

**DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING
READING TO GRADE VIII STUDENTS OF SMPN 2 MERTOYUDAN
IN THE FIRST SEMESTER**

A Thesis

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



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IN THE FIRST SEMESTER**

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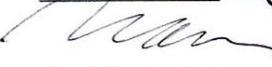
RATIFICATION SHEET

DEVELOPING INTERACTIVE MULTIMEDIA FOR TEACHING READING TO GRADE VIII STUDENTS OF SMPN 2 MERTOYUDAN IN THE FIRST SEMESTER

A THESIS

Accepted by the board of examiners of the English Education Department, Faculty of Languages and Arts, State University of Yogyakarta on August, 18th, 2016 and declared to have fulfilled the requirement for the attainment of the *Sarjana Pendidikan* Degree in English Education.

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

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

Yogyakarta, 23 Agustus 2016

Peneliti



Thomas Triadi Wijaya

MOTTO

The More You Take, The Less You Get

-Master Oogway-

I Have Never Failed, I Just Found 1,000 Ways That Won't Work

-Thomas Edison-

I Will Finish What I've Started

-Anonymous-

DEDICATIONS

This thesis is dedicated to:

my beloved parents, Florentinus Suroto and Yohana Avilla Asriyah,

my beloved brother, Herman Yoseph Singgih Sutoro,

my beloved sister, Asteria Dwiana Rahayu,

my special partner, Yohana Dian

and everyone who supports me.

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Finally, I hope this thesis may be helpful for the readers, especially for those who write similar studies. However, I realize that this thesis is far from being perfect. Therefore, any criticism and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, August 8th 2016

The Researcher



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By:

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ABSTRACT

The objectives of this research were: (1) to find out the target needs and the learning needs of the students at Grade VIII of SMPN 2 Mertoyudan, and (2) to develop an English interactive learning media for teaching reading to students at Grade VIII of SMPN 2 Mertoyudan.

This was a research and development (R & D) study. The subjects were Grade VIII students of SMP Negeri 2 Mertoyudan Class VIII A that consisted of 16 female and 15 male students. This research was conducted by following Jolly and Bolithos's model in Tomlinson (1998) with some modification. The first step was needs analysis done by distributing questionnaires to the students. The result of the needs analysis was the basis for developing a course grid. The course grid was used as the guideline to develop the first draft of the reading materials. The first draft was evaluated by an expert and then revised based on the feedback obtained from the evaluation. The instruments to collect the data were the needs analysis questionnaire and the expert judgment rating scale. The data from the needs analysis were analyzed quantitatively using frequency and percentage and the quantitative data obtained from the expert judgment were analyzed through descriptive statistics.

The results of the needs analysis showed that the students needed materials for reading comprehension which were attractive and interesting and related to their daily life. Therefore, this study developed three units of materials which were implemented in the interactive multimedia. Each unit consists of *Get Ready*, *Let's Read*, *Let's Do More*, *Let's Reflect* and *Let's Review* activities with 16 tasks focusing on vocabulary building, grammar (the use of the simple present tense, adjectives and prepositions and text construction. The mean score of all aspects of the developed materials was 3.85, which was very good. It meant that the developed interactive learning multimedia was appropriate.

CHAPTER I

INTRODUCTION

This study aimed at developing interactive multimedia for teaching reading at Grade VIII student of SMPN 2 Mertoyudan in the first semester. This chapter discusses the background, identification, limitation, formulation, objectives, and significance of the study.

A. Background of the Problem

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

One of the efforts to increase the students' achievement is using interactive learning media. There are many advantages of interactive learning media in the English teaching-learning process. First, the students will be motivated to learn English because they will not get bored. Second, they can comprehend and understand the materials easily because the English interactive learning media can provide video, animation, graphics and audio. They can improve their listening, speaking and pronunciation from that. Third, they can learn independently, whenever and wherever they want. The last is that the English teachers will have variation in teaching, so they can avoid a monotonous teaching-learning process.

However, there are two problems that are faced by most of the English teachers related to the use of interactive learning media. First, there is no advanced technology available in schools. Some schools do not have any computers and projector in the class as facilities in the teaching-learning process. Therefore, the teachers cannot use the English interactive learning media. Second, they have difficulties to find the English interactive learning media that are appropriate to the students' need. Even if they find them, the price is too high. That is why most of them teach English by using textbooks and worksheet.

The English teachers in SMP Negeri 2 Mertoyudan do not face any problem related to the provided technology. There is a computer laboratory in SMP Negeri 2 Mertoyudan. However, most of them still face difficulties to find the English interactive learning media that are appropriate to the students' needs. Moreover, SMPN 2 Mertoyudan does not have any English interactive learning media. Therefore, the researcher is interested in developing interactive multimedia for teaching reading to the first semester of Grade VIII students at SMPN 2 Mertoyudan as supporting media in the teaching and learning process.

B. Identification of the Problems

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

The second is the teachers. As teachers, they have to design the teaching-learning process in the class in order to make it interesting and enjoyable. However, most of them do not have variations in teaching English. They just explain the materials and after that ask the students to do some exercises. That is why the students get bored in the teaching and learning process.

The third is materials. It has an important part in the learning achievement. It is because the materials are used as a source of language, as a learning support, as a stimulation, and as a reference. The students will be interested to learn English if they are provided with the appropriate and interesting materials. Waters (1987) considers that good materials contain interesting texts, enjoyable activities and opportunities for learners to use their existing knowledge and skills.

The fourth is media. It has an important role in the teaching and learning process. It is a bridge to transfer the materials to the students. Good media should be interesting and communicative in order to help the students to learn optimally.

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

C. Limitation of the Problems

This study would focus on developing interactive multimedia for teaching reading to the first semester of Grade VIII students at SMPN 2 Mertoyudan. The English interactive learning media would facilitate and motivate them in learning

English, particularly reading. In addition, the English teachers will have variations in the teaching and learning process.

D. Formulation of the Problems

The problems are formulated in the following questions:

1. What are the target needs and the learning needs of Grade VIII students of SMPN 2 Mertoyudan?
2. What is the appropriate design of English interactive learning media for teaching reading to Grade VIII students of SMPN 2 Mertoyudan?

E. Objectives of the Research

The objectives of this study are as follows:

1. To find out the target needs and the learning needs of the students at Grade VIII of SMPN 2 Mertoyudan.
2. To develop an English interactive learning media for teaching reading for students at Grade VIII of SMPN 2 Mertoyudan.

F. Significance of the Research

1. English Education Department

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

2. English Teachers

This study is expected to be useful for providing the medium using technology for regular English classes.

3. Students

From this study, the students are expected to get more knowledge and develop their English proficiency. The interactive learning multimedia is expected to get the students more motivated in learning English.

4. Other researchers

This study is expected to encourage other English Education Department students for conducting similar research on different skills so it will help both teachers and students in English language teaching process.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In this chapter, terms and concepts that are used in the discussion are presented. There are two main parts of which the researcher presents in this chapter. They are literature review and conceptual framework.

A. Theoretical Description

1. Reading

a. The Nature of Reading

Reading is believed as the most important skill of the four skills in a second language, particularly in English as a second or foreign language. Most people say that reading is a passive process to gather information from texts. However, reading is not a passive process. Grellet (1981:8) states that reading is an active skill which constantly involves guessing and predicting meaning. Nuttall (1996:3) states that reading not only concerns on the meaning, but also excludes any interpretation of the word reading in which meaning is not central. We shall explore how we get meaning by reading, and how the reader, the writer and the text, each contributes to the process. Wallace (1992:4) states that reading as interpreting means reacting to a written text as a piece of communication. In addition, Johnson (2008:3) defines that reading is a constantly developing skill which provides the practice of using text to create meaning. It integrates visual and non-visual information.

According to Richards and Schmidt (2002:443), reading is noticing a written text in order to understand its contents or saying the written text loudly with or without an understanding of its contents. In line with Richards and Schmidt, Coltheart (1978) (in Snowling and Hulme, 2005:6)) proposes that reading is an activity of processing some information by transforming print to speech or print to meaning. In other words, reading is an activity of transforming the text into meaning or spoken language with or without catching the meaning within the text (matching sounds to letters). In addition, Urquhart and Weir (1998) in Liu (2010: 152) define reading as “the process of receiving and interpreting information encoded in language form via the medium of print.”

Based on varied opinions about the reading definition above, it can be summarized that reading is not a passive process, but rather an active which involves process of interpreting and gathering information to get important and meaningful information.

b. Reading Sub-Skills

Reading is one of the English skills. It has some parts called sub-skills or micro skills. According to Spratt et al. (2005:22), the reasons for reading influence how to read i.e. which reading sub-skill is used. There are five sub-skills, they are presented as follows.

- 1) Reading for specific purposes or scanning is reading a text just to find a specific piece of information in it.
- 2) Reading for gist or skimming is reading quickly through a text to get a general idea of what it is about.
- 3) Reading for detail is reading by getting the meaning out of every word.
- 4) Extensive reading is reading long pieces of text, for example a story or an article. You may read some parts of the text in detail while skimming through others.
- 5) Intensive reading is reading to look for further information in a text related to a particular topic.

Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Brown (2004:306-310) proposes some strategies for reading comprehension that can be applied in the classroom as follows.

- 1) Identify the purpose of reading

Reading is an activity with purpose, so the teacher has to make sure that the purpose is in. The students will know what they are looking for and can weed out potential; distracting information. Efficient reading consists of clearly identifying the purpose in reading (Brown, 2004:306)

2) Skim the text for the main idea

Skimming is running the eyes across the whole text for its gist. It gives the reader the advantages to predict the purpose of the text, main idea, or some supporting details. This activity can be done by asking the students to read the whole passage and ask them when the passage is about.

3) Scan the text for specific information

Scanning is quick searching for particular information in a text. The purpose of its activity is looking for specific information without reading the whole passage. Students are asked to search names or dates, to find a definition or to list a certain number of supporting details.

4) Guess when you are not certain

The students can use guessing to their advantage to guess the meaning and the content message.

5) Analyze vocabulary

One way for students to make guessing pay off when they do not immediately recognize the words is to analyze the term of what they know about it. Several techniques are used, such as looking for prefixes that may give clues, looking for suffixes that may indicate what part of speech it is, looking for roots that are familiar, looking for grammatical context that may signal information, and looking at the semantic context for clues.

c. Teaching Reading in Junior High Schools

Teaching and learning process at school in Indonesia is regulated by The Ministry of Education and Culture. Curriculum performs as the guideline in a teaching and learning process. According to The Laws of Education System No. 20 of 2003, a curriculum includes some ways or methods as manual or learning activities in order to achieve some specific educational purposes. The Curriculum 2013 is the latest curriculum released by the government. It points out that the aim of education is to develop three aspects of students' competencies which are attitude, knowledge, and skill.

Based on the Curriculum 2013, the basic competencies of reading for Grade VIII students include:

Table 1: Core Competencies and Basic Competencies of Reading

KOMPETENSI INTI	KOMPETENSI DASAR
3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.	3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
4. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan	4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda,

<p>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</p>	<p>dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p> <p>4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p>
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According to the regulation of The Ministry of Education and Culture No. 81A of 2013 about curriculum implementation, the Curriculum 2013 uses scientific approach. The scientific method steps used in the language classroom are described as follows.

1) Observing

Students read and/or listen to texts to list items they need to know in order to understand and/or produce texts.

2) Questioning

Students limit the items they want to know and formulate questions and propose temporary answers to their questions. The questions based on their knowledge and/or limited information they have.

3) Experimenting/collecting data or information

Students collect data/information relevant to the questions using one or more techniques such as observation, interview, and reading books.

4) Associating/analyzing data or information

Students sort out, classify, and identify relationships among the data to find out patterns to answer the formulated questions.

5) Communicating

Students communicate their answers to the questions orally and/or in writing.

6) Creating

Students create texts to express thoughts/ideas.

According to Rivers (1981:259), reading is the most important activity in language class, not only as a source of information and a pleasure activity, but also as a means of consolidating and extending one's knowledge of the language. Therefore, the teacher should teach reading optimally.

Nation (2009) draws some principles for teaching reading. The principles are described below.

1) Meaning-focused Input

- Practice and training in reading should be done for a range of reading purposes, such as reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write.

- Learners should be doing reading that is appropriate to their language proficiency level.
- Reading should be used as a way of developing language proficiency.

2) Meaning-focused Output

- Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading.

3) Language-focused Learning

- Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub-skills of reading and the language features.
- Learners should be given training and practice in a range of reading strategies, such as previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text.
- Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.

4) Fluency Development

- Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features.
- Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading.
- Learners should read a lot. This can be monitored and encouraged through the use of extensive reading.

In the teaching reading process, the students' condition should be considered as well. In nature, junior high schools whose students are between twelve and eighteen, Brown (2001:92) clarifies they are an age of transition, confusion, self-consciousness, growing and changing bodies and minds. Therefore, students need a special set of considerations applied to teach them.

Johnson (2008: 24) argues that creating reading condition is important in the process of teaching reading. Therefore, teaching reading in junior high schools should be managed interestingly. It is done to get students' attention and to involve them in the process of teaching reading. The process of teaching reading will be much more meaningful.

The activities should actively involve students in the process of teaching reading. The teachers should apply appropriate activities in order to avoid students' boredom. Various activities can be applied to

catch students' attention. With students' involvement, the process of teaching reading can easily run well. Therefore, the activities of teaching reading for junior high schools should be interesting.

d. Reading Assessment

In the teaching and learning process, one important part that the teacher should do during the classroom activities is assessment. According to Brown (2003), assessment is an ongoing process that covers a much wider domain. In term of interactive reading, there are some kinds of reading assessment which will be described as follows.

1) Cloze Task

One of the most popular types of reading assessment task is the cloze procedure. The word 'cloze' means the ability to fill in gaps in an incomplete image (visual, auditory, or cognitive). Cloze tests usually consist of minimum two paragraphs in length in order to achieve the learning target.

2) Comprehension Questions

In this assessment, the students are provided with a passage accompanied by some comprehension questions. The questions cover the comprehension of these features: i) main idea (topic), ii) expressions/idioms/phrases in context, iii) inference (implied detail), iv) grammatical features, v) details (scanning for a

specifically stated detail), vi) excluding facts not written (unstated details), vii) supporting ideas, viii) vocabulary in context.

3) Short –Answer Tasks

The other alternative to assess reading is providing the students with a passage, and they read the questions that must be answered in a sentence or two. The questions cover the same specifications mentioned above.

4) Editing

In this section, the teacher provides some sentences with grammatical and rhetorical errors in each sentence that have to be detected by the students.

5) Scanning

Scanning is a strategy used by all readers to find relevant information in a text. Assessment of scanning is carried out by presenting students with a text and requiring rapid identification of relevant information.

6) Ordering Tasks

The teacher gives jumbled paragraph that must be rearranged by the students into a well meaningful paragraph.

7) Information Transfer: Reading Charts, Maps, Graphs, Diagrams

Every educated person must be able to comprehend charts, maps, graphs, calendars, diagrams, and the like. The students should

convert nonverbal input from the charts, maps, graphs, etc. into comprehensible information.

e. Descriptive Texts

One of the text types taught for SMP student is a descriptive text. This text describes a particular person, place or thing. Tompkins (1994) and Stanley (1988) define descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. The purpose of this text is to describe a person, place, or thing in such vivid detail that the reader can easily form a precise mental picture of what is being written about, or can feel that they are part of the experience (KangGuru in the Classroom: Teacher's Guide SMA Package, 2005). Stanley (1988) asserts that the aim of description is to convey to the reader what something looks like. Anderson & Anderson (2003) add that descriptive text is different from information reports because they describe a specific subject rather than a general group.

Wardiman, et al. (2008) specify the generic structure of descriptive texts into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character. This indicates that a descriptive text has two elements – an element to identify a phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

2. The Needs Analysis

In developing materials, the important aspect that needs to be conducted at the very beginning is needs analysis as it is very helpful to inform materials selection and development (Tomlinson, 2008: 227). In addition, Richards (2001: 12) states that the focus of needs analysis is to determine the specific characteristics when it is used for specific rather than general purposes. The differences include: (1) differences in vocabulary choice, (2) differences in grammar, (3) differences in the kinds of texts commonly occurring, (4) differences in functions and (5) differences in the needs of particular skills. There are two components of needs analysis that should be carried out in this process, namely target needs and learning needs.

a. Target Needs

Hutchinson (1987) defines the term *target needs* as something that are needed by the learners in the future, particularly in terms of using the language. Hutchinson divides the target needs into three sub-targets: (1) *Necessities* are what the students have to do to cope with the situation they are going to undergo (target situation); (2) *Lacks* is defined as the existing knowledge possessed by the learners; and (3) *Wants* are what the students need based on their own perspectives.

b. Learning Needs

The learning needs refers to what students should do to achieve the target situation. Learning needs tell which methods of learning they should do and which materials they have to learn in order to achieve the

target needs (Hutchinson, 1987). Nunan (2004) proposes some task components which include goals, input, procedure, settings, learner role and teacher role.

3. Interactive Learning Media

a. Media

1) Definition of Media

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

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

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

2) Advantages of Media in the Teaching-Learning Process

Using media in the classroom is very important because they can improve the quality of the teaching-learning process. Moreover, the students can comprehend the lesson easily. There are three types of media that can be used in the teaching-learning process. They are (1) audio (tape, radio, compact disc, etc.); (2) visual (pictures, poster OHP, etc.); and (3) audio visual (television, video, VCD, computer, etc.).

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

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

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

- a) The teaching-learning process will be more interesting so that it can improve the students' motivation.
- b) The materials will be understood easily by the students, since the media will enable them to master the teaching objective well.
- c) The teaching methods will be various so the students will not get bored during teaching-learning processes.
- d) The students will be more active because they do not only listen to the teacher's explanation but also do other activities, such as observation, demonstration, etc.

Gutschow Lin (in Winato, 2005) adds that media can serve four general purposes as follows:

1. To simplify the teaching and they can help to complete it.
2. To allow teachers' point of view to implement the principle of teaching object and illustration.
3. To avoid the use of the mother tongue of the students.
4. To motivate and to stimulate the students in the teaching-learning process.

In conclusion, the use of media in the teaching-learning process is useful for both of the teachers and the students. The first is for the teachers. The teachers can avoid monotonous teaching-learning process because they have variation in teaching. In addition, the teaching-learning process will be more interesting. The second is for the

students. Media can stimulate the students' motivation and interest. Therefore, they will be more active in the classroom. Moreover, the students can understand the materials easily.

3) Criteria of Good Media

According to Sudjana and Rivai (2009:4), there are many things that should be considered by the teachers in using media. First, the teachers should understand about learning media, such as kinds and advantages of learning media, characteristics of good media. Second, the teachers should be able to develop learning media. Third, the teachers should have knowledge and skills in seeing the effectiveness of media.

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

a. Match with the teaching objectives

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

b. Support the content of the materials

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

c. Easy to obtain

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

d. Easy to use

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

e. Match with the students' intelligence

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

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

- a. Appropriate to the objectives intended to be reached.
- b. Appropriate with the tasks and the learning objectives.
- c. Suitable to support the content of the materials, especially in terms of concepts, principle, or generalization.
- d. Suitable to the needs, tasks, and individual differences of students.
- e. Practical, flexible and durable.

