interactive multimedia. There are three units which can be chosen by the users; "I love things around me", "She is so nice "and "How does it look like?" (See Figure 8). The title of the unit represents the topics of the unit. The students have to click the Unit buttons to go directly the main activities. Some adjustments from the book were made in order to fit the requirements of good interactive multimedia.



Figure 10: Materials Page

a. Unit 1

The title of Unit I is "I Love Things around Me." When the BC (Basic Competence) and LG (Learning Goals) button in this page are clicked, the basic competences and the learning goals will appear. Through this unit, the students will learn in making a list.



Figure 11: Learning Objectives Unit 1

This unit contained seventeen tasks. In the end of material, there will be *Reflection* and *Summary*. In every unit, the Summary section is aimed

to review the whole material. Some tasks were arranged and modified into multiple choices, drag and drop, and typing sentences. The modifications were made based on the activity that do-able in interactive multimedia form. The descriptions of each menu of Unit 1 can be seen as follows:

Table 27: The organization of Tasks in Unit 1

| Name of sections | Name of | Instruction | Description |
|------------------|------------|-----------------------------------|--|
| *** | Tasks | W . 1 .1 C 11 · | |
| Warm up | | Watch the following | As a warming up activity |
| | | video. Then answer | |
| Observing | Task 1 | the questions Read the following | The students are asked to |
| Observing | 1 ask 1 | text. Then, tick $()$ | read the text related to the |
| | | and write the items | topic of the unit. |
| | | that you want to | topic of the unit. |
| | | know. | |
| Questioning | Task 2 | According to the | In this task, the learners are |
| Questioning | Tuon 2 | items you want to | asked to formulate relevant |
| | | know, tick $()$ the | questions from what they |
| | | relevant questions | have observed. It aims to |
| | | based on your | stimulate the student's |
| | | knowledge. | curiosity of what they want |
| | | | to learn. |
| Collecting | Task 3 | Based on the text in | The students are asked to |
| data | | Observing, drag and | match some words with the |
| | | drop the words to the | correct pictures.This |
| | | correct picture. | taskhelp the students to use |
| | | | dictionary and enriches their |
| | | | vocabulary. |
| | Task 4 | Write "True" if the | Students are asked to read a |
| | | statement is True, | text in Task 1 again, and |
| | | and "False if the | then state whether some |
| | | statement is false | statements are true or false. |
| | | according to the text. | The task aims to collect |
| | | | information by |
| | | | interpreting the illustrations to texts. |
| | | | to texts. |

| | Task 5 | Read the following statements and decide the right | Students are asked to choose the correct statements according to the text. The |
|--------------|---------|--|--|
| | | answer based on the | task aims to collect |
| | | text you read. | information by identifying |
| | | | the given illustrations. |
| Analyzing | Task 6 | Study the following | Students are provided the |
| information | | explanation. Then, | explanation about the text. |
| and | | read the following | The task aims to analyze |
| Communicati | | paragraph. | information by finding for |
| ng knowledge | | | detailed information. |
| | Task 7 | Click A, B, C or D to | The students are asked to |
| | | answer. | answer the the questions |
| | | | related to previous text. The |
| | | | task aims to analyze |
| | | | information by scanning for |
| | | | detailed information. |
| | Task 8 | Read the text from | Students read the text again |
| | | Task 3 and complete | in Task 1 and write the |
| | | the list by typing in | correct list. The task aims to |
| | | the box. | analyze the information by |
| | | | writing the correct text. |
| | Task 9 | Study the following | In this section, the students |
| | | explanation and | are asked to analyze the |
| | | complete the phrases | information about articles. |
| | | with "a" or "an". | The information includes |
| | | | the use of articlesbefore |
| | | | consonants and vowel |
| | | | sounds. |
| | Task 10 | Label the following | In this task, the learners |
| | | pictures by adding 'a' | have to complete the |
| | | or 'an" from the | sentences with correct |
| | | available box. | articles. The task aims to |
| | | | check the students |
| | | | |

| | 1 | T | |
|----------|----------|-----------------------|--------------------------------|
| | | | understanding and practice |
| | | | in using article. |
| | Task 11 | Study the explanation | Students are provided with |
| | | and pay attention to | explanation about using |
| | | the words printed in | there is, and there are |
| | | bold. | (singular and plural forms). |
| | | | The task aims to analyze the |
| | | | information by interpreting |
| | | | the illustrations to texts. |
| | Task 12 | Drag and Drop the | The task aims to check the |
| | | words into the | students understanding and |
| | | correct function. | practice in using there is/ |
| | | correct junction. | there are. |
| | Task 13 | Drag and Drop the | The task aims to check the |
| | Task 13 | words into the | students understanding. |
| | | | stadents understanding. |
| | Task 14 | correct pictures. | Students are asked to |
| | 1 ask 14 | Complete the | |
| | | following paragraph | complete the sentences by |
| | | with the words | using the words available. In |
| | | available in the box. | the text, they also have to |
| | | | use correct articles and |
| | | | plural forms. This is the last |
| | | | task to provide clear concept |
| | | | of listing. |
| | | | |
| Creating | Task 15 | Observe the | In this task, the students are |
| | | following picture. | asked to make a list of |
| | | Then, write the | sentences. The task aims to |
| | | correct answer in the | produce a short list after |
| | | box. | identifying the information |
| | | | of picture. |
| | Task 16 | Complete the | Students write the text based |
| | | following paragraph | on the given clues. The task |
| | | based on the | checks the students |
| | | pictures. | understanding of the |
| | | Pression est. | concept of the text. |
| | Task 17 | Please write the | Students write list of things |
| | I USK 17 | things in your house | in their house to produce a |
| | | and write them down | good text. The task aims to |
| | | | |
| | | in your textbook. | 1 |
| | | | describing their house. This |
| | | | task is the final section in |

| | | things in your house and write them down | in learning procedure and measure the student's competence according to |
|------------|---|--|---|
| | | in your textbook. | the objectives of the unit. |
| Sumarry | - | - | - |
| Reflection | - | - | _ |

i. Warm-up

This section provides warm up activity. In this page, the students are asked to watch a video and answer questions according to their experienced. The video entitled "a fun shopping with friends". This video gives the students experiences in shopping and making a list. After watching the video, the students answer questions. This task aims to help the students understanding the text in the unit.



Figure 12: warm-up slide 1

Figure 13: warm-up slide 2

(ii). Task 1



Figure 14: Task 1 Slide 1

Figure 15: Task 1 Task 2

The figure above is an *Observing* activity. In this activity, students are asked to read the text in order to give the students an example of a text. After reading the text, students should click the 'next' button to go to the next page and click the things they want to know further.

(iii). Task 2



Figure 16: Unit 1 Task 2

In this task, the learners are asked to formulate relevant questions from what they have observed. It aims to stimulate the student's curiosity of what they want to learn.

(iv). Task3



Figure 17: Unit 1 Task 3

In this task, the students are asked to match some words with the correct pictures. This taskhelp the students to use dictionary and enriches their vocabulary. It is a matching activity. They have to drag and drop words under the appropriate pictures.

(v). Task 4



Figure 18: Unit 1 Task 4

In this task, the students are asked to read a text in *Task 1* again, and then decide whether some statements are true or false. The task aims to collect information by interpreting the illustrations to texts.

(vi). Task 5



Figure 19: Unit 1 Task 5

Students are asked to choose the correct statements according to the text. The task aims to collect information by identifyingthe given illustrations.

(vii). Task 6



Figure 20: Unit 1 Task 6

Students are provided the explanation about the text. As can be seen in the figure above, there is information about the definition of a list and the example of a shopping list. Additionally, there is information about when usual shopping list can be used. The task is expected to make the students able to understand about the list. After reading the explanation in Task 6, students are asked to answer comprehension questions based on the explanation from Task 6.

(viii). Task 7

Task 7 is still related to Task 6. In this task, students are asked to answer comprehension questions based on the text from Task 6. The students can answer by choosing a, b, or c. The "result" box is available beside the questions. The students can look the text again by clicking to the available box.



Figure 21: Task 7 Slide 1

Figure 22: Task 7 Slide 2

After clicking the option, there will appear the feedbacks of the students' choice. From the figure above, we can see the *smile* icon and word 'good job'

which are as a feedback when the users choose the correct option. Additionally, the icon *sad* face and word 'too bad' will appear when the answer is false.



Figure 23: Example of Feedback Figure 24: Example of text preview

When answering the *multiple-choice* questions, students no need to back to the previous task to see the text. Students can "click to see the text" in this screen to see the previous text.

(ix). Task 8

The students are given a text entitled "Things in my classroom", and then they are asked to identify the list based on the previous text. The activity aims to analyze the information by writing the correct list in the provided box. They can save their answer and share their findings to their friends.



Figure 25: Unit 1 Task 8

(x). Task 9

In this task, the students are asked to study the articles related to the text. This page presents the examples of using articles and the rules in using the article. There is an exercise in the next pages. In Task 10, the students are asked to fill in the blank based on the pictures using the appropriate article. The screenshot of *Task 10* can be seen in Figure 23.



Figure 26Unit 1 Task 9

(xi). Task 10

In the task 10, the students should type the blank boxes with the correct names. After labeling the picture, the students may check their answer by clicking the icon *check* to see the answers. This activity is aimed to check their understanding. The screenshots are as follows.



Figure 27: Unit 1 Task 10

(xii). Task 11

Task 11 asks students to pay attention to an explanation about using singular and plural forms. After the students study the *use of singular and plural forms*, then they are asked to read text and pay attention to the words in red to see the example of singular and plural forms. The screenshot is attached on the following page.



Figure 28: **Task 11 slide 1**

Figure 29: Task 11 slide 2

(xiii). Task 12

Task 12 is still related to Task 11. In this task, students are asked to study to the use of *there is* and *there are*. After that, students are asked to practice using the singular and plural forms in sentences.



Figure 30: Task 12 slide 1

Figure 31: Task 12 slide 2

(xiv). Task 12

Task 12asks students using singular and plural forms from previous task. After that, the students are asked to practice about all the materials they have learnt in this unit.



Figure 32: Task 13

(xv). Task 13

Figure 28 above shows the appearance of the *communicating knowledge* page. The task aims to communicate the students' findings after predicting appropriate singular and plural form based on their knowledge. They may share their findings to their friends.



Figure 33: Unit 1 Task 14

(xvi). Task 14

When the students click on the *Creating* button, they will directly go to the *creating text* page (see Figure 29). Task 14is a semi-guided writing

activity. They are asked to write the things in the provided box. The task aims to produce a sentence after identifying the detailed information of the text. In this section, the students will work independently or in pairs.



Figure 34: Unit 1 Task 15

(xvii). Task 13

Figure 30 shows the final task in unit 1. In this task, the students are asked to make a simple sentence describing the things based on the picture. The task aims to produce sentences after interpreting the illustrations. This task also assesses their competence in achieving the learning objectives. In this section, the students will work independently.



Figure 35: Unit 1 Task 17

(xviii). Reflection

Once students click *next* button in the last task, they will directly enter to the Reflection slide of Unit 1.Reflection page aims to reflect students' feeling and achievement after learning the unit 1. The screenshot is presented below.



Figure 36: Unit 1 Reflection

(xix). Summary

Figure 33 to 35 below shows the appearance of the *Summary* page in Unit 1. It is presented in order to give students review of information related to the materials in Unit 1.



Figure 37: **Summary slide 1**

Figure 38: Summary slide 2



Figure 39: Summary slide 3

2. Unit 2- (*She is so nice*)

Once students click Unit 2 from the menu materials slide, they will directly enter to the unit title or learning goals slide of Unit 2. The learning goals of this unit are recognize adjectives of people, write sentences using adjectives of people, using simple present tense (has and have) in sentences, and make a short text describing people. The description of each menu of Unit 2 is as follows.



Figure 40: Unit 2 Learning goals

Table 28: The Organization of the Tasks in Unit 2

| Name of sections | Name of | Instruction | Description |
|--------------------------------------|------------|---|---|
| sections | Tasks | | |
| Warm up | Task1 | Look at the pictures. Then answer the questions that follow based on your knowledge by ticking $()$. | As a warming up activity |
| Observing | Task2 | Read the following text. Then tick $(\ \)$ and write items that you do not know. | As a warming up activity |
| Questioning | Task3 | According to the items in Task 1, tick $()$ the relevant questions. Write your answer based on your current knowledge. | Students are asked to tick relevant questions referring to the items in Observing and propose temporary answer |
| Collecting data, Analyzing, Creating | Task4 | Based on the text, match the words with their Indonesian. | Students match some words with the suitable Indonesian. |
| | Task 5 | Read the text again and decide whether the following statements are True or False. Number one has been done for you. | Students are asked to read again the text in Task 1 and then they should state whether the statements are true or false. |
| | Task 6 | Drag and Drop the following words with their antonyms. | Students are asked to find some opposite words related to people's physical appearance and personality in a box. |
| | Task 7 | Study the following explanation carefully. Then, find out the generic structure of the text entitled "my parents" in the next page. | Students are asked to read the explanation about a descriptive text (definition, language features, and example) of the text. Then, they are asked to match the paragraph with the correct part of the text. |

| /D 1 0 | T.1 C1 | G. 1 |
|----------------|---|---|
| Task 8 Task 9 | Identify the generic structure of the following story by dragging and dropping the words into the boxes. Study the following | Students are provided with explanation about adjectives. Students are asked to match the sentences with the correct related to the adjectives (physical appearance or personality). In this task, students are |
| Task 9 | explanation. In pairs, complete the text using the correct form of verbs. | provided with explanation about simple present tense. |
| Task 10 | Read the text below and type the correct verbs from the box below. | In this task, students are asked to read a descriptive text about my grandfather. This is an activity which is focus on using the simple present tense in the sentence level. The students complete sentences using provided words. |
| Task 11 | Study the following explanation about adjectives | In this task, students are provided with explanation about adjectives. The information includes the definition and the use of adjectives. In this task, the learners are asked to discuss their understanding with their friends. |
| Task 12 | Match the sentences in the table below with the correct description. | As a follow up, the students are asked to match the correct adjectives used in the sentences. The task aims to analyzeInformationby identifying adjectives in sentences. This task also can check the students understanding. |

| | - 1 1 C | | |
|----------|---------|------------------------|--------------------------------|
| | Task 13 | Read the text again | The task aims to |
| | | entitled "My | communicate their findings |
| | | grandfather" then | after identifying the |
| | | answer the following | information based on their |
| | | questions. | background knowledge of |
| | | | describing people. |
| | Task 14 | Type the correct | In this task, the learners are |
| | | adjectives with the | asked to type the correct |
| | | words available in the | adjectives related to the |
| | | box. | text. The task aims to |
| | | | communicate their findings |
| | | | after identifying general |
| | | | information of the text. |
| Creating | Task 15 | Rearranged of jumbled | In this task, the students are |
| Creating | Task 15 | sentences to make a | asked to arrange the |
| | | | sentences. This task aims |
| | | meaningful paragraph. | |
| | | | to produce the correct |
| | | | sentences after identifying |
| | | | and revising the incorrect |
| | | | articles and adjectives in |
| | | | the sentences. Here, the |
| | | | students will work |
| | | | independently. |
| | Task 16 | Make a description | In this task, the learners are |
| | | based on the | asked to write a short text |
| | | picture using the | to describe people. The |
| | | following clues. | task aims to produce a |
| | | | short text after looking at |
| | | | the picture.Clues are |
| | | | provided to help the |
| | | | students writing the text. |
| | Task 17 | Write a description | The students are asked to |
| | | based on the picture | observe a picture and then |
| | | using the following | write description about the |
| | | clues. | picture using some |
| | | | keywords. It's a semi |
| | | | guided task. |
| | Task 18 | Watch the video. Then, | In this task, the students are |
| | Tusk 10 | write the description | asked to watch a video then |
| | | about Rahul, Mrs Gita, | write a descriptive text. |
| | | Mr Govin, or Rhino | write a descriptive text. |
| | | | |
| | | based on the video. | |

| | Task 19 | Choose one of the topics below. Then write a descriptive text in your textbook. | This task assesses the students' competencies in achieving the learning objectives stated in the beginning of the unit. In this task, the students are asked to write descriptive text without guide. This task assesses the students' competencies in achieving the learning objectives stated in the beginning of the unit. |
|------------|---------|---|--|
| Sumarry | _ | - | - |
| Reflection | - | - | - |

i.Warm-up

In this page, the students are asked to look at two different pictures. Warm-up activity aims at activating students' background knowledge before they start writing. The first slide contains a picture of people's physical appearance and the second slide contains a picture of people's personality. Then students are asked to tick $(\sqrt{})$ the answers based on what they understand from the pictures.



Figure 41: Unit 2 Warm-up Figure 42: Unit2 Warm-up

ii.Task 1

When the students click on the *Observing* button, they will directly go to the Model Text page (see Figure 38). In this page, they are given an example of descriptive texts. Then, students are asked to tick $(\sqrt{})$ and write items that they do not know and/or they want to know further in the bottom of the text.



Figure 43: Unit 2 Task 1

iii.Task 2

In this task, the students are asked to formulate relevant questions from what they have observed. It aims to stimulate the student's curiosity of what they want to learn.

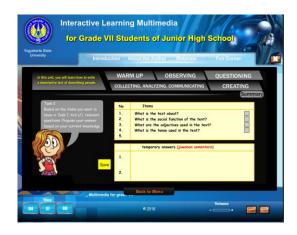


Figure 44: Unit 2 Task 2

iv.Task 3



Figure 45: Unit 2 Task 3

When the students click on the *Collecting, Analyzing, Communicating* button in unit 2, they directly go to the *Vocabulary section*. It is matching activity. They have to drag and drop words into the appropriateboxes. There are seven words related to people's physical

appearance and personality which the students should find the meaning in Indonesian. They may find the meaning in the dictionary.

v. Task 4

Task 4 are True and False activity. There are 10 (ten) statements about the previous text. They should decide some statements whether they are true or false. They can check their answers in the "result" box on the left side of the table. Each statement has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is "Y" (tick) and "x" (cross) if the answer was wrong.



Figure 46: Unit 2 Task 4

vi. Task 5

Task 5 provides antonym related to people's physical appearance and personality. Students are asked to find the opposite words by dragging and dropping. The appearance of those activities is presented as follows.



Figure 47: Unit 2 Task 5

vii. Task 6



Figure 48: Task 6 slide 1

Figure 49: Task 6 slide 2

Students are provided the explanation about the text. In this task, there is information about the example of descriptive sentences and generic structure of the text. The task is expected to make the students able to understand about the concept of describing people. The next task aims to analyze the information by writing the correct structure of the text in the provided box.

ix. Task 7

In this task, the students are asked to study *tenses* related to the text. This page presents the explanation of giving information using *to be* and giving information using *has and have*. There is an exercise in the next pages.



Figure 50: Task 7

x. Task 8

In this task, the students are asked to fill in the blank based on the pictures using the appropriate tenses. The screenshot of $Task\ 8$ can be seen in Figure 51.



Figure 51: Task 8

xi. Task 9

This task provides students with an explanation about adjectives.

Students are also provided some words to describe people's physical appearance and personality. The screenshots are as follows.



Figure 52: Task 9 slide 1

Figure 53: Task 9 slide 2



Figure 54: Task 9 slide 3

Figure 55: **Task 9 slide 1**



Figure 56: Task 9 slide 5

xii. Task 10

In this task, the students are asked to read a text entitled "my grandfather "then decide whether some statements are true or false. The task aims to collect information by interpreting the illustrations to texts.



Figure 57: Task 10

xiii. Task 11

In this task, students are asked to answer comprehension questions based on the text from Task 8. The students can answer by choosing a, b, or c. The "result" box is available beside the questions. The students can look the text again by clicking to the available box. After clicking the option, there will appear the feedbacks of the students' choice. The screenshot is presented as follows.



Figure 58: **Task 11 slide 1** Figure 59: **Task 11 slide 2**

xiv. Task 12

Figure 28 shows the appearance of the *communicating knowledge* page. The task aims to communicate the students' findings after predicting appropriate *adjectives* form based on their knowledge. They may share their findings to their friends.



Figure 60: Task 12

xv. Task 13

Task 13 is a semi-guided writing activity. They are asked to write the jumbled sentences in the provided box. The task aims to produce a sentence after identifying the detailed information of the text.



Figure 61: Task 13

xvi. Task 14

In this task, the students are asked to make a simple sentence describing people based on the picture. The task aims to produce sentences after interpreting the illustrations.



Figure 62: Task 14

xvii. Task 15

This task has the same activity with task 14. The students are asked to make a simple sentence describing people based on the picture. The task aims to produce sentences after interpreting the illustrations. In this section, the students will work independently.



Figure 63: Task 15

xviii. Task 16

Task 16 assesses the students' competence in achieving the learning objectives. In this section, the students will work independently.



Figure 64: **Task 16**

xix. Reflection

Reflection page aims to reflect students' feeling and achievement after learning the unit 3. The screenshot is presented below.



Figure 65: Unit 2 Reflection

xx. Summary

The *Summary* presents review of information from materials in Unit 2. There are presented the structure of a descriptive text, the tenses, the vocabulary and the adjectives in describing people. The screenshots are presented as follows:

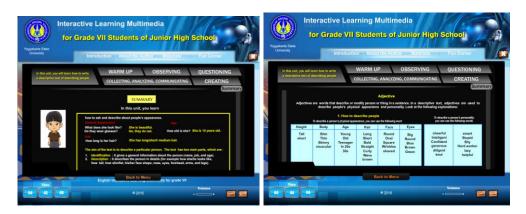


Figure 66: summary slide 1 Figure 67: summary slide 2



Figure 68: summary slide 3

3. Unit 3 (what *does it look like*?)

The *Menu Page* of Unit 3 will appear after users click the title button of Unit 3. This unit is entitled 'what does it look like!'. The topic of this unit is *describing animals*, so that the materials in this unit are related to animals' appearance. The screenshot is presented below.



Figure 69: Learning goals Unit 3

Next button available in the learning goals slide leads users to start learning the first task in Unit 3. The following table presents the tasks organization of Unit 3.

Table 29: The Organization of Tasks in Unit 3

| Name of sections | Name of Tasks | Instruction | Description |
|--------------------------------------|---------------------|---|--|
| Warm up | Task1 | Look at the pictures and answer the questions based on your knowledge by ticking (√) them. | As a warming up activity |
| Observing | Task2 | Read the following text. Then tick $(\ensuremath{\backslash})$ and write items that you want to know. | The task aims to give a curiosity of what they will learn in this unit. |
| Questioning | Task3 | According to the items in Task 1, tick (√) the relevant questions. Write your answer based on your current knowledge. | The learners are asked to formulate relevant questions from what they have observed. |
| Collecting data, Analyzing, Creating | Task4 | Drag and drop the words into the correct answers. | It is presented in order to give students information related to the vocabulary used in the materials in Unit 2. |
| | Task 5 | Decide whether the following statements are True or False. | The task aims to collect information based on the text. |
| | Task 6 | Look at the puzzle below. Find the words that can be used to describe people, things or animals. | This page presents some words related to the topic being discussed in the unit. This is a word search. |
| | Task 7 | Study the following explanation. | The task aims to analyze information for detailed information. |
| | Task 8 | Identify the structure of the following story by dragging and dropping the words into blank boxes. | Students are asked to match a paragraph with the correct part of descriptive text. |
| | Task 9 | Study the following explanation. Then, complete the text | The task provides students with an explanation about definite and indefinite articles. |

| | | | TPI d |
|----------|--------|--------------------------|----------------------------|
| | | using the correct form | Then, they practice to |
| | | of articles. | check their understanding. |
| | Task | Study the following | The task provides students |
| | 10 | explanation. Then, | with an explanation about |
| | | complete the following | adjectives. Then, they |
| | | sentences using the | practice to check their |
| | | adjectives on the box | understanding. |
| | | below | g. |
| | Task | Read the text again in | The students are asked to |
| | 11 | Task 9 entitled "My | read a text and answer the |
| | | Cute Birds, Anjona | questions. The taskaims to |
| | | and Anjani" then | communicate their |
| | | _ | |
| | | answer the following | findings after identifying |
| | | questions. | the information based on |
| | | | their background |
| | | | knowledge of describing |
| | | | animals. |
| | Task | Look at the picture and | Task 12 asks students to |
| | 12 | Write the correct | write the correct number |
| | | number in the box. | in the blank box with the |
| | | | animals' description |
| | | | available in box. |
| Creating | Task | There are six mistakes | In this task, the students |
| | 13 | in the paragraph. Use | are asked to re-write |
| | | the correct articles and | sentences into a correct |
| | | adjectives. Type the | paragraph. The task |
| | | correct paragraph in | checks their |
| | | the blank box. | understanding of the |
| | | ine blank box. | concept of describing |
| | | | animals. |
| | To c1- | White a Jermin Comment | |
| | Task | Write a description | In this task, the students |
| | 14 | based on the picture | are asked to make a |
| | | using the following | simple sentence |
| | | clues. | describing animal using |
| | | | the following clues based |
| | | | on the picture. The task |
| | | | aims to produce |
| | | | sentences. |
| | Task | Write a description of | The students are asked to |
| | 15 | the animals based on | make a simple sentence |
| | | the following picture in | describing animal based |
| | | your textbook. | on the picture in a |
| | | , | textbook. |
| I | 1 | | WALOUGE. |

(continued)

| | | | The task aims to produce sentences after studying the concept of describing animals. |
|------------|------------|--|---|
| | Task 16 | Choose one of the pictures below. Then write a descriptive text about it in your textbook. | The task assesses the students' competence in achieving the learning objectives. In this section, the students will work independently. (Students' project) |
| Sumarry | - | - | - |
| Reflection | - | - | - |

i.Task 1

The task aims at activating students' background knowledge before they start writing. Then students are asked to tick ($\sqrt{}$) the answers based on what they understand from the pictures.



Figure 70: Unit 3 task 1

ii.Task 2

There are two slides in Task 2. In the first slide, students are asked to read a text entitled "My Cat si Boy". In this slide, the students are presented

an example of descriptive texts about animals' description. The second task aims to give a curiosity of what they will learn in this unit.



Figure 71: task 2 slide 1

Figure 72: task 2 slide 2

iii. Task 3

In this task, students are asked to formulate relevant questions from what they have observed. It aims to stimulate the student's curiosity of what they want to learn. The slide of this task is illustrated below.



Figure 73: Unit 3 Task 3

iv. Task 4

Task 4 contains vocabulary mastery. The taskhelp the students to use dictionary and enriches their vocabulary. They have to drag and drop words under the appropriate pictures.



Figure 74: Unit 3 Task 4

v. Task 5

They should decide some statements whether they are true or false. They can check their answers in the "result" box on the left side of the table. Each statement has direct feedback whether the answer is correct or wrong. If the answer was correct the feedback is "\" (tick) and "x" (cross) if the answer was wrong.



Figure 75: Unit 3 Task 5

vi. Task 6

Task 6 presents some words related to the topic being discussed in the unit. This task is a word search. The topics related to animals' and people's physical appearance and personality. Students are asked to find words by looking horizontally and vertically. Here is the *word search* page.



Figure 76: Unit 3 Task 6

vii. Task 7

There are two slides in Task 7. The first task of this page presents the organization of the text (generic structure) and information about the descriptive text. The screenshots are illustrated below.



Figure 77: Unit 3 **Task 7 slide 1** Figure 78: Unit 3 **Task 7 slide 2**After studying the explanation of the descriptive text, the next task aims to analyze the information by dragging the correct structure of the text in the provided box.



Figure 79: Task 8

viii.Task 9

Task 9provides students with an explanation about definite and indefinite articles. Then, they practice to check their understanding. The screenshots are illustrated below.



Figure 80: **Task 9 slide 1**

Figure 81: Task 9 slide 2

ix.Task 10

Task 10 provides students with an explanation about adjectives. Students are also provided some words to describe animals. Then, they practice to check their understanding. The screenshots are as follows.



Figure 82: Task 10 slide 1

Figure 83: Task 10 slide 2

x.Task 11

The students are asked to read a text and answer the questions. The task is a *multiple choice* questions. The taskaims to communicate their findings after identifying the information based on their background knowledge of describing animals. The screenshot is presented as follow.



Figure 84: Task 11

xi.Task 12

Task 12 asks students to write the correct number in the blank boxwith the animals' description available in box. The screenshot is presented as follow.



Figure 85: Task 12

xii.Task 13

Task 13 presents a text of describing animals. In this task, the students are asked to re-write sentences into a correct paragraph. The task checks their understanding of the concept of describing animals.



Figure 86: Task 13

xiii. Task 14

Task 14 is a semi-guided writing activity. They are asked to write the things in the provided box. The task aims to produce a sentence after identifying the detailed information of the clues provided in the box. In this section, the students will work independently or in pairs.



Figure 87: Task 14

xiv. Task 15

The students are asked to make a simple sentence describing animals based on the picture. The task aims to produce sentences after

Interpreting the illustrations. In this section, the students will work independently.



Figure 88: Task 15

xv.Task 16

Task 16 assesses the students' competence in achieving the learning objectives. In this section, the students will work independently.



Figure 89: Task 16

xvi. Reflection

Reflection page aims to reflect students' feeling and achievement after learning the unit 3. The screenshot is presented below.



Figure 90: Unit 3 Reflection

xvii. Summary

Figure 86 below shows the appearance of the *Summary* page in Unit 3. It is presented in order to give students review of information related to the materials in Unit 3.



Figure 91: Unit 3 Summary

4. Fun corner

This page presents some fun activities in the interactive learning multimedia. It is a guessing game. When the word is guessed, the picture is

shown to the slide. The users need to write their name first. The following is the figure of a fun corner.



Figure 92: **fun corner slide 1**

Figure 93: fun corner slide 2



Figure 94: **fun corner slide 3** Figure 95: **fun corner slide 4**

The full slides are presented in the appendices.

5. The Expert Judgment and the Revision

The Expert judgment questionnaire was developed to assess the multimedia appropriateness in terms of content and design. The researcher only asked an expert to evaluate both contentand design aspects because the efficiency of time. The analysis of the interactive multimedia is presented in the following table.

1) The Results of the Expert Judgment Unit 1

1. Content Aspects

The analysis of the content appropriateness is shown by table 30 below.

Table 30: The Appropriateness of the Content of Unit 1

| Item | Statement | Score |
|--------|---|-------|
| number | | |
| 1. | The materials are in accordance with the | 3 |
| | learning objectives of grade VII students of | |
| | Junior High School. | |
| 2. | The materials in this interactive learning | 3 |
| | multimedia are easy to understand. | |
| 3. | The materials in this interactive learning multimedia focus on reading and writing skills | 3 |
| 4. | The materials in this interactive learning | 4 |
| | multimedia are in line with the textbook | |
| | "When English Rings a Bell". | |
| 5. | The learning elements (materials, exercises, | 3 |
| | and evaluation) have appropriate amount. | |
| | | |
| 6. | The examples and exercises are in accordance | 3 |
| | with the learning objectives. | |
| 7. | Summary is available at the end of learning | 4 |
| | materials. | |
| 8. | There are basic interactive activities in the | 4 |
| | interactive learning multimedia (true/false and | |
| | multiple choice questions). | |
| 9. | Basic interactive activities such as matching | 4 |
| | wordsare available in this multimedia. | |
| | | |
| | Total Score | 31 |
| | Mean | 3.44 |

The table 30shows that the mean of the content quality of the developed interactivelearning multimedia is 3,44. It is categorized as "good" as its positions is in the interval $3.0 \le x \le 3.5$.

Table 31: The appropriateness of the language of Unit 1

| Item number | Statement | Score | |
|----------------|---|-------|--|
| 10 | The language used in this interactive learning multimedia is easy to understand. | 3 | |
| 11 | The language used in this interactive learning multimedia is appropriate and accurate. | 3 | |
| 12 | The materials are presented in a systematical order. | 3 | |
| 13 | The presentation of the materials helps students to be autonomous learners. | 3 | |
| 14 | The materials presented in this interactive learning multimedia covers introduction, content and closing. | 4 | |
| | Total Score | | |
| | Mean | 3.20 | |

The mean score for appropriateness of the language of unit 1 is 3.20which indicates that the instructional quality is categorized as "good" because the mean is more than 3.0.

2. The Result of Media Aspects

There are sixteen points in the questionnaire for assessing the media aspects. All of them are listed in the following table and followed by the result from the expert.

a. The Appropriateness of the Screen Appearance of Unit 1

Table 32 shows the appropriateness of the screen appearance.

Table 32: The Appropriateness of the Screen Appearance

| Item number | Statement | Score |
|----------------|---------------------------------|-------|
| 15 | The screen appearance is clear. | 4 |

(continued)

| Item number | Statement | Score |
|----------------|---|-------|
| 16 | The screen appearance is proportional. | 3 |
| 17 | The colors variation applied in this interactive learning multimedia is match. | 3 |
| 18 | The pictures used in this interactive learning multimedia support learners to understand materials better. | 3 |
| 19 | The animation used in this interactive learning multimedia support learners to understand materials better. | 3 |
| 20 | The text presented in this interactive learning multimedia is efficient enough. | 3 |
| 21 | The video presented in this interactive learning multimedia is efficient enough. | 3 |
| | Total Score | 22 |
| | Mean | 3.14 |

Table 32 shows that the mean value related to the appropriateness of the screen appearance is 3.14. It can be categorized as "Good" since its position is within the interval $3.0 < x \le 3.5$. Meanwhile, the appropriateness of multimedia elements for Unit 1 is shown in Table 43 below.

1. The Appropriateness of the Multimedia Elementsof Unit 1

Table 33 shows the appropriateness of the multimedia elements.

Table 33The appropriateness of the multimedia elements

| Item number | Statement | Score |
|----------------|--|-------|
| 22 | Font style in this interactive learning multimedia is appropriate. | 3 |
| 23 | Font size is not too small or too big. | 4 |

(continued)

| 24 | Texts, picture, animations are neatly arranged. | 2 |
|----|---|-----|
| 25 | Animations in this interactive learning multimedia have a good image and sound quality. | 3 |
| | Total score | 12 |
| | mean | 3.0 |

Based on the date on the table 33, the mean was 3.0. According to the dataconversion on chapter three the data can be categorized into good categoryas long as the mean score of the mean ranged from $3.0x \le X \le 3.5$

2. The Appropriateness of the Navigation of Unit 1

The table below gives information of the appropriateness of the navigation of Unit 1.

Table 34: Buttonsthe Appropriateness of the Navigation

| Item number | Statement | Score |
|----------------|---|-------|
| 26 | Navigation buttons in this interactive learning multimedia are put in a consistent way. | 4 |
| 27 | Navigation buttons in this interactive learning multimedia can be used easily. | 4 |
| 28 | Navigation buttons in this interactive learning multimedia can be operated well. | 4 |
| | Total Score | 12 |
| | mean | 4.0 |

Table 34 shows that the mean score related to the appropriateness of the navigation is 4.0. It belongs to the very good category based on the score conversion since the mean score of the mean range from $3.5 \le X \le 4.0$.

3. The Appropriateness of the feedback Unit 1

The table below gives information of the feedbackappropriateness of the interactive multimedia of unit 1.

Table 35: The Appropriateness of the Feedback

| Item | Statement | Score |
|--------|--|-------|
| number | | |
| 29 | This interactive learning multimedia gives direct feedback. | 3 |
| 30 | Feedback available in this interactive learning multimediahelps users to operate it independently. | 3 |
| | 6 | |
| | mean | 3.0 |

Based on the table above, the mean score related to feedback aspect of developed interactive multimedia is 3.0 It belongs to good category based on scoring conversion, since the range score is $3.0x \le X \le 3.5$.

2) The Results of the Expert Judgment Unit 2

a. Content Aspect

Table 36 shows the analysis of the appropriateness of the content of unit 2.

Table 36: The Appropriateness of Contents of Unit 2

| Item | Statement | Score |
|--------|---|-------|
| number | | |
| 1. | The materials are in accordance with the learning objectives of grade VII students of Junior High School. | 3 |
| 2. | The materials in this interactive learning multimedia are easy to understand. | 3 |
| 3. | The materials in this interactive learning multimedia focus on reading and writing skills | 3 |
| 4. | The materials in this interactive learning multimedia are in line with the textbook "When English Rings a Bell". | 4 |
| 5. | The learning elements (materials, exercises, and evaluation) have appropriate amount. | 3 |
| 6. | The examples and exercises are in accordance with the learning objectives. | 3 |
| 7. | Summary is available at the end of learning materials. | 4 |
| 8. | There are basic interactive activities in the interactive learning multimedia (true/false and multiple choice questions). | 4 |
| 9. | Basic interactive activities such as matching words are available in this multimedia. | 4 |
| | Total Score | 31 |
| | Mean | 3.44 |

The mean value of the appropriateness of content of Unit 2 is 3.44. It is categorized as "good" as its positions is in the interval $3.0 \le x \le 3.5$.

Table 37: The appropriateness of the language Unit 2

| Item | Statement | Score |
|--------|--|-------|
| number | | |
| 10 | The language used in this interactive | 3 |
| | learning multimedia is easy to | |
| | understand. | |
| 11 | The language used in this interactive | 3 |
| | learning multimedia is appropriate and | |
| | accurate. | |
| 12 | The materials are presented in a | 3 |
| | systematical order. | |
| 13 | The presentation of the materials | 3 |
| | helps students to be autonomous | |
| | learners. | |
| 14 | The materials presented in this | 4 |
| | interactive learning multimedia covers | |
| | introduction, content and closing. | |
| | Total Score | 16 |
| | Mean | 3.20 |

The mean score for appropriateness of the language of unit 2 is 3.20 which indicates that the instructional quality is categorized as "good" because the mean is more than 3.0.

b. The Result of Media Aspects of Unit 2

There are sixteen points total in the questionnaire for assessing the media aspects. All of them are listed in the following table and followed by the result from the expert.

1. The Appropriateness of the Screen Appearance

The following table shows the result of screen appearance appropriateness analysis of Unit 2.

Table 38: The Appropriateness of the Screen Appearance of Unit 2

| Item number | Statement | Score |
|----------------|---|-------|
| 15 | The screen appearance is clear. | 4 |
| 16 | The screen appearance is proportional. | 3 |
| 17 | The colors variation applied in this interactive learning multimedia is match. | 3 |
| 18 | The pictures used in this interactive learning multimedia support learners to understand materials better. | 3 |
| 19 | The animation used in this interactive learning multimedia support learners to understand materials better. | 3 |
| 20 | The text presented in this interactive learning multimedia is efficient enough. | 3 |
| 21 | The video presented in this interactive learning multimedia is efficient enough. | 3 |
| | Total Score | 22 |
| | Mean | 3.14 |

Table 38 shows that the mean value of the appropriateness of the screen appearance of unit 2 is 3.14. It is categorized as "good" due to its position in the interval $3.0 \le x \le 3.5$.

2. The Appropriateness of the Multimedia Elements Unit 2

The following table shows the result of multimedia elements appropriateness analysis of Unit 2.

Table 39: The Appropriateness of Multimedia Elements of unit 2

| Item number | Statement | Score |
|----------------|---|-------|
| 22 | Font style in this interactive learning multimedia is appropriate. | 3 |
| 23 | Font size is not too small or too big. | 4 |
| 24 | Texts, picture, animations are neatly arranged. | 4 |
| 25 | Animations in this interactive learning multimedia have a good image and sound quality. | 3 |
| | Score | 14 |
| | Mean | 3,50 |

The mean value of the appropriateness of multimedia elements of Unit 2 is 3.50. The value is in the interval of $3.5 \le X \le 4.0$ which iscategorized as "very good".

3. The Appropriateness of the Navigation Buttons Unit 2

Table 40 shows the analysis of the navigations buttons appropriateness of unit 2.

Table 40: The Appropriateness of Navigations buttons of Unit 2

| Item | Statement | Score |
|--------|---|-------|
| number | | |
| 26 | Navigation buttons in this interactive | 4 |
| | learning multimedia are put in a consistent | |
| | way. | |
| 27 | Navigation buttons in this interactive | 4 |
| | learning multimedia can be used easily. | |
| 28 | Navigation buttons in this interactive | 4 |
| | learning multimedia can be operated well. | |
| | Mean | 4,0 |

The mean value of the appropriateness of navigation button of Unit 2 is 4.0. The value is in the interval of $3.5 \le X \le 4.0$ which is categorized as "very good".

4. The Appropriateness of the Feedbackof Unit 2

The table below gives information of the feedback appropriateness of the interactive multimedia.

Statement Item Score number 28 This interactive learning multimedia gives 3 direct feedback. 29 Feedback available in this interactive learning 3 multimediahelps users operate independently. **Total score** 6 3.0 mean

Table 41: The Appropriateness of the Feedback

Based on the table above, the mean score related to feedback aspect of developed interactive multimedia of unit 2 is 3.0 It belongs to good category based on scoring conversion, since the range score is $3.0x \le X < 3.5$.

3) The Result of the Expert Judgment of Unit 3

1. Content Aspect

The first aspect to evaluate was the appropriateness of content. The following table shows the result of content appropriateness analysis of Unit 3.

Table 42: The Expert Judgment towards Content Quality

| Item number | Statement | Score |
|----------------|--|-------|
| 1 | Materials in this interactive learning multimedia are in line with the learning objectives. | 3 |
| 2 | Materials in this interactive learning multimedia are easy to understand. | 3 |
| 3 | Materials in this interactive learning multimedia focus on reading and writing skills | 3 |
| 4 | Materials in this interactive learning multimedia are in line with the textbook "When English Rings the Bell". | 4 |
| 5 | Learning elements (materials, exercises, and evaluation) have appropriate amount. | 3 |
| 6 | Examples and exercises are in accordance with the learning objectives. | 3 |
| 7 | Summary is available at the end of learning materials. | 4 |
| 8 | Basic interactive activities (true/false and multiple choice questions) are available in this multimedia. | 4 |
| 9 | Basic interactive activities (matching words) are available in this multimedia. | 4 |
| | Score | 31 |
| | Mean | 3,44 |

The mean value of the appropriateness of content of Unit 3 is 3.44. The value is in the interval of $3.0 \le x \le 3.5$ which is categorized as "good"

Table 43: The appropriateness of the language Unit 3

| Item number | Statement | Score |
|----------------|--|-------|
| 10 | The language used in this interactive | 3 |
| | learning multimedia is easy to understand. | |

(continued)

| | Mean | 3.20 |
|----|--|------|
| | Total Score | 16 |
| | content and closing. | |
| | learning multimedia covers introduction, | |
| 14 | The materials presented in this interactive | 4 |
| | students to be autonomous learners. | |
| 13 | The presentation of the materials helps | 3 |
| | order. | |
| 12 | The materials are presented in a systematical | 3 |
| | multimedia is appropriate and accurate. | |
| 11 | The language used in this interactive learning | 3 |

The mean score for appropriateness of the language of unit 3 is 3.20 which indicates that the instructional quality is categorized as "good" because the mean is more than 3.0.

2. The Result of Media Aspects

There are sixteen points in the questionnaire for assessing the media aspects. All of them are listed in the following table and followed by the result from the expert.

a. The Appropriateness of the Screen Appearance Unit 3

Table 44 shows the appropriateness of the screen appearance of Unit 3.

Table 44: The Appropriateness of the Screen Appearance

| Item number | Statement | Score |
|----------------|--|-------|
| 15 | The screen appearance is clear. | 4 |
| 16 | The screen appearance is proportional. | 3 |
| 17 | The colors variation applied in this interactive learning multimedia is match. | 3 |

(continued)

| 18 | The pictures used in this interactive learning multimedia support learners to understand materials better. | 3 |
|----|---|------|
| 19 | The animation used in this interactive learning multimedia support learners to understand materials better. | 3 |
| 20 | The text presented in this interactive learning multimedia is efficient enough. | 3 |
| 21 | The video presented in this interactive learning multimedia is efficient enough. | 3 |
| | Total Score | 22 |
| | Mean | 3.14 |

Table 44 shows that the mean value related to the appropriateness of the screen appearance is 3.14. It can be categorized as "Good" since its position is within the interval $3.0 < x \le 3.5$. Meanwhile, the appropriateness of multimedia elements for Unit 3 is shown in Table 46 below.

b. The Appropriateness of the Multimedia Elements Unit 3

Table 45 shows the appropriateness of the multimedia elements of unit 3.

Table 45: The appropriateness of the multimedia elements

| Item | Statement | Score |
|--------|---|-------|
| number | | |
| 22 | Font style in this interactive learning | 3 |
| | multimedia is appropriate. | |
| 23 | Font size is not too small or too big. | 4 |
| 24 | Texts, picture, animations are neatly arranged. | 3 |
| | | |

(continued)

| 25 | Animations in this interactive learning multimedia have a good image and sound quality. | 3 |
|----|---|------|
| | Total score | 13 |
| | mean | 3.25 |

Based on the date on the table 45, the mean was 3.25According to the dataconversion on chapter three the data can be categorized into good category as long as the mean score of the mean ranged from $3.0x \le X \le 3.5$.

c. The Appropriateness of the Navigation Unit 3

The following table shows the analysis of the navigations buttons appropriateness of unit 3.

Table 46: the Appropriateness of the Navigation

| Item | Statement | Score |
|--------|---|-------|
| number | | |
| 26 | Navigation buttons in this interactive | 4 |
| | learning multimedia are put in a consistent | |
| | way. | |
| 27 | Navigation buttons in this interactive | 4 |
| | learning multimedia can be used easily. | |
| 28 | Navigation buttons in this interactive | 4 |
| | learning multimedia can be operated well. | |
| | Total Score | 12 |
| | mean | 4.0 |

Table 46 shows that the mean score related to the appropriateness of the navigation is 4.0. It belongs to the very good category based on the score conversion since the mean score of the mean range from $3.5 \le X \le 4.0$

d. The Appropriateness of the feedback Unit 3

The table below gives information of the feedback appropriateness of the interactive multimedia.

Table 47: The Appropriateness of the Feedback

| Item number | Statement | Score |
|----------------|---|-------|
| 28 | This interactive learning multimedia gives direct feedback. | 3 |
| 29 | Feedback available in this interactive learning multimedia helps users to operate it independently. | 3 |
| | Total score | 6 |
| | mean | 3.0 |

Based on the table above, the mean score related to feedback aspect of developed interactive multimedia is 3.0 It belongs to good category based on scoring conversion, since the range score is $3.0x \le X \le 3.5$.

3. The Review of Unit 1

In general, the expert stated that the first draft interactive learning multimedia were appropriate. However, there are some parts that still need to be revised. The expert stated that in *warm up* section, there is an activity with instruction but no task name in the instruction. In other way, there are double tasks with the same name. Therefore, the tasks in the interactive multimedia should put in a consistent way.

The expert also stated that some of the instructions were not effective.

Therefore, it would be much better to change the instructions into simple one that suitable for grade VII students.

a) The Revision of Unit 1

The media expert not only gave scores towards the interactive learning multimedia but also gave some suggestions and recommendations to revise some aspects of the developed learning multimedia.

The following table describes the point of revision of unit 1 and the revisions.

Table 48: The Revisions of Unit 1

| Name of Tasks | Point to revise | Revision |
|---------------------------|---|---|
| - | There is no task name in the instruction. Revise the instruction. | The word <i>Task 1</i> been added. |
| | The word <i>study</i> was replaced by watch and identify was replaced by <i>answer</i> | The instruction was changed. |
| | There is no task name in the instruction. | The word <i>Task 2</i> been added. |
| Task 3 | Some of the instruction are not effective. Please read the text entitled "things in my classroom". Then write items that you want to know further. | The instruction was replaced by Read the following text. Then, tick $()$ the items that you want to know. |
| Task 4 | Choice of word. Change <i>state</i> in the instruction. | The word <i>state</i> was changed with <i>write</i> . |
| Task 11 And Task 12 | There are two tasks with the same name | The task with the same name was changed. |

(continued)

| Task 15 | The instruction was not | The instruction was revised into |
|---------|-----------------------------|-----------------------------------|
| | effective. | the simple one: |
| | Change the instruction. | _ |
| | _ | "Complete the following |
| | Complete the text below | paragraph based on the pictures." |
| | with relevant clues based | |
| | on the picture. Then, write | |
| | down in provided box. | |
| Task 17 | The instruction was not | The instruction was revised into |
| | effective. | "Write the things in your house |
| | | and write them down in your |
| | These are the things in my | textbook" |
| | house. Please write the | |
| | things in your house in | |
| | your textbook. | |

Each name of task in this menu is revised. In the warm-up activity, the instruction was changed and the name of the task was added.

4. The Review of Unit 2

In general, the result of expert judgment evaluation shows that the draft materials of Unit 2 is considered good enough, even some mistakes still have found in this unit. The expert proposes her suggestions regarding the mistakes. Basically, the revision of unit 2 has the same aspect of revisions as unit 1. The expert stated that in *warm up* section, there is an activity with instruction but no task name in the instruction.