Regarding the explanation above, it can be concluded that the characteristics of good media are matching with the core competencies

and the basic competencies, relevant with the indicators, suitable to the students' needs, and easy to use and to obtain. Moreover, the tasks in the media should be suitable to the learning objectives.

b. Interactive Multimedia

1) Definitions of Interactive Multimedia

There are various definitions of interactive multimedia stated by experts from different points of view. According to Deliyannis (2012:5), when the term interactive multimedia is used in fields such as art or education, it implies the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability. England and Finney (2011: 2) state that interactive multimedia is the integration of digital media including combinations of electronic text, graphic, moving images, and sound, into a structured digital computerized environment that allows people to interact with the data for appropriate purposes. Najjar (in Chasim, 2008: 33) defines multimedia as “the use of text, graphics, animation, pictures, video, and sound to present information. Since these media can now be integrated using a computer; there has been a virtual explosion of computer based multimedia instructional applications.”

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

control the multimedia, it is called interactive multimedia. In addition, Vaughn (1993) in Mohler (2001:294) states that interactive multimedia is classified as any combination of texts, graphics, sound, animation, and videos delivered and controlled by the computer. Extending this definition, interactive multimedia is defined as non-linear multimedia, that is, any tool that gives control to the user rather than the computer (Mohler, 2001).

Moreover, Newby (1999) also proposes that multimedia can be defined as the notion of a system that has various media such as texts, graphics, videos and audios. When they are integrated together to be one under computer control, it is called interactive multimedia.

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

2) Elements of Interactive Multimedia

Sutopo (2003) states that multimedia consists of several elements, they are texts, graphics, images, audios, and videos.

a. Texts

A text is kind of data that are easy to save and to control. Texts could be in the forms of words, letters, or narrations in

multimedia. It can be combined to make an interactive and dynamic instruction.

b. Graphics

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

c. Images

Images are visual symbols that are used to explain data or information. Pictures will make better images or visualizations of the instruction materials.

d. Audios

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

e. Videos

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

The elements of the multimedia are texts, graphics, images, audios, and videos. The aim of those elements is to make the multimedia

interesting. Texts can be in the forms of words, letters, or narrations that are easy to save and to control. Pictures can be in the forms of illustrations, graphics, maps, photos, etc. Pictures or graphics make the presentation interesting and easy to understand. Sounds can be in the forms of music, narrations or special effects. Animations are used to explain an illustration. Therefore, it can be easy to understand.

3) Types of Interactive Multimedia

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

4) Criteria of Interactive Multimedia

Stemler (in Wajiman, 2010) states that the successful interactive multimedia should get the learners' attention, help the learners find and organize relevant information, help the learners to integrate information into their knowledge.

Therefore, in developing interactive multimedia, it is important to know the criteria of interactive multimedia. Newby (2000) gives five criteria of the interactive multimedia as follows.

a. Graphics

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

b. Texts

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

c. Colors

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

d. Layout

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

e. Audio

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

Regarding the criteria above, it can be concluded that a good interactive multimedia has several qualities. First, they have graphics or pictures that can be animated to illustrate points. Second, they teach facts or concepts, and motivating students. Third, they have audio that should be clear. Fourth, they have the sound and music that should be relevant to the screen display. Fifth, they have the color combination between background and letters that should be appropriate. Sixth, they have the buttons that are easy to use. And the last they have the texts that are readable and clear.

5) Interactive multimedia in the Teaching-Learning Multimedia Process

The interactive multimedia provides some advantages in the teaching and learning process. According to Smaldino. et al. (2005:148), there are five advantages of using interactive multimedia program in the learning process. Those advantages are as follows:

a) Multiple media

Texts, audios, graphic, still-pictures and motion-pictures can all be combined in one easy-to-use system.

b) Learner participation

The materials presented in the program help to maintain students' attention and they allow greater participation than the common media.

c) Individualization

Individualization is provided because branching allows instruction on remedial as well as enrichment levels.

d) Flexibility

The learners may choose what to study from the menu, selecting those areas that seem interesting, that seem most logically to answer a question, or that present the greatest challenge for them.

e) Simulations

An interactive multimedia program may be used to provide stimulation experiences and difficult materials.

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

a) Reduce learning time

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

b) Reduce cost

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

c) Instructional consistency and fairness

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

d) Increase retention

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

e) Mastery of learning

A good interactive system can ensure the learning of the prerequisites by learners before continuing to the new content.

This provides a strong foundation for continued learning and therefore helps to achieve mastery learning.

f) Increase motivation

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

g) More interactive learning

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

h) Increased safety

Interactive multimedia and the simulations allow the safe study of dangerous phenomena such as dangerous scientific experiments on harmful substances or natural disasters like volcanic eruptions or earthquakes by the learners.

i) Privacy individual learning style

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

j) Flexibility

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

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

c. Interactive Multimedia for Reading

Reading plays an important role in the process of language learning. In understanding a text, reading strategies used by the readers play a significant role. These reading strategies include creating mental images, guessing intelligently, drawing linguistic schemata, drawing content schemata, translating from L1 to L2 and predicting (Levine & Reeves, 1998). As stated by Anderson (2010), reading experts suggest that one of the ways to enhance comprehension is through reading devices that exist in the text itself. Learners are required to apply and develop their reading using strategic reading devices especially in their content subjects so that they can improve their academic performance (Dreyer & Nel, 2003).

In the modern society, teachers can apply the multimedia technology to assist the reading instruction. Han (2010: 320-321) shows some advantages of using interactive multimedia for teaching reading as described below.

- 1) *To Arouse Students' Reading Interest and to Enhance Their Motivation.* Compared with the traditional English teaching, multimedia is good for arousing students' reading interest and motivating students to study English. Multimedia assists the teacher to integrate the pictures, music and video into the materials and make the content more colorful.
- 2) *To Effect Learners' Autonomy.* Multimedia teaching modes include assisting self-study mode, which is helpful to turn a passive learner into an active one through stimulating the initiatives in learners.
- 3) *To Promote an Advanced Interactive Model of Reading.* Interaction is widely used nowadays. In the interactive mode, interaction includes student-teacher, student-student, student-computer and student-author interaction. In this way, the interactive mode will yield the positive relationship among the teacher, students and the computer and provide the optimum classroom environment.
- 4) *To Increase Students' Awareness in Culture Differences and Promote Transcultural Communication*

In this research, the researcher will help the students to make the English teaching and learning process run smoothly and effectively.

Therefore, the interactive multimedia for reading will be developed for the Grade VIII students of junior high schools. The research only focuses on developing reading materials in the first semester.

The form of interactive multimedia itself provides some elements, such as: texts, graphics, images, audios, and videos. The aim of those elements is to make the multimedia interesting. Interactive learning with live-action videos, audios, graphics, feedback, expert advice, and questions and answers keep learners interested and reinforce skills. Because it is exciting, challenging, and fun to use; it encourages learners to return to the program again and again. Through continual practice, learning is absorbed and integrated into daily performance.

Interactive multimedia as a facility for language teaching and learning has some roles in education. According to Levy (1997:83), interactive multimedia has three roles in education, namely as a tutor, as a tool, and as a tutee. They are elaborated as follows:

- 1) Interactive multimedia as a tutor

Interactive multimedia as a tutor means that interactive multimedia is used to deliver the materials and also used to respond to the students' input by doing evaluation. Wyatt (1984) in Levy (1997:83) defines this function as an instructor that is related with the way computer conducted the lesson by tutorials, drills, and practice.

2) Interactive multimedia as a tool

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

3) Interactive multimedia as a tutee

The user should program the computer in such a way so that the computer understands what is expected by the user. In this terms, interactive multimedia as a tutee, the computer can be either a tutor or a tool.

In this design, the roles of interactive multimedia are as a tutor and a tool underline the developing interactive multimedia for the teaching reading. The interactive multimedia as a tutor is the ability of program to present the reading materials and respond to the students' answers. The interactive multimedia as a tool provides materials to the students. Although, it can be used to assist the student's learning, teacher's presence is also important for the student to ensure the teaching-learning activities.

In conclusion, the researcher believes that interactive multimedia for reading materials will help the students to improve their reading skill. Moreover, the form of interactive multimedia itself provides some elements such as: texts, sounds, graphics, animations, audios, a quiz and

also feedback which gets the students interested in the English teaching and learning process.

B. Relevant Studies

The studies of interactive multimedia development as instructional media in language teaching have been conducted by some researchers. One of them is Pratiwi (2011). She studied on developing interactive multimedia for teaching grammar to the second grade students of SMPN 2 Pengasih in the academic year of 2010/2011. The results of her research showed the average points obtained from the questionnaire on the students' agreement which range from 3.28 to 4.25, this showed that the students agreed on the developed teaching grammar that has two components: *Home Page* and *Menu Page*.

In addition, Constantinescu (2007) concludes that the more the students read using the appropriate skills and strategies, the more their vocabulary develops. Multimedia plays an important part in both vocabulary acquisition and reading comprehension; therefore, instructors should be aware of the potential benefits of integrating technology in the language classroom.

Based on the explanation above, it can be concluded that the use of interactive multimedia for reading materials is very useful. Students will enjoy the English lesson without feeling bored and sleepy. By using the interactive multimedia, the teaching and learning process will be more interesting, and flexible on condition that computers or laptops are around their daily life.

C. Conceptual Framework

The purpose of this research is to know the characteristics of the effective English Interactive Learning Media and to develop English Interactive Learning Media for students at Grade VIII of SMP N 2 Mertoyudan. The reasons to conduct the study are that (1) there is no maximum technology utilization in the school, although the school had advanced technology products such as computers and LCD; and (2) the English teachers have difficulty to find the English Interactive Learning Multimedia that are appropriate to the students' needs. Therefore, the English teachers prefer to use text books and LKS (*Lembar Kerja Siswa*). These conditions bring effects to the students. For example, the students have low motivation and get bored in learning English.

To solve these problems above, it is necessary to develop English Interactive Learning Multimedia. The problem is limited for teaching reading for students at Grade VIII of SMP N 2 Mertoyudan. Interactive Learning multimedia is defined as the use of texts, graphics, animation, pictures, videos, and sounds to present information (Najjar (in Chasim, 2008: 33)).

In this research, the researcher used scientific approach. It is chosen because this approach is encouraged to be used at schools based on Curriculum 2013. However, the implementation is suited by the use of computers as the learning medium. In developing an appropriate interactive learning multimedia program for students, there are at least two aspects that should be considered, namely content and design. Content presented in appropriate interactive learning multimedia should meet the learning objectives. Multimedia design covers some

aspects such as screen designs, elements, navigation buttons and interaction, and feedback. All the aspects should meet the criteria of effective learning multimedia.

The researcher used the model proposed by Jolly and Bolitho (Tomlinson, 1998) to develop English interactive learning media because it is the most suitable procedure with the research condition. However, an adaptation was done to suit the procedure with research condition. It was done by omitting implementation step.

CHAPTER III

RESEARCH METHODS

In this chapter, there are discussions about the methodological steps which underlie this study. It covers the research design, research subject, research setting, research instrument, data collection techniques, data analysis techniques, and research procedure.

A. Type of Study

The objective of this study is to develop an effective product that can be applied for the educational program. The research of this study is classified into Research and Development (R & D). According to Gay (1987: 10), the main purpose of R & D is developing products that can be effectively used in the educational program.

B. Research Design

The researcher used the model proposed by Jolly and Bolitho (Tomlinson, 1998). They explain the R & D cycle into seven steps: 1) identification of need for materials, 2) exploration of need, 3) contextual realization of materials, 4) pedagogical realization of the materials, 5) production of materials, 6) students use of materials, and 7) evaluation of materials against agreed objectives. Nevertheless, because of the time and the budget factor, the researcher did not follow all of the steps from the R & D cycles above. For that reason, the researcher modified the steps of R & D cycles proposed by Jolly and Bolitho (Tomlinson, 1998: 98) to meet the conditions of the research to develop

English interactive learning media. The following is the simple model of the procedure of designing materials.

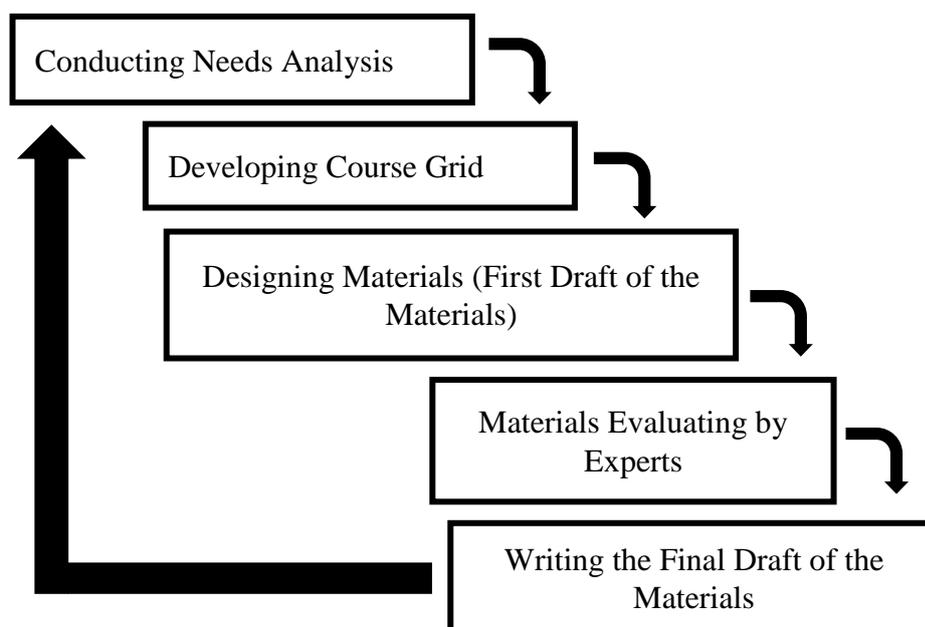


Figure 1: **Steps in the Research**

C. Research Setting

The research took place at SMP N 2 Mertoyudan. It has 18 classrooms divided into three grades. It has about 546 students. The school is well facilitated. It has 1 computer laboratory which is supported by two science teachers assigned for using a computer laboratory there. People in Japunan, Magelang consider it as the best junior high school there. The environment there is really nice to learn for the students.

D. Research Subjects

The data were taken from Grade VIII students of SMP 2 Mertoyudan. The researcher only used a group of Grade VIII students consists 31 students, 15

males and 16 females. The age average was about 13 years old. They learned English as a foreign language.

E. Research Instruments

In collecting the data, questionnaires were distributed to the students and materials experts. There were two types of questionnaire used in this research. Those were the needs analysis questionnaire and expert judgment questionnaire. The need analysis questionnaire was distributed to find out the target needs and the learning needs of Grade VIII students at SMPN 2 Mertoyudan.

Finally, the expert judgment questionnaire was proposed to the materials experts to know their opinion and suggestions about the materials.

1. Needs analysis questionnaire

The purpose of these questionnaires was to find out the target needs and the learning needs. In developing the needs analysis questionnaire, this study referred to the theory of needs assessment proposed by Hutchinson and Waters (1987), Graves, and Nunan (2004).

Table 2: The Organization of the First Questionnaire

No	Aspect	Number of Items	Purpose of the questions	References
1	Personal Identity of the Students	Part A	To find out basic and personal information about the learners.	Graves (2000: 103)

2	Goals	1	To find out the students' expectation toward the learning English.	Graves (2000: 103)
Target Needs				
3	Necessities	3	To find out the students' needs in terms of the target situation.	Hutchinson and Waters (1987: 58)
4	Lacks	6	To find out the gap between students' existing knowledge and the required knowledge level.	Hutchinson and Waters (1987: 58)
5	Wants	2, 4	To find the students' wants related to the materials.	Hutchinson and Waters (1987: 58)
Learning Needs				
6	Input	7	To find out the content should be carried out in the designed tasks.	Nunan (2004: 47)
7	Procedure	5	To find out what students should do with the tasks.	Nunan (2004: 41)
8	Setting	10	To find out the activities that should be carried out in the classroom.	Nunan (2004: 70)
9	The involvement of technology (multimedia computer)	8, 9	To find the necessity of the technology (multimedia computer) on the learning materials.	Beatty (2003: 48); Smaldino, Lowther and Russel (2012: 257)
10	Learner's role	11	To find out the learners' role in the classroom.	Nunan (2004: 64)

2. Expert judgment questionnaire

Table 3: **The Organization of the Second Questionnaire**

No	The Purpose of the Questions	Item Number	References
Material Aspects			
1.	To identify the appropriate content of the materials.	1-6	BSNP
2.	To identify the appropriate language used in the materials.	12-16	BSNP
3.	To identify the appropriate methodology.	7-11	BSNP
4.	To identify the appropriate lay out of the materials.	17-20	BSNP
Media Aspects			
5.	To identify the appropriate presentation design of the media.	1-6	Smaldino, Lowther and Russel (2012: 257); Beatty (2003: 48)
6.	To identify the quality performance of the displayed audio components and physical appearance.	7-12	Smaldino, Lowther and Russel (2012: 257); Beatty (2003: 48)
7.	To identify the effectiveness regarding the promotion of autonomous language learning.	13-15	Benson, 2001; Benson and Lor, 1998; Benson and Voller1(997) in Beatty

			2003: 49; Beatty (2003: 48)
8.	To identify the effectiveness of the illustration of the media.	16-20	Smaldino, Lowther and Russel (2012: 257); Beatty (2003: 48); Duchastel in Thomas and Kobayashi (1987: 192)

F. Data Collection Analysis

After the data were collected, they were analyzed. The data from needs analysis questionnaire were analyzed through calculating the percentage of each answer on the questionnaire by following the formula of:

$$\text{Percentage (\%)} = f/N (100)$$

Where: P : Percentage

F : frequency

N : Total of Respondents

100% : Fixed Number

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

Data from expert judgment questionnaire uses *Likert-Scale* as the measurement. The result of the questionnaire was calculated by using the formula proposed by Suharto (2006: 52-53).

$$R = \frac{Xh - Xl}{4}$$

Where:

R : Range

Xh : The highest Score

Xl : The lowest Score

4 : Range of *Likert-Scale*

Then, the data were converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52 - 53). The indicator to measure is the Mean (χ). The means were calculated by using the formula of the data conversion of:

$$Mn (\chi) = \frac{\sum fx}{n}$$

Table 4: **Data Conversion Table (Suharto, 2006: 52 - 53)**

Scales	Interval	Descriptive Categories
4	$3.25 \leq x \leq 4$	Very Good
3	$2.5 \leq x \leq 3.24$	Good
2	$1.75 \leq x \leq 2.49$	Fair
1	$1 \leq x \leq 1.74$	Poor

G. Research Procedure

In this research, the materials development model employed was the model proposed by Jolly and Bolitho (Tomlinson, 1998) with some modification to meet the conditions of the research. The scheme of the materials development steps in this research is listed below:

1. Conducting needs analysis

A needs analysis was conducted to obtain data about students' perception about learning English, their needs, their learning needs, and their expectation toward the materials, through a questionnaire. The result of the questionnaire was analyzed and used as the basis to develop the course grid.

2. Developing Course Grid

The result of the needs analysis was used as the basis of developing course grid of the materials. The development of the course grid still relates to the curriculum, especially in the reading skills.

3. Designing Materials (First Draft of the Materials)

This stage is the elaboration of the course grids made before. Students' lacks, needs, and wants will become the starting point to organize the materials. The product of this stage will be called as the first draft.

4. Materials Evaluation (Expert judgment)

The first draft of the developed materials was evaluated by experts, to check whether there are some parts of the developed materials that

need to be changed or revised, in terms of grammatical, practicality, layout, and so on.