Table 49: The Revisions of Unit 2

| Name of Tasks | Point to Revise | Revision |
|------------------|--|-----------------------------------|
| - | At the warm up, there is activity complete with instructions. Yet, there is no task name in the instruction. | The word <i>task 1</i> was added. |

5. The Review of Unit 3

From all aspects in unit 3, the expert that the developed interactive multimedia is appropriate for the learning process. The material in the interactive learning multimedia are well covered. The language in the media are good. They are appropriate, the instructions are well presented and easy to understand to the students. It is developed based on the core of competence and the basic competence for grade seventh students of Junior high school. Therefore, the revision is not required to do in unit 3.

6. The Final Draft of the Interactive Learning Multimedia

The final draft of the interactive learning multimedia has the same outline as the first draft. After getting suggestions and comments from the expert, the interactive learning multimedia was revised. The revision was called as the final draft. The detail of the final draft can be seen in the appendices. The following screenshots are some slides that need to be revised.

a. Adding the name Task in warm-up section

In the final draft, the word *Task 1* and *Task 2* was added on the instruction. In result, some tasks name were changed to match the previous sequence so that it can be consistent.

The Figure (Unit 1)

Revision

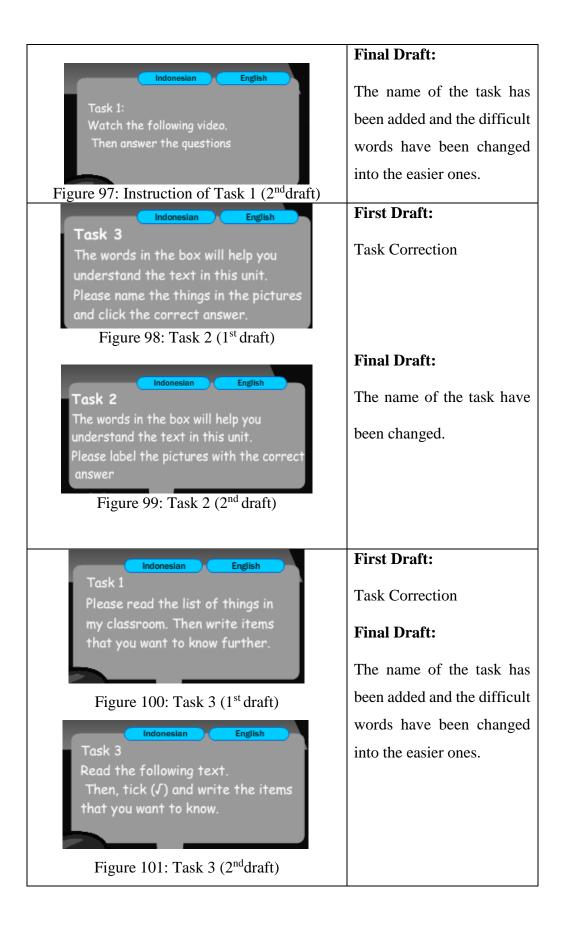
Indonesian

English

Study the following video and identify what the video is about. Then, tick (I) the best answer based on your knowledge.

Figure 96: Instruction of Task 1 (1st draft)

Table 50: The Revisions of Unit 1



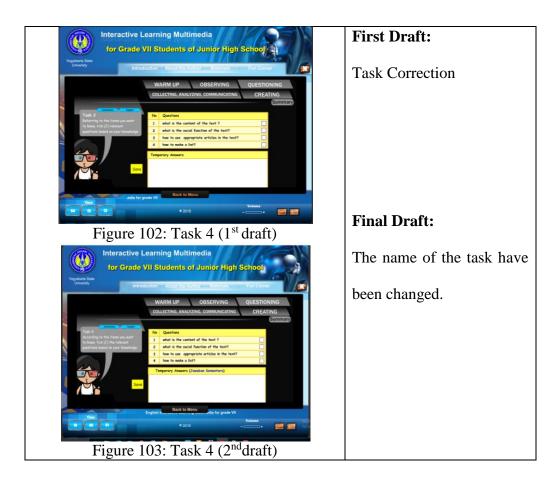


Table 51: The Revisions of Unit 2

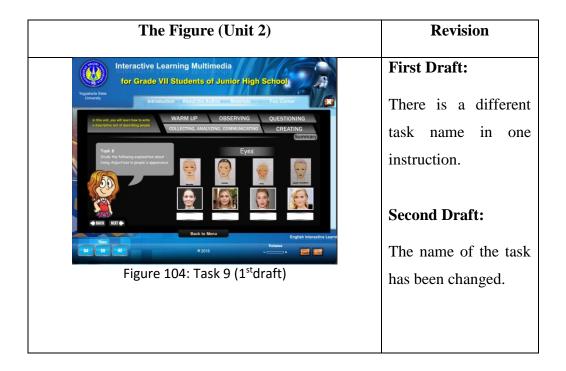




Figure 105: Task 9 (2nddraft)



Figure 106: Task 11 (1stdraft)



Figure 107: Task 11 (2nddraft)

First Draft:

Task Correction

Final Draft:

The name of the task have been changed.

B. Discussion

This research aims to develop appropriate interactive learning multimedia of reading and writing for grade seven students of SMP N 1 Imogiri. The result of this research is appropriate interactive learning multimedia of reading and writing for *When English Rings a Bell* for grade seventh students of SMP N 1 Imogiri. The interactive multimedia was developed for junior high school students, so the data of the need analysis was conducted on September 26nd, 2013 at SMP N 1 Imogiri Bantul which is located at Jl. Imogiri Timur Km 5 Imogiri Bantul Yogyakarta.

The needs analysis questionnaire was used to investigate the target needs and the learning needs of the students. Since the students' target needs have been set by the curriculum related to English textbook, the needs analysis was conducted related to their preference concerning multimedia content and design. The target needs cover two basic competences of the two units of the textbook *When English Rings a Bell*. While the learning needs covers some key elements such as input presentation, multimedia design, learning procedure, teacher's role and setting. The results of the needs analysis were used by the researcher to design the interactive learning multimedia, while the standard of competence and basic competences were utilized to determine the objectives that should be achieved by the students.

Based on the results of the needs analysis, students prefer *Comic Sans Ms* and also Times new Roman with 12 to 14 pt. of size to be used in the interactive multimedia. In term of input, the students want English input text which is enriched by additional materials. The students' opinion related to the interactive learning multimedia, it should be fun and interesting with many pictures. The font colors

were contrasted with the background so that the texts are clear and easy to read. Moreover, related to the navigation system, the students agreed that the navigation system had to be simple and had to use appropriate symbols for the buttons. Regarding back sound and answer key availability, most of the students consider it needed.

In term of procedures, they prefer to do some reading activities such as: Answering questions based on the text, finding vocabulary meaning and filling in the blank spaces. Procedures refer to the activities done by the students. Meanwhile, they want to have a writing activity like filling in the blank spaces and creating a text based on pictures. For the teacher's role students wish their teacher helps them by giving example before doing the tasks in the interactive learning multimedia. In the term of setting, the students wanted to do the multimedia individually.

The next process after conducting the needs analysis was developing a course grid and a flowchart. The course grid was designed as a guideline to develop the learning activities. The course grid was developed based on learners' target needs and learning needs that had been analyzed in the needs analysis. Further, the course grid was to develop the learning strategies in reading and writing to achieve the goals of learning. There are two units from the textbook which are developed after developing a course grid. Then, those two units were developed into three units in the interactive multimedia. A plenty of materials and the difference in topic were became the reason why the unit was split into two. The title of Unit 1 is "I Love things around me". Unit 2 discusses about describing people such as behavior and physical appearance. The title of Unit 2 is "She is so nice". Unit 2 discusses

how to describe animals. The title of unit 3 is "What does it look like?" Each unit consists of a different number of tasks: unit 1 consists of 17 tasks; unit 2 consists of 19 tasks; and unit 3 consists of 17 tasks. Despite the fact that each unit consists of random number of tasks, they still have similar pattern.

The designed tasks implemented micro-skills of reading and writing adapted by Brown (2001). Those micro-skills of reading that have been developed are recognizing grammatical words classes (nouns, adjectives, and verbs) and system (tense, agreement, pluralization), recognizing the rhetorical form of written discourse, recognizing the communicative functions of written texts, according to form and purpose, and developing and use a battery of reading strategies such as scanning and skimming, guessing the meaning of words from context (predicting), and activating schemata for the interpretation of texts. Meanwhile, the micro-skills of writing that have been implemented in the learning activities are using acceptable grammatical systems (agreement and pluralization) and appropriately accomplish the communicative functions of written texts according to form and purpose.

The researcher used steps of scientific approach to develop the materials. They are Observing, Questioning, Analyzing, Communicating, and Creating. In observing, the learners are provided a picture to stimulate their interest on what they will learn in the unit. The second task is formulating problem or question. The task is designed to stimulate learners' curiosity into relevant questions related to the topic and learning objectives. After formulating questions, the next tasks are collecting information, analyzing information, and communicating knowledge. The information was collected from other resources. The purpose of collecting

information's step is to deepen students' knowledge regarding the material. After all the process, the final step is creating. The task assesses the students' competence in achieving the learning objectives. In this section, the students will work independently. In the end of the main activity, there are reflection and summary. Reflection gives the opportunity the students reflect to to on what they have learned in that unit. Meanwhile, summary consists of the language functions, structure, or texts that have been learned, vocabulary list which consists of some difficult words and meanings.

The interactive learning multimedia is evaluated by experts by distributing questionnaires related to multimedia content and design appropriateness. The interactive multimedia questionnaire were adapted from Evaluation Form by Stemler that evaluate the appropriateness of the screen appearance, media elements, navigation buttons, and feedback. Through the long processes of adapting the materials and developing the multimedia, finally the interactive learning multimedia of reading and writing for *When English Rings a Bell* have been judged as appropriate for the junior high school students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The objectives of this research are to describe the target needs, to describe the learning needs, and to develop appropriate interactive learning multimedia for reading and writing for When English Rings a Bell for grade seventh students of SMP N 1 Imogiri. This chapter describes the summary of research findings, the conclusions of the research, and the suggestions from the research.

A. Conclusions

1. Target Needs

Needs analysis questionnaire was used to investigate target needs and learning needs. In this research, the goals in learning English for grade VII students' is to accomplish core and basic competencies that have been set by curriculum. The target needs of grade VII students contained two basic competencies of the two units of the textbook *When English Rings the Bell*. However, the researcher divides the materials from the textbook into three Units in the Interactive Multimedia. The reasons are that the materials in chapter 2 have a plenty of materials and have different topic. So as not to confuse students learn English, the researcher divided the unit into 2 with a total of 3 Units. The first unit entitled *I Love Things around Me*. The second unit entitled *I love people around*, then the third unit entitled *What does it Look like*?

2. Learning Needs

Research findings related to the learning needs cover some key elements such as input, design, procedure, teacher's role and setting. Learning needs related to interactive learning multimedia covers the components of design principles which are screen design, interaction, feedback, navigation, learner control, color, animation, audio elements, and video elements. In the term of Input materials, the students' preferences (67.64%) related to the English input text is enriched by additional materials. The students' opinion to the interactive learning multimedia should be fun and interesting with many pictures (38.89%). The size of a letter which is used in interactive multimedia influences the clearness of the text they read. Most students choose the font size 12 up to 14. In terms of the importance of picture and animation availability, most of the students consider it very important.

Related to the design of the interactive learning multimedia, the students wanted blue as the basic color of the interactive multimedia. Then, most of the students like *Comic Sans MS* font style in Interactive Multimedia. However, the *Times New Roman* font style, *Century Gothic*, and *Lucida Calligraphy* are also used as a variation. According them, the navigation buttons of the multimedia should be using appropriate symbols for the buttons. Regarding to back sound and answer key availability, most of the students consider it needed.

In term of procedures, they prefer to do some reading activities such as: Answering questions based on the text, finding vocabulary meaning and filling in the blank spaces. Meanwhile, they want to have a writing activity like filling in the blank spaces and creating a text based on the pictures. In the term of setting, the students wanted to do the tasks individually and in pairs. Related to the teachers' role, the students stated that the teacher should give example of how to do the task.

3. The Appropriate Interactive Learning Multimedia

Based on the expert judgment, the developed materials can be categorized as appropriate. The appropriate interactive learning multimedia for learning reading and writing had the following components.

a. Content

The content of appropriate interactive learning multimedia should be in line with the learning goals of every unit, in line with the adapted book *When English Rings the Bell* published by The Ministry of Education and Culture, focused on reading and writing skills and arranged systematically. The learning objectives are written based on the learning goals that are wanted to achieve in the unit.

b. Language

Language is the next component. The language in the interactive learning multimedia should be appropriate, accurate and easily be understood. Then, the content of appropriate interactive learning multimedia should be presented in a systematical order.

c. Design

In the term of a media aspect and design, screen appearance of appropriate interactive learning multimedia should be clear and proportional, match in terms of color combination, and present texts, pictures, and animations efficiently.

d. Multimedia Elements

An appropriate learning multimedia should present a text in an appropriate font size. Texts, picture, animations and videos should be neatly arranged. And the pictures, videos, animations and audio files must have a good quality in terms of image and sound.

e. Navigation button

A navigation button should be located consistently throughout a program. There should be navigation button that allow students to exit the program, go forward, go backward and go to the main menu.

f. Feedback

An appropriate interactive learning multimedia should keep feedback on the same screen with the question and student response, Provide immediate feedback, and verify correct answers.

g. Main Lesson

Each unit of the developed interactive learning multimedia consists of six section. They are Warm up, Observing, Questioning, Collecting Analyzing and Communicating, creating, Reflection, and Summary. The first part of each unit is the title of the unit. It consists of a title and pictures that reflects the topic of the unit and learning objectives. This part is aimed to develop learners' curiosity in getting on what they will learn in the units. It is also stimulate learners' knowledge

in formulating relevant questions from the observation that they have done and collect the information to enrich their knowledge.

Furthermore, they can analyze the information. Then, there are analyzing information, communicating knowledge, and creating a text. The tasks are developed to motivate the students to achieve the target competencies. In the end of the lesson, the learners are given a chance to produce their own written text based on their knowledge and understanding on what they had learned from the unit. There is a reflection page to reflect what the students already learn and a *summary page* to sum up the main material of the unit.

B. SUGGESTIONS

There are some suggestions proposed to the English teacher in junior high school, and other multimedia developers.

1. For English Teacher in Junior High School

The first suggestion is related to the content. There are many learning sources from textbook, or internet. However, not a lot of material that is based on the curriculum 2013. So, the interactive multimedia should in line with the basic competencies of curriculum 2013.

2. For Interactive Learning Multimedia Developers

In developing the interactive multimedia, the interactive learning multimedia developers should find a new way how to make interactive learning multimedia more interactive. Then, in developing the multimedia, the multimedia developers should also vary the tasks so that the students will not be monotonous. Other developers should develop interactive multimedia for all the four skills of reading, writing, listening, and speaking.

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APPENDIX A

The Needs Analysis Questionnaire

KUISIONER ANALISIS KEBUTUHAN PEMBELAJARAN SISWA MENGGUNAKAN MULTIMEDIA INTERAKTIF DI SMP N 1 IMOGIRI

| | Na | ıma (boleh tidak diisi) : |
|-----------|---------------|--|
| | Jei | nis Kelamin : |
| | Ur | mur : |
| tit ha | ik-t ıl ya | kari salah satu atau lebih dari alternatif jawaban yang tersedia atau isilah itik yang menggambarkan keadaaan diri adek-adek yang sebenarnya. Halang berkaitan dengan identitas akan kami rahasiakan dan pengisian ini tidak mempengaruhi nilai adek-adek. |
| 1. | | ateri yang dihadirkan pada pembelajaran multimedia interaktif sebaiknya alah |
| | a. | |
| | b. | Diadaptasi sesuai dengan kebutuhan |
| | | Sama dengan yang ada di buku teks |
| | | Lainnya |
| 2. | Mı | ultimedia Interaktif Pembelajaran Bahasa Inggris sebaiknya |
| | a. | Memudahkan saya dalam belajar bahasa inggris kapan saja. |
| | b. | Dilengkapi dengan gambar dan animasi agar menarik |
| | c. | Memberikan kesempatan kepada saya untuk berperan aktif dalam setiap aktifitas ang ada pada multimedia. |
| | d. | Lainnya |
| 3. | Uk | xuran huruf pada Multimedia Interaktif berbasis computer sebaiknya |
| | | Berukura 12 sampai 14 |
| | | Berukuran 15 sampai 17 |
| | c. | Berukuran 18 sampai 20 |
| | d. | Lainnya |

- 4. Tampilan gambar-gambar yang mendukung pemahaman terhadap materi pada multimedia interaktif berbasis komputer menurut saya...
 - a. Tidak perlu

1.

2.

3.

- b. Kadang-kadang perlu
- c. Sangat perlu
- 5. Adanya gambar bergerak (animation) dalam Multimedia Interaktif berbasis Komputer menurut saya...
 - a. Tidak perlu
 - b. Kadang-kadang perlu
 - c. Sangat perlu

| 6. | Jenis huruf pada Multimedia Interaktif sebaiknya menggunakan jenis huruf a. Comic Sains MS |
|-----|--|
| | b. Times New Roman |
| | c. Lucída Calligraphy |
| | d. Century Gothic |
| | e. Lainnya |
| 7. | Tampilan warna huruf pada Multimedia Interaktif berbasis komputer sebaiknya menggunakan a. Warna yang sama |
| | b. Warna yang berbeda untuk informasi-informasi penting |
| | c. Warna yang kontras dengan warna latar (background) |
| | d. Lainnya |
| 8. | Tampilan dasar pada latar (background) pada Multimedia Interaktif yang saya suka adalah |
| | a. merah |
| | b. biru |
| | c. hijau |
| | d. Lainnya |
| 9. | Tampilan tombol-tombol (navigation system) dalam multimedia interaktif berbasis komputer sebaiknya a. Tidak terlalu rumit |
| | b. Mempunyai simbolyang tepat (seperti pada tombol, next, previous, dll) |
| | c. Mudah untuk menemukan letak tombol-tombol navigasi tersebut |
| | e. Lainnya |
| 10 | |
| 10. | . Adanya suara latar (backsound) dalam multimedia interaktif berbasis computer menurut saya |
| | a. Tidak perlu |
| | b. Kadang-kadang perlu |
| | c. Sangat perlu |
| | |
| 11. | . Adanya kunci jawaban pada Multimedia Interaktif menurut saya |
| | a. Tidak perlu |
| | b. Kadang-kadang perlu |
| | c. Sangat perlu |
| 12. | . Adanya video dalam Multimedia Interaktif berbasis Komputer menurut |
| | saya |
| | a. Tidak perlu |
| | b. Kadang-kadang perlu |

| c. Sangat perlu | |
|--|---|
| 13. Jenis kegiatan <i>reading</i> yang saya sukai adalah a. Membaca sebuah teks lalu menjawab pertanyaan b. Menganalisa pertanyaan-pertanyaan sesuai dengan t c. Menganalisa arti kosakata tertentu berdasarkan kont d. Lainnya | |
| 14. Jenis kegiatan writing yang saya sukai adalah | |
| a. Menyusun kalimat acak | |
| b. Melengkapi kata atau kalimat yang hilang dalam tek c. Mendeskripsikan gambar | ZS. |
| d. Lainnya | 1,' 1' |
| 15. Dalam proses pembelajaran Bahasa Inggris menggunaka pembelaaran interaktif, saya lebih suka | |
| Menulis segala informasi yang saya dapatkan dari m multimedia pembelajaran Interaktif. | ateri yang ada pada |
| Mengerjakan setiap aktivitas yang ada pada mutimed interaktif | lia pembelajaran |
| c. Mengerjakan akivitas –aktivitas yang menrut saya md. Lainnya | enarik. |
| 16. Dalam proses pembelajaran bahasa Inggris menggunaka Pembelajaran di sekolah, bantuan yang saya harapkan da. Menjelakan langkah-langkah yang harus dilakukan di multimedia interaktif b. memberikan tujuan pembelajaran dari aktivasi pada c. memberikan contoh untuk mengerjakan aktivitas-akti multimedia interaktif d. lainnya | ari guru adalah lalam menggunakan multimedia interaktif |
| 17. Saya lebih suka mengerjakan tugas pada multimedia pensecara a. Individu b. Berpasangan c. Berkelompok d. Lainnya | nbelajaran Interaktif |
| | |



APPENDIX B

The Course Grid

COURSE GRID

Grade/ Semester : VII/ I

Skill : Reading and Writing

Core Competence

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

| Basic Competence | Title/ Topic | Indicators | Input Text | Language | Activity |
|--|---------------------------------|--|---|--|---|
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. | Unit 1 I Love Things around Me | Students are able to: ✓ Identify the social function,text structure, and language features of label and list. | ✓ Short functional text of label and list. ✓ List of words ✓ pictures | 1.Language Function Question words: how many e.g. how many things are there in the classroom? How many pencils are there in your bag? 2. Grammar | Warm up ✓ Students watch a video and then answer two questions by putting a tick (√). ✓ Students label the things in the pictures with the appropriate words. 1. Observing ✓ Students read the given text (list) and then observe the things they |

| 2.2 Menunjukkan | ✓ use the | The use of plural form | do not know or they want |
|-------------------|---------------|-----------------------------|-----------------------------|
| perilaku jujur, | appropriate | by adding "s" or "es" | to know by putting a |
| disiplin, percaya | articles and | e.g | tick. |
| diri, dan | plural form | There is a plate; | |
| bertanggung | | There are two plates on | 2. Questioning |
| jawab dalam | ✓ use "there | the table. | ✓ Students tick relevant |
| melaksanakan | is" and | | questions referring to |
| komunikasi | "there are" | Using there is and there | the items in Observing |
| transaksional | in sentences. | are in sentences. | and propose temporary |
| dengan guru dan | | | answer. |
| teman. | ✓ tell number | 3. Vocabulary: | |
| | of things. | The vocabulary are | 3. Collecting data, |
| | or umigo. | Related to the things in | Analyzing data, |
| 3.7 Memahami | | the classroom, e.g. book, | Communicating |
| fungsi sosial, | ✓ make a list | pencil, ruler, eraser, bag. | Communicating |
| struktur teks, | make a fist | Things in the bedroom, | ✓ Students match some |
| dan unsur | | in the kitchen, in the bag, | words with their correct |
| kebahasaan dari | | market, shop, book-store, | pictures and then answer |
| teks label nama | | etc. | the questions. |
| (label) dan | | eic. | ✓ Students read a text and |
| daftar barang | | | |
| (list), sesuai | | | then state whether some |
| dengan konteks | | | statements are true or |
| penggunaannya. | | | false. |
| | | | ✓ Students are asked to |
| 4.7 Menyusun teks | | | choose the correct |
| tulis label nama | | | statements according to |
| (label) dan | | | the text. |
| daftar barang | | | ✓ Students are provided the |
| (list), dengan | | | explanation about the |
| memperhatikan | | | Structure of the text. |
| fungsi sosial, | | | ✓ Students are asked to |
| struktur teks dan | | | answer the |
| | | | comprehension questions |
| unsur | | | _ |

| kebahasaan yang benar dan sesuai konteks. | | | ✓ | based on the text in Task 6. Students read the text again in the "Observing" and write the correct list. |
|---|--|--|---|--|
| | | | ✓ | Students are provided with explanation about using article, singular and plural forms. |
| | | | ✓ | Students are asked to complete the sentences by using the words available. |
| | | | ✓ | 4. Creating Students write the text based on the given clues. Students write list of things in their house based on the given topic. |