5. Revising the Final Draft of the Materials

The final draft was developed based on the result of the evaluation questionnaire. The final draft is considered as the final product of this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research. The first part includes the results of the needs analysis, course grid, materials design, and the first draft of materials, expert judgment and revisions. The second part elaborates the discussion of the findings.

A. Research Findings

This chapter presents the research findings and discussions. The research was conducted on November 28th, 2014, at SMPN 2 Mertoyudan. The findings related to the needs analysis, the explanation of the course grid, the process of designing materials, the process and the analysis of expert judgment, and the revisions of the designed materials are discussed.

1. The Results of Needs Analysis

The needs analysis questionnaire was distributed to the students to get information about their needs and preferences. The information gained from the needs analysis covered the target needs and learning needs. The following is the description of the result of the needs analysis.

a. The Description of the Students' Profile

On Friday, November 28th, 2014, the researcher distributed a questionnaire for needs analysis to Grade VIII students. Class VIII A was chosen by the researcher to be the part of the research. The students' profile was described as follows.

Table 5: Data of the Respondents

Students' Characteristics	Sex		Age	
	Male	Female	13	14
Number of Students	15	16	27	4

The total number of the students of Class VIII A was 31. From the table above, it can be seen that there are 15 male students and 16 female students. They were mostly at 13. The gender information was used as a consideration in the materials development, particularly in selecting the input texts.

b. The Description of the Students' Needs

As stated in the instruments, the first questionnaire was distributed to the students to get the learners' needs. Nine aspects of the questionnaire were made into eleven questions. The following is the result of the first questionnaire.

1) Goal

Table 6: Goal

Question	Items	N	%
What is your goal in learning English at school?	a. to get good scores	8	25.80%
	b. to pass school examination	7	22.58%
	c. to support later education or job after graduating from school	15	48.38%
	d. to get knowledge about English and the culture so they can communicate in English well	23	74.19%

	e. others	0	0
--	-----------	---	---

From the percentage above, it can be seen that most of the students, which are 74.19%, claim that their main goal of studying English is to be able to communicate in English fluently. The second highest tendency (48.38%) is to support their later education or job after graduating from school.

2) Necessities

Table 7: **Necessities**

Question	Items	N	%
In your opinion, what kind of activities could improve your reading skills?	a. answering questions based on the texts	16	51.61%
	b. matching questions to the provided answers	6	19.35%
	c. answering questions based on the texts by providing some pictures (picture-cued)	9	29.03%
	d. rearranging and completing sentences to make a good text	23	74.19%

From the result of the questionnaire above, it shows that most of them will find it easier to understand the materials on descriptive texts if there are activities in which the students have to rearrange and complete sentences to make a good text (74.19%). Nearly half of the students (51.61%) assume that reading skills improvement can be achieved by answering questions based on the texts.

3) Lacks

Table 8: Lacks

Question	Items	N	%
What is the explanation(s) that should be expanded to comprehend the texts?	a. vocabulary	2	6.45%
	b. grammar	4	12.90%
	c. the structure of the texts	3	9.67%
	d. vocabulary, grammar and the structure of the texts	22	70.96%

Table 8 shows that most of the students find difficulties in vocabulary, grammar and in how the texts are structured (70.96%). Meanwhile. The second highest score (12.90%) shows that the students have difficulty in understanding the grammar.

4) Wants

Table 9: Students' Wants from the Reading Activities

Question	Items	N	%
What are your expectations of the enhancement of reading activities in the classroom?	a. to be able to read the texts fluently	11	35%
	b. to be able to enrich the vocabulary	14	45.16%
	c. to be able to comprehend the texts and answer the questions based on the texts correctly	25	80.64%
	d. to be able to use the language of the texts in daily life context	21	67.74%
	e. others	0	0%

From the result shown above, most of the students (80.64%) want to be able to comprehend the texts and answer the questions based on texts correctly. On the other hand, 'to be able to use the language of the text in daily life context', in option 'd', was selected by 67.74% of students.

Table 10: Students' Wants on the Reading Material

Question	Items	N	%
What kinds of topic do you want to have in the reading materials?	a. topic related to daily life	22	70.96%
	b. topic related to science	7	22.58%
	c. topic related to technology	6	19.35%
	d. others	3	9.67%

The data of Table 10 shows that most of the students (70.96%) want to have the reading materials related to their daily life. The second option that were mostly chosen by the students (22.58%) is topic related to science.

5) Input

Table 11: The Organization of Descriptive Texts

Question	Items	N	%
What kinds of descriptive text materials do you want to have as a learning input?	a. involved many texts	14	45.16%
	b. involved many pictures/illustrations	16	51.61%
	c. involved audios to learn the pronunciation of some words	23	74.19%
	d. involved many games	1	3.22%

Regarding the organization of reading materials shown in Table 11 above, over half of the students (74.19%) select option 'c', the involvement of audios to learn the pronunciation of some words. Meanwhile, 51.61% of the students choose the involvement of pictures and or illustration.

6) Procedure

Table 12: **Procedure**

Question	Items	N	%
What do you think of the explanation of the materials about descriptive texts in the classroom?	a. very unclear	0	0%
	b. unclear	2	6.45%
	c. clear	25	80.64%
	d. very clear	4	12.90%

From Table 12, it can be seen that most of the students thought the teaching and learning process of reading especially descriptive texts had already been clear. It means that the students had understood well about the materials explained by the teacher. As stated in the table above, over half of the students (80.64%) select option 'clear' and about 12.90% of the students choose 'very clear'.

7) Setting

Table 13: **Setting**

Question	Items	N	%
When you do a reading activity, how do you expect to finish the task?	a. individual	4	12.90%
	b. in pairs	2	6.45%
	c. small group	19	61.29%

	d. large group	7	22.58%
--	----------------	---	--------

Based on the data in Table 13, most of the students choose working in small groups (61.29%) and the second highest option chose by the students (22.58%) is working in a large group.

8) The Involvement of Technology

Table 14: The Use of Computers

Question	Items	N	%
How is the utilization of the technology such as computers to support the explanation of the materials?	a. never	0	0%
	b. seldom	18	58.06%
	c. sometimes	12	38.70%
	d. always	1	3.22%

As shown in Table 14, the use of both the computer laboratory and the language laboratory was still low. More than half of the students (58.06%) record that the teacher rarely used either the computer laboratory or the language laboratory for her teaching activity. Meanwhile, 38.70% say that the teacher sometimes uses the computer or language laboratory.

Table 15: The Effect of Using Computers on Students' Motivation

Question	Items	N	%
What do you think of the influence of using multimedia to the comprehension of descriptive texts?	a. very demotivated	0	0%
	b. demotivated	1	3.22%
	c. motivated	9	29.03%
	d. very motivated	21	67.74%

Based on Table 15, most of the students (67.74%) are very motivated to learn reading by using interactive multimedia. Meanwhile, 29.03% of the students admit that they are motivated enough to learn reading by using multimedia.

9) Learner's Role

Table 16: Learner's Role

Question	Items	N	%
When you find a problem during reading a text, what do you do?	a. asking the teacher	0	0%
	b. asking the teacher and friends	30	96.77%
	c. trying to solve the problem by yourself	1	3.22%
	d. doing nothing	0	0%

From the table above, it can be seen that most of the students (96.77%) ask the teacher and friends if they find difficulty in reading a text. The second option that is chosen by the students (3.22%) is trying to solve the problem by themselves.

2. Course Grid

After the needs analysis was conducted and the results were analyzed, the next step was designing a course grid. The course grid is the guideline to develop the materials. It is designed by referring to the result of the questionnaire by picking the highest percentage of the respondents.

The reading materials that are going to develop are derived from the basic competences 1.1, 2.3, 3.3, 4.4 and 4.5. It only focuses on a descriptive text.

However, the materials are divided into three units. Each unit is described as follows.

a. Unit 1

The first unit discusses how to describe people. The topic is about famous people. In this unit, the students are expected to be able to describe people. Therefore, the given materials are the use of adjectives, the simple present tense and the generic structure of descriptive texts.

b. Unit 2

The theme of Unit 2 is describing animals. The students will describe animals around them. Therefore, the topic of this unit is animal kingdom. The same as Unit 1, the students are to recognize the generic structure of descriptive texts. Besides, they learn the adjectives used in describing animals. In addition, they will learn how to order multiple adjectives and learn about degrees of comparison.

c. Unit 3

The third unit is about describing things. The topic of this unit is about things inside the classroom. The students are to describe things in the classroom. Further, the relevant adjective words will be given to help the students to describe things. The focused grammar is prepositions.

3. Materials Design

The developed course grid, then, was used as the guideline to develop the materials. There are three units in the materials which focus only on descriptive texts. Each unit consists of 16 tasks and follows the scientific approach proposed

by Curriculum 2013. All of them are arranged into five main parts: *Get Ready*, *Let's Read*, *Let's Do More*, *Let's Reflect* and *Let's Review*. The detailed organization of the materials are shown in the following flowchart.

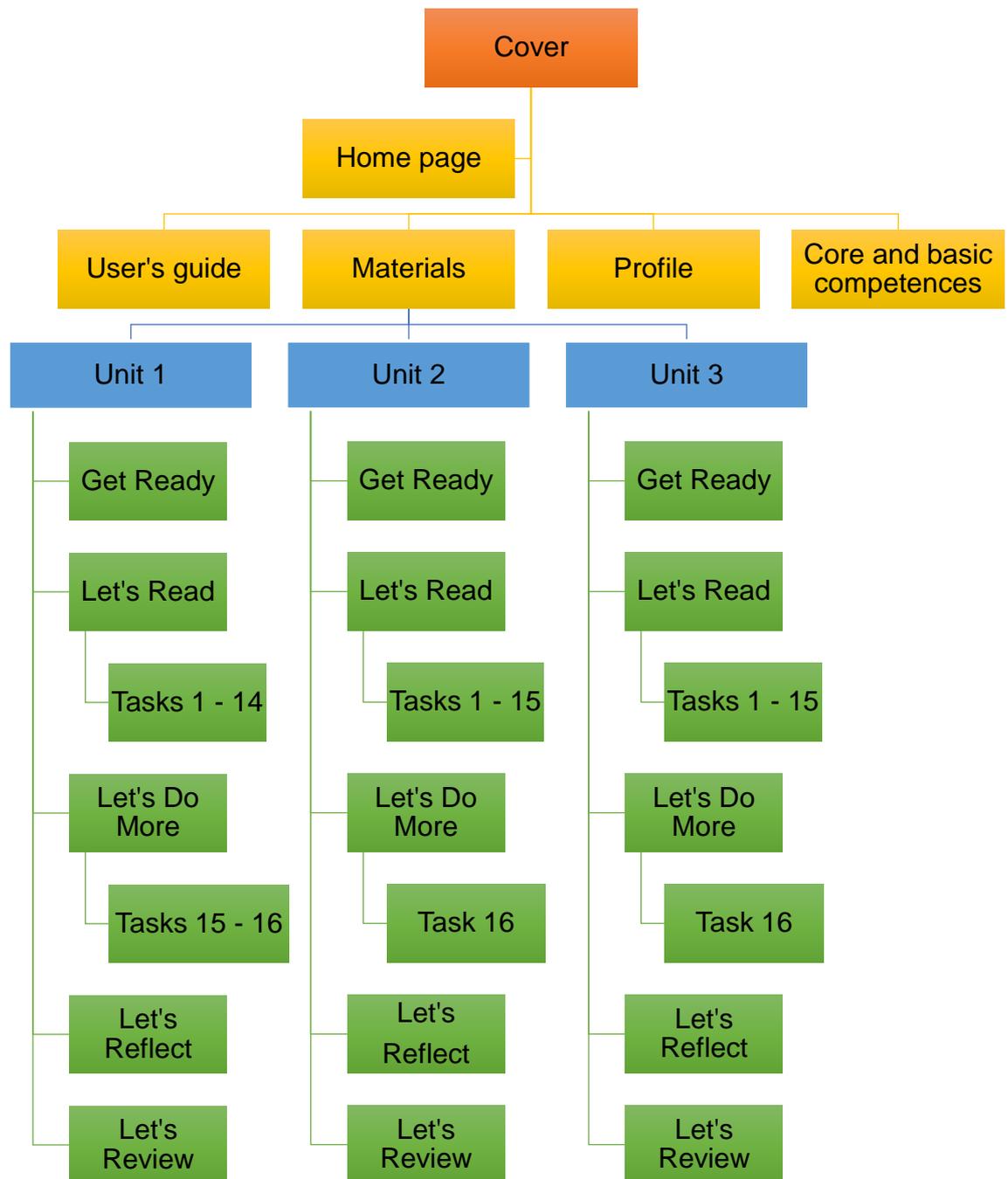


Figure 2: **The Organization of the Materials**

4. The First Draft of the Materials

The following is the description of the interactive reading materials for Grade VIII students of Junior High School.

The opening slide is the cover of the materials. It contains the title, the logo of the institution and the developer's name. There is a 'start' button on the right corner of the cover. If the button is clicked, the home page slide will appear.

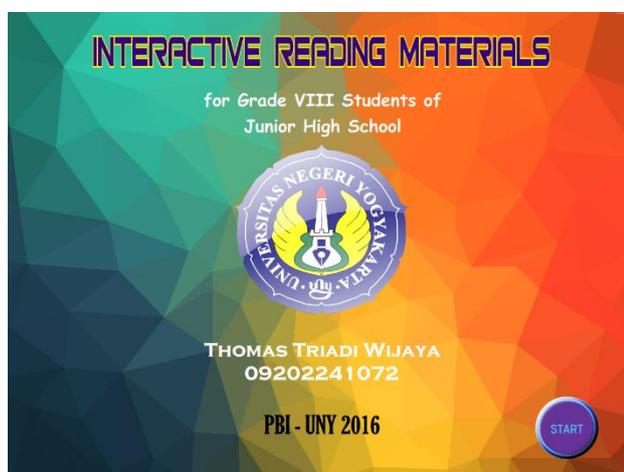


Figure 3: The Cover of the Materials

In the home page, there are four menus that contain user's guide, core and basic competencies, materials and profile.

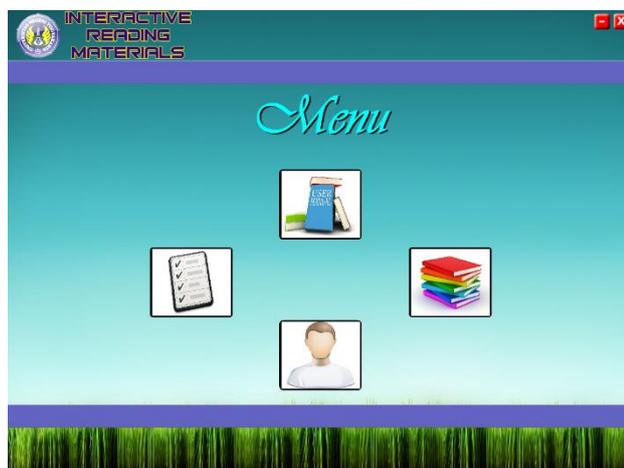


Figure 4: The Menu of the Materials

The core and basic competencies menu provides information about the core and basic competencies of reading materials for Grade VIII students of Junior High School.



Figure 5: The Core and Basic Competences

The next is the user's guide menu. It is important for the students to show how each button works so that they can easily use the materials.

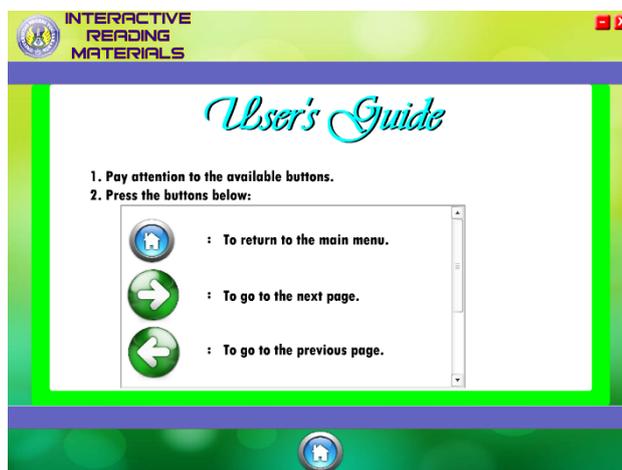


Figure 6: The User's Guide

Then, the profile menu is provided in order to give information about the developer.



Figure 7: **Profile**

The last is the materials menu. Once the menu is clicked, it directly shows the three units of the materials. The title of each unit is *Famous People*, *Animal Kingdom* and *Things in the Classroom*. Here is the figure of the materials menu.



Figure 8: **Materials**

a. Unit 1

The title of Unit 1 is *Famous People*. Before going to some tasks, there is a preliminary task to build the background knowledge of the students about what they are going to discuss in the unit.

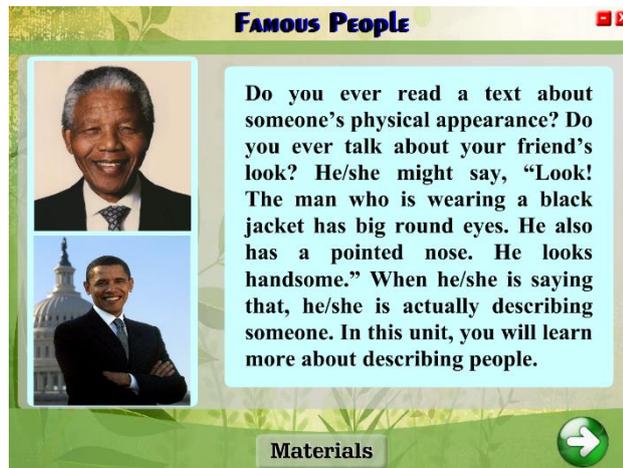


Figure 9: The Preliminary of Unit 1

The students, then, are given a dialog about the description of Nelson Mandela. It is the follow-up section of the preliminary task. The students are expected to recognize some adjectives that are usually used to describe people.



Figure 10: *Get Ready*

The next is Task 1. The first step of the scientific approach begins here, that is *observing*. The students are given two descriptive texts about people. After reading, the students are asked to tick some items on the table provided based on

the texts they have read. In this section, the students are also given chances to write down by themselves some items they want to know further.

Famous People

Let's Read

Task 1 **Observing**

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Evan Dimas Darmono

Evan Dimas Darmono is a famous football player. He was born 20 years ago, precisely on 13th of March 1995. He is only 164 cm tall. He has black hair. His eyes are round. He also has a pointed nose and dark brown skin. He is also a very friendly person.

Adapted from: http://curtaous.blogspot.com/2014/12/01_archive.html

Text 2 >>

Materials

Figure 11: Task 1 of Unit 1

Famous People

Let's Read

Task 1 **Observing**

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 2

Fatin Shidqia Lubis

Fatin Shidqia Lubis is a talented young singer. She was the winner of X Factor Indonesia Season 1. She was born in Jakarta on 30 July 1996. She is short but good-looking. Her skin is bright and she has a beautiful smile. She always wears her veil on every performance.

Adapted from: <http://paradiseofstudent.blogspot.com/2014/01/Descriptive-text.html>

<< Text 1

Materials

Figure 12: Task 1 of Unit 1

Famous People

Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work.

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials

Figure 13: Task 1 of Unit 1

In Task 2, the students are asked to formulate some questions based on their observation they did in Task 1. They are also asked to propose temporary answers of the questions.