COURSE GRID

Grade/ Semester : VII/ I

Skill : Reading and Writing

Core Competence

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

| Basic Competence | Title/ Topic | Indicators | Input Text | Language | Activity |
|--|-------------------|-------------------------------------|--|---|---|
| 1.2 Mensyukuri kesempatan dapat | Unit 2 | Students are able to: | ✓ Short texts describing people. | 4. Language Function | Warm up ✓ Students are given two different pictures then |
| mempelajari bahasa Inggris sebagai bahasa | She is So Nice | Recognize adjectives of people. | ✓ Pictures of people.✓ List of vocabulary | Expressions of Opinion. e.g: What do you think about him/her? | answer some questions based on the pictures by putting a tick. |
| pengantar komunikasi internasional yang diwujudkan | | ✓ Guess meaning of the people | related to topic | The responses: She is beautiful. He is handsome. | 1. Observing ✓ Students are asked to read a descriptive text then tick items they do not know or |

| dalam semangat | ✓ Write | | they want to know. |
|-------------------------|----------------|--------------------------|----------------------------|
| belajar. | sentences | 5. Grammar | they want to know. |
| 2.3 Menunjukkan | using | 3. Grammar | 2. Questioning |
| perilaku jujur, | Adjectives of | Kata kerja yang | ✓ Students are asked to |
| disiplin, percaya | people. | menunjuk tindakan yang | tick relevant questions |
| diri, dan | ✓ Make a short | sangat lazim dan terkait | referring to the items in |
| bertanggung | text | dalam simple present | Observing and propose |
| jawab dalam | describing | tense: be, have, work, | temporary answer. |
| melaksanakan | people | live, dan sebagainya. | temporary answer. |
| komunikasi | реоріс | iive, dan sebaganiya. | 7. Collecting data, |
| transaksional | | e.g: | Analyzing data, |
| dengan guru dan | | Simple Present Tense | Communicating |
| teman. | | S+V1+ | ✓ Students match some |
| teman. | | S+be+ | words with the suitable |
| | | 2 × 3 € × | Indonesian. |
| 3.8 Memahami | | e.g | ✓ Students are asked to |
| fungsi sosial, | | He works at the farm. | read again the text in |
| struktur teks, | | She always helps me. | Task 1 and then they |
| dan unsur | | I am a student. | should state whether the |
| kebahasaan | | She is my sister. | statements are true or |
| pada teks untuk | | · | false. |
| menyatakan dan | | 6. Vocabulary: | ✓ Students find some |
| menanyakan | | | opposite words related to |
| sifat orang, | | The vocabulary is | people's physical |
| binatang, benda | | related to adjectives | appearance and |
| sesuai dengan | | used to describe | personality in a box. |
| konteks | | people. | ✓ Students read the |
| penggunaannya. | | | explanation about a |
| | | | descriptive text |
| 4036 | | | (definition, language |
| 4.8 Menyusun teks | | | features, and example) |
| lisan dan tulis | | | and then match the |
| untuk manyatakan dan | | | paragraph with the correct |

menyatakan dan

| menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai kontek | | | part of the text. ✓ Students are provided with explanation about adjectives. ✓ Students are asked to match the sentences with the correct description (physical appearance or personality). ✓ Students are asked to read the text again in Task 6 and then answer the questions |
|--|--|--|--|
| | | | 4. Creating |
| | | | ✓ Students are asked to |
| | | | complete the text with the available words in pairs. |
| | | | ✓ Students are asked to |
| | | | observe a picture and then |
| | | | write a description about |
| | | | the picture using some |
| | | | keywords. ✓ Students are asked to |
| | | | prepare a photograph and |
| | | | write a description about |
| | | | the photograph |
| | | | individually. |

COURSE GRID

Grade/ Semester : VII/ I

Skill : Reading and Writing

Core Competence

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

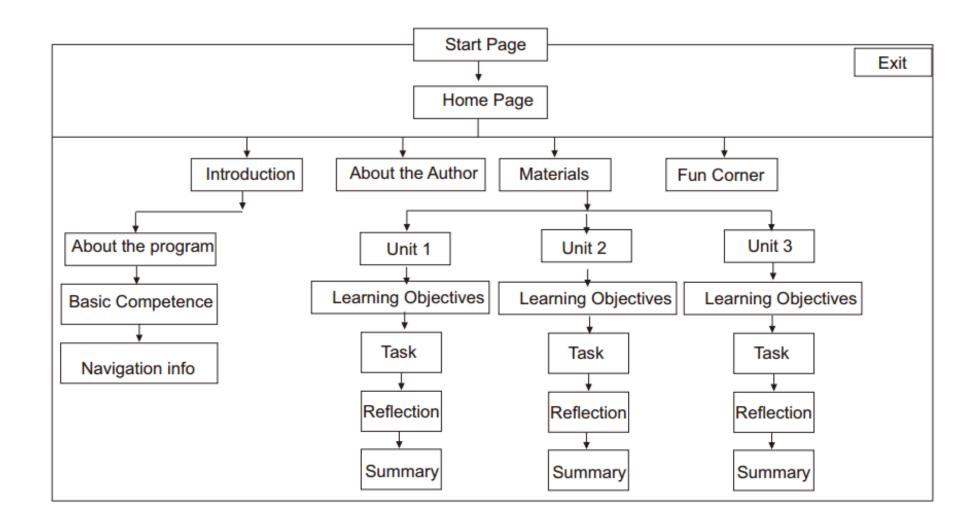
| Basic Competence | Title/ Topic | Indicators | | Input Text | Language | | Activity |
|--|-------------------------|---|---|--|---|----------|--|
| 1.3 Mensyukuri kesempatan dapat | Unit 3 | Students are able to: | ✓ | Short descriptive text related to animals. | 8. Language Function | ✓ | Warm up Students are given two different pictures then |
| mempelajari bahasa Inggris sebagai bahasa | What does it look like? | ✓ Identify the social function, text | ✓ | List of words pictures | Kata Tanya What look like? How e.g How is the animal? | ✓ | Answer some questions based on the pictures by putting a tick. |
| pengantar komunikasi internasional yang diwujudkan dalam semangat | | structure, and language features of descriptive | | | What does it look like? Why do you think a horse is strong? The responses: | ✓ | 1. Observing Students read a text and tick items that they do not know or they want to know. |
| belajar. 2.4 Menunjukkan perilaku jujur, | | texts about people. ✓ write | | | The elephant is big. It has a long trunk. Because it can bring | √ | 2. Questioning Students tick relevant |

| questions referring to |
|---------------------------------|
| the items in Observing |
| and propose a temporary |
| answer. |
| |
| 11. Collecting data, |
| Analyzing data, |
| Communicating |
| ✓ Students match some |
| words with the suitable |
| Indonesian. |
| ✓ Students read the text |
| again in Task 2, then they |
| should state whether the |
| statements are true or |
| false. |
| ✓ Students find some words |
| related to physical |
| appearance in a puzzle. |
| uppomonio in a pozzio |
| ✓ Students read the |
| explanation about |
| describing animals or how |
| to describe animals and |
| then match the paragraph |
| with the correct part of the |
| text. |
| ✓ Students read the |
| explanation about the |
| definite and indefinite |
| article. |
| ✓ Students type the correct |
| form of the <i>definite</i> and |
| 101111 01 the aejithe and |
| |

| memperhatikan | | √ | indefinite article in a text. Students read the |
|-------------------------------------|--|----------|---|
| fungsi sosial, struktur teks dan | | • | |
| | | | explanations about the use |
| unsur kebahasaan | | | of adjectives to describe animals. |
| | | | |
| yang benar dan sesuai kontek | | ✓ | Students read again the text in Task 6 and then |
| sesual kontek | | | |
| | | | complete a text using the |
| | | √ | correct adjectives. Students answer the |
| | | • | |
| | | | questions with the correct |
| | | ✓ | answer. |
| | | • | ~ · · · · · · · · · · · · · · · · · · · |
| | | | typing the number. |
| | | | 4. Creating |
| | | ✓ | _ |
| | | | the text and write the |
| | | | correct text in the |
| | | | available box. |
| | | ✓ | Students observe an |
| | | | animal picture and then |
| | | | write a description about |
| | | | the picture using some |
| | | | keywords. |
| | | ✓ | T |
| | | | and then write the |
| | | | description of the animals. |
| | | ✓ | Stores in 1100 to |
| | | | description of an animal |
| | | | by choosing one of them. |

APPENDIX C

The Flowchart

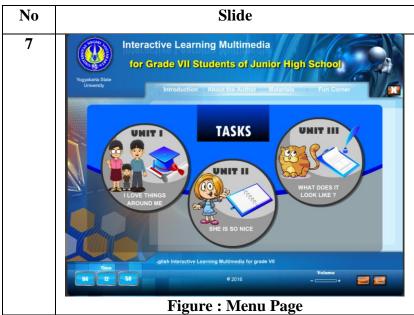


APPENDIX D

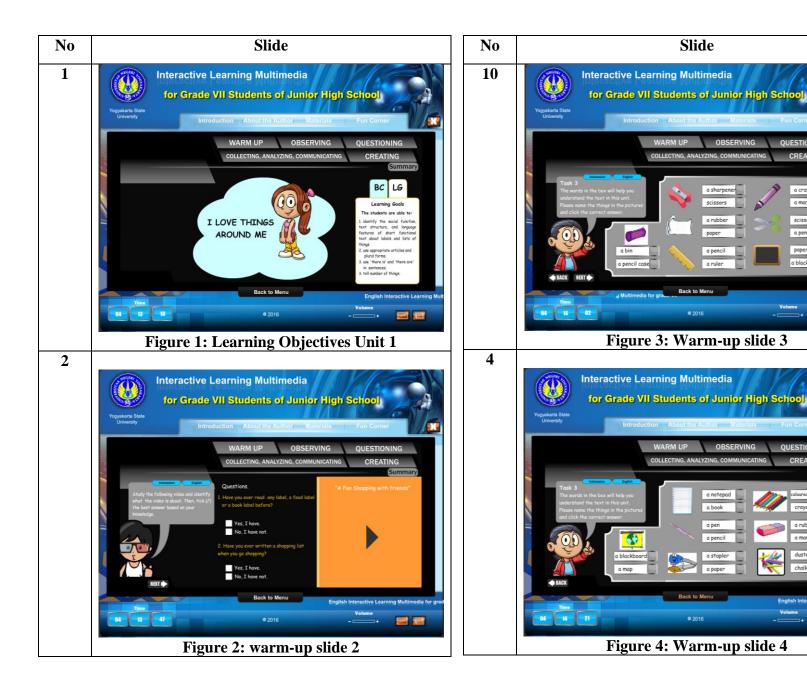
The First Draft of the Interactive Learning Multimedia