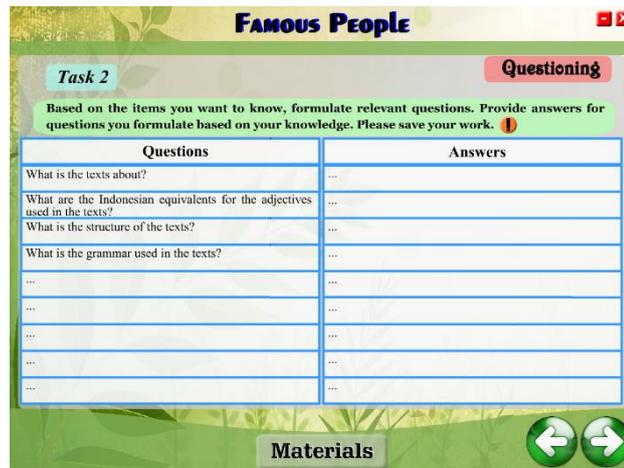


Figure 14: Task 2 of Unit 1

The second step of the scientific approach, that is *Collecting, Associating, Communicating Data*, starts in Task 3. The students are provided with some adjectives related to people. Once they click the button, they will hear the sound of each word. This activity guides the students to pronounce the words correctly.



Figure 15: Task 3 of Unit 1

Coming up to Task 4, the students are given eight adjectives words in Table A. Meanwhile, Table B is a random list of the Indonesian meaning. To do the task, the students should match the adjectives with the correct Indonesian

meanings by dragging the numbers from Table A to Table B. The students are expected to be able to guess the Indonesian meanings of the adjectives.

FAMOUS PEOPLE

Task 4

Match the adjectives below with the Indonesian meanings by dragging the buttons on Table A to Table B.

Table A		Table B
famous	①	tinggi
tall	②	coklat
curly	③	gelap
round	④	mancung
pointed	⑤	terkenal
dark	⑥	ramah
brown	⑦	bulat
friendly	⑧	keriting

Materials

Figure 16: Task 4 of Unit 1

The next slide is the explanation of the adjectives. The students are given examples of the use of the adjectives. Besides, two tables contain the adjectives of the physical appearance and the characters are provided to help the students recognize the adjectives used to describe people.

FAMOUS PEOPLE

Task 5

Study the explanation below.

Adjectives → A word that describes a noun or pronoun

Examples:

- Evan Dimas has black hair. The word black is an adjective that explains Evan Dimas' hair.
- Dian has beautiful eyes. The word beautiful is an adjective that explains Dian's eyes.

More >>

Materials

Figure 17: Task 5 of Unit 1

FAMOUS PEOPLE

Task 5

Study the explanation below.

- To describe a person's physical appearance, you can use the following words. See Table 1.
- To describe a person's characters, you can use the following words. See Table 2.

<< Less

Materials

Figure 18: Task 5 of Unit 1

FAMOUS PEOPLE

Task 5

Study the explanation below.

Physical Appearance					
Body	Hair	Face	Nose	Skin	Age
thin	short	round	pointed	dark	young
fat	long	square	flat	bright	old
skinny	wavy	oval			elderly
slim	curly				teenager
tall					
short					

<< Less

Hide Table

Materials

Figure 19: Task 5 of Unit 1

FAMOUS PEOPLE

Task 5

Study the explanation below.

Personality				
smart	dumb	funny	clever	nice
lazy	hard-working	honest	diligent	loyal
creative	friendly	brave	bad	shy

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

Hide Table

<< Less

Materials

Figure 20: Task 5 of Unit 1

After being given the explanation of the adjective words, the students try to match adjective phrases with the appropriate pictures in Task 6. There are four pictures and adjective phrases. To do the task, the students drag the adjective phrases to the blank spaces above the pictures.

FAMOUS PEOPLE

Task 6

Match the descriptions with the pictures by dragging the descriptions to the top of the pictures.

a fat boy a strong man a beautiful girl an old lady

[] [] [] []



Materials

Figure 21: Task 6 of Unit 1

In Task 7, the students are given five descriptions including pictures. They are asked to determine whether the statement is true or false by clicking the TRUE or FALSE button. This activity checks the student comprehension about the adjectives. Here are the two samples of five.



Figure 22: Task 7 of Unit 1



Figure 23: Task 7 of Unit 1

After learning about the adjectives, the students are now being introduced with the verbs usually used in the descriptive texts. Task 8 provides students with a descriptive text about Raisa. This task requires the students to identify the verbs of the text by clicking the words.



Figure 24: Task 8 of Unit 1

After identifying the verbs of the text, the students are asked to answer comprehension questions of the same text. There are five questions. The students should choose the best answer of each question by clicking the button. The correct answer will end up with green light, while the wrong answer will be red. If the

students choose a wrong answer, the right one will automatically be shown. Here are the two samples of five.

Famous People

Task 9

Answer the questions below by clicking options *a, b, c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.

Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://www.mamans.com/read/2014/02/11/42907/Raisa-Jadi-Selaku-Agar-Bebas-Botaknya>

1. What is Raisa's full name?

a. Raisa Andriana c. Raissa Andriani
b. Raisa Andarim d. Raisa Andrama

Materials

Figure 25: Task 9 of Unit 1

Famous People

Task 9

Answer the questions below by clicking options *a, b, c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.

Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://www.mamans.com/read/2014/02/11/42907/Raisa-Jadi-Selaku-Agar-Bebas-Botaknya>

2. What is she?

a. An actress c. A dancer
b. A model d. A singer

Materials

Figure 26: Task 9 of Unit 1

In Task 10, the students are given explanation about verbs, the use of verbs and also the examples. In addition, a table contain a list of verbs and its function is provided.

Famous People

Task 10

Study the following explanation.

In the previous text, you found the verbs which belong to the present tense.

For example:
- Raisa is an Indonesian famous singer.
- She has long wavy hair.

The words *is* and *has* are verb1 form or present tense. Because *Raisa* is subject name of a person and it is singular (*tunggal*) so the verb used is in the form of verb1, *is*. Meanwhile, the word *she* is a subject pronoun (*kata ganti*) of *Raisa* and it is singular so the verb used is in the form of verb 1, *has*. Look at the table below.

Show Table

Materials

Figure 27: Task 10 of Unit 1

Famous People

Task 10

Study the following explanation.

Subject	Verbs		
	To be	Have/has	Verb (s/es)
<i>kata ganti</i> (pronouns)			
I	am	have	like, look
You	are	have	like, look
They, We	are	have	like, look
He, She, It	is	has	likes, looks
<i>kata ganti</i> (pronouns)			
father, Doni (<i>tunggal</i>)	is	has	likes, looks
children, students (<i>jamak</i>)	are	have	like, look

Hide Table

Materials

Figure 28: Task 10 of Unit 1

Task 11 is the follow-up of the prior explanation. In this task, the students are given an incomplete descriptive text about Jokowi. Some verbs are missing. To complete the text, the students should choose the correct verbs by clicking one of the two verbs provided. This task checks the students understanding about verbs.

FAMOUS PEOPLE

Task 11

Read carefully the text below and choose the correct verbs by choosing the words in the box.

Joko Widodo

Jokowi () the president of Indonesia in the period 2014 - 2019. His full name () Ir. H. Joko Widodo. He was born in Surakarta, 21 June 1961. He () 3 children. They () Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi () thin and tall. He () brown skin and short hair. He () friendly because he often () smiling to everybody near him. He () very humble although he () a president. He () talking with people everywhere he goes.

Adapted from <http://www.sekolahoke.com/2014/07/descriptive-text-president-indonesia-joko-widodo.html>

Submit

Materials

Figure 29: Task 11 of Unit 1

The next is the explanation about the generic structure of a descriptive text. The explanation provides a text containing the names of the parts of the text. Here is the screened slide.

FAMOUS PEOPLE

Task 12

Study the following explanation.

Title

Identification

Descriptions

Elvira Devinamira

Elvira was the winner of "Puteri Indonesia" in 2014. Her full name is Elvira Devinamira. She was born in Surabaya on June, 28th 1993. She is a model.

Elvira is good looking. She has a slim body. As a model, her body is tall enough. It is 175 cm. She has beautiful long hair. She is smart and creative.

Adapted from:
<http://www.sekolahoke.com/2014/01/1786/Descriptive-Text-Puteri-Indonesia-Elvira-Devinamira.html>

Materials

Figure 30: Task 12 of Unit 1

Task 13 provides students with comprehension questions. There is a descriptive text about Chris John. Then, the students are asked to answer ten questions related to the text. The answers are already provided. To do the task, the

students should drag the answer to the blank spaces under each question. This activity helps the students to find specific information of the text.

FAMOUS PEOPLE

Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Show Text

1. What is the suitable title for the text above?
Answer:

2. Which paragraph refers to the identification of the text?
Answer:

3. Which paragraph refers to the descriptions of the text?
Answer:

4. What is Chris John's full name?
Answer:

5. What is he?

second paragraph
a former professional boxer boxer
first paragraph
Chris John

Materials

Figure 31: Task 13 of Unit 1

FAMOUS PEOPLE

Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Hide Text

Chris John is a former Indonesian professional boxer. His full name is Yohannes Christian John. He was born in Banjarnegara, 14 September 1979. He was a former featherweight world champion at WBA. He started boxing in his early childhood and was trained by his father Johan Tjahjadi, a former amateur boxer.

Chris John is not really tall but he has muscular body. His height is 169 cm and his weight is 57 kg. With that body he can move swiftly. He has a square face and short black hair. His skin is dark. Although he is a boxer, he is a warm-hearted man.

Adapted from: [https://en.wikipedia.org/wiki/Chris_John_\(boxer\)](https://en.wikipedia.org/wiki/Chris_John_(boxer))

Materials

Figure 32: Task 13 of Unit 1

The last step of the scientific approach, that is *Creating*, is presented in Task 14. The students are provided with a jumbled paragraph about Epy Kusnandar. The students are required to arrange the jumbled paragraph into a good one by dragging the numbers to the blank spaces into a good order. This task shows whether the students already understand about the descriptive text or not yet.

FAMOUS PEOPLE

Task 14

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box. There are some possible answers.



1 He has black and short hair.
2 Epy Kusnandar is a famous actor.
3 He is quite short because he is about 163 cm tall.
4 He plays as Kang Mus in Preman Pensiun.
5 He was born on 01 May 1964.
6 He has dark skin and an oval face.

Materials

Figure 33: Task 14 of Unit 1

The *Let's Do More* (evaluation) section starts from Task 15. In this task, the students are provided with a descriptive text about Afgan. There is a 'start' button to start the task. Once the button is clicked, the hidden text and the questions are shown. The questions are in the form of true and false. The text is shown for only ten seconds for each question after they press the 'show text' button. This activity is useful for the students to learn about the scanning technique of reading.



Figure 34: Task 15 of Unit 1



Figure 35: Task 15 of Unit 1



Figure 36: Task 16 of Unit 1

Then, in Task 16, the students are provided with two descriptive texts. The students are asked to answer the multiple choice questions by clicking the best

answer. Each text consists of five questions. This activity evaluates the students' understanding about descriptive texts.

Famous People

Task 16

Read carefully the following texts. Click the *a, b, c* or *d* button to answer the questions.

Deddy Corbuzier

Deodatus Andreas Deddy Cahyadi Sunjoyo or better known as Deddy Corbuzier is a popular magician from Indonesia. He was born on December, 28th 1976 in Jakarta. He is well known as the best mentalist in Indonesia. His fame is not only as a professional magician but also as a host in a TV talk show. The name of the talk show is *Hitam Putih*.

Deddy is very tall. His height is 183cm. He has an oval face and bald hair. He always wears an eye shadow in his performance. He also has a muscular body. He shared his secret to shape a good body by creating a diet program called OCD (Obsessive Corbuzier Diet).

Adapted from: https://id.wikipedia.org/wiki/Deddy_Corbuzier

1. The text above tells us about?

- Popular magicians in Indonesia
- Hitam Putih
- Deddy Cobuzier
- OCD

Materials

Figure 37: Task 16 of Unit 1

Famous People

Task 16

Read carefully the following texts. Click the *a, b, c* or *d* button to answer the questions.

Andre Taulany

Andre Taulany is an Indonesian singer, actor and comedian. He was born in Jakarta, September, 17th 1974. He started his carrier as a vocalist in a group band *Stinky*. He also plays in some Indonesian movies and as a comedian he joined with the *OVJ* (Opera Van Java) team.

Andre is a handsome man. He has short and straight hair. The color of his hair is black. He also has a flat nose. He is quite tall. His height is 173 cm. He wears glasses. They make him look smart.

Adapted from: <http://amnyahq.blogspot.com/2012/05/profil-dan-kehidupan-andre-taulany.html>

7. Who is Andre Taulany?

- an artist
- a guitarist
- a football player
- a singer, actor and comedian

Materials

Figure 38: Task 16 of Unit 1

In the last section of *Let's Do More*, a box shows the results of the task is provided. It helps the students to know how well they understand the discussion of this unit.

Famous People

Result

True : **Score** :

Wrong :

Materials

Figure 39: The Results Box of *Let's Do More* Activities

After the evaluation, the students are directed to the *Let's Reflect* section. In this section, the students are asked to tick on how much they have learnt the discussion in Unit 1.

Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials

Figure 40: *Let's Reflect*

The last section is *Let's Review*. The students are provided with three points of the discussion in Unit 1.

Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe people.
2. The text uses the present tense and adjectives.
3. The generic structure of the text consists of identification and descriptions.

Materials

Figure 41: *Let's Review*

b. Unit 2

The title of Unit 2 is *Animal Kingdom*. Before going to some tasks, there is a preliminary to build the background knowledge of the students about what they are going to discuss in the unit.

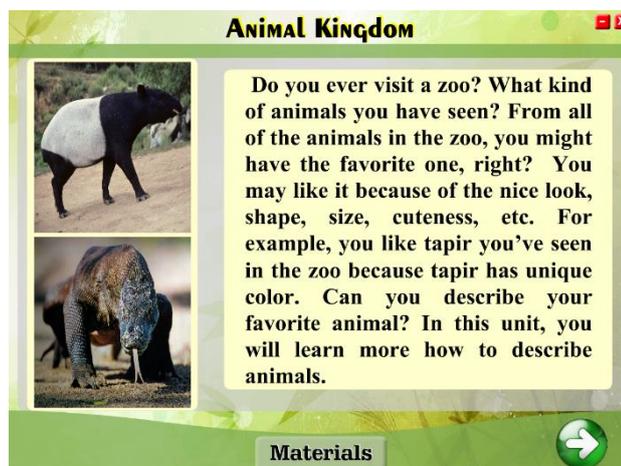


Figure 42: **The Preliminary of Unit 2**

The students, then, are given a dialog about the description of Komodo. It is the follow-up section of the preliminary. The students are expected to recognize some adjectives that are usually used to describe people.

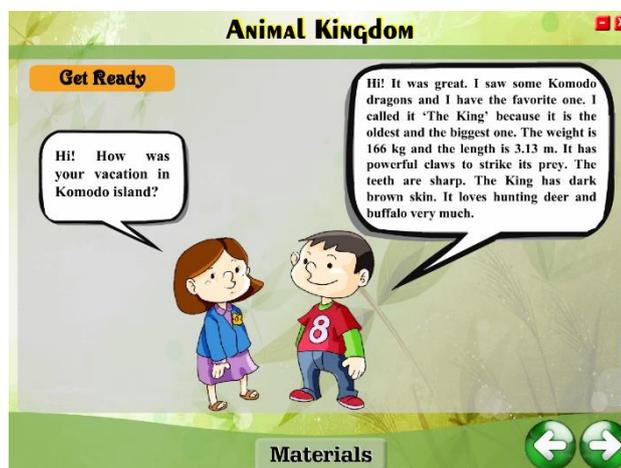


Figure 43: *Get Ready*

The next is Task 1. The first step of the scientific approach begins here, that is *observing*. The students are given two descriptive texts about people. After reading, the students are asked to tick some items on the table provided based on

the texts they have read. In this section, the students are also given chances to write down by themselves some items they want to know further.

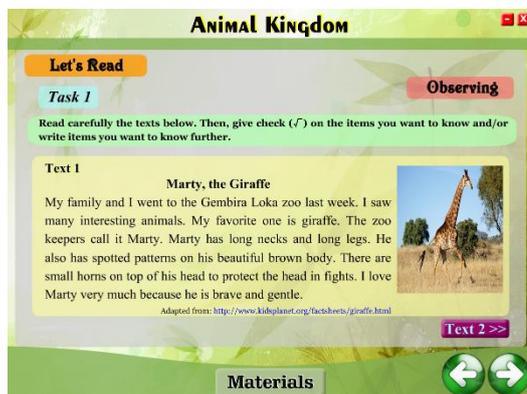
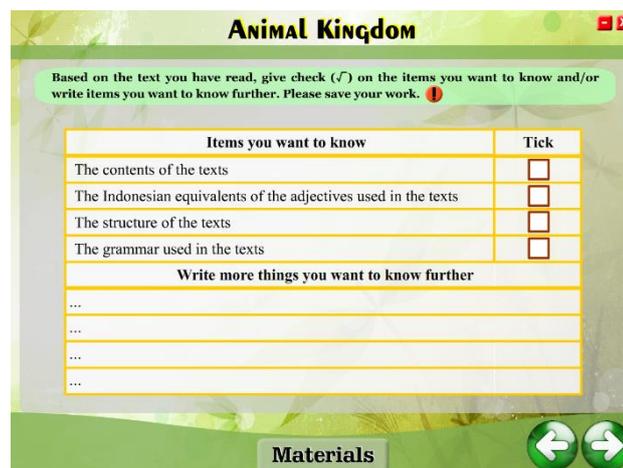


Figure 44: Task 1 of Unit 2



Figure 45: Task 1 of Unit 2



Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Figure 46: Task 1 of Unit 2

In task 2, the students are asked to formulate some questions based on their observation they did in Task 1. They are also asked to propose temporary answers of the questions.

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Figure 47: Task 2 of Unit 2

The second step of scientific approach, that is *Collecting, Associating, Communicating Data*, starts in Task 3. The students are provided with some adjectives related to animals. Once they click the button, they will hear the pronunciation of each word. This activity guides the students to pronounce the words correctly.

Figure 48: Task 3 of Unit 2

Coming up to the Task 4, the students are given five pictures in the left side and five descriptions in the right side. To do the task, the students should match the pictures with its appropriate descriptions by dragging the numbers from the left side to the circle on the right side. The students are expected to be able to comprehend the characteristics of animals.



Figure 49: Task 4 of Unit 2

In Task 5, the students are provided with a descriptive text about Whale, especially Orca. The students are asked to carefully read the text. Below the text, there is five statements related to the text. The students are asked to determine whether the statement is true or false by clicking the T or F button.

Animal Kingdom

Task 5

Read carefully the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Willy the Orca

The orca, or "killer" whale is the largest member of the dolphin family. Willy is one of the orca I've seen when I visited Canada last year. He has long, rounded body with large dorsal fins at the middle of his back. His large, black body is marked with white patches on the underside and near the eyes. Willy loves eating fish, squid, birds and marine mammals. He is the most powerful, black and white whale I've ever seen.

Adapted from: <http://www.kiddphotos.org/factsheets/orca.html>

1. Willy is the member of dolphin family. T F
2. He has a long, rounded body with small dorsal fins. T F
3. His black body is marked with white patches. T F
4. He loves eating fish and squid but doesn't like birds and marine mammals. T F
5. Willy is an herbivore. T F

Materials

Figure 50: Task 5 of Unit 2

The next slide is the explanation of the order of adjectives. The students are provided with the formulation of the order of adjectives. Further, some elements consist of *quality*, *size*, *shape*, *age*, *color* and *origin* are included to give a clear picture. Additionally, the students are given examples on how to arrange multiple adjectives in a good order.

Animal Kingdom

Task 6

Study the following explanation.

Determiner + **Order of adjectives** + **Noun head**

↓

Quality	Size	Shape	Age	Color	Origin
nice	big	round	old	black	Javanese
beautiful	long		young	white	Australian
wild	large			brown	American
tame	small			blue	Japanese
powerful	wide			red	

Example

Materials

Animal Kingdom

Task 6

Study the following explanation.

Example:

1. A big black gorilla
det. size color noun head
└───┬───┘
order of adj.

2. A wild young grey wolf
det. quality age color noun head
└───┬───┘
order of adj.

Hide Example

Materials

Figure 51: Task 6 of Unit 2

Figure 52: Task 6 of Unit 2

In Task 7, the students are given an adjective task. There are five sentences. Each of them contains multiple adjectives. The students are expected to arrange

the random multiple adjectives into a good order. The correct order is already exposed in the previous task. To do the task, they must drag and drop the adjectives into the blanks provided.



Figure 53: **Task 7 of Unit 2**

After arranging the adjectives into a correct order, the students are asked to answer comprehension questions about Sumatran rhinoceros. There are five questions. The students should choose the best answer of each question by clicking the button. The correct answer will end up with green light, while the wrong answer will be red. If the students choose a wrong answer, the right one will automatically be shown. Here are the two samples of five.

adjectives by clicking the words. This task is the introduction of the degrees of comparison.

Animal Kingdom

Task 10

Read carefully the following text and find the adjectives by clicking the words. Share your answers to your friends.

Agnes and I have the same pet. We both like dogs. But our dogs are different. My dog is a Siberian Husky. His name is Balto. Agnes' dog is a Pomerian. Her name is Yuki. Balto is bigger than Yuki. But Yuki is more hairy than Balto. Balto is also taller than Yuki. Of course, he runs faster than Yuki because he has longer feet. He is more resistant with cold since he comes from cold environment in Siberia. Even though Yuki is smaller but many people love her because she is prettier.

Remaining : 13

Found : 0

Materials

Figure 57: Task 10 of Unit 2

The next slide is the explanation of the degrees of comparison. The students are provided with three degrees of comparison; positive, comparative and superlative. Further, some examples are provided to give them a clear explanation.

Animal Kingdom

Task 11

Study the following explanation.

Positive	Comparative	Superlative
For words that have one or two syllable, we use -er and -est at the end of the words.		
strong	stronger	strongest
small	smaller	smallest
tall	taller	tallest
For words that have two or more syllable, we use more and most .		
hairy	more hairy	most hairy
active	more active	most active
attractive	more attractive	most attractive
Some words have irregular form to express degree of comparison.		

Materials

Figure 58: Task 11 of Unit 2

In the following task, the students are provided with a descriptive text about pet. The students are asked to carefully read the text. Below the text, there is five statements related to the text. The students are asked to determine whether the statement is true or false by clicking the T or F button.

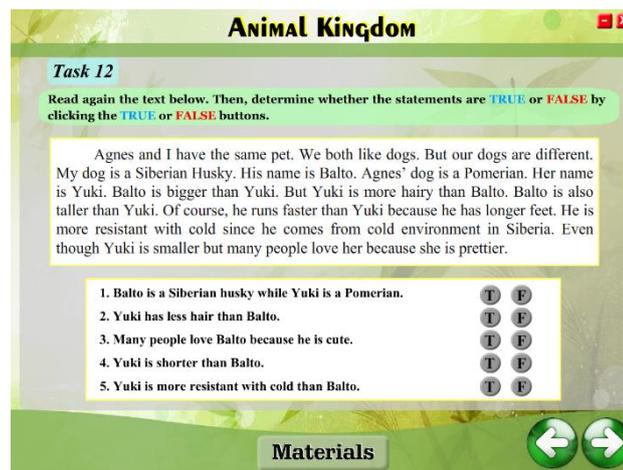


Figure 59: Task 12 of Unit 2

To learn more about degrees of comparison, the students are provided with two different animals in terms of size, height, etc. of each question. The students must provide the best answer of each question by clicking the correct pictures. Here are the two samples of five.



Figure 60: Task 13 of Unit 2



Figure 61: Task 13 of Unit 2

The next is the explanation about the generic structure of a descriptive text. The explanation provides a text containing the names of the parts of the text. Here is the screened slide.

Animal Kingdom

Task 14

Read the following text and study the explanation.

Title

Identification

Descriptions

Mily, the Cute Hedgehog

Hedgehog is a carnivorous animal that originates from Asia, Europe and Africa. Hedgehog is an exotic animal but it is not considered as a pet.

Mily is a hedgehog I found in my uncle's backyard. She has prickly spines. Her body is small. It makes her look cute. She has small, round eyes. Mily is a nocturnal animal. It means that she is more active at night.

Adapted from: <http://animals.nationalgeographic.com/animals/mammals/hedgehog/>

Materials

Figure 62: Task 14 of Unit 2

The last step of the scientific approach, that is *Creating*, is presented in Task 15. The students are provided with a jumbled paragraph about a Persian cat. The students are required to arrange the jumbled paragraph into a good one by dragging the numbers to the blank spaces into a good order. This task shows whether the students already understand about the descriptive text or not yet.

Animal Kingdom

Task 15 **Creating**

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.



- 1 His fur is very white and smooth.
- 2 I love him so much.
- 3 Snowball has small, round brown eyes.
- 4 His nose is very tiny and flat.
- 5 Last year, my parents gave me a Persian cat as my birthday present.
- 6 He likes playing with my plastic ball.
- 7 He is so fluffy.
- 8 Snowball is the best cat I've ever had.
- 9 Snowball is very active.
- 10 His name is Snowball.

Materials ← →

Figure 63: Task 15 of Unit 2

Then, the next is *Let's Do More* section. In this task, the students are provided with two descriptive texts about animals; about octopus and peacock. The students are asked to answer the multiple choice questions by clicking the best answer. Each text consists of five questions. This activity evaluates the students' understanding about descriptive texts.

Animal Kingdom

Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the a, b, c or d button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

Start

Materials ←

Figure 64: Task 16 of Unit 2

Animal Kingdom

Task 16

Read carefully the following text and answer the questions by choosing the a, b, c or d button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

1. Where does the octopus live?

a. Salt water
b. Fresh water
c. River
d. Lake

Materials

Figure 65: Task 16 of Unit 2

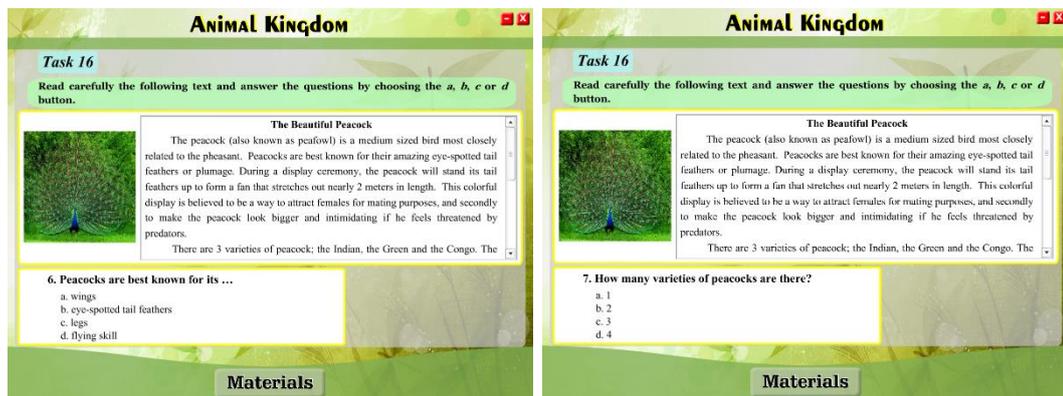


Figure 66: Task 16 of Unit 2

Figure 67: Task 16 of Unit 2

In the last section of *Let's Do More*, a box shows the results of the task is provided. It helps the students to know how well they understand the discussion of this unit.

Figure 68: The Result Box of *Let's Do More* Activities

After the evaluation, the students are directed to the *Let's Reflect* section. In this section, the students are asked to tick on how much they have learnt the discussion in Unit 2.

Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degrees of comparison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials

Figure 69: *Let's Reflect*

The last section is *Let's Review*. The students are provided with three points of the discussion in Unit 2.

Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe an animal.
2. The text uses the multiple adjectives and degrees of comparison.
3. The generic structure of the text consists of identification and descriptions.

Materials

Figure 70: *Let's Review*

c. Unit 3

The title of Unit 3 is *Things in the Classroom*. Before going to some tasks, there is a preliminary task to build the background knowledge of the students about what they are going to discuss in the unit.

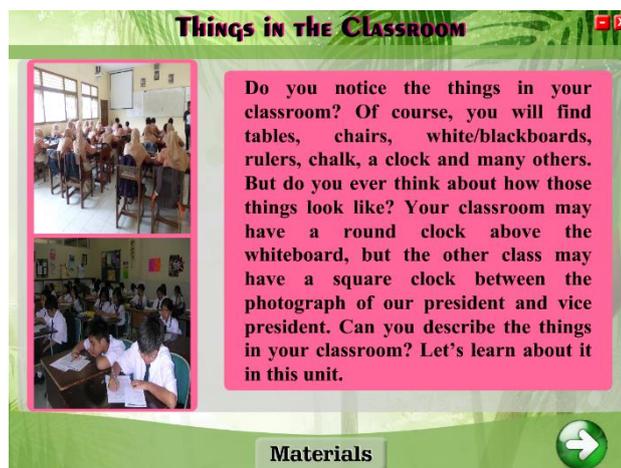


Figure 71: The Preliminary of Unit 3

The students, then, are given a dialog about the description of a pencil case. It is the follow-up section of the preliminary. The students are expected to recognize some adjectives that are usually used to describe things, especially in the classroom.



Figure 72: *Get Ready*

The next is Task 1. The first step of the scientific approach begins here, that is *observing*. The students are given two descriptive texts about things. After reading, the students are asked to tick some items on the table provided based on

the texts they have read. In this section, the students are also given chances to write down by themselves some items they want to know further.

Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester. The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.

Text 2 >>

Materials

Figure 73: Task 1 of Unit 3

Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 2

My Lovely Cartoon Bag

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had. It really looks like a cartoon that you usually watch in the TV. My bag has blue and grey colors. The shape is a cube. There are two small pockets on the front. I love it very much.

<< Text 1

Materials

Figure 74: Task 1 of Unit 3

Things in the Classroom

Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work.

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials

Figure 75: Task 1 of Unit 3

In task 2, the students are asked to formulate some questions based on their observation they did in Task 1. They are also asked to propose temporary answers of the questions.

Things in the Classroom

Task 2 **Questioning**

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work.

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials ← →

Figure 76: Task 2 of Unit 3

The second step of scientific approach, that is *Collecting, Associating, Communicating Data*, starts in Task 3. The students are provided with some adjectives related to things in the classroom. Once they click the button, they will hear the pronunciation of each word. This activity guides the students to pronounce the words correctly.

Things in the Classroom

Task 3 **Collecting, Associating, Communicating Data**

Click on the words below to know how to pronounce the words.

unique /ju'ni:k/	shape /ʃe:p/
old /o:ld/	cube /kju:b/
style /stail/	small /sma:l/
wood /wud/	pocket /pa:kit/

Materials ← →

Figure 77: Task 3 of Unit 3

Coming up to the Task 4, the students are given four pictures of things in the classroom and four words. To do the task, the students should match the pictures

with its appropriate names by dragging the words in the box to the blanks beside the pictures. The students are expected to be able to understand the names of things in English.

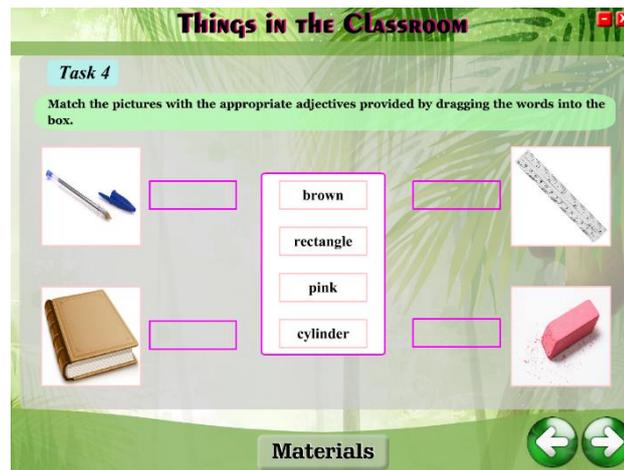


Figure 78: Task 4 of Unit 3

In Task 5, the students are provided with a descriptive text about a wall magazine in the school. The students are asked to carefully read the text. Below the text, there is five statements related to the text. The students are asked to determine whether the statement is true or false by clicking the T or F button.

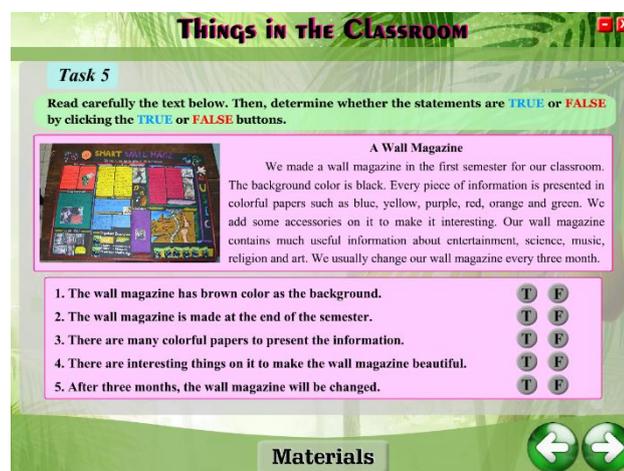


Figure 79: Task 5 of Unit 3

The next is the explanation about the generic structure of a descriptive text. The explanation provides a text containing the names of the parts of the text. Here is the screened slide.

Things in the Classroom

Task 6
Study the following explanation.

Title

Identification

Descriptions

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester.

The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.

Materials

Figure 80: Task 6 of Unit 3

To learn more about the generic structure of the text, the students are provided with some parts of a text. The students must determine whether it is identification or description of the text by clicking the button provided. Here are the two samples of five.

Things in the Classroom

Task 7
Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had.

IDENTIFICATION **DESCRIPTION**

Next >>

Materials

Figure 81: Task 7 of Unit 3

Things in the Classroom

Task 7
Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My bag really looks like a cartoon that you usually watch in the TV. It has blue and grey color. The shape is cube. There are two small pockets on the front. I love it very much.

IDENTIFICATION **DESCRIPTION**

<< Previous **Next >>**

Materials

Figure 82: Task 7 of Unit 3

The next task requires students to complete the blanks of a text with the words provided. In this task, the students are given an incomplete descriptive text about *Globe*. Some adjectives are missing. To complete the text, the students must put the correct words on the blanks by dragging and dropping the words. This task checks the students understanding about adjectives.

Things in the Classroom

Task 8

Read carefully the following text. Complete the blank spaces by dragging the appropriate words provided in the box.

Globe

Our classroom has a globe. A globe is the most _____ world map. There are two _____ of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasizes the _____ land features.

Like the planet Earth, a globe is shaped as a ball. The _____ of our classroom's globe is _____ big. The globe's holder is made from iron and has black color. When you look at a globe you can truly see the way the world looks in all of its _____. The color of globe is mostly blue. There are _____ colors like green, yellow, red and brown. Each color represents _____ things; such as blue for ocean, green for forest land, and the height of the land is marked by brown as the lowest land, yellow, and the last is red as the _____ one. Besides, all countries are shown in true size with measured scale. The globe can be turned _____ so that we can learn easily.

around other
types highest
complexity accurate
size quite
different natural

Materials

Figure 83: **Task 8 of Unit 3**

After filling the blanks, the students are asked to answer comprehension questions about globe. There are five questions. The students should choose the best answer of each question by clicking the button. The correct answer will end up with green light, while the wrong answer will be red. If the students choose a wrong answer, the right one will automatically be shown. Here are the two samples of five.

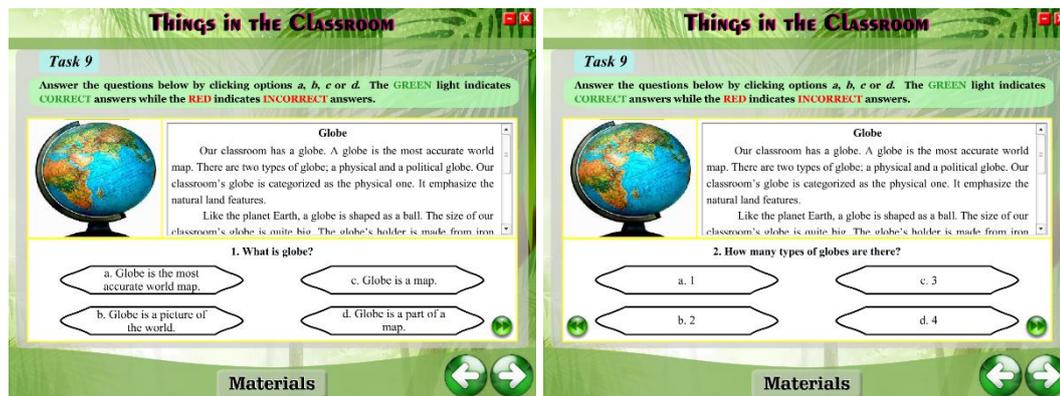


Figure 84: Task 8 of Unit 3

Figure 85: Task 9 of Unit 3

In Task 10, there is six sentences accompanied with pictures. However, each sentence is incomplete. The students are provided with the missing words, that is preposition, in the box. To do the task, the students should drag and drop each preposition to the correct sentence so it will produce good and complete sentences.

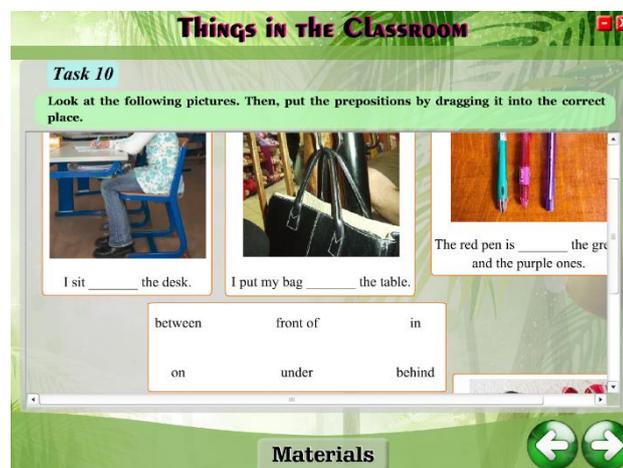


Figure 86: Task 10 Of Unit 3

Moving to Task 11, the students are given eight prepositions in Table A. Meanwhile, Table B contains a random list of the Indonesian meaning. To do the task, the students should match the prepositions with the correct Indonesian

meanings by dragging the numbers from Table A to Table B. The students are expected to be able to guess the Indonesian meaning of the prepositions.

Things in the Classroom

Task 11

Match the following prepositions with the Indonesian meanings by dragging the buttons on Table A to Table B.