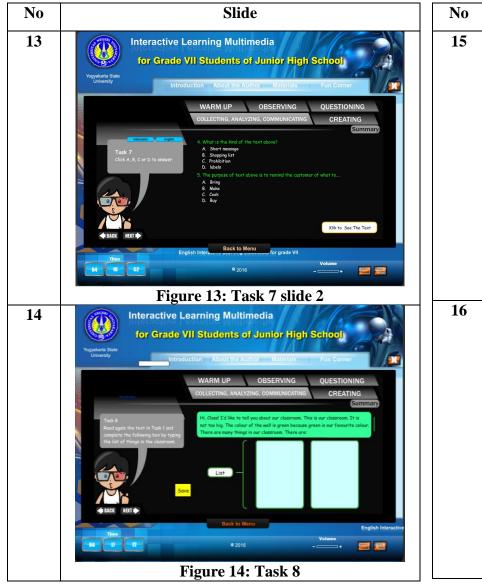


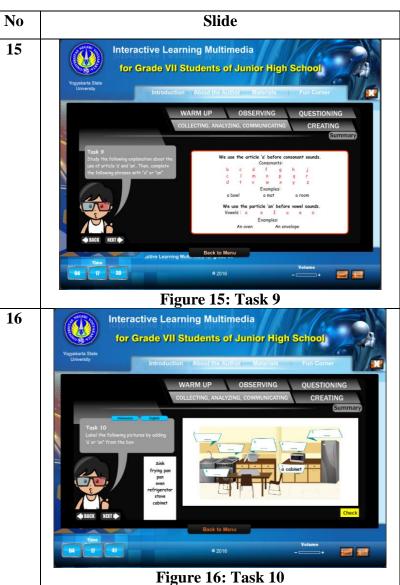


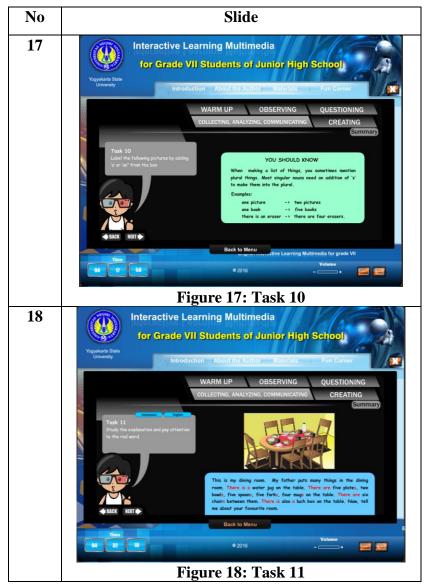


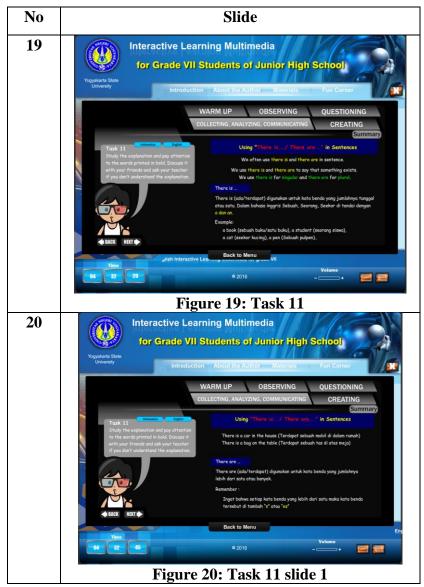




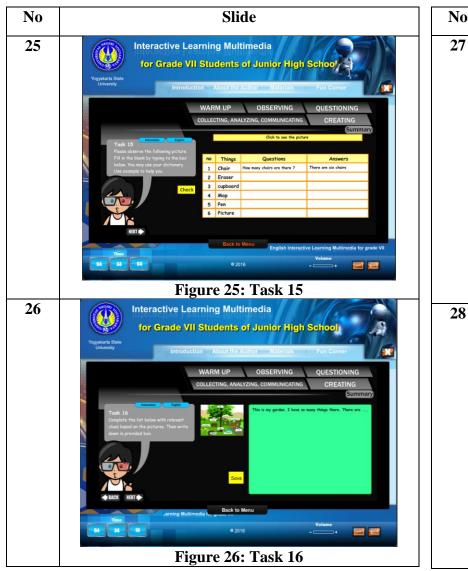


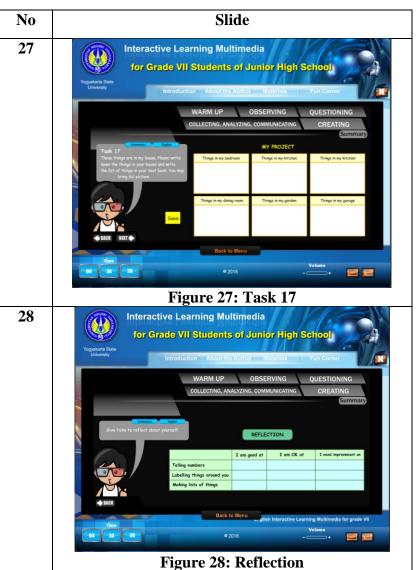


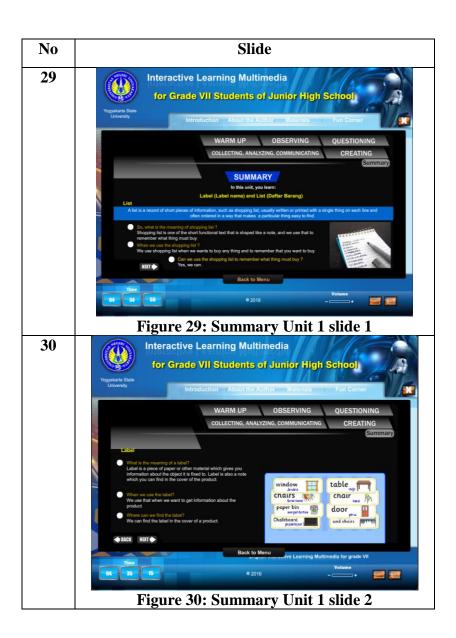




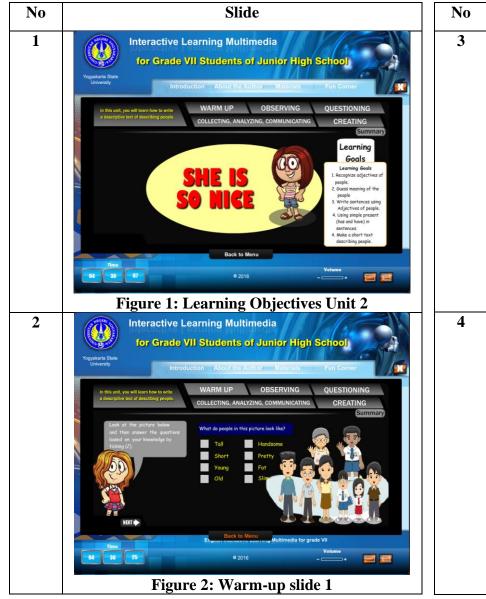




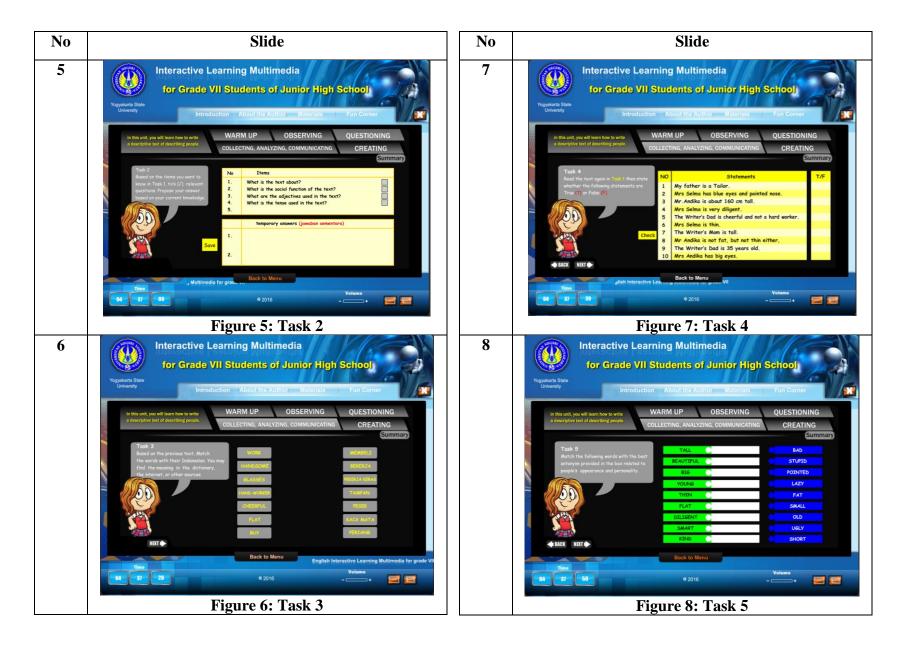


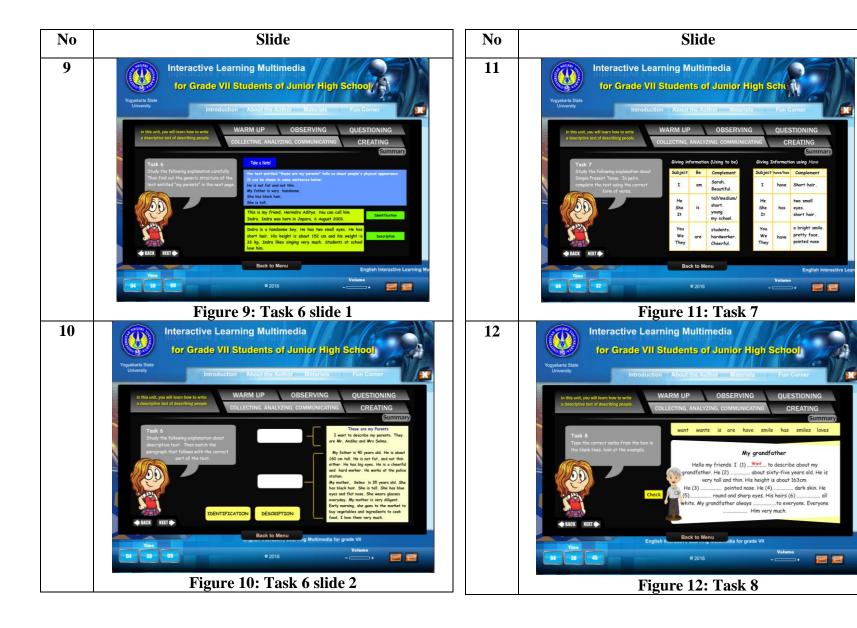


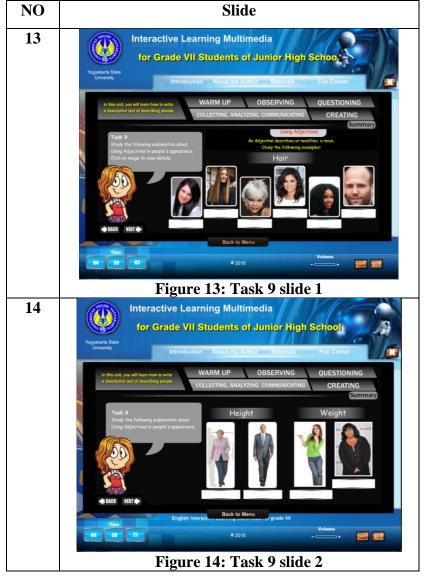
UNIT 2

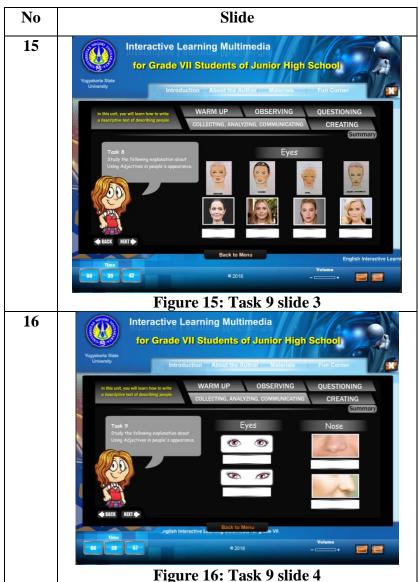


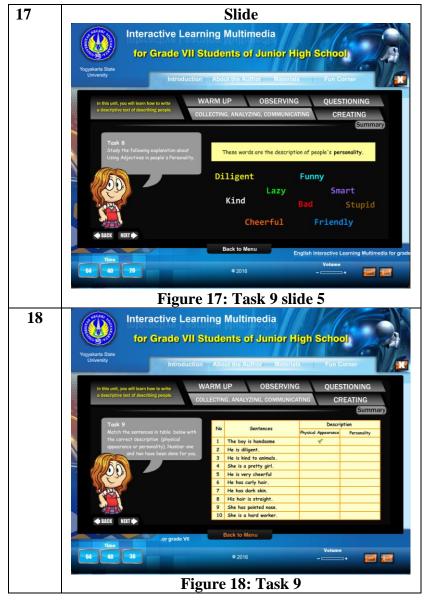


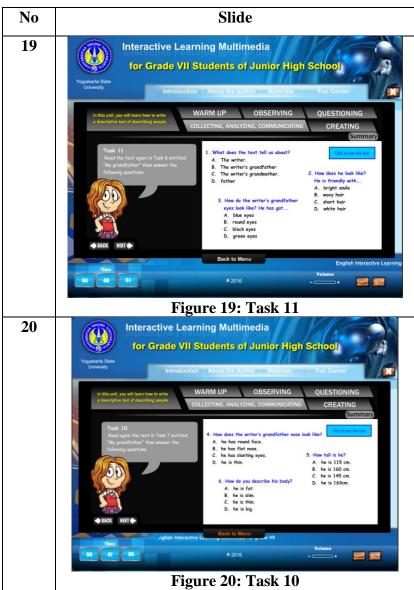


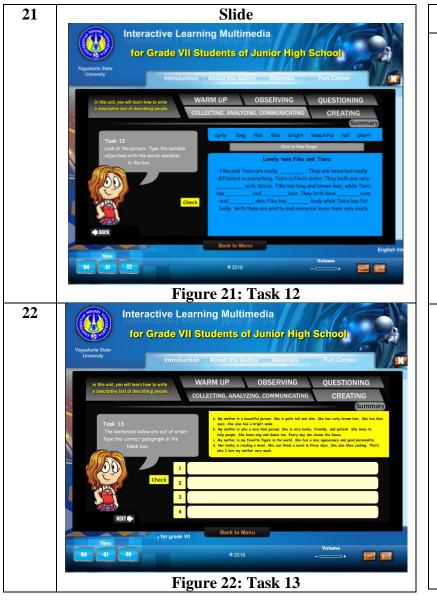


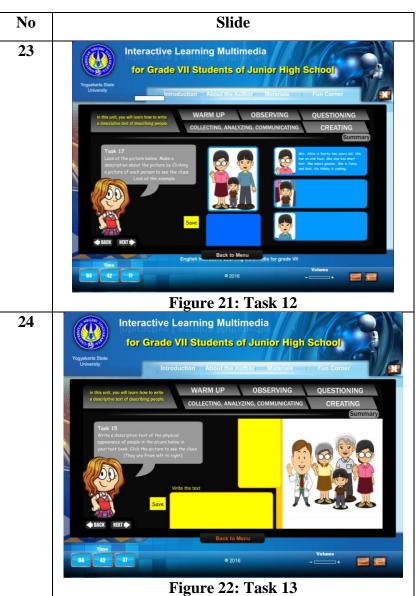


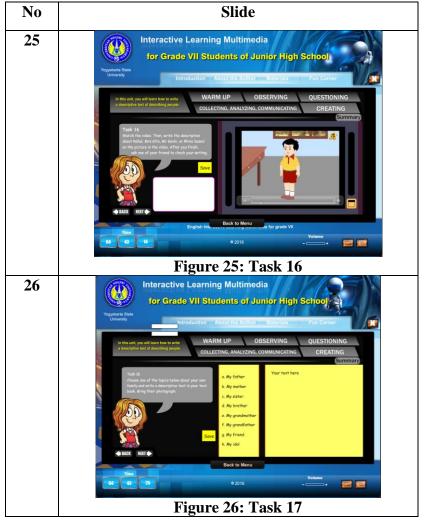


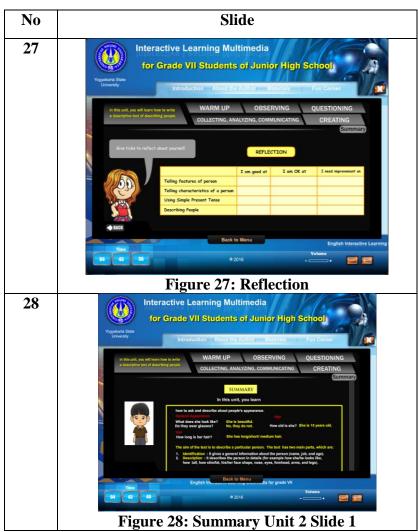


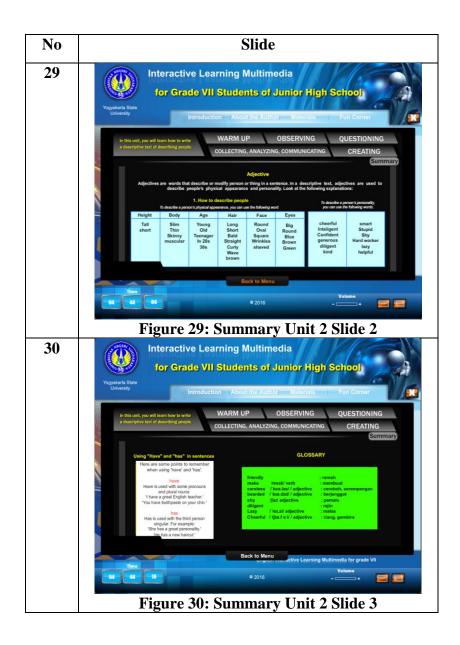






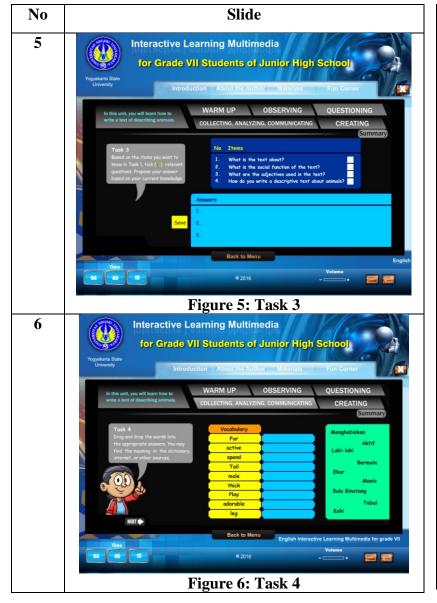


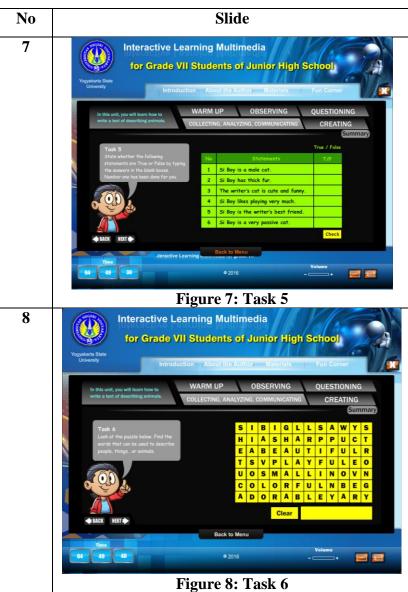


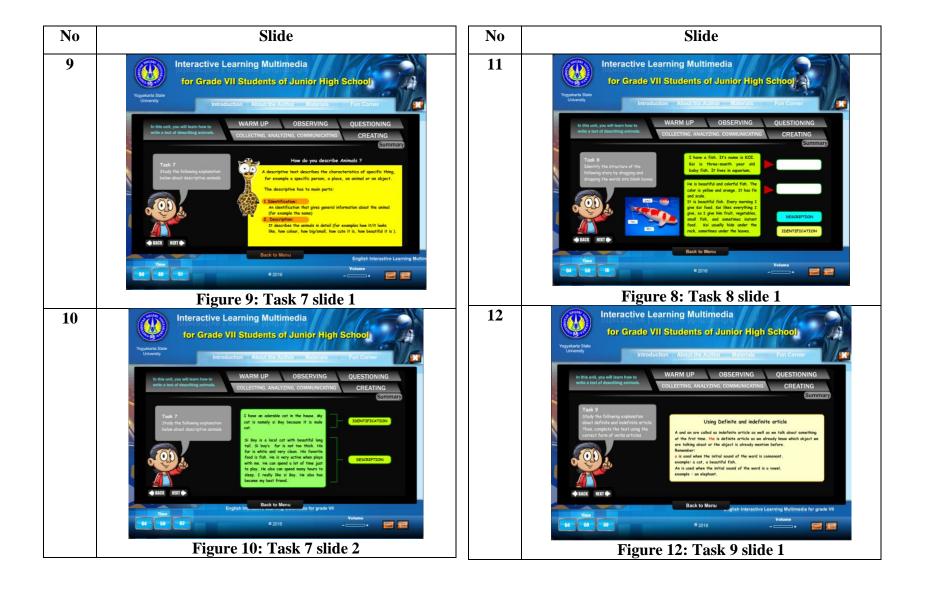


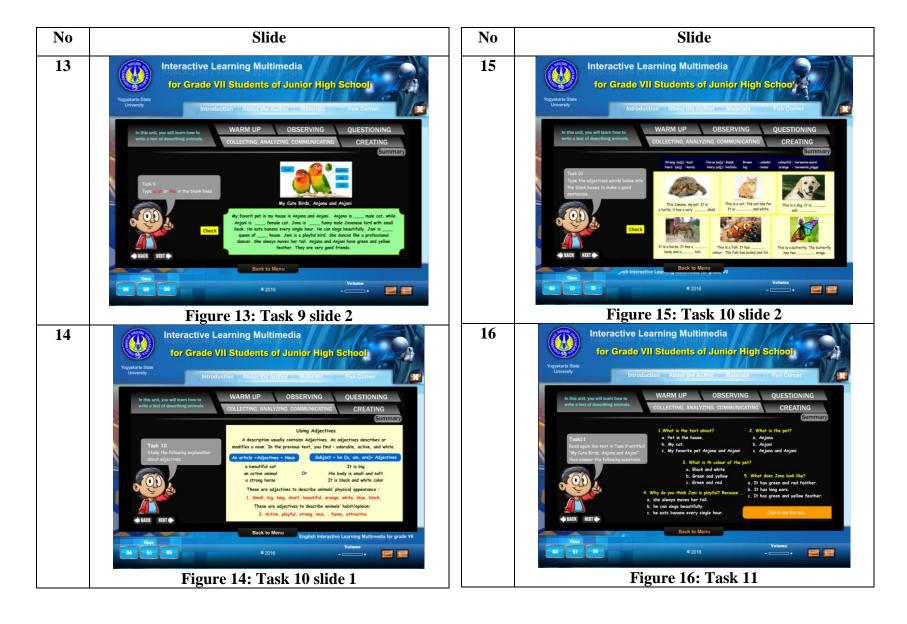
UNIT 3

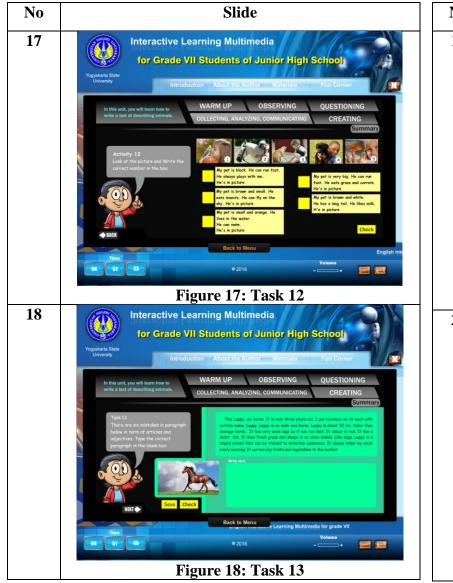


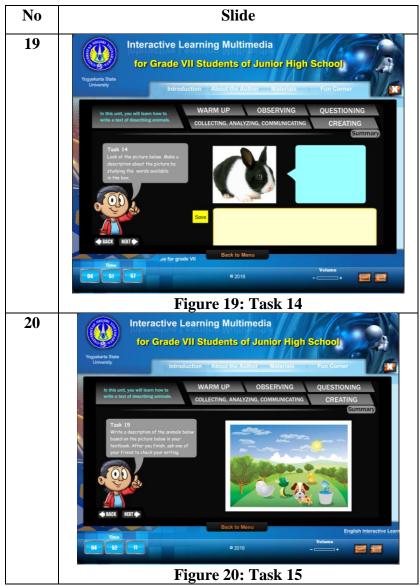


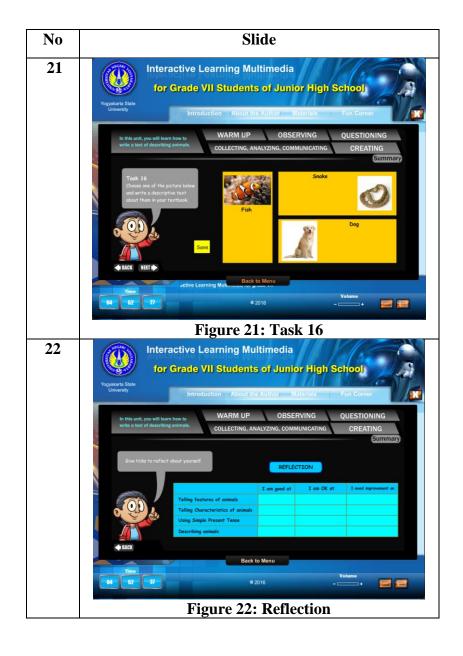






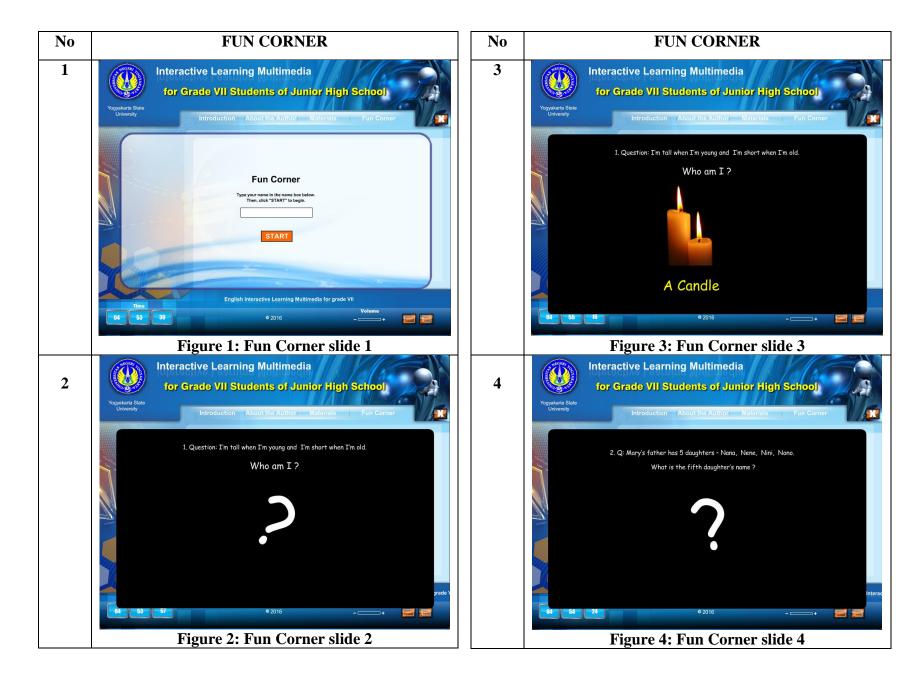


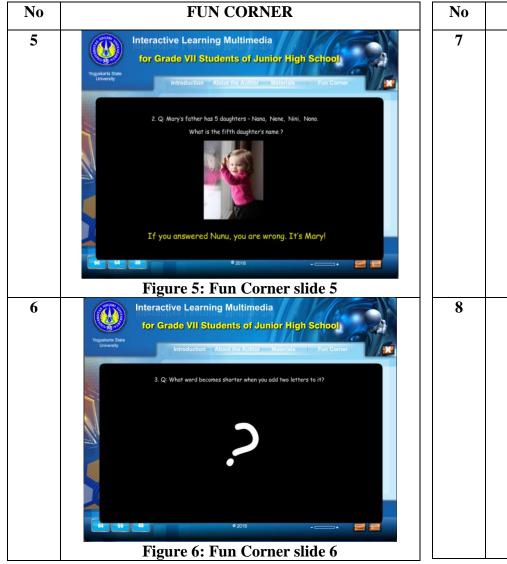


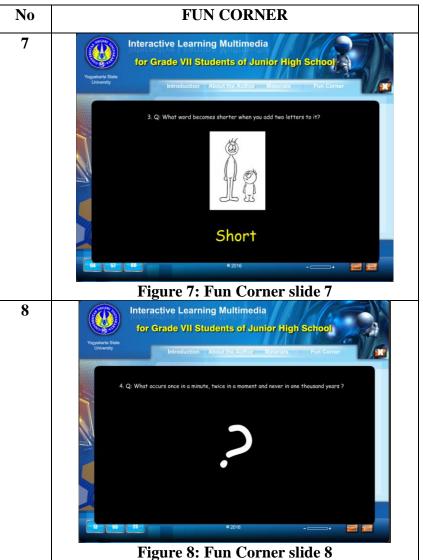


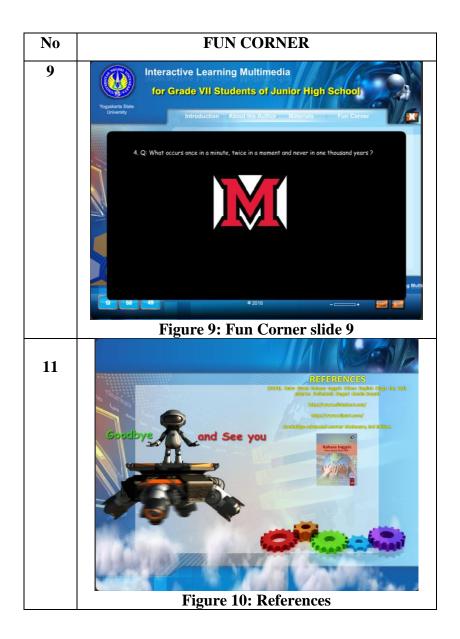


FUN CORNER









APPENDIX E

The Expert Judgment Questionnaires

KUESIONER PENILAIAN MEDIA PEMBELAJARAN

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Siti Mahripah, M.App.Ling Dosen Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNY Di Yogyakarta

Dengan Hormat,

Sebagai salah satu syarat dalam pembuatan Tugas Akhir Skripsi, bersama ini saya:

Nama : Rina Kusumawati NIM : 09202244003

Judul Penelitian: DEVELOPING APPROPRIATE INTERACTIVE LEARNING MULTIMEDIA OF WRITING AND READING FOR WHEN ENGLISH RINGS THE BELL FOR GRADE VII STUDENTS.

Memohon dengan sangat kesediaan Ibu untuk mengisi kuesioner penilaian media pembelajaran interaktif berkaitan dengan kesesuaian media sebagai produk dari penelitian skripsi saya.

Demikian permohonan saya sampaikan, atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih.

Yogyakarta 24 Juni 2016

Pemohon

Rina Kusumawati

ANGKET EVALUASI CD PEMBELAJARAN INTERAKTIF (Diadaptasi dari Buku Bahasa Inggris SMP When English Rings a Bell)

A. Petunjuk Pengisian

Berilah tanda centang ($\sqrt{}$) pada salah satu kolom skor SS, S, TS, atau STS untuk menilai pernyataan yang ada di dalam tabel.

Keterangan:

SS : sangat setuju S : setuju TS : tidak setuju

STS : sangat tidak setuju

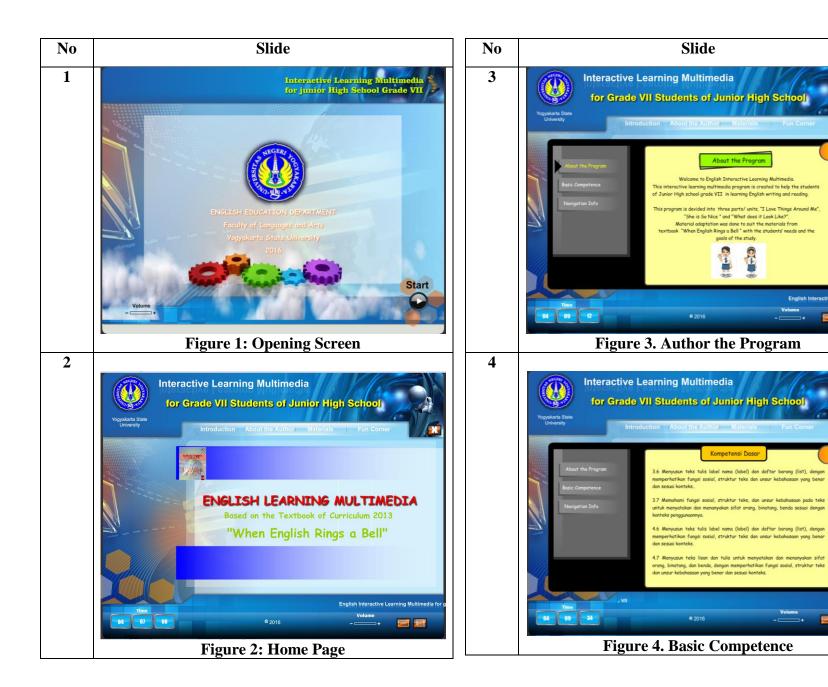
| NO | PERNYATAAN | | | | | |
|----------------------------|---|----|---|----|---------|-------------------|
| ASPEK ISI (CONTENT ASPECT) | | SS | S | TS | ST S | MASUKAN/ SARAN |
| 1. | Materi dalam multimedia interaktif ini | | | | | |
| | sesuai dengan tujuan pembelajaran. | | | | | |
| 2. | Materi dalam multimedia interaktif ini | | | | | |
| | mudah di pahami. | | | | | |
| 3. | Materi yang ada dalam multimedia | | | | | |
| | interaktif ini terpusat pada pembelajaran | | | | | |
| | membaca dan menulis. | | | | | |
| 4. | Materi dalam Multimedia ini sesuai | | | | | |
| | dengan materi yang ada dalam buku BSE | | | | | |
| | "When English Rings a Bell" | | | | | |
| 5. | Elemen pembelajaran (materi, latihan, dan | | | | | |
| | evaluasi) memiliki jumlah yang memadai. | | | | | |
| 6. | Contoh dan latihan soal sesuai dengan | | | | | |
| | tujuan pembelajaran. | | | | | |
| 7. | Ada rangkuman materi pada akhir materi. | | | | | |
| | PERNYATAAN | SS | S | TS | KS | SARAN/ MASUKAN |
| 8. | Terdapat kegiatan interaksi dasar | | | | | |
| | (True/False, Pilihan jawaban). | | | | | |
| 9. | Terdapat kegiatan interaksi dasar | | | | | |
| | (Matching words) | | | | | |
| | Aspek Bahasa | | | | | |
| 10. | Bahasa yang digunakan dalam multimedia | | | | | |
| | interaktif ini mudah dipahami. | | | | | |

| 11. | Bahasa yang digunakan dalam multimedia | | | | |
|-----|---|---|--|---|--|
| | interaktif ini baik dan benar. | | | | |
| 12. | Materi disajikan secara runtut dan berkesinambungan. | | | | |
| 13. | Penyajian materi dalam multimedia ini | | | | |
| | membantu siswa untuk belajar mandiri. | | | | |
| 14. | Materi pada multimedia ini mencakup | | | | |
| | pendahuluan, isi dan penutup. | | | | |
| | ASPEK MEDIA (MEDIA ASPECT) | | | | |
| | Tampilan | | | | |
| 15. | Tampilan warna latar (background) pada | | | | |
| | multimedia interaktif ini jelas dan | | | | |
| | proporsional. | | | | |
| 16. | Variasi warna yang digunakan dalam multimedia ini serasi. | | | | |
| 17. | Gambar yang digunakan dalam | | | | |
| | multimedia ini menunjang pemahaman | | | | |
| | materi. | | | | |
| 18. | Animasi yang digunakan dalam | | | | |
| | multimedia ini tepat guna. | | | | |
| 19. | Teks yang ditampilkan dalam multimedia | | | | |
| • • | ini tepat guna. | | | | |
| 20. | Video yang di gunakan dalam multimedia | | | | |
| | ini tepat guna. | | | | |
| J | Penataan elemen-elemen pada media | | | | |
| | pembelajaran. | | | | |
| 21. | Ukuran huruf yang digunakan dalam teks | | | | |
| | tidak terlalu besar dan tidak terlalu kecil. | | | | |
| 22. | Penataan teks, gambar dan animasi rapi. | | | | |
| 23. | Video dalam multimedia ini memiliki | | | | |
| | kualitas gambar dan suara yang baik. | | | | |
| 24. | Animasi dalam multimedia ini memiliki | | | | |
| | kualitas gambar dan suara yang baik. | | | | |
| | Tombol Navigasi | | | · | |
| 25. | Tombol-tombol navigasi pada multimedia | T | | | |
| | media ini ditempatkan secara konsisten. | | | | |
| 26. | Tombol-tombol navigasi pada multimedia | | | | |
| | ini mudah untuk digunakan. | | | | |
| 27. | Tombol-tombol navigasi yang ada | | | | |
| | berfungsi dengan baik. | | | | |

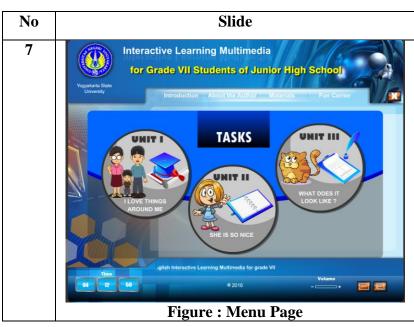
| Aspek Feedback | |
|---|----------------------------------|
| 28. Multimedia ini memberikan feedback secara langsung. | |
| 29. Feedback yang tersedia membatu pengguna untuk dapat mengoperasikan multimedia ini dengan mandiri. | |
| Tanggapan dari materi dalam multimedia int | |
| Secara umum, bagaimana pendapat Ibu ini? | ı mengenai multimedia interaktif |
| | |
| | |
| 2. Menurut Ibu, apa kekurangan dari progra | m multimedia interaktif ini? |
| | |
| | |
| 3. Apa saran Ibu untuk memperbaiki kekura | angan-kekurangan tersebut? |
| | |

APPENDIX F

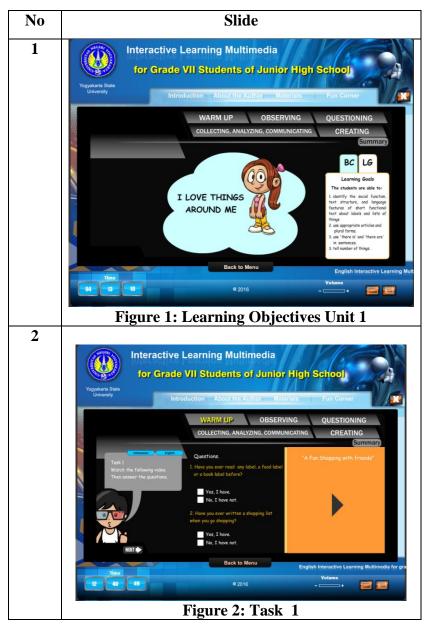
The Final Draft of the Interactive Learning Multimedia