Table A	
in	①
behind	②
on	③
above	④
next to	⑤
in front of	⑥
between	⑦
under	⑧

Table B	
<input type="radio"/>	di depan
<input type="radio"/>	pada
<input type="radio"/>	di atas
<input type="radio"/>	di bawah
<input type="radio"/>	di dalam
<input type="radio"/>	di sebelah
<input type="radio"/>	di belakang
<input type="radio"/>	di antara

Materials

Figure 87: Task 11 of Unit 3

The next slide is the explanation of prepositions. The explanation is delivered by providing pictures that represent the prepositions so that the students will understand easily.

Things in the Classroom

Task 12

Study the following explanation.

What is a preposition?

A preposition is a word (usually a short word) that shows the relationship between two other nearby words. Look at the following pictures for a clearer explanation.

under between out/close to

in/inside above behind on in front of

Materials

Figure 88: Task 12 of Unit 3

Task 13 is the follow-up of the prior explanation. In this task, the students are given ten incomplete sentences. Some prepositions are missing. To complete the text, the students should choose the correct prepositions by clicking one of the two prepositions provided. This task checks the students understanding about prepositions.

Things in the Classroom

Task 13

Read carefully the following sentences. Then, choose the correct preposition by clicking on the word.

1. The ruler is () the table.
2. There are two books () this bag.
3. I am sitting () Sani, my best friend.
4. My teacher is explaining () the class.
5. The clock is () the photographs of the president and the vice president.
6. Tora puts his shoes () the shelf.
7. Andi stands () Sylvi.
8. There are spiders () her pencil case.
9. The aquarium is () the globe.
10. The ceiling fan in the classroom is () my table.

Submit

Materials

Figure 89: Task 13 of Unit 3

In the next task, the students are asked to answer comprehension questions about cupboard in the classroom. There is a text that followed by five questions. The students should choose the best answer of each question by clicking the button. The correct answer will end up with green light, while the wrong answer will be red. If the students choose a wrong answer, the right one will automatically be shown. Here are the two samples of five.

Things in the Classroom

Task 14

Read carefully the following text. Click the *a, b, c* or *d* button to answer the questions. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.

My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

1. What is the text about?

a. The description of the books. c. The description of the cupboard.

b. The description of the shelf. d. The use of the cupboard.

Materials

Figure 90: Task 14 of Unit 3

Things in the Classroom

Task 14

Read carefully the following text. Click the *a, b, c* or *d* button to answer the questions. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.

My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

2. How many shelves are there?

a. seven c. nine

b. eight d. ten

Materials

Figure 91: Task 14 of Unit 3

The last step of the scientific approach, that is *Creating*, is presented in Task 15. The students are provided with a jumbled paragraph about a classroom. The students are required to arrange the jumbled paragraph into a good one by dragging the numbers to the blanks spaces into a good order. This task shows whether the students already understand about the descriptive text or not yet.

Things in the Classroom

Task 15

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.

Creating

1 The color of the table is white.

2 There is a small table that is attached to the chair.

3 The unique one is the chair's pocket.

4 My classroom has 20 chairs.

5 The pocket is on the back of the seat.

6 The chairs are made from wood.

7 That is the idea of my classmate.

8 We make it by ourselves.

9 It is made of garment.

Materials

Figure 92: Task 15 of Unit 3

Then, the next is *Let's Do More* section. In this task, the students are provided with two descriptive texts about a classroom and a school. The students are asked to answer the multiple choice questions by clicking the best answer. Each text

consists of five questions. This activity evaluates the students' understanding about descriptive texts.

Things in the Classroom

Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.

My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

Start

Materials

Figure 93: Task 16 of Unit 3

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.

My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

1. What is the text about?

- The classroom is great.
- My new classroom.
- The students and I like the classroom.
- The things in the classroom.

Materials

Figure 94: Task 16 of Unit 3

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.

My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The other rooms are a headmaster room, a staff room, a teacher room, a library, a laboratory, a

6. What is the purpose of the text?

- To amuse the reader.
- To tell the reader about the school.
- To inform the reader about the school's rooms.
- To tell the reader about the green school.

Materials

Figure 95: Task 16 of Unit 3

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.

My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The other rooms are a headmaster room, a staff room, a teacher room, a library, a laboratory, a

7. What is the main idea of paragraph 3?

- There are a lot of plants in the school.
- The air is free from pollution
- SMPN 1 Panumbangan is known as green school.
- I am very proud to be a student of SMPN 1 Panumbangan.

Materials

Figure 96: Task 16 of Unit 3

In the last section of *Let's Do More*, a box shows the results of the task is provided. It helps the students to know how well they understand the discussion of this unit.

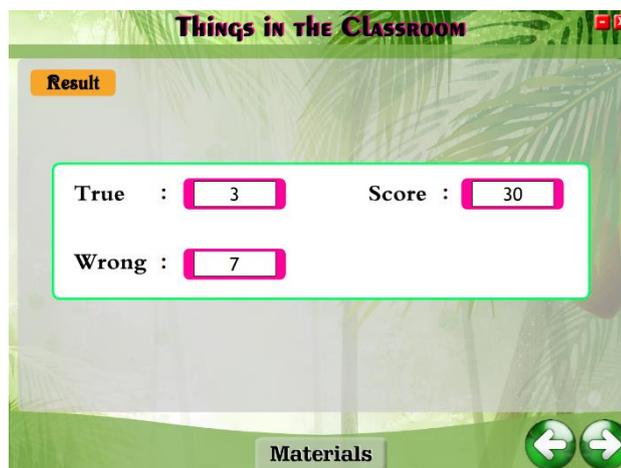


Figure 97: The Result Box of *Let's Do More* Activities

After the evaluation, the students are directed to the *Let's Reflect* section. In this section, the students are asked to tick on how much they have learnt the discussion in Unit 3.

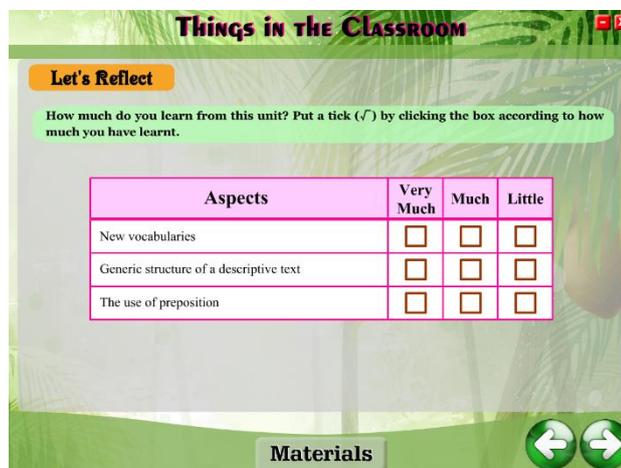


Figure 98: *Let's Reflect*

The last section is *Let's Review*. The students are provided with three points of the discussion in Unit 3.

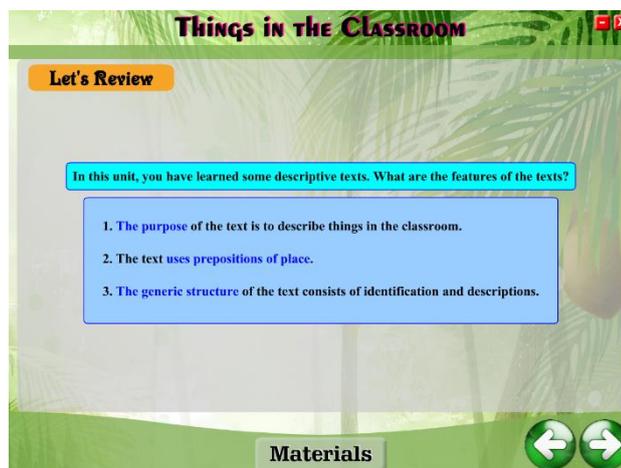


Figure 99: *Let's Review*

5. Expert Judgment

After the first draft of the interactive multimedia was developed, the next step was conducting expert judgment to evaluate the appropriateness of the product in terms of materials and media. The questionnaire of the materials was adapted from BSNP which evaluates the appropriateness of the content, language, presentation and lay-out. Meanwhile, the second questionnaire regarding the media evaluates the design of the media, availability of the audio, autonomous language learning and illustration of the media. The questionnaire applied the four scales of Likert-scale. An expert judged the interactive multimedia by choosing the options 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree. At the end of each table, there is open ended questions which allow the expert to give some comments and suggestions. The following is the elaboration of the results of expert judgment.

a. The Results of the Expert Judgment

1) Materials

The questionnaire for the materials aspects consists of twenty statements which is categorized into four groups, they are appropriateness of the content, appropriateness of the presentation, appropriateness of the language and appropriateness of the lay-out. The results of the questionnaire are described below.

Table 17: **The Appropriateness of the Materials**

No	Statements	Score	Criteria
Content Appropriateness			
1	The developed materials are appropriate with KI-KD of reading skills of Grade VIII students of Junior High School.	4	Very good
2	The developed materials are relevant with the discussed topics in each unit.	4	Very good
3	The developed materials are considered to be able to develop students' reading skills.	4	Very good
4	The developed materials are appropriate with the students' competence of reading skills.	4	Very good
5	The developed materials are appropriate with the proficiency level of Grade VIII students of Junior High School.	4	Very good
6	The tasks already followed the steps of scientific approach	3	Good
Presentation			
7	The tasks of each unit are arranged systematically, from the very easy task to the complicated ones.	3	Good

8	The availability of pictures/figures/sound/tables are interesting enough to motivate the students to learn.	4	Very good
9	The developed materials of each unit contain opening, main and closing activities.	4	Very good
10	The materials involved students to actively participate to complete the tasks.	4	Very good
11	The activities of the materials varied.	4	Very good
Language			
12	The use of language is clear and relevant to the proficiency level of Junior High School students.	4	Very good
13	The instructions of the tasks are clear and easily to understand.	4	Very good
14	The materials are developed in a grammatically-correct English.	4	Very good
15	The developed materials reflect the unity of ideas.	4	Very good
16	The teachings of grammar, vocabulary and pronunciation of the developed materials are based on the Curriculum 2013.	3	Good
Lay-out			
17	The use of font is already appropriate.	4	Very good
18	The colors of materials support the materials delivery.	4	Very good
19	The sources are contained.	4	Very good
20	The developed materials can be used by the teacher easily.	4	Very good
Total Score		77	
Mean		3.85	
Criteria		Very Good	

Based on the Table 3.13, the mean of the questionnaire related to the materials appropriateness is 3.85. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Very Good” category since it is in the interval $3.25 \leq x \leq 4$. The result indicates that the reading materials of the interactive multimedia is appropriate for Grade VIII students.

2) Media

The questionnaire for the materials aspects consists of twenty statements which is categorized into four groups, they are the presentation design of the media, the audio and physical appearance, the autonomous language learning and illustration of the media. The results of the questionnaire are described below.

Table 18: **The Appropriateness of the Media**

No	Statements	Score	Criteria
Presentation Design of the Media			
1	The actions of completing the tasks are already based on the instructions.	4	Very good
2	The menus of the media are simple and understandable.	4	Very good
3	The menu can be chosen randomly.	4	Very good
4	The buttons of the media are simple and understandable.	4	Very good
5	The movement within the materials is interactive and smooth.	3	Good
6	The composition of color of the media is already well-suited.	4	Very good
Audio and Physical Appearance			
7	The sound of pronunciation can be heard clearly.	4	Very good

8	The composition of the color is well-arranged on the contrast and brightness.	4	Very good
9	The texts are visually clear and easy to read.	4	Very good
10	The arrangement of the texts, illustrations/pictures and the instruction are good enough to motivate the students to learn.	4	Very good
11	The lay-out is consistent.	4	Very good
12	The lay-out of the whole materials is interesting.	4	Very good
Autonomous Language Learning			
13	It is easy for the students to review certain parts for which they need more practice.	4	Very good
14	The media allows students to redo of any parts of the present segment.	4	Very good
15	The score of the evaluation done by the students can be directly shown.	3	Good
Illustration of the Media			
16	The illustration of feedback of verbal reward provided when the students either correctly or wrongly answer the questions gives more motivation to the students to keep trying to learn.	4	Very good
17	The illustration of the table directly assists comprehension by visually clarifying a point.	3	Good
18	The illustration assists later retention of information by being easier to recall.	4	Very good
19	The use of illustration is appropriate with the topic of the materials	4	Very good
20	The use of illustration is aesthetic and functional.	4	Very good
Total Score		77	
Mean		3.85	
Criteria		Very Good	

As shown on the Table 3.14, the mean of the questionnaire related to the media is 3.85. According to the Quantitative Data Conversion proposed by Suharto (2006), the mean value falls into “Very Good” category since it is in the interval $3.25 \leq x \leq 4$. The result indicates that the reading materials of the interactive multimedia is appropriate for Grade VIII students.

b. The Revisions

1) Materials

Based on the result of the expert judgment questionnaire related to the materials aspect, it shows that the overall unit is good. However, the expert found some lacks of the materials as described below.

Table 19: **The Revisions of the Materials**

Parts of the Unit	Point to Revise	Revisions
	“A Pomerian” was categorized as an “adjective” while the word “same” was not.	The adjective category of “A Pomerian” is removed and be placed at the word “same”.

2) Media

Based on the result of the expert judgment questionnaire related to the media aspect, it shows that the overall unit is good. However, there are some activities of the media that needs to be improved so that it does helps the students to optimally learn reading through interactive multimedia. The comments and or suggestions from the expert are elaborated below.

Table 20: **The Revisions of the Media**

Comments/Suggestions	Actions
In matching section, wrong choices cannot be placed in the spaces provided. The students are forced to pick the correct choice all the time.	The wrong choices can be placed in the spaces provided and therefore, it allows students to evaluate their work.
In multiple choice practice, wrong answers are directly followed with the correct ones. The students are not allowed to have several attempts.	The correct answers do not show if the students choose the wrong ones and therefore, it allows students to try harder to get the right answers.

B. Discussion

To meet the students' needs and to develop reading materials appropriate for Grade VIII students of Junior High School, a needs analysis was conducted. The needs analysis was conducted by distributing questionnaires to the students. The questionnaires cover *Target needs* and *Learning needs*. In terms of target needs, the students admitted that they find it easier to learn reading by rearrange or complete sentences to make a good text. That reading activity helps the students' difficulty in vocabulary, grammar and how the texts are structured. They also wanted to have texts related to the daily life and answer comprehension questions. Regarding the learning needs, the students expected to have materials that involve audios and illustrations to motivate them in learning reading. Over half of the students chose to do the tasks in small groups. Further, the use of media such as computer were considered as an effective way in learning process. However, the teacher seldom used the computer or language laboratories to support the teaching

and learning process. During the lesson, the students felt comfortable to ask their teacher and friends if they find difficulties in learning reading.

The data collected from the needs analysis were used as the basis for developing interactive reading materials. Before the materials are developed, the course grid was initially established as a guideline to develop the materials. The course grid covers basic competencies, topics, materials, input texts, activities and language focus. The course grid was, then, developed into three interactive reading materials.

The three units of reading materials focus on descriptive texts. Each unit consists of random number of tasks and follows scientific approach. It has five main parts. They are *Get Ready*, *Let's Read*, *Let's Do More*, *Let's Reflect* and *Let's Review*. This organization of the tasks is based on the one of the principle of Nunan's theory that is scaffolding. Nunan (2004: 35) states that:

“Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.”

In *Get Ready*, the students are provided with conversation about the topic being discussed. *Let's Read* is the main section. It provides several tasks to be done by the students. The students are also given a chance to comprehend the lesson by doing some more tasks in *Let's Do More* section. The developed materials are also completed with *Let's Reflect* section to evaluate themselves. There is a summary part at the end of the unit entitled *Let's Review*.

The materials were, then, evaluated by experts to have some revisions in order to get a better one. The evaluation concerned on the materials and media

aspects and was done by distributing questionnaires. The materials aspects were developed based on BSNP 2011 that evaluate the appropriateness of the content, the appropriateness of the language, the appropriateness of the methodology and the appropriateness of the lay-out. Meanwhile, the media aspects evaluate the design of the media, the quality performance of the displayed audio components and physical appearance and the effectiveness regarding the promotion of autonomous language learning. The result showed that the materials are appropriate for Grade VIII students of Junior High School.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions and suggestions of the research. The conclusions are the answers to the research questions formulated from the objectives of the study. Some suggestions are given to the English teachers, Grade VIII students and other materials developers for a better improvement of the materials.

A. Conclusions

There are three points to be concluded based on the objectives of the study. Those are the target needs, the learning needs and the characteristics of the appropriate materials for teaching reading to Grade VIII students of Junior High School.

1. Target Needs

Based on the results of the needs analysis, the target needs of the students are as follows. First, the main goal of the students to learn English was to be able to communicate in English fluently. Second, to support reading activity, the students wanted to have activities of rearranging and completing sentences to make a good text. Besides, they wanted to be able to comprehend texts that related to their daily life by answering questions based on the texts. However, most of them still found difficulties in vocabulary, grammar and in how texts are constructed.

2. Learning Needs

In terms of learning needs, the involvement of technology nowadays like computers is needed to support the teaching and learning activities. Regarding the data obtained from the questionnaires, the students admitted that they found it interesting and motivating to learn English involving pictures/illustrations and audios. The use of computers is considered as an effective way to involve those features.

3. Appropriate Interactive Reading Materials for Grade VIII Students of Junior High School

The three units of reading materials focus on descriptive texts. Each unit consists of random number of tasks and follows the scientific approach. It has five main parts: *Get Ready*, *Let's Read*, *Let's Do More*, *Let's Reflect* and *Let's Review*. In *Get Ready*, the students are provided with conversation about the topic being discussed. *Let's Read* is the main section. It provides several tasks to do by the students. The students are also given a chance to comprehend the lesson by doing some more tasks in *Let's Do More* section. The developed materials are also completed with *Let's Reflect* section to evaluate themselves. There is a summary part at the end of the unit entitled *Let's Review*.

The materials are implemented in interactive multimedia. The interactive multimedia involves sounds, illustrations, pictures and an interesting display and activities to attract and motivates students in learning reading. However, the availability of those elements does not only consider the aesthetic function but also its suitability to the goals of the learning process.

B. Suggestions

The final product of this research is interactive multimedia for teaching reading to Grade VIII students of SMPN 2 Mertoyudan. The result of this research is expected to be beneficial for the following parties.

1. To English teachers

To present the reading materials, the teacher should consider the target needs and the learning needs of the students. Based on the results of the needs analysis, the students want to have interesting and enjoyable activities that promote their motivation in learning reading. Therefore, the teachers should be able to provide interesting media in the teaching-learning process. In addition, they might also use the product of this study as an interactive media to teach reading.

2. For Grade VIII Students

The product of this study was developed in an interesting way to enhance students' motivation in learning English, particularly reading. Therefore, the students are expected to understand how to use this interactive multimedia. Further, the students should use this interactive multimedia optimally by exploring any sounds, images, illustrations, etc. in the media and discovering fun activities.

3. To other developers

In developing the interactive multimedia technically, there were some errors found such as those that occurred in the matching activities. Regarding the limitation of time, those errors still remain. Hopefully, the future researchers

can fix the errors occurred and or pay more attention to the technical issues of the media. Further, the interactive multimedia can only be used in PC or Laptop. Hopefully, the future researchers can implement similar media in mobile device such as in Android or iOS. The last, this product only covers reading skill. The future researchers may develop interactive multimedia on other skills.

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APPENDICES

APPENDIX 1

THE NEEDS ANALYSIS QUESTIONNAIRE



**JURUSAN PENDIDIKAN BAHASA INGGRIS
FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI YOGYAKARTA**

Alamat : Karangmalang, Caturtunggal, Depok, Sleman, Yogyakarta 55281

Kepada
Siswa dan Siswi kelas VIII
SMPN 2 Mertoyudan
Di
Tempat

Dengan hormat,

Berkaitan dengan adanya penelitian yang diadakan oleh mahasiswa jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta mengenai pengembangan materi *reading* untuk Bahasa Inggris kelas VIII, kami memohon kesediaan adik-adik kelas VIII untuk meluangkan waktu mengisi angket yang terlampir.

Angket ini tidak akan berpengaruh terhadap nilai pembelajaran Bahasa Inggris adik-adik, melainkan hanya untuk mengumpulkan informasi mengenai kebutuhan adik-adik dalam belajar Bahasa Inggris, khususnya *reading*. Saya mengharapkan adik-adik memberikan jawaban yang sebenar-benarnya sesuai dengan yang adik-adik harapkan. Data yang adik-adik berikan akan saya jaga kerahasiaannya sesuai dengan kode etik penelitian.

Terima kasih atas kesediaan adik-adik meluangkan waktu untuk mengisi angket ini.

Magelang, November 2014

Peneliti

Mahasiswa Jurusan Pendidikan Bahasa Inggris UNY

Thomas Triadi Wijaya

NIM. 09202241072

ANGKET DATA PENELITIAN

A. Data Siswa

Isilah data di bawah ini sesuai dengan identitas Adik-adik.

Nama :

Usia :

Jenis Kelamin : L / P (*lingkari yang sesuai*)

B. Kebutuhan Belajar Siswa

Pilihlah jawaban dibawah ini dengan memberi tanda silang (X) pada jawaban yang Adik-adik pilih. Adik-adik diperkenankan memberikan jawaban lebih dari satu di beberapa pertanyaan.

1. Apakah tujuan yang ingin Anda capai dari pembelajaran bahasa Inggris di sekolah?
 - a. Agar mendapatkan nilai rapor yang bagus.
 - b. Agar memenuhi syarat lulus Ujian.
 - c. Agar menunjang pendidikan di jenjang yang lebih tinggi atau pekerjaan setelah lulus sekolah.
 - d. Agar mendapatkan pengetahuan tentang bahasa Inggris dan budayanya sehingga dapat berkomunikasi dengan baik dalam bahasa Inggris.
 - e. Lainnya (tuliskan)

2. Peningkatan kemampuan apa yang Anda harapkan dari pembelajaran bahasa Inggris, khususnya membaca (*reading*)? (boleh memilih lebih dari satu)
 - a. Dapat membaca teks dengan lancar.
 - b. Dapat meningkatkan kosa kata (*vocabulary*).
 - c. Dapat memahami teks dengan baik. dan menjawab semua pertanyaan sesuai teks dengan benar.

- d. Dapat menggunakan bahasa yang digunakan dalam teks di kehidupan sehari-hari.
 - e. Lainnya (tuliskan)
3. Menurut Anda, bentuk latihan soal seperti apa yang dapat digunakan untuk meningkatkan kemampuan membaca (*reading*)? (boleh memilih lebih dari satu)
- a. Menjawab pertanyaan sesuai teks dalam bentuk esai.
 - b. Mencocokkan pertanyaan dan jawaban yang tersedia.
 - c. Menjawab pertanyaan sesuai teks dengan menggunakan gambar sebagai petunjuk (*picture-cued*)?
 - d. Mengurutkan dan melengkapi kalimat atau paragraf sesuai dengan alur teks.
4. Topik apa yang Anda inginkan dalam materi membaca (*reading*)?
- a. Topik berkaitan dengan kehidupan sehari-hari (keluarga, sekolah, lingkungan bermain).
 - b. Topik berkaitan dengan ilmu pengetahuan.
 - c. Topik berkaitan dengan teknologi
 - d. Lainnya (tuliskan)
5. *Descriptive texts* merupakan salah satu materi dalam pelajaran bahasa Inggris. Menurut Anda, apakah penjelasan mengenai *descriptive texts* sudah disampaikan dengan sangat jelas, jelas, kurang jelas, atau tidak jelas?
- a. Materi *descriptive text* disampaikan dengan tidak jelas.
 - b. Materi *descriptive texts* disampaikan dengan kurang jelas.
 - c. Materi *descriptive texts* disampaikan dengan jelas.
 - d. Materi *descriptive texts* disampaikan dengan sangat jelas.
6. Dalam memahami *descriptive texts*, penjelasan mengenai hal apa yang perlu ditingkatkan?
- a. Penjelasan mengenai *vocabulary* (kosa kata).
 - b. Penjelasan mengenai *grammar* (tata bahasa)
 - c. Penjelasan mengenai struktur penyusunan teks.
 - d. Penjelasan mengenai *vocabulary* (kosa kata), *grammar* (tata bahasa), dan struktur penyusunan teks.

7. Bentuk materi *descriptive texts* seperti apakah yang Anda inginkan sebagai input pembelajaran? (boleh memilih lebih dari satu)
 - a. Terdapat banyak bacaan/teks.
 - b. Terdapat banyak gambar/ilustrasi.
 - c. Terdapat audio yang dapat membantu pengucapan kata (pronunciation).
 - d. Terdapat banyak permainan (games).

8. Bagaimana pemanfaatan teknologi, seperti komputer, dalam membantu menjelaskan materi di kelas?
 - a. Tidak pernah menggunakan komputer.
 - b. Kadang-kadang menggunakan komputer.
 - c. Biasanya menggunakan komputer.
 - d. Selalu menggunakan computer.

9. Apabila penjelasan materi menggunakan aplikasi multimedia (*pictures, audio, video, animation*), apakah akan sangat memotivasi, cukup memotivasi, kurang memotivasi, atau tidak memotivasi Anda dalam belajar *reading*, terutama mengenai materi *descriptive texts*?
 - a. Pemberian materi dengan menggunakan aplikasi multimedia (*pictures, audio, video, animation*) akan tidak memotivasi.
 - b. Pemberian materi dengan menggunakan aplikasi multimedia (*pictures, audio, video, animation*) akan kurang memotivasi.
 - c. Pemberian materi dengan menggunakan aplikasi multimedia (*pictures, audio, video, animation*) akan memotivasi.
 - d. Pemberian materi dengan menggunakan aplikasi multimedia (*pictures, audio, video, animation*) akan sangat memotivasi.

10. Cara belajar seperti apakah yang Anda lebih suka lakukan?
 - a. Secara individual.
 - b. Secara Berpasangan.
 - c. Dalam kelompok kecil.
 - d. Dalam kelompok besar.

11. Apakah yang akan anda lakukan jika merasa kesulitan dalam mengerjakan tugas yang diberikan oleh guru?

- a. Bertanya kepada guru saja.
- b. Bertanya kepada guru dan teman.
- c. Mencari jawaban sendiri.
- d. Tidak melakukan apa-apa.

☺ **TERIMA KASIH** ☺

APPENDIX 2

THE RESULTS OF THE NEEDS ANALYSIS

Question	Items	N	%
What is your goal in learning English at school?	a. to get good scores	8	25.80%
	b. to pass school examination	7	22.58%
	c. to support later education or job after graduating from school	15	48.38%
	d. to get knowledge about English and the culture so they can communicate in English well	23	74.19%
	e. others	0	0
In your opinion, what kind of activities that could improve your reading skills?	a. answering questions based on the texts	16	51.61%
	b. matching questions to the provided answers	6	19.35%
	c. answering questions based on the texts by providing some pictures (picture-cued)	9	29.03%
	d. rearranging and completing sentences to make a good text	23	74.19%
What is the explanation(s) that should be expanded to comprehend the texts?	a. vocabulary	2	6.45%
	b. grammar	4	12.90%
	c. the structure of the texts	3	9.67%
	d. vocabulary, grammar and the structure of the texts	22	70.96%
What are your expectations of the	a. to be able to read the texts fluently	11	35%

enhancement of reading activities in the classroom?	b. to be able to enrich the vocabulary	14	45.16%
	c. to be able to comprehend the texts and answer the questions based on the texts correctly	25	80.64%
	d. to be able to use the language of the texts in daily life context	21	67.74%
	e. others	0	0%
What kinds of topic do you want to have in the reading materials?	a. topic related to daily life	22	70.96%
	b. topic related to science	7	22.58%
	c. topic related to technology	6	19.35%
	d. others	3	9.67%
What kinds of descriptive text materials do you want to have as a learning input?	a. involved many texts	14	45.16%
	b. involved many pictures/illustrations	16	51.61%
	c. involved audios to learn the pronunciation of some words	23	74.19%
	d. involved many games	1	3.22%
What do you think of the explanation of the materials about descriptive texts in the classroom?	a. very unclear	0	0%
	b. unclear	2	6.45%
	c. clear	25	80.64%
	d. very clear	4	12.90%
When you do a reading activity, how do you expect to finish the task?	a. individual	4	12.90%
	b. in pairs	2	6.45%
	c. small group	19	61.29%
	d. large group	7	22.58%

How is the utilization of the technology such as computers to support the explanation of the materials?	a. never	0	0%
	b. seldom	18	58.06%
	c. sometimes	12	38.70%
	d. always	1	3.22%
What do you think of the influence of using multimedia to the comprehension of descriptive texts?	a. very demotivated	0	0%
	b. demotivated	1	3.22%
	c. motivated	9	29.03%
	d. very motivated	21	67.74%
When you find a problem during reading a text, what do you do?	a. asking the teacher	0	0%
	b. asking the teacher and friends	30	96.77%
	c. trying to solve the problem by yourself	1	3.22%
	d. doing nothing	0	0%

APPENDIX 3

COURSE GRID

COURSE GRIDS

Name of the School : SMP N 2 Mertoyudan

Grade / Semester : VIII / 1

Subject : English

Basic Competences :

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.

2.3 Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.3 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
--

4.4 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
--

4.5 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.

Unit	Topic	Materials	Input	Activities	Language Focus	
					Grammar	Vocabulary
1	Famous People	<p>1. How to describe people</p> <p>2. The use of adjectives in descriptive texts</p> <p>3. The use of the present tense in descriptive texts</p> <p>4. Generic structure of descriptive texts.</p>	<p>- simple descriptive texts about famous people</p>	<p>-Matching pictures with the appropriate adjectives</p> <p>- Finding adjectives in a descriptive text</p> <p>-Discussing the meaning of adjectives in a simple descriptive text</p> <p>- Answering some questions based on the text</p> <p>-Discussing the</p>	<p>The use of Simple Present Tense:</p> <p>- To be</p> <p><i>He is a good student.</i></p> <p>- have/has</p> <p><i>She has curly hair.</i></p> <p>- V-s/es</p> <p><i>He likes playing football.</i></p>	<p>tall, thin, black, short, beautiful, fat, oval, pointed, wavy, etc.</p>

				generic structure of a descriptive text - Determining a statement whether it is <i>True</i> or <i>False</i>		
--	--	--	--	--	--	--

Unit	Topic	Materials	Input	Activities	Language Focus	
					Grammar	Vocabulary
2	Animal Kingdom	1. How to describe animals 2. The order of adjectives and degree of comparisson 3. Generic structure of	- simple descriptive texts about animals	-Matching pictures with the simple descriptions of animal - Matching the adjectives with the Indonesian meaning -Discussing the	The order of adjectives: - <i>a cute fat cat.</i> - <i>a lovely white rabbit</i>	fluffy, wild, rare, extinct, female, male

		descriptive texts.		order of adjectives in a simple descriptive text - Arranging the jumbled words (adjectives) into a good order -Discussing the generic structure of a descriptive text - Determining a statement whether it is <i>True</i> or <i>False</i> - Answering some questions based on the text		
--	--	--------------------	--	---	--	--

Unit	Topic	Materials	Input	Activities	Language Focus	
					Grammar	Vocabulary
3	Things in My Classroom	1. How to describe things 2. The use of preposition 3. Generic structure of descriptive texts.	- simple descriptive texts about classroom's stuff	-Matching pictures with their names - Finding adjectives in a descriptive text -Discussing the preposition in a simple descriptive text - Giving appropriate preposition based on the pictures provided - Answering some questions based on	The use of preposition <i>- The rubber is on the table.</i> <i>- The teacher's desk is in front of the class.</i> <i>- My bag is under the table.</i>	table, chair, clock, whiteboard, eraser, ruler, etc.

				the text -Discussing the generic structure of a descriptive text - Determining a statement whether it is <i>True</i> or <i>False</i>		
--	--	--	--	--	--	--

APPENDIX 4

THE FIRST DRAFT OF

THE MATERIALS

INTERACTIVE READING MATERIALS

for Grade VIII Students of
Junior High School



THOMAS TRIADI WIJAYA
09202241072

PBI - UNY 2016



 **INTERACTIVE
READING
MATERIALS**  

User's Guide

1. Pay attention to the available buttons.
2. Press the buttons below:

 : To return to the main menu.

 : To go to the next page.

 : To go to the previous page.



 **INTERACTIVE
READING
MATERIALS**  

Core Competencies & Basic Competencies

Core Competencies and Basic Competencies of Reading

KOMPETENSI INTI

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar 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.

KOMPETENSI DASAR

- 3.3. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
- 4.4. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.5. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.





Profile



Hi! My name is Thomas Triadi Wijaya. You can call me Thomas. I live in Tidar Krajan, Magelang. I was born on February, 10th 1991. My hobbies are playing video games and watching movies. The "Lord of The Ring" and "Star Wars" are my favorite ones. Besides, I love Asian movies as well, especially those from Japan. In the future, I want to be a game developer. My motto in life that I believe is that "I will finish what I've started".



Materials



Famous People



Animal Kingdom



Things in the Classroom



FAMOUS PEOPLE



Do you ever read a text about someone's physical appearance? Do you ever talk about your friend's look? He/she might say, "Look! The man who is wearing a black jacket has big round eyes. He also has a pointed nose. He looks handsome." When he/she is saying that, he/she is actually describing someone. In this unit, you will learn more about describing people.

Materials



FAMOUS PEOPLE



Get Ready

Do you know Nelson Mandela? How does he look like?

Of course I know. He is my idol. He is the former president of South Africa. He has short grey hair. His skin is dark but I love his white teeth when he smiles. He is a brave man. He fought for South Africa's Independence.



Materials



FAMOUS PEOPLE



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Evan Dimas Darmono

Evan Dimas Darmono is a famous football player. He was born 20 years ago, precisely on 13th of March 1995. He is only 164 cm tall. He has black hair. His eyes are round. He also has a pointed nose and dark brown skin. He is also a very friendly person.

Adapted from: http://curious.blogspot.com/2014_12_01_archive.html



Text 2 >>

Materials



FAMOUS PEOPLE



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

Fatin Shidqia Lubis

Fatin Shidqia Lubis is a talented young singer. She was the winner of X Factor Indonesia Season 1. She was born in Jakarta on 30 July 1996. She is short but good-looking. Her skin is bright and she has a beautiful smile. She always wears her veil on every performance.

Adapted from: <http://paradiseofstudent.blogspot.com/2014/03/descriptive-text.html>

<< Text 1

Materials



FAMOUS PEOPLE



Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



FAMOUS PEOPLE



Task 2

Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials



FAMOUS PEOPLE



Task 3

Collecting, Associating, Communicating Data

Click on the words below to know how to pronounce the words.

famous /'feɪ.məs/

dark /dɑːrk/

tall /tɔːl/

brown /braʊn/

round /raʊnd/

curly /kɜːli/

pointed /'pɔɪn.tɪd/

friendly /'frend.li/

Materials



FAMOUS PEOPLE



Task 4

Match the adjectives below with the Indonesian meanings by dragging the buttons on Table A to Table B.

Table A	
famous	①
tall	②
curly	③
round	④
pointed	⑤
dark	⑥
brown	⑦
friendly	⑧

Table B	
<input type="radio"/>	tinggi
<input type="radio"/>	coklat
<input type="radio"/>	gelap
<input type="radio"/>	mancung
<input type="radio"/>	terkenal
<input type="radio"/>	ramah
<input type="radio"/>	bulat
<input type="radio"/>	keriting

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

Adjectives



A word that describes a noun or pronoun



Examples:

- Evan Dimas has **black** hair.
The word **black** is an adjective that explains Evan Dimas' hair.
- Dian has **beautiful** eyes.
The word **beautiful** is an adjective that explains Dian's eyes.

More >>

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

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

See Table 1

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

See Table 2

<< Less

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

Physical Appearance					
Body	Hair	Face	Nose	Skin	Age
thin	short	round	pointed	dark	young
fat	long	square	flat	bright	old
skinny	wavy	oval			elderly
slim	curly				teenager
tall					
short					

<< Less

Hide Table

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

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

Personality				
smart	dumb	funny	clever	nice
lazy	hard-working	honest	diligent	loyal
creative	friendly	brave	bad	shy

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

<< Less

Hide Table

Materials



FAMOUS PEOPLE



Task 6

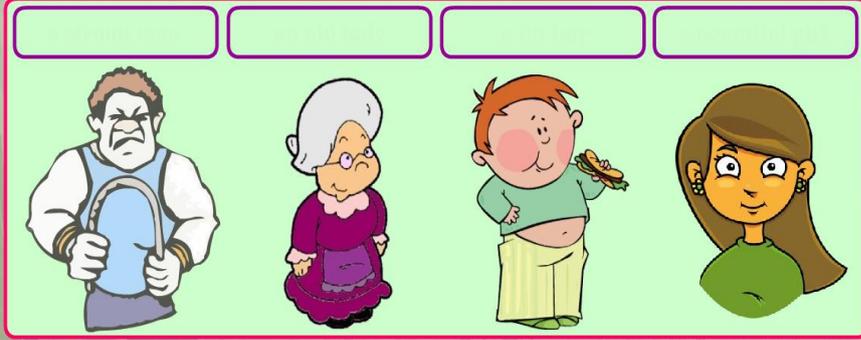
Match the descriptions with the pictures by dragging the descriptions to the top of the pictures.

a fat boy

a strong man

a beautiful girl

an old lady



Materials



FAMOUS PEOPLE



Task 7

Read carefully the descriptions below and determine whether the descriptions are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Mr. Boni has slanted eyes and an oval face.

True

False

Next >>

Materials



FAMOUS PEOPLE



Task 7

Read carefully the descriptions below and determine whether the descriptions are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Anton has black hair.

True

False

<< Previous

Next >>

Materials



FAMOUS PEOPLE



Task 8

Identify the verbs of the text below by clicking the words of the verbs. Share your answers to your friends.



Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Remaining : 11

Found : 0

Materials



FAMOUS PEOPLE



Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://entertainment.kompas.com/read/2014/03/11/1428037/Raisa.Jadi.Solois.Agar.Bebas.Berkarya>

1. What is Raisa's full name?

- a. Raisa Andriana
- b. Raisa Andarini
- c. Raisa Andriani
- d. Raisa Andrania



Materials



FAMOUS PEOPLE



Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://entertainment.kompas.com/read/2014/03/11/1428037/Raisa.Jadi.Solois.Agar.Bebas.Berkarya>

2. What is she?

- a. An actress
- b. A model
- c. A dancer
- d. A singer



Materials



FAMOUS PEOPLE



Task 10

Study the following explanation.

In the previous text, you found the verbs which belong to the present tense.

For example:

- Raisa **is** an Indonesian famous singer.
- She **has** long wavy hair.