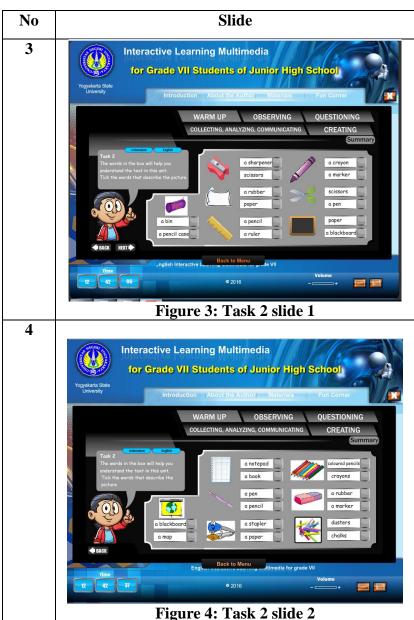


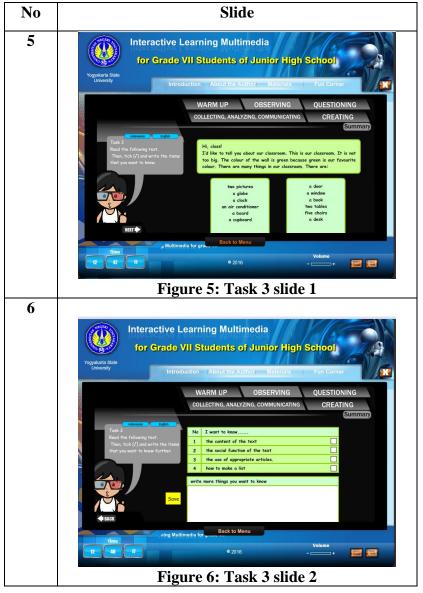


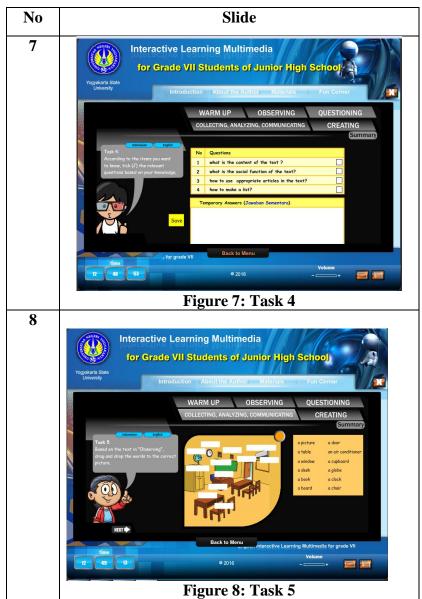


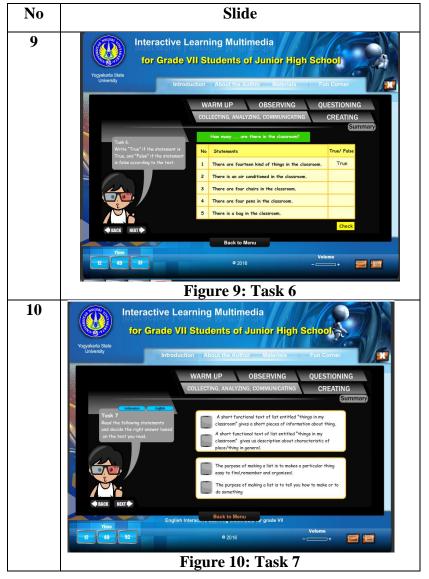
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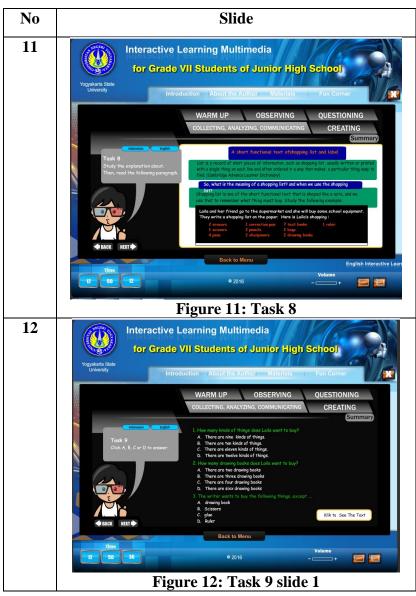


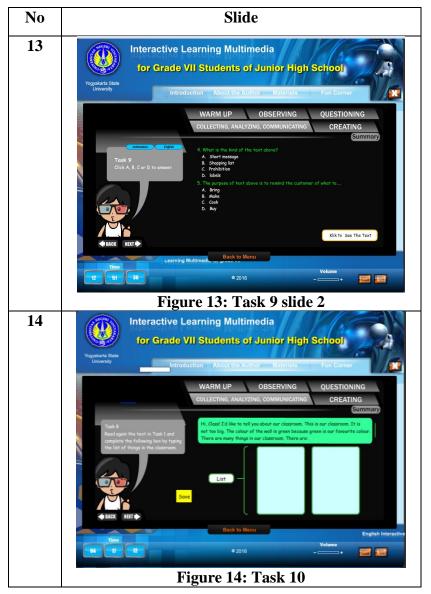


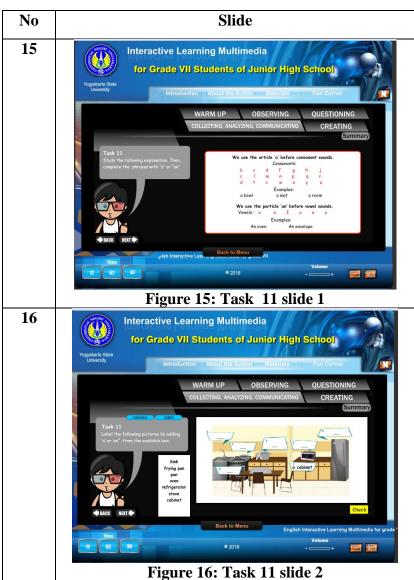


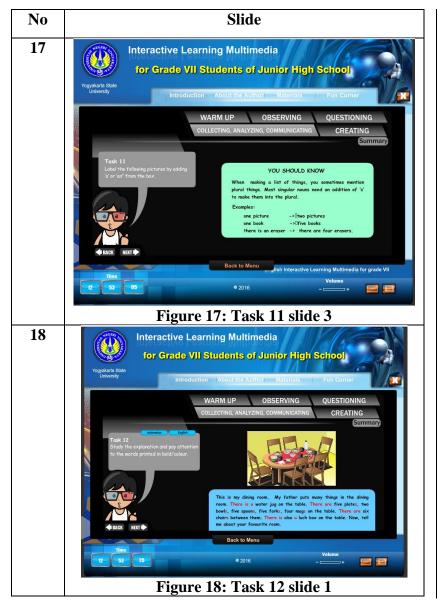


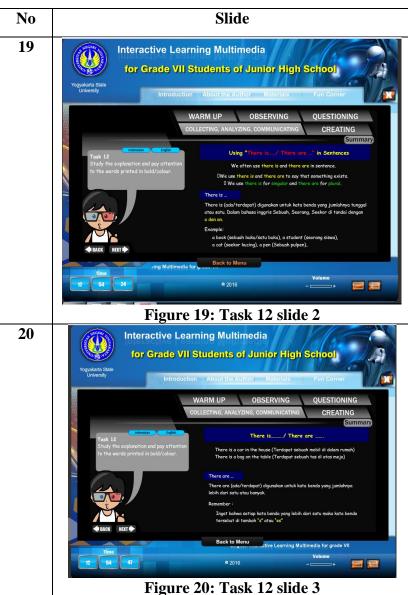






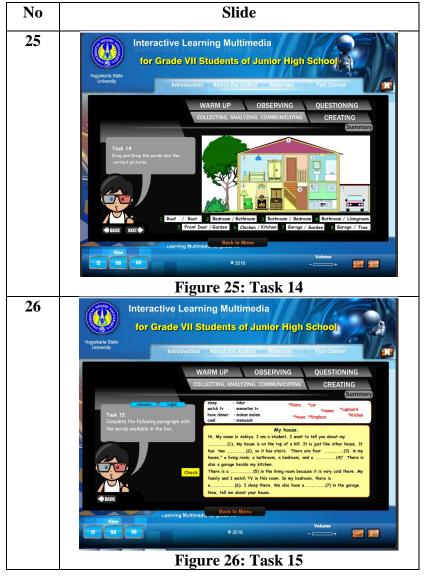


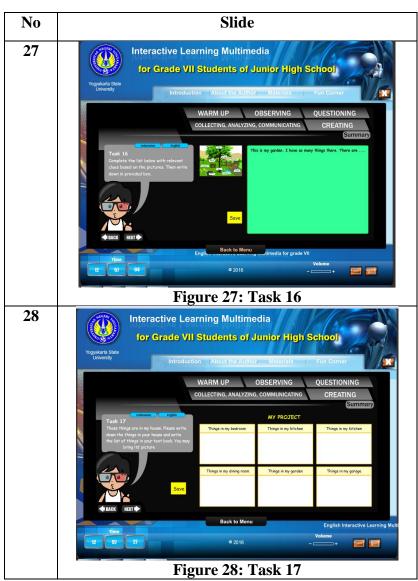


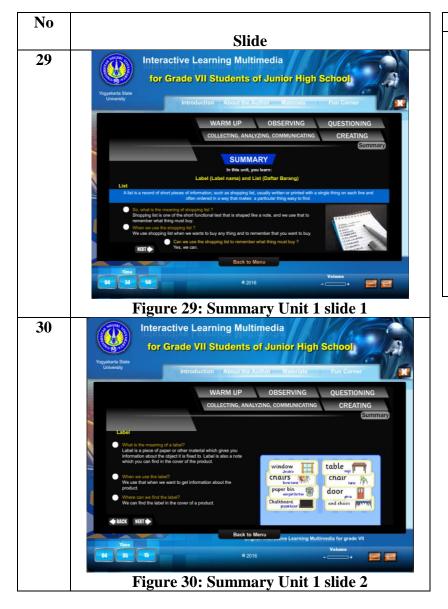


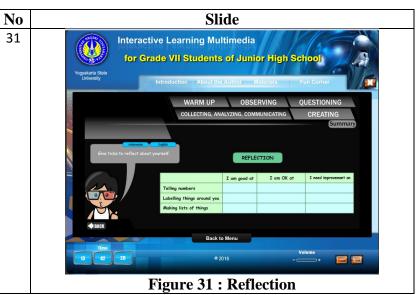




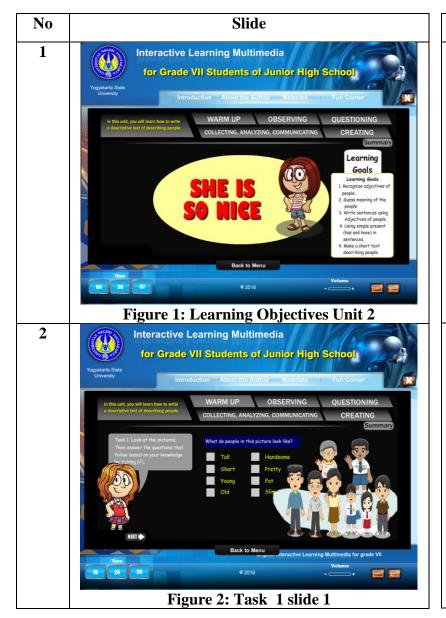


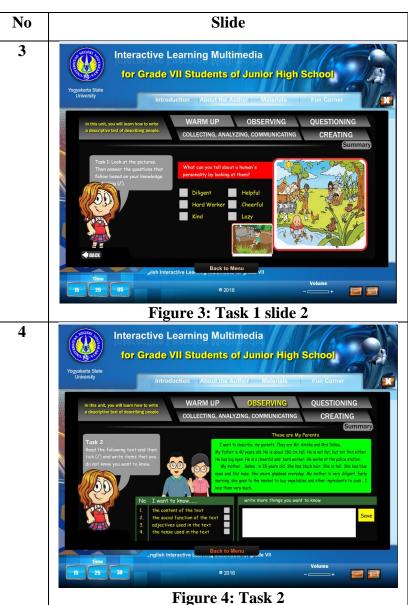


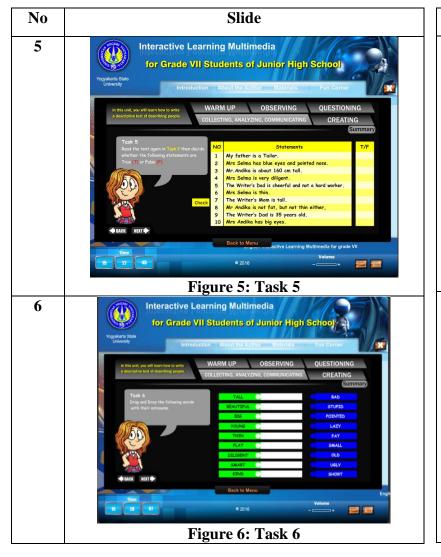


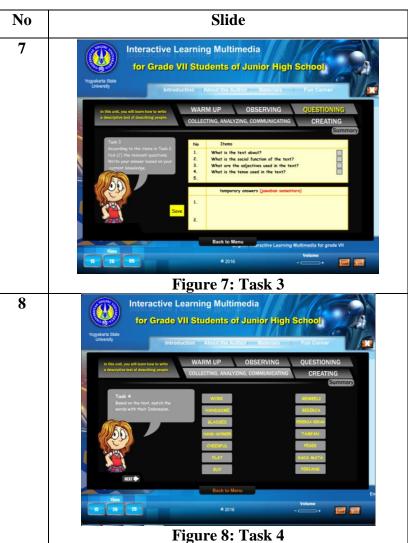


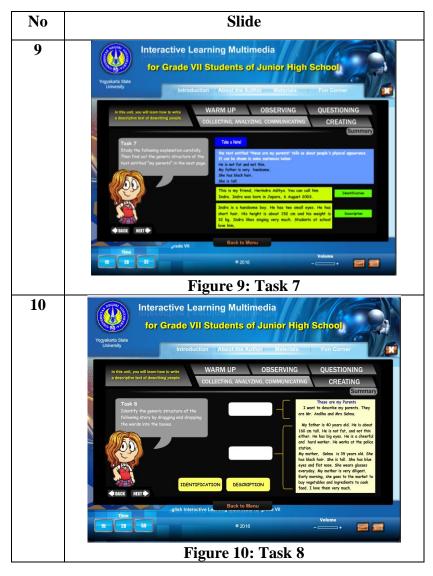
UNIT 2

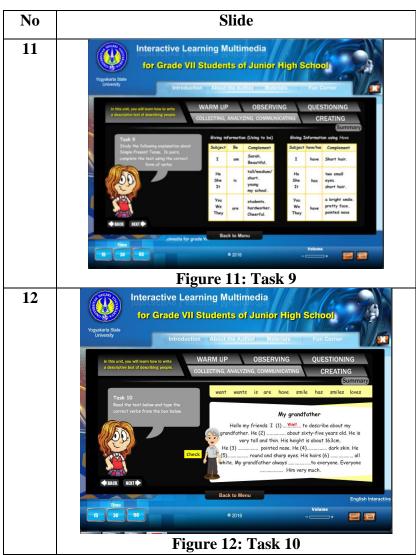


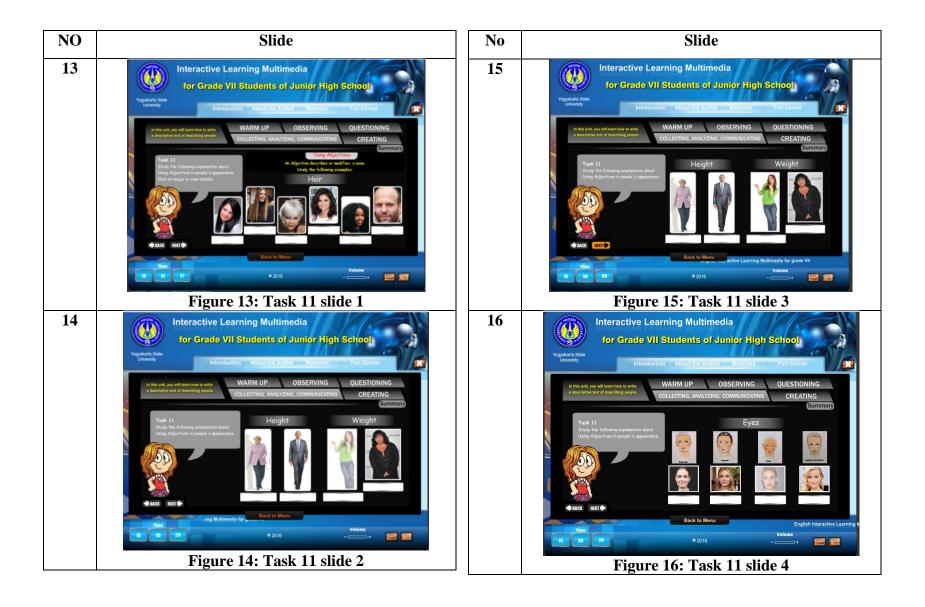


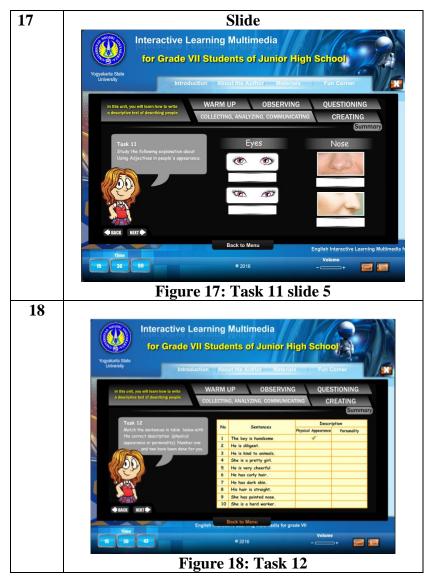


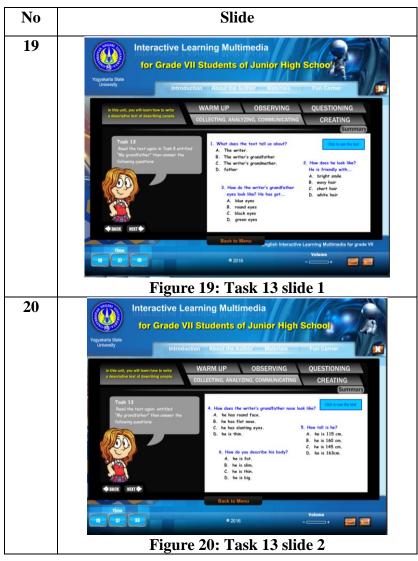


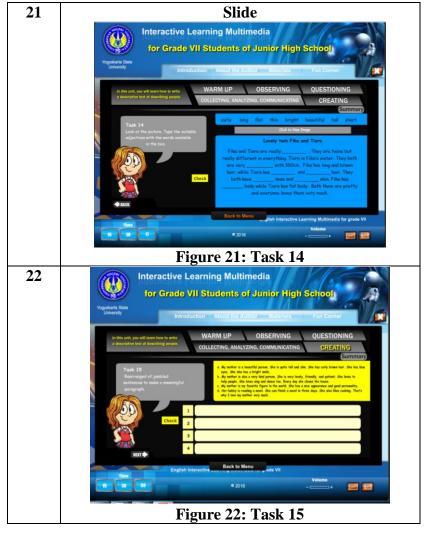


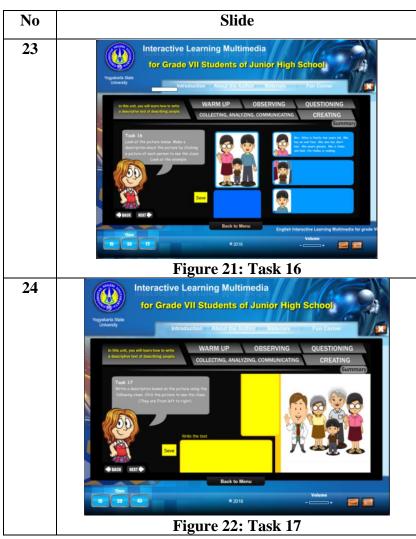


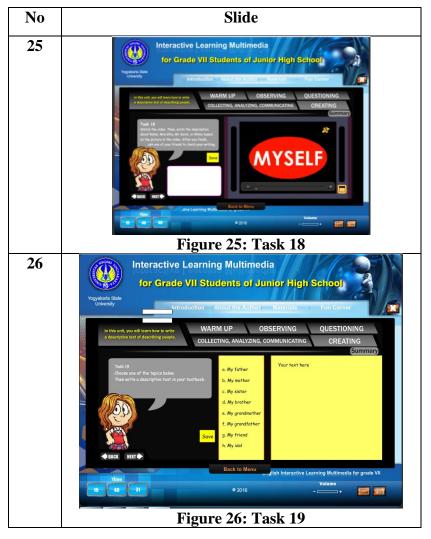


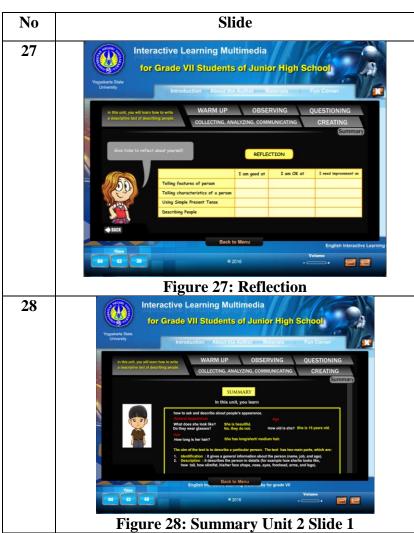


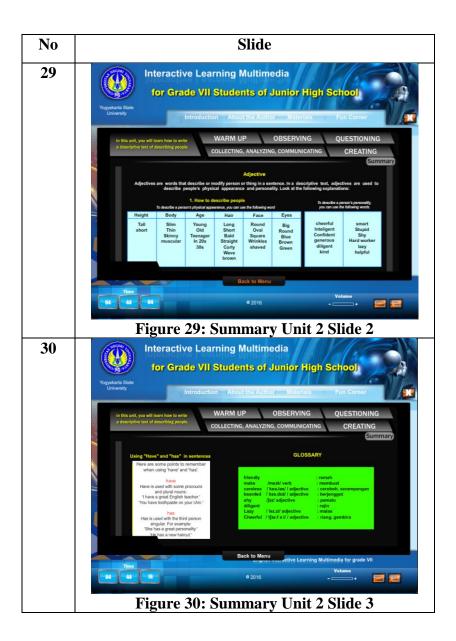






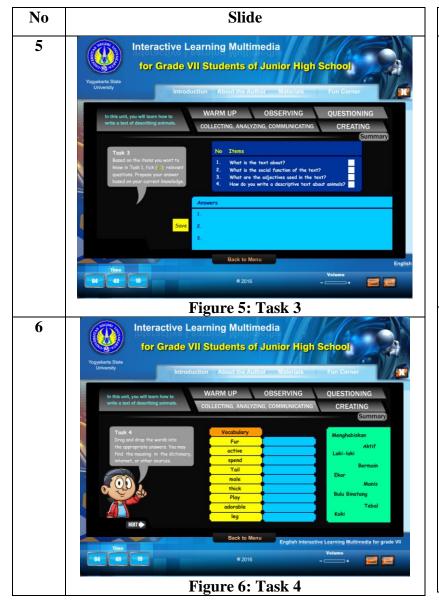


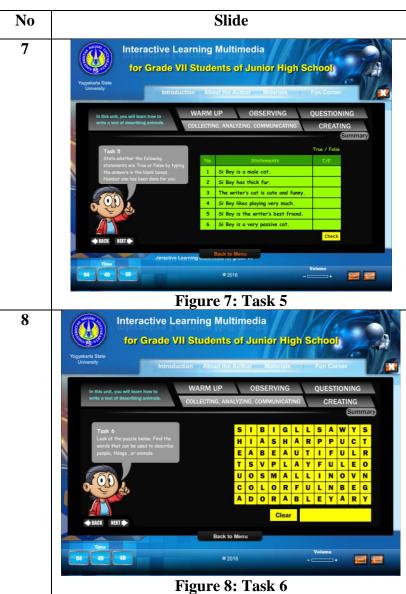


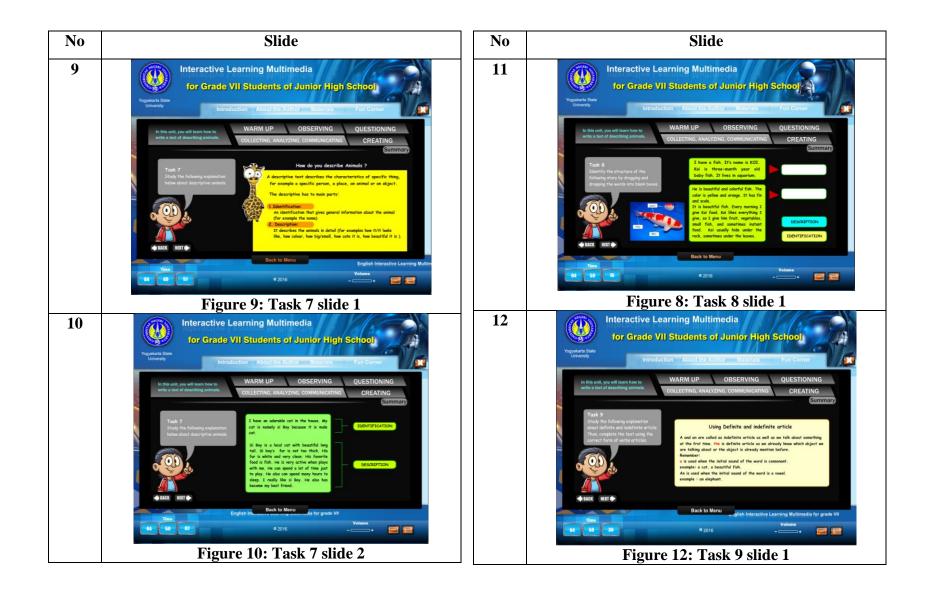


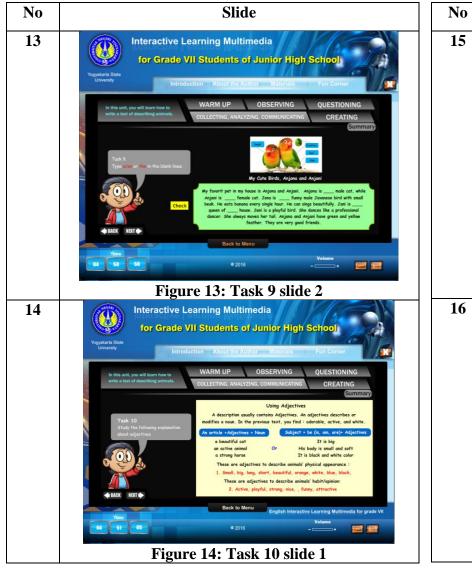
UNIT 3

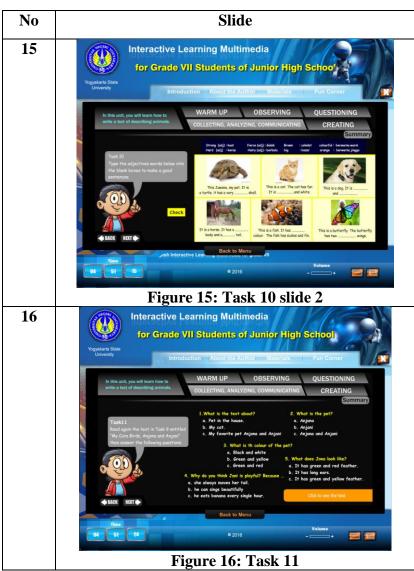


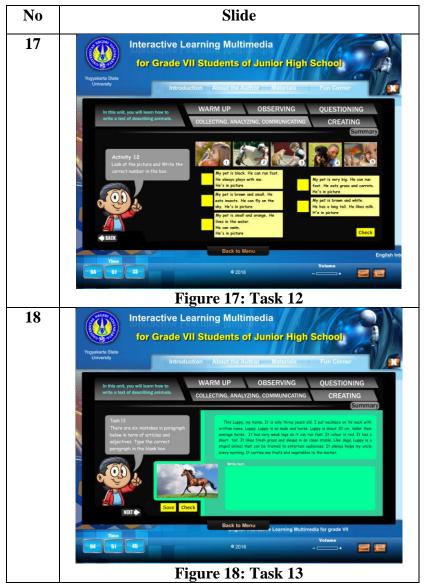


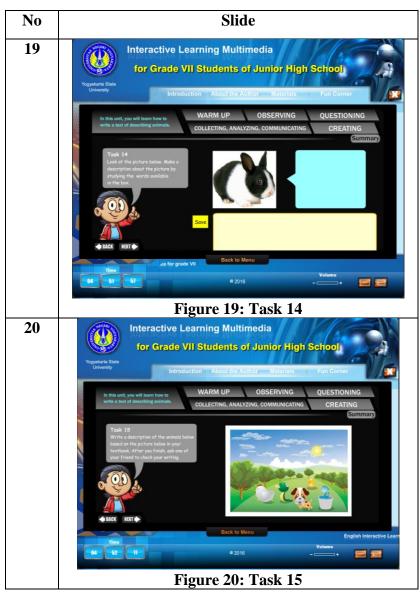


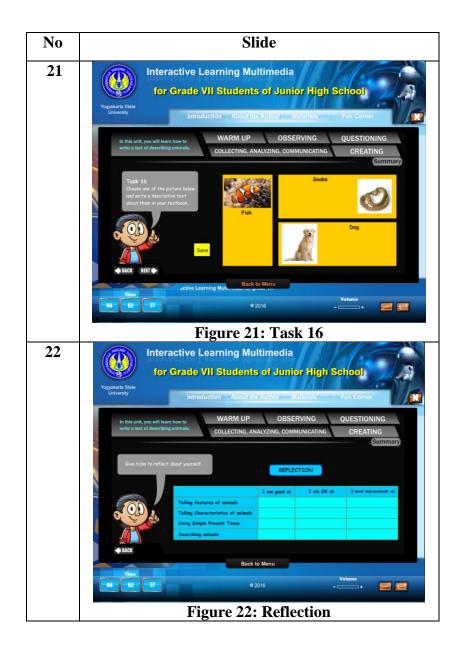














APPENDIX G

The Adapted Materials



I LOVE THINGS AROUND ME



Learning Goals

The students are able to:

- identify the social function, text structure, and language features of short functional text about labels and lists of things
- 2. to use appropriate articles
- 3. to tell number of things
- 4. to make a list

A. WARM UP

Task 1. Watch the following video. Then answer the questions. (perhatikan video berikut kemudian jawab pertanyaannya)

Click 'Play' to watch the video.



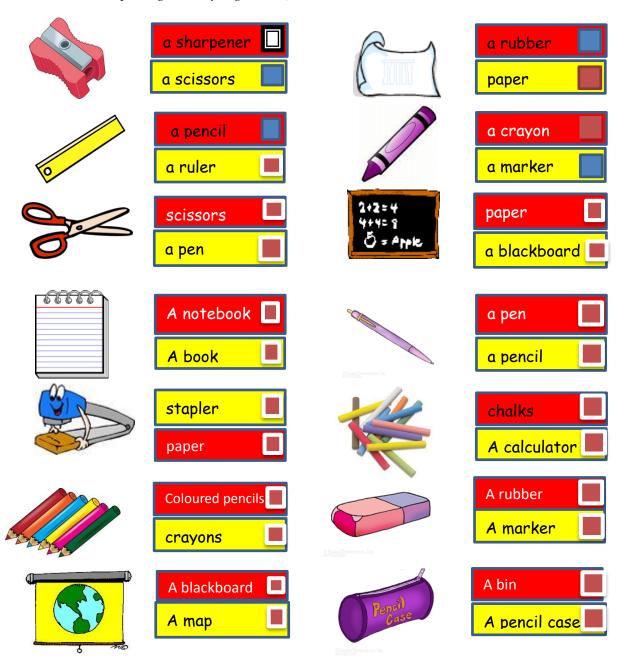
Answer the Questions.

| 1. | Have you ever read any label, a food label, or a book label? |
|----|--|
| | Yes, I have. |
| | No, I have not. |

Have you ever written a shopping list when you go shopping?Yes, I have.No, I have not.

Task 2. The words in the box will help you understand the texts in this unit. Tick the words that describe the picture.

(Kata-kata di dalam kotak akan membantu Kamu memahami teks dalam unit ini. Berilah tanda pada gambar yang sesuai)



B. OBSERVING

Task 3. Read the following text. Then, tick (\forall) and write the items that you want to know. (bacalah teks berikut. Kemudian, tandai (\forall) dan tulis items yang ingin Kamu ketahui lebih lanjut)

Hi class!

I'd like to tell you about our classroom. This is our classroom. It is not too big. The color of the wall is green because green is our favorite color. There are many things in our classroom. There are:

two pictures
two tables
a globe
a clock
an air conditioner
a board
a cupboard
a door
a window
a book
a desks
two tables
five chairs
a desk

| No | I want to know |
|----|------------------------------------|
| 1. | the content of the text |
| 2. | the social function of the text |
| 3. | the use of appropriate articles. |
| 4. | how to make a list |
| | |
| | write more things you want to know |
| 1. | |
| 2. | |

C. QUESTIONING

Task 4. According to the items you want to know, tick (\forall) the relevant questions based on your knowledge. (*Mengacu pada item yang ingin Kamu tahu*, *tandai*(\forall) *pertanyaan yang relevan berdasarkan pengetahuan Kamu*)

| No | Questions |
|----|--|
| 1. | what is the content of the text ? |
| 2. | what is the social function of the text? |
| 3. | how to use appropriate articles in the text? |
| 4. | how to make a list? |

| | Temporary Answers (jawaban sementara) |
|----|---------------------------------------|
| 1. | |
| 2. | |

D. COLLECTING, ANALYZING, COMMUNICATING

Task 5. Based on the text in *Observing*, drag and drop the words to the correct picture. You may use your dictionary to help you.

(Berdasarkan teks di Observing, tarik dan seret kata-kata yang tersedia pada gambar yang tepat. Kamu dapat menggunakan kamus untuk membantumu).



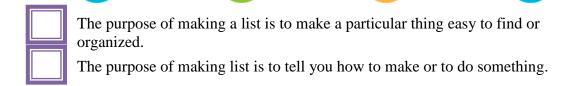
| a cupboard | a door |
|------------|--------------------|
| a globe | a book |
| a clock | a window |
| a chair | a picture |
| a desk | an air conditioner |
| a table | a board |

Task 6. Write "True" if the statement is True, and "False if the statement is false according to the text. (Tulis "Benar" jika pertanyaan benar, dan "Salah" jika pertanyaanya salah)

| NO | Statements | True/ False |
|----|---|----------------|
| 1 | There are fourteen kinds of thing in the classroom. | True |
| 2 | There is an airconditioned in the classroom. | True |
| 3 | There are four chairs in the classroom. | True |
| 4 | There are four pens in the classroom. | False |
| 5 | There is a bag in the classroom. | False |

Task 7. Read the following statements and decide the right answer based on the text you read. (Bacalah pernyataan berikut dan putuskan jawaban yang tepat berdasarkan teks yang Kamu baca)

| List (<i>daftarbarang</i>) entitled things in my classroom above gives list about things/ items. |
|--|
| List (<i>daftar barang</i>) entitled things in my classroom above gives information about a characteristic of things/ items. |



Task 8. Study the following explanation. Then, read the following paragraph.

(Pelajari penjelasan berikut.Kemudian,baca paragraf selanjutnya).

Daftar Barang (List)

The definition

A List is a record of short pieces of information, such as people name, usually written or printed with a single thing on each line and often ordered in a way that makes a particular thing easy to find. (*Cambridge Advance Learner Dictionary*)

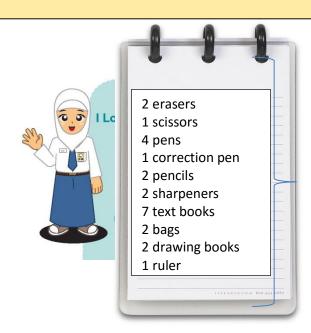
Eg. Shopping list

The shopping list is a list that contains anything that we will buy. Shopping list is important to be made because it can help us when we forget to buy. something. Shopping list merupakan text singkat yang berisi daftar belanja yang ingin dibeli oleh seseorang.

Adapted from: www.wikipedia.com

Read the following paragraph

Laila and her friend go to the supermarket and she will buy some school equipment. They write a shopping list on the paper. Here is Laila's shopping:



List of school equipment

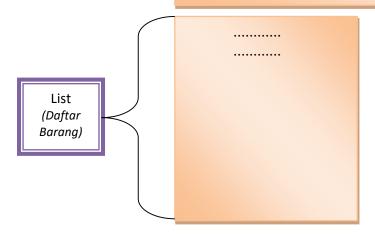
Task 9.Click A, B, C or D to answer. (Klik A, B, C atau D untuk menjawab).

- 1. How many kinds of thing does Laila want to buy? What are they?
 - A. Nine
 - B. Ten
 - C. Eleven
 - D. Twelve
- 2. How many drawing books does Laila want to buy?
 - A. There are two drawing books
 - B. There are three drawing books
 - C. There are four drawing books
 - D. There are six drawing books
- 3. The writer wants to buy the following things, except
 - A. drawing book
 - **B.** Scissors
 - C. glue
 - D. Ruler
- 4. What is the kind of the text above?
 - A. Short message
 - B. Shopping list
 - C. Prohibition
 - D. labels
- 5. The purpose of text above is to remind the customer of what to....
 - A. Bring
 - B. Make
 - C. Cook
 - D. Buy

Task 10. Read the text from Task 3 and complete the list by typing in the

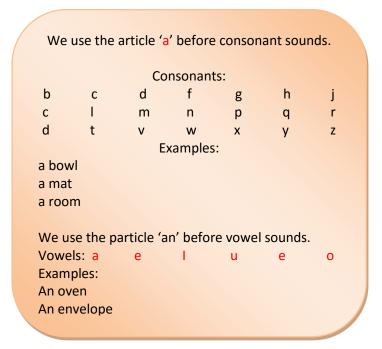
box. (Bacalah teks dari Task 3 dan lengkapi list berikut dengan menuliskan di dalam kotak).

Hi Class! I'd like to tell you about our classroom. This is our classroom. It is not too big. The colour of the wall is green because green is our favourite colour. There are many things in our classroom. There are:

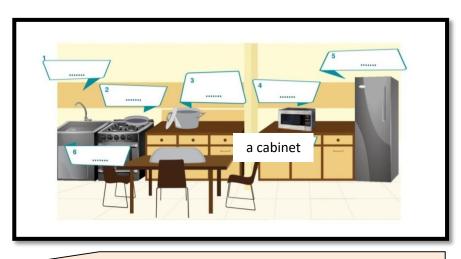


Task 11. Study the following explanation and complete the phrases with "a" or

"an" . (Pelajari penjelasan berikut tentang penggunaan artikel 'a' dan 'an '. Kemudian , lengkapi kalimat berikut dengan "a" atau " an ").



Task 10. Label the following pictures by adding'a' or 'an" from the available box. (Berilah label pada gambar berikut dengan menambahkan "a", atau "an" dari kotak yang tersedia).



| sink. | pan. | oven. | refrigerator. |
|--------|------|--------|---------------|
| frying | pan. | stove. | cabinet. |

YOU SHOULD KNOW

When making a list of things, you sometimes mention plural things. Most singular nouns need an addition of 's' to make them into the plural.

Examples: one picture → two pictures one book → five books

there is an eraser \rightarrow there are four erasers.

Task 11. Study the explanation and pay attention to the words printed in bold. Discuss it with your friends and ask your teacher if you don't understand the explanation. (Pelajarilah penjelasan berikut dengan memperhatikan kata yang di cetak tebal. Diskusikan dengan temanmu atau tanyakan ke guru jika kamu belum memahami



This is my dining room. My father puts many things in the dining room. **There is** a water jug on the table. **There are** five plates, two bowls, five spoons, five forks, four mugs on the table. **There are** six chairs between them. **There is** also a lunch box on the table. Now, tell me about your favourite room.

There is....../ There are

We often use there is and there are in sentence.

- We use there is and there are to say that something exists.
 - We use there is for singular and there are for plural.

There is ...

There is (ada/terdapat) digunakan untuk kata benda yang jumlahnya tunggal atau satu. Dalam bahasa inggris, sebuah, seorang, seekor di tandai dengan a dan an.

Example:

a book (sebuah buku/satu buku), a student (seorang siswa), a cat (seekor kucing), a pen (sebuah pulpen).

In sentences:

There is a car in the house

(Terdapat sebuah mobil di dalam rumah)

There is a bag on the table

(Terdapat sebuah tas di atasmeja)

There are

There are (ada/terdapat) digunakan untuk kata benda yang jumlahnya lebih dari satu atau banyak.

Remember:

Ingat bahwa setiap kata benda yang lebih dari satu maka kata benda tersebut di tambah "s" atau "es" Example:

- There are two apples on the plate (Terdapat dua buah apel di dalam pirina)
- > There are many students in the yard of school (*Terdapat banyak siswa di halaman sekolah*)
- ➤ There are ten computers on the store room (*Terdapat 10 buah computer dalam gudang*)



Task 12. Drag and Drop the words into the correct function. Look at the example. (Kliki dan Seret bagian dari rumah berikut sesuai fungsinya. Perhatikan contoh)





| This is a kitchen. | People can cook in this room | A. people keep their car in here. |
|--------------------------|------------------------------|------------------------------------|
| This is a bathroom room. | | B. people take a bath in this |
| This is a dining room | ١. | C. there are trees and plants here |
| This is a garden. | | D. people cook in this room. |
| This is a garage. | | E. people eat in this room. |



Task 13. Drag and Drop the words into the correct pictures.. (Klik dan Seret kata kata berikut ke dalam gambar yang tepat).



- Roof/root
- 2. |bedroom/ bathroom | 3. |Bathroom/ bedroom | 4.
- Bathroom/

- livingroom 5. Front door/ garden | 6.
- Chicken/kitchen 7. Garage/garden

8 garage/ tree

Task 14. Complete the following paragraph with the words available in the box.

(Lengkapi paragraphh berikut dengan kata-kata yang tersedia dalam kotak)

dinner sleep : tidur : makan malam floors : lantai stairs : tangga watch tv : menonton tv cook : memasak living room : ruang tamu kitchen : dapur

: tidur sleep

rooms : ruangan fireplace :tempat perapian

breakfast : makan pagi

My house.

Hi. My name is Azkiya. I am a student. I want to tell you about my(1). My house is on the top of a hill. It has two(2), so it has stairs. There are four(3) in my house," a living room, a bathroom, a bedroom, and a(4)". We usually cook; have breakfast, lunch, and dinner there. There is also a garage beside my kitchen.

There is a(5) in the living room because it is very cold there. We also watch TV in this room. In my bedroom, there is a.... (6) .I usually sleep there. My father have a 6) in the garage. Now, tell me about your house.

E. CREATING

Task 15. Observe the following picture. Then, write the correct answer in the box. You may use your dictionary. (*Amati gambar berikut. Tulis jawaban yang tepat ke dalam kotak*).



"Hi friends! My name is Vinda. Please help me to make a list of things in my classroom".

| no | Things | Questions | Answers |
|----|----------|----------------------------|-----------------------|
| 1 | Chair | How many chairs are there? | There are six chairs. |
| 2 | Eraser | | |
| 3 | cupboard | | |
| 4 | Map | | |
| 5 | Pen | | |
| 6 | Picture | | |

Task 16.Complete the following paragraph based on the pictures. (*Lengkapi paragraf berikut sesuai dengan gambar*).



| This is i | my garde | n. I have s | o many thi | ings there. | There are. | |
|-----------|----------|-------------|------------|-------------|---|------|
| | | | | | • | |
| | | | | | ••••• | |
| | | | | | | |

MY PROJECT

Task 17. Please write the things in your house and write them down in your textbook. You may bring their pictures. (Tuliskan hal-hal di rumah Kamu dan tuliskan daftarnya di buku teks. Kamu dapat membawa gambar nya.)

| Things in my bedroom | Things in my kitchen | Things in my kitchen |
|--------------------------|----------------------|----------------------|
| ••••• | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |
| Things in my dining room | Things in my garden | Things in my garage |
| | | |
| | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |
| ••••• | | |

Give ticks to reflect yourself. (Berikantkamu ($\sqrt{}$) untuk merefleksikan dirimu).

| DEEL ECTION | | | |
|------------------------|--------------|------------|----------------|
| REFLECTION | I am good at | I am OK at | I need |
| | | | improvement on |
| Telling numbers | | | |
| | $\sqrt{}$ | | |
| Labeling things around | | | |
| you | | | |
| Making lists of things | | V | |
| | | | |



UNIT 2

SHE IS SO NICE

LEARNING GOALS

in this unit, you will learn how to:

- Recognize adjectives of people
- Write sentences using adjectives of people.
- Using Simple Present Tenses (has and have)
- Make a short text describing people

WARM UP

Task 1. Look at the pictures. Then answer the questions that follow based on your knowledge by ticking ($\sqrt{}$).

What do people in this picture look like?







| What can you tell about a human's pe | ersonality by looking | at the pictures above? |
|--------------------------------------|-----------------------|------------------------|
|--------------------------------------|-----------------------|------------------------|

| Diligent | Kind | Cheerful |
|-------------|---------|----------|
| Hard worker | Helpful | Lazy |

Task 2. Read the following text. Then tick ($\sqrt{ }$) and write items that you do not know.

I want to describe my parents. They are Mr. Andika and Mrs Selma.

My father is 40 years old. He is about 160 cm tall. He is not fat, and not thin. My father is very handsome. He has big eyes. He is a cheerful and hard worker. He works at the police station.

My mother, Selma is 35 years old. She has black hair. She is tall. She has blue eyes and flat nose. My mother is very diligent. She cooks every day. I love them very much.

| No | I want to know | |
|----|------------------------------------|--|
| 1. | the content of the text | |
| 2. | The social function of the text | |
| 3. | adjectives used in the text | |
| 4. | the tense used in the text | |
| 5. | | |
| | | |
| | write more things you want to know | |
| 1. | | |
| 2. | | |
| 3 | | |

QUESTIONING

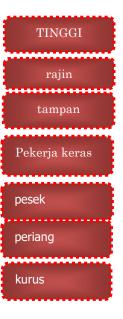
Task 3. According to the items in Task 1, tick (\checkmark) the relevant questions. Write your answer based on your current knowledge.

| No | items |
|----|--|
| 1. | What is the text about? |
| 2. | What is the social function of the text? |
| 3. | What is the adjectives used in the text? |
| 4. | What is the tense used in the text? |
| 5. | |
| | |
| | temporary answer |
| 1. | |
| 2. | |
| 3 | |

COLLECTING, ANALYZING, COMMUNICATING

Task 4. Based on the text, match the words with their Indonesian. You may find the meaning in the dictionary, internet, or other sources.

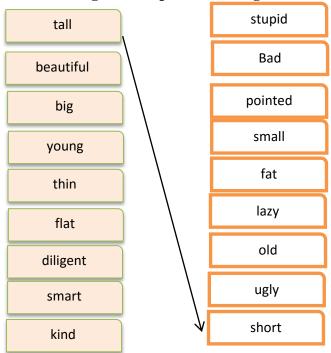
| $\operatorname{Diligent}$ | |
|---------------------------|--|
| handsome | |
| tall | |
| hard-worker | |
| cheerful | |
| flat | |
| thin | |



Task 5. Read the text again and decide whether the following statements are True or False. Number one has been done for you.

| NO | Statements | True/ False |
|----|---|----------------|
| 1 | My father is a Tailor. | F |
| 2 | Mrs Selma has blue eyes and pointed nose | |
| 3 | Mr.Andika is about 160 cm tall. | |
| 4 | Mrs Selma is very diligent. | |
| 5 | The Writer's Dad is cheerful and not hard worker. | |
| 6 | Mrs Selma is thin. | |
| 7 | The Writer's Mom is tall. | |
| 8 | Mr Andika is not fat, and not thin. | |
| 9 | The Writer's Dad is 35 years old. | |
| 10 | Mrs Andika has big eyes. | |

Task 6. Drag and Drop the following words with their antonyms.



Task 7. Study the following explanation carefully. Then, find out the generic structure of the text entitled "my parents" in the next page.

The text entitled "these are my parents" tells us about people's physical appearance. It can be shown in some sentences below. He is not fat and not thin. My father is very handsome. She has black hair. She is tall. Look at the structure of the text. This is my friend, Herindra Aditya. You can call him Indra. Indra was born in Jepara, 6 August 2003. He is a student of SMP Taruna 2 Indra is a handsome boy. He has two small eyes. He has short hair. His height is about 152 cm and his weight is 32 kg. Indra likes singing very much. Students at school love him.

Task 8. Identify the generic structure of the following story by dragging and dropping the words into the boxes.

I want to describe my parents. They are Mr. Andika and Mrs Selma.

My father is 40 years old. He is about 160 cm tall. He is not fat, and not thin. My father is very handsome. He has big eyes. He is a cheerful and hard worker. He works at the police station.

My mother, Selma is 35 years old. She has black hair. She is tall. She has blue eyes and flat nose. My mother is very diligent. She cooks every day. I love them very much.

Task 9. Study the following explanation. In pairs, complete the text using the correct form of verbs.

The simple present tense is used to describe regular actions, facts, habits, and general truth. Therefore, if you write a descriptive text, you should use simple present tense. Below are the formulas of simple present tense.

Study the following table:

Giving information (Using to be)

| Subject | Be | Complement |
|-------------------|-----|---|
| | | |
| I | am | Sarah. Beautiful. |
| He She It | is | tall/medium/short. young my school. |
| You We They | are | students. hardworker. Cheerful. |

Giving Information using Have

| Subject | have/has | Complement |
|-------------------|----------|---|
| | | |
| I | have | Short hair. |
| He She It | has | two small eyes. short hair |
| You We They | have | a bright smile. pretty face. pointed nose |

Task 10: Read the text below and type the correct verbs from the box below. Look at the example.

| want wants is are have smile has smiles loves |
|---|
|---|

My grandfather

Hello my friends. I want .(1) to describe about my grandfather. He (2) about sixty-five years old. He is very tall and thin. His height is about 163cm.

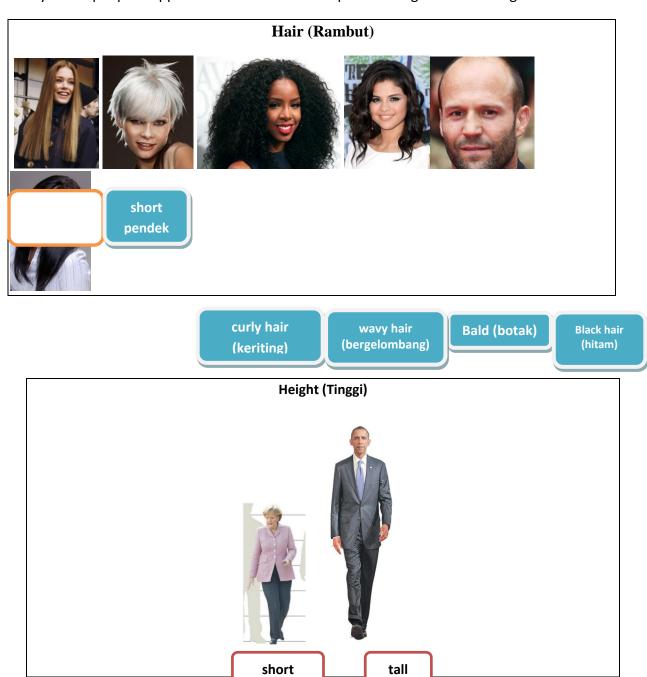
He (3) pointed nose. He (4)..... dark skin. He (5)...... round and sharp eyes. His hair (6) all white. My grandfather always to everyone. Everyone him very much.

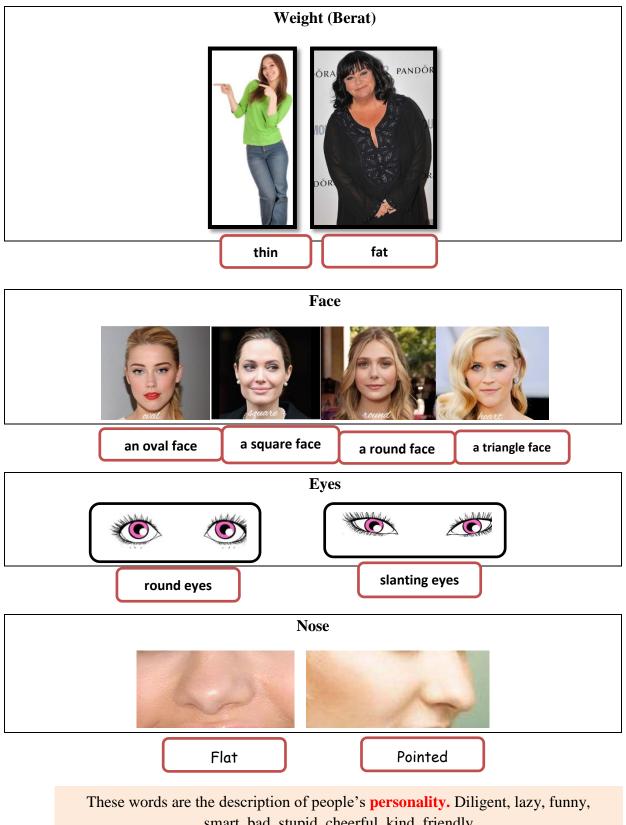
Task 11. Study the following explanation.

Adjectives

Adjectives are words that describe or modify person or thing in a sentence. In a descriptive text, adjectives are used to describe people's physical appearance and personality.

Study about people's appearance below. Click the pictures to get the meaning.





smart, bad, stupid, cheerful, kind, friendly

Task 12. Match the sentences in the table below with the correct description. Number one have been done for you.

| No | Sentences | Description | |
|----|------------------------|---------------------|-------------|
| | | Physical Appearance | Personality |
| 1 | The boy is handsome | $\sqrt{}$ | |
| 2 | He is diligent. | | |
| 3 | He is kind to animals. | | |
| 4 | She is a pretty girl. | | |
| 5 | He is very cheerful | | |
| 6 | He has curly hair. | | |
| 7 | He has dark skin. | | |
| 8 | His hair is straight. | | |
| 9 | She has pointed nose. | | |
| 10 | She is a hard worker. | | |

Task 13.Read the text again in Task 7 entitled "My grandfather" then answer the following questions.

- 1. What does the text tell us about?
 - A. The writer.
 - B. The writer's grandfather
 - C. The writer's grandmother.
 - D. father
- 2. How does he look like? He is friendly with....
 - A. bright smile
 - B. wavy hair
 - C. short hair
 - D. white hair
- 3. How do the writer's grandfather eyes look like? He has got....
 - A. blue eyes
 - B. round eyes
 - C. black eyes
 - D. green eyes
- 4. How does the writer's grandfather nose look like?
 - A. round.
 - B. flat.
 - C. slanting.
 - D. thin.
- 5. How tall is he?
 - A. 115 cm.
 - B. 160 cm.
 - C. 145 cm.
 - D. 163cm.
- 6. How do you describe his body?
 - A. Fat.
- C. Thin
- B. Slim.
- D. Big

Task 14 .Look at the picture. Type the correct adjectives with the words available in the box.

curly long flat thin bright beautiful tall short

Lovely twin Fika and Tiara



| Fika and Tiara are really They are twins but really different in everything. Tiara is |
|---|
| Fika's sister. They both are very with 160cm. Fika has long and brown hair, while |
| Tiara has and hair. They both have nose and skin. Fika has body |
| while Tiara has fat body. Both them are pretty and everyone loves them very much. |
| |

Task 15. Rearranged of jumbled sentences to make a meaningful paragraph.

CREATING

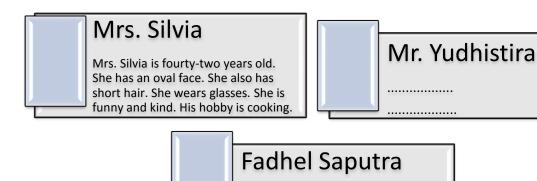
- a. My mother is a beautiful person. She is quite tall and slim. She has curly brown hair. She has blue eyes. She also has a bright smile.
- b. My mother is also a very kind person. She is very lovely, friendly, and patient. She loves to help people. She loves sing and dance too. Every day she cleans the house.
- c. My mother is my favorite figure in the world. She has a nice appearance and good personality.
- d. Her hobby is reading a novel. She can finish a novel in three days. She also likes cooking. That's why I love my mother very much.

Task 16. Look at the picture. Make a description based on the picture using the following clues.



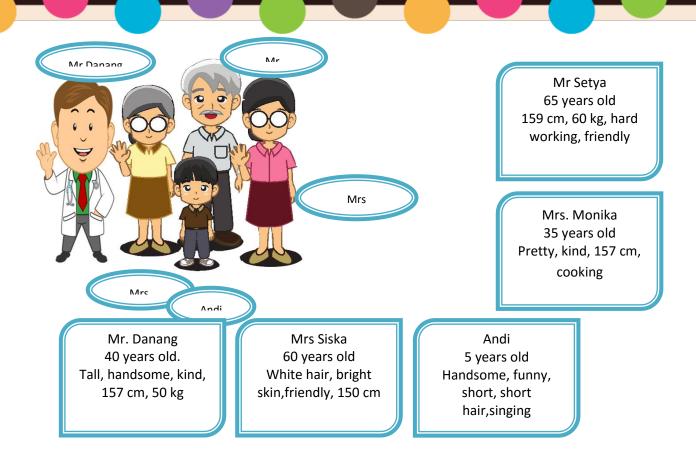
Mrs Silviana
42 years old.
135 cm
funny and kind.
Cooking

Mr Agus Setyawan 45 years old. 155 cm Hard working Fishing Yunan Afi
6 years old
70 cm
cheerful
drawing



Task 17. Write a description based on the picture using the following clues.

.....



Task 18. Choose one of the topics below. Then write a descriptive text in your textbook. Bring the photograph.

a. My father

b. My mother

c. My sister

d. My brother

e. My grandfather

f. My idol

g. My friend

h. My grandmother

REFLECTION

Give ticks to reflect about yourself.

| | I am good at | I am OK at | I need improvement |
|----------------------|--------------|------------|--------------------|
| | | | on |
| Telling features of | $\sqrt{}$ | $\sqrt{}$ | $\sqrt{}$ |
| person | | | |
| Telling | $\sqrt{}$ | $\sqrt{}$ | $\sqrt{}$ |
| characteristics of a | | | |
| person | | | |
| Using Simple | $\sqrt{}$ | $\sqrt{}$ | $\sqrt{}$ |
| Present Tense | | | |
| Describing People | V | V | V |
| _ | | | |



SUMMARY

In this unit, you learn:

Descriptive Text

How to ask and describe about people's appearance.

| General Appearance | Answer |
|--------------------------|-----------------------------------|
| What does she look like? | She is beautiful. |
| Do they wear glassess? | No, they do not. |
| Hair | |
| How long is her hair? | She has long/ short/ medium hair. |
| Age | |
| How old is she? | She is 15 years old. |

The aim of the text in this unit is to describe a particular person. The text has two main parts, which are:

- 1. Identification: it gives a general information about the person (name, job, and age).
- Description: it describes the person in details (for example how she/he looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and legs).
 Sometimes a descriptive text has a general comment at the end, for example:
 I love my mother very much.

Adjectives

Adjectives are words that describe or modify person or thing in a sentence. In a descriptive text, adjectives are used to describe people's physical appearance and personality. Look at the following explanations:

1. How to describe people

To describe a person's physical appearance, you can use the following word

| Height | Body | Age | Hair | Face | Eyes |
|--------|----------|----------|----------|----------|-------|
| Tall | Slim | Young | Long | Round | Big |
| short | Thin | Old | Short | Oval | Round |
| | Skinny | Teenager | Bald | Square | Blue |
| | muscular | In 20s | Straight | Wrinkles | Brown |
| | | 30s | Curly | shaved | Green |
| | | | Wave | | |
| | | | brown | | |
| | | | | | |

To describe a person's personality, you can use the following words.

| cheerful | smart |
|------------|--------------|
| Inteligent | Stupid |
| Confident | Shy |
| Generous | Hard working |
| diligent | lazy |
| | |
| | |

2. Simple Present Tense

Simple Present Tense

Simple Present is used to describe regular actions, facts, habits, and general truth.

Form: $S + V_1 +$

Example:

Shinta lives in Jl.Anggrek 15 Jakarta.

Armando has thin eyebrow.

Diandra is tall.

GLOSSARY

friendly ramah:

make /meik/ verb : membuat

: ceroboh, serampangan / kea.las/ / adjective careless

/'bra.drd//adjective bearded : berjenggot

/ʃaɪ/ adjective : pemalu shy : rajin

diligent

Lazy /'leɪ.zi/ adjective : malas

/'tsie.f e |/ / adjective : riang, gembira Cheerful

UNIT 3

What does it Look Like?



In this unit, you will learn how to write a text of describing animals.

LEARNING GOALS

- Identify the social function, text structure, and language features of descriptive text about animals.
- Find a message in descriptive text.
- Read descriptive text about animals.
- Write a descriptive text about animals.

WARM UP

Task 1. Look at the pictures and answer the questions based on your knowledge by ticking (v) them.



1.

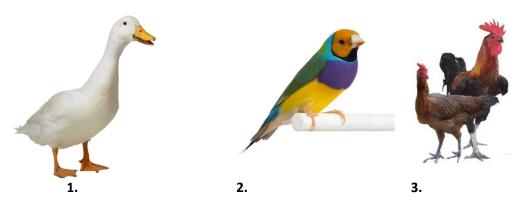


2.



3.

Picture A



Picture B

| What do the animals in picture A look like? | What do the animals in picture B look like? | | |
|---|---|--|--|
| √ They have fur | They have feathers | | |
| They are beautiful animals | They have a beak | | |
| They have long ears | They have wings | | |
| They have small tail | They are colorful | | |

OBSERVING

Task 2. Read the following text. Then tick (V) and write items that you want to know.

My Cat si Boy



I have an adorable cat in the house. My cat namely si Boy because its a male cat.

Si Boy is a local cat with a beautiful long tail. It has four legs. Si boy's fur is not too thick. His fur is white and very clean. His favorite food is fish. He is very active when plays with me. He can spend a lot of time just to play. He also can spend many hours to sleep. I really like si Boy. He

| No | I want to know |
|----|---|
| 1. | the content of the text |
| 2. | the social function of the text |
| 3. | adjectives used in the text |
| 4. | how to write descriptive text about animals |
| 5. | |
| | |
| | write more things you want to know |
| 1. | |
| 2. | |
| 3 | |

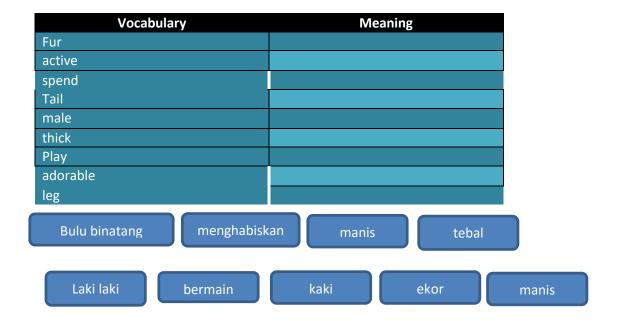
QUESTIONING

Task 3. According to the items in Task 1, tick $(\ensuremath{\mathbb{Z}})$ the relevant questions. Write your answer based on your current knowledge.

| No | Items |
|----|--|
| 1. | What is the text about? |
| 2. | What is the social function of the text? |
| 3. | What are the adjectives used in the text? |
| 4. | How do you write a descriptive text about animals? |
| 5. | |
| | |
| | Answers |
| 1. | |
| 2. | |
| 3 | |

COLLECTING, ANALYZING, COMMUNICATING

Task 4. Drag and drop the words into the correct answers. You may find the meaning in the dictionary.



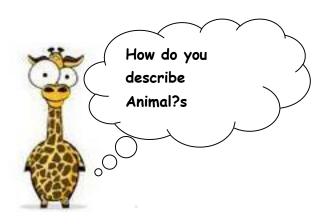
Task 5. Decide whether the following statements are True or False.

| NO | Statements | True/ False | | | |
|----|-------------------------------------|----------------|--|--|--|
| 1 | Si Boy is a male cat. | Т | | | |
| 2 | Si Boy has thick fur. | | | | |
| 3 | The writer's cat is cute and funny. | | | | |
| 4 | Si Boy likes playing very much. | | | | |
| 5 | Si Boy is the writer's best friend. | | | | |
| 6 | Si Boy is very passive cat. | | | | |

Task 6. Look at the puzzle below. Find the words that can be used to describe people, things or animals.

| S | I | В | I | G | L | L | S | Α | W | Y | S |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Н | I | Α | S | Н | Α | R | Р | Р | U | С | Т |
| E | 0 | В | E | Α | U | T | I | F | U | L | R |
| Т | S | V | Р | L | А | Y | F | U | L | E | 0 |
| U | 0 | S | M | Α | L | L | I | N | 0 | V | N |
| С | 0 | L | 0 | R | F | U | L | N | В | E | G |
| Α | D | 0 | R | Α | В | L | E | Υ | Α | R | Υ |

Task 7. Study the following explanation.



A descriptive text describes the characteristics of a specific thing, for example a specific person, a place, an animal or an object.

The descriptive has to main parts:

1. Identification:

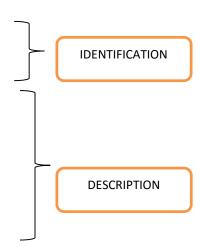
An identification that gives general information about the animal (for example the name)

2. **Description**

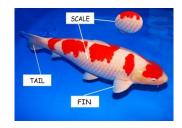
It describes the animals in detail (for examples how it/it looks **like**, how colour, how big/small, how cute it is, how beautiful it is).

I have an adorable cat in the house. My cat is namely si Boy because it is a male cat.

Si Boy is a local cat with a beautiful long tail. Si boy's fur is not too thick. His fur is white and very clean. His favorite food is fish. He is a very active when plays with me. He can spend a lot of time just to play. He also can spend many hours to sleep. I really



Task 8. Identify the structure of the following story by dragging and dropping the words into blank boxes.



I have a fish. It's name is KOI. Koi is three-month year old baby fish. It lives in aquarium.



He is beautiful and colorful fish. The color is yellow and orange. It has fin and scale.

It is beautiful fish. Every morning I give Koi food. Koi likes everything I give, so I give him fruit, vegetables, small fish, and sometimes instant food. Koi usually hide under the rock, sometimes under the leaves.



identification

description

Task 9. Study the following explanation. Then, complete the text using the correct form of articles.

Using Definite and indefinite article

"A" and "an" are called as indefinite article as well as we talk about something at the first time.

the is definite article as we already know which object we are talking about or the object is already mention before.

Remember:

a is used when the initial sound of the word is consonant.

example: a cat, a beautiful fish.

An is used when the initial sound of the word is a vowel.

example: an elephant.

Task 9. Type *a/an* or *the* in the blank lines.

My Cute Birds, Anjona and Anjani



My favorit pet in my house is Anjona and Anjani. Anjona is __ male cat, while Anjani is ___female cat.

Jona is ____ funny male Javanese bird with small beak. He eats banana every single hour. He can sings beautifully. Jani is __ queen of __ house. Jani is a playful bird. She dances like a professional dancer. She always moves her tail. Anjana and Anjani have green and yellow feather. They are very good friends.

Task 10. Study the following explanation.

Using Adjectives

A description usually contains Adjectives. Adjectives describes or modifies a noun. In the previous text, you find : adorable, active, and white.

An article +Adjectives + Noun

O

Subject + be (is, am, are)+ Adjectives

a beautiful cat.

It is big.

an active animal.

His body is small and soft.

a strong horse.

It is black and white color.

These are adjectives to describe animals' physical appearance.

1. Small, big, long, short, beautiful, orange, white, blue, black,

These are adjectives to describe animals' habit/opinion:

2. Active, playful, strong, nice, , funny, attractive

Task 10. Complete the following sentences using the adjectives on the box below.

Strong (adj): kuat fierce (adj): Galak

Hard (adj): keras Hairy (adj): berbulu colourful: berwarna warni



1

O'Kross Pangupla

2.

This Juwono, my pet. It is a big turtle. it has a very shell. This is a cat. The cat has fur. It isand white.



3. This is a dog. It is and



4. This is a fish. It has colour. The fish has scales and fin.



5. It is a horse. It has a body and a tail.



6. This is a butterfly.
The butterfly has two wings.

Sources:

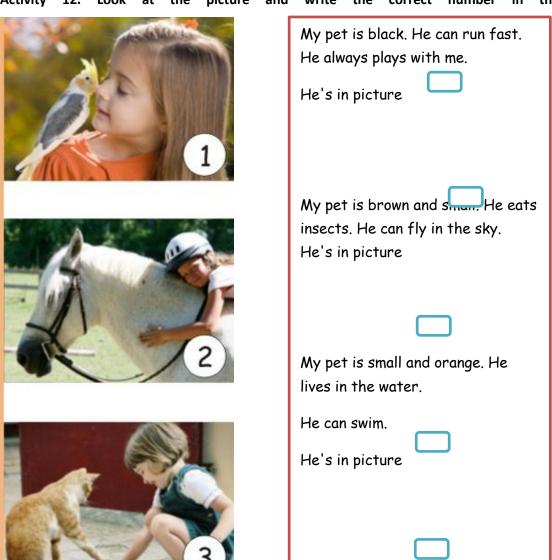
Picture 1 : http://ztona.org/
Pict 2 : http://eofdreams.com/cat.html
Pict 3; http://www.petklips.com
Pict 4: http://ztona.org/fish/
http://images.nationalgeographic.com

Task 11. Read the text again in Task 9 entitled "My Cute Birds, Anjona and Anjani" then answer the following questions.

- 1. What is the text about?
 - a. Pet in the house.
 - b. My cat.
 - c. My favorite pet Anjona and Anjani
- 2. What is the pet?
 - a. Anjona
 - b. Anjani
 - c. Anjona and Anjani

- 3. What is th colour of the pet?
 - a. Black and white
 - b. Green and yellow
 - c. Green and red
- 4. Why do you think Jani is playful? Because ...
 - a. she always moves her tail.
 - b. he can sings beautifully
 - c. he eats banana every single hour.
- 5. What does Jona look like?
 - a. It has green and red feather.
 - b. It has long ears.
 - c. It has green and yellow feather.

Activity 12. Look at the picture and write the correct number in the box.



My pet is very big. He can run





DONE!

CREATING

Task 13. There are six mistakes in the paragraph .Use the correct articles and adjectives. Type the correct paragraph in the blank box.



This Luppy, my horse. It is only three years old. I put a necklace on its neck with written name, Luppy. Luppy is an male and horse. Luppy is about 30 cm, taller than average horse. It has very weak legs so it can run fast. It colour is red. It has a short tail. It likes fresh grass and sleeps in an clean stable. Like dogs, Luppy is a stupid animal that can be trained to entertain audiences. It always helps my uncle every morning. It carries any fruits and vegetables to the market.





cute animal

weight: 4 kg

Favorite food : red carrot

long ears

black and white

Task 15. Write a description of the animals based on the following picture in your textbook. Then, ask one of your friend to check your writing.



Task 16. Choose one of the pictures below. Then write a descriptive text about it in your textbook.







B. snake

REFLECTION

Give ticks to reflect about yourself.

| | I am good at | I am OK at | I need improvement |
|------------------------------------|--------------|------------|--------------------|
| | | | on |
| Telling features of animals | ٧ | ٧ | ٧ |
| Telling Characteristics of animals | ٧ | ٧ | ٧ |
| Using Simple Present Tense | ٧ | ٧ | ٧ |
| Describing animals | ٧ | ٧ | ٧ |

SUMMARY



In this unit, you learn:

Descriptive Text

A descriptive text focuses on the characteristic features of a person, an animal, or a particular thing. The descriptive text often uses neutral and objective language. The present tense is mostly used in the descriptive text.

The Generic Structure:

Identification : Identifies thing, person, place, phenomenon to be describe.

Description : Give the information of particular thing, person, or place being

discusses of describe part, qualities, or characteristic

Purpose:

To describe a particular person, an animal, place or thing...

For animals, it describes the animals in detail (e.g. how it/it looks **like**, how colour, how big/small, it' behaviour).

The following expressions are used to describe animal's physical appearance.

It is big

It has two short legs and two short arms.

his body is small, but very soft.

Here are some other examples:

It's black, brown and white color.

They've got a yellow and black peak.

Their bodies are black.

It can run very fast.

Carry 'kær.i/ verb : membawa

Run ran/ verb : berlari

Jump /dʒʌmp/ verb : loncat

Help help/ verb : membantu

Strong/strpn / adjective : kuat

Entertain /en.tə^lteɪn/ verb : menghibur

Fur $f_{3: r} / / noun$: rambut

Tail teɪl/ noun : ekor

Stay stei/ verb : tinggal

Wing /wɪŋ/ noun : sayap