The words *is* and *has* are verb1 form or present tense. Because *Raisa* is subject name of a person and it is singular (*tunggal*) so the verb used is in the form of verb1, *is*. Meanwhile, the word *she* is a subject pronoun (*kata ganti*) of *Raisa* and it is singular so the verb used is in the form of verb 1, *has*. Look at the table below.

Show Table

Materials



FAMOUS PEOPLE



Task 10

Study the following explanation.

Subject	Verbs		
	To be	Have/has	Verb (s/es)
<i>kata ganti</i> (pronouns)			
I	am	have	like, look
You	are	have	like, look
They, We	are	have	like, look
He, She, It	is	has	likes, looks
<i>kata ganti</i> (pronouns)			
father, Doni (<i>tunggal</i>)	is	has	likes, looks
children, students (<i>jamak</i>)	are	have	like, look

Hide Table

Materials



FAMOUS PEOPLE



Task 11

Read carefully the text below and choose the correct verbs by choosing the words in the box.

Joko Widodo



Jokowi () the president of Indonesia in the period 2014 - 2019. His full name () Ir. H. Joko Widodo. He was born in Surakarta, 21 June 1961. He () 3 children. They () Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi () thin and tall. He () brown skin and short hair. He () friendly because he often () smiling to everybody near him. He () very humble although he () a president. He () talking with people everywhere he goes.

Adapted from: <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-joko-widodo.html>

Submit

Materials



FAMOUS PEOPLE



Task 12

Study the following explanation.

Title

Elvira Devinamira

Identification

Elvira was the winner of "Puteri Indonesia" in 2014. Her full name is Elvira Devinamira. She was born in Surabaya on June, 28th 1993. She is a model.

Descriptions

Elvira is good looking. She has a slim body. As a model, her body is tall enough. It is 175 cm. She has beautiful long hair. She is smart and creative.

Adapted from:

<http://www.sekolahoke.com/2014/01/1786.Descriptive.Text.Puteri.Indonesia.Elvira.Devinamira.html>

Materials



FAMOUS PEOPLE



Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Show Text

1. What is the suitable title for the text above?

Answer :

second paragraph

2. Which paragraph refers to the identification of the text?

Answer :

a former professional boxer boxer

3. Which paragraph refers to the descriptions of the text?

Answer :

first paragraph

4. What is Chris John's full name?

Answer :

Chris John

5. What is he?

Materials



FAMOUS PEOPLE



Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Hide Text



Chris John is a former Indonesian professional boxer. His full name is Yohannes Christian John. He was born in Banjarnegara, 14 September 1979. He was a former featherweight world champion at WBA. He started boxing in his early childhood and was trained by his father Johan Tjahjadi, a former amateur boxer.

Chris John is not really tall but he has muscular body. His height is 169 cm and his weight is 57 kg. With that body he can move swiftly. He has a square face and short black hair. His skin is dark. Although he is a boxer, he is a warm-hearted man.

Adapted from: [https://en.wikipedia.org/wiki/Chris_John_\(boxer\)](https://en.wikipedia.org/wiki/Chris_John_(boxer))

Materials



FAMOUS PEOPLE



Task 14

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box. There are some possible answers.



- 1 He has black and short hair.
- 2 Epy Kusnandar is a famous actor.
- 3 He is quite short because he is about 163 cm tall.
- 4 He plays as Kang Mus in Preman Pensiu.
- 5 He was born on 01 May 1964.
- 6 He has dark skin and an oval face.

Materials



FAMOUS PEOPLE



Let's Do More

Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.



Afgan

I have an idol. He is a singer from Indonesia. He is very handsome and smart. His name is Afgan Syahreza, also known as Afgan. He was born on May, 27th 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling and he always wears glasses. Afgan's favorite music is pop, R & B, Soul and Jazz. He likes eating. His favorite food is Kentang Balado. He loves it because it is delicious.

Adapted from: https://id.wikipedia.org/wiki/Afgan_Syahreza

Start

Materials



FAMOUS PEOPLE



Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.

Show Text

Afgan's full name is Afgan Syahreza.

True

False

Materials

FAMOUS PEOPLE



Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.



8

Afgan

I have an idol. He is a singer from Indonesia. He is very handsome and smart. His name is Afgan Syahreza, also known as Afgan. He was born on May, 27th 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling and he always wears glasses. Afgan's favorite music is pop, R & B, Soul and Jazz. He likes eating. His favorite food is Kentang Balado. He loves it because it's delicious.

Adapted from: https://id.wikipedia.org/wiki/Afgan_Syahreza

He was born on May, 27th 1998.

True

False

Materials

FAMOUS PEOPLE



Task 16

Read carefully the following texts. Click the *a*, *b*, *c* or *d* button to answer the questions.

Deddy Corbuzier



Deodatus Andreas Deddy Cahyadi Sunjoyo or better known as Deddy Corbuzier is a popular magician from Indonesia. He was born on December, 28th 1976 in Jakarta. He is well known as the best mentalist in Indonesia. His fame is not only as a professional magician but also as a host in a TV talk show. The name of the talk show is Hitam Putih.

Deddy is very tall. His height is 183cm. He has an oval face and bald hair. He always wears an eye shadow in his performance. He also has a muscular body. He shared his secret to shape a good body by creating a diet program called OCD (Obsessive Corbuzier Diet).

Adaped from: https://id.wikipedia.org/wiki/Deddy_Corbuzier

1. The text above tells us about?

- a. Popular magicians in Indonesia
- b. Hitam Putih
- c. Deddy Cobuzier
- d. OCD

Materials

FAMOUS PEOPLE



Task 16

Read carefully the following texts. Click the *a*, *b*, *c* or *d* button to answer the questions.



Andre Taulany is an Indonesian singer, actor and comedian. He was born in Jakarta, September, 17th 1974. He started his career as a vocalist in a group band Stinky. He also plays in some Indonesian movies and as a comedian he joined with the OVJ (Opera Van Java) team.

Andre is a handsome man. He has short and straight hair. The color of his hair is black. He also has a flat nose. He is quite tall. His height is 173 cm. He wears glasses. They make him look smart.

Adapted from: <http://zunnysblog.blogspot.com/2012/05/profil-dan-biodata-andre-aulany.html>

6. What is the best title for the text above?

- a. Andre Taulany
- b. Stinky
- c. OVJ
- d. Handsome man

Materials

FAMOUS PEOPLE



Result

True :

Score :

Wrong :

Materials



FAMOUS PEOPLE



Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



FAMOUS PEOPLE



Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The **purpose** of the text is to describe people.
2. The text uses **the present tense and adjectives**.
3. The **generic structure** of the text consists of identification and descriptions.

Materials



ANIMAL KINGDOM



Do you ever visit a zoo? What kind of animals have you seen? From all of the animals in the zoo, you might have the favorite one, right? You may like it because of the nice look, shape, size, cuteness, etc. For example, you like tapir you've seen in the zoo because tapir has unique color. Can you describe your favorite animal? In this unit, you will learn more how to describe animals.

Materials



Animal Kingdom



Get Ready

Hi! How was your vacation in Komodo island?



Hi! It was great. I saw some Komodo dragons and I have the favorite one. I called it 'The King' because it is the oldest and the biggest one. The weight is 166 kg and the length is 3.13 m. It has powerful claws to strike its prey. The teeth are sharp. The King has dark brown skin. It loves hunting deer and buffalo very much.

Materials



Animal Kingdom



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Marty, the Giraffe

My family and I went to the Gembira Loka zoo last week. I saw many interesting animals. My favorite one is giraffe. The zoo keepers call it Marty. Marty has long necks and long legs. He also has spotted patterns on his beautiful brown body. There are small horns on top of his head to protect the head in fights. I love Marty very much because he is brave and gentle.



Adapted from: <http://www.kidsplanet.org/factsheets/giraffe.html>

Text 2 >>

Materials



Animal Kingdom



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

My lovely Prita

My father has many kinds of bird at home. My favorite one is Prita, the blue macaw. She has nice blue feather. Her eyes are round and wide. Prita has large and powerful beaks that can easily crack nuts and seeds. She can squawk and scream very loud. The part of her body that I love the most is her wide blue wings.

Adapted from: <http://animals.nationalgeographic.com/animals/birds/macaw/>

<< Text 1

Materials



Animal Kingdom



Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



ANIMAL KINGDOM

Task 2
Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials

←
→

ANIMAL KINGDOM

Task 3
Collecting, Associating, Communicating Data

Click on the words below to know how to pronounce the words.

giraffe /dʒɪˈrɑ:f/

macaw /məˈkɔ:/

pattern /ˈpæt. ə n/

feather /ˈfeð. ə r /

horn /hɔ:n/

squawk /skwɔ:k/

gentle /ˈdʒen.tl/

beak /bi:k/

Materials

←
→

Animal Kingdom



Task 4

Match the following pictures with the descriptions by dragging the buttons on the **LEFT** side to the **RIGHT**.



1



2



3



4



5



It has colorful scales. It breathes with gills. This animal lives under the water.



It has wings to fly. It has sharp claws to grasp its prey. This creature lays eggs.



This animal has fur. Its ears are long. It loves eating carrot and some vegetables.



It has four legs. It can produce milk. This animal has a pair of horns.



This creature is usually on the wall. It has spots on its body. Small insects are its favorite.

Materials



Animal Kingdom



Task 5

Read carefully the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Willy the Orca

The orca, or "killer" whale is the largest member of the dolphin family. Willy is one of the orca I've seen when I visited Canada last year. He has long, rounded body with large dorsal fins at the middle of his back. His large, black body is marked with white patches on the underside and near the eyes. Willy loves eating fish, squid, birds and marine mammals. He is the most powerful, black and white whale I've ever seen.

Adapted from: <http://www.kidsplanet.org/factsheets/orca.html>

1. Willy is the member of dolphin family.

T F

2. He has a long, rounded body with small dorsal fins.

T F

3. His black body is marked with white patches.

T F

4. He loves eating fish and squid but doesn't like birds and marine mammals.

T F

5. Willy is an herbivore.

T F

Materials



ANIMAL KINGDOM

Task 6

Study the following explanation.



Quality	Size	Shape	Age	Color	Origin
nice	big	round	old	black	Javanese
beautiful	long		young	white	Australian
wild	large			brown	American
tame	small			blue	Japanese
powerful	wide			red	

Example

Materials

ANIMAL KINGDOM

Task 6

Study the following explanation.

Example:

1. A big black gorilla.
det. size color noun head
order of adj.

2. A wild young grey wolf.
det. quality age color noun head
order of adj.

Hide Example

Materials

ANIMAL KINGDOM



Task 7

Arrange the adjectives below into a good order by dragging the words into the blank boxes. Share your answers to your friends.

- My cow has a **body** **white** **big** .
My cow has a .
- Billy, the buffalo I saw yesterday, has **long** **horns** **black** .
Billy, the buffalo I saw yesterday, has .
- Tintin is a **small** **beautiful** **yellow** bird I have.
Tintin is a bird I have.
- Today I saw a **horse** **powerful** **brown** at my uncle's farm.
Today I saw a at my uncle's farm.
- Beethoven is a **big** **old** **smart** dog.
Beethoven is a dog.

Materials



ANIMAL KINGDOM



Task 8

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Bony, the Sumatran Rhinoceros

Sumatran rhinos are the smallest of the living rhinoceroses and the only Asian rhinos with two horns. Sumatran rhinos are generally solitary creatures that feed on fruit, twigs, leaves, and shrubs. Nowadays, the number of Sumatran rhinos is approximately 100 left.

Bony is one of them. He has two horns just like the others. As the smallest rhino, Bony weighs about 800 kilograms and grows to a height

1. How many horns do the Sumatran rhinoceros have?

a. two

c. four

b. three

d. five

Materials



Animal Kingdom



Task 8

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Bony, the Sumatran Rhinoceros

Sumatran rhinos are the smallest of the living rhinoceroses and the only Asian rhinos with two horns. Sumatran rhinos are generally solitary creatures that feed on fruit, twigs, leaves, and shrubs. Nowadays, the number of Sumatran rhinos is approximately 100 left.

Bony is one of them. He has two horns just like the others. As the smallest rhino, Bony weighs about 800 kilograms and grows to a height

2. What is Bony's weight?

a. 600 kg

c. 800 kg

b. 700 kg

d. 900 kg

Materials



Animal Kingdom



Task 9

Look at the pictures. Then, fill in the blanks with the provided words in the box by dragging it to the blank spaces of the text.



arboreal swinging strong small reddish-brown

Orangutans have thin, shaggy, _____ hair. They have long, powerful arms and _____ hands that they can use to manipulate tools. Orangutans have the ability to make 13 to 15 different types of vocalizations. Orangutans live for about 35 to 40 years. Orangutans are _____ creatures, which means they spend most of their lives slowly walking, _____ and climbing through dense rain forests. Orangutans feed mainly on fruits, especially wild figs. They also eat other kinds of vegetation, insects, _____ vertebrates and bird's eggs.

Adapted from: <http://www.kidsplanet.org/factsheets/oragutan.html>

Materials



Animal Kingdom

Task 10

Read carefully the following text and find the adjectives by clicking the words. Share your answers to your friends.



Balto

Remaining :

13

Agnes and I have the same pet. We both like dogs. But our dogs are different. My dog is a Siberian Husky. His name is Balto. Agnes' dog is a Pomerian. Her name is Yuki. Balto is bigger than Yuki. But Yuki is more hairy than Balto. Balto is also taller than Yuki. Of course, he runs faster than Yuki because he has longer feet. He is more resistant with cold since he comes from cold environment in Siberia. Even though Yuki is smaller but many people love her because she is prettier.



Yuki

Found :

0

Materials



Animal Kingdom

Task 11

Study the following explanation.

Positive	Comparative	Superlative
For words that have one or two syllable, we use -er and -est at the end of the words.		
strong	stronger	strongest
small	smaller	smallest
tall	taller	tallest
For words that have two or more syllable, we use more and most .		
hairy	more hairy	most hairy
active	more active	most active
attractive	more attractive	most attractive
Some words have irregular form to express degree of comparison.		

Materials



ANIMAL KINGDOM



Task 12

Read again the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.

Agnes and I have the same pet. We both like dogs. But our dogs are different. My dog is a Siberian Husky. His name is Balto. Agnes' dog is a Pomerian. Her name is Yuki. Balto is bigger than Yuki. But Yuki is more hairy than Balto. Balto is also taller than Yuki. Of course, he runs faster than Yuki because he has longer feet. He is more resistant with cold since he comes from cold environment in Siberia. Even though Yuki is smaller but many people love her because she is prettier.

1. Balto is a Siberian husky while Yuki is a Pomerian.

T F

2. Yuki has less hair than Balto.

T F

3. Many people love Balto because he is cute.

T F

4. Yuki is shorter than Balto.

T F

5. Yuki is more resistant with cold than Balto.

T F

Materials



ANIMAL KINGDOM



Task 13

Identify the characteristic of the following animals by clicking the correct one.



Which one is bigger?

Next >>

Materials



ANIMAL KINGDOM



Task 13

Identify the characteristic of the following animals by clicking the correct one.



Which one is taller?

<< Previous

Next >>

Materials



ANIMAL KINGDOM



Task 14

Read the following text and study the explanation.

Title

Mily, the Cute Hedgehog

Identification

Hedgehog is a carnivorous animal that originates from Asia, Europe and Africa. Hedgehog is an exotic animal but it is not considered as a pet.

Descriptions

Mily is a hedgehog I found in my uncle's backyard. She has prickly spines. Her body is small. It makes her look cute. She has small, round eyes. Mily is a nocturnal animal. It means that she is more active at night.

Adapted from: <http://animals.nationalgeographic.com/animals/mammals/hedgehog/>

Materials



Animal Kingdom



Task 15

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.



<input type="text"/>				
<input type="text"/>				

- 1 His fur is very white and smooth.
- 2 I love him so much.
- 3 Snowball has small, round brown eyes.
- 4 His nose is very tiny and flat.
- 5 Last year, my parents gave me a Persian cat as my birthday present.
- 6 He likes playing with my plastic ball.
- 7 He is so fluffy.
- 8 Snowball is the best cat I've ever had.
- 9 Snowball is very active.
- 10 His name is Snowball.

Materials



Animal Kingdom



Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

Start

Materials



ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

1. Where does the octopus live?

- a. Salt water
- b. Fresh water
- c. River
- d. Lake

Materials

ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



The Beautiful Peacock

The peacock (also known as peafowl) is a medium sized bird most closely related to the pheasant. Peacocks are best known for their amazing eye-spotted tail feathers or plumage. During a display ceremony, the peacock will stand its tail feathers up to form a fan that stretches out nearly 2 meters in length. This colorful display is believed to be a way to attract females for mating purposes, and secondly to make the peacock look bigger and intimidating if he feels threatened by predators.

There are 3 varieties of peacock; the Indian, the Green and the Congo. The

6. Peacocks are best known for its ...

- a. wings
- b. eye-spotted tail feathers
- c. legs
- d. flying skill

Materials

ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



The Beautiful Peacock

The peacock (also known as peafowl) is a medium sized bird most closely related to the pheasant. Peacocks are best known for their amazing eye-spotted tail feathers or plumage. During a display ceremony, the peacock will stand its tail feathers up to form a fan that stretches out nearly 2 meters in length. This colorful display is believed to be a way to attract females for mating purposes, and secondly to make the peacock look bigger and intimidating if he feels threatened by predators.

There are 3 varieties of peacock; the Indian, the Green and the Congo. The

7. How many varieties of peacocks are there?

- a. 1
- b. 2
- c. 3
- d. 4

Materials

ANIMAL KINGDOM

Result

True :

Score :

Wrong :

Materials



Animal Kingdom



Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degrees of comparison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



Animal Kingdom



Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe an animal.
2. The text uses the multiple adjectives and degrees of comparison.
3. The generic structure of the text consists of identification and descriptions.

Materials



Things in the Classroom



Do you notice the things in your classroom? Of course, you will find tables, chairs, white/blackboards, rulers, chalk, a clock and many others. But do you ever think about how those things look like? Your classroom may have a round clock above the whiteboard, but the other class may have a square clock between the photograph of our president and vice president. Can you describe the things in your classroom? Let's learn about it in this unit.

Materials



Things in the Classroom

Get Ready

Hey Andi! I heard that you lost your pencil case. What does it look like? Perhaps, I can help.



Hi, Rina! Yes, I lost it. It is a brand new thing. I just bought it a week ago. My pencil case is rectangular. The color is red. There is a Spiderman picture on it. I also put a sticker on it. Please let me know if you find it. Thank you, Rina.



Materials



Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester. The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.



Text 2 >>

Materials



Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

My Lovely Cartoon Bag

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had. It really looks like a cartoon that you usually watch in the TV. My bag has blue and grey colors. The shape is a cube. There are two small pockets on the front. I love it very much.

<< Text 1

Materials



Things in the Classroom

Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



Things in the Classroom

Task 2

Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials



Things in the Classroom



Task 3

Collecting, Associating, Communicating Data

Click on the words below to know how to pronounce the words.

unique /ju'ni:k/

shape /ʃeɪp/

old /oʊld/

cube /kju:b/

style /stɑɪl/

small /sma:l/

wood /wʊd/

pocket /'pɑ:kɪt/

Materials



Things in the Classroom



Task 4

Match the pictures with the appropriate adjectives provided by dragging the words into the box.



brown



rectangle

pink



cylinder



Materials



Things in the Classroom

Task 5

Read carefully the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



A Wall Magazine

We made a wall magazine in the first semester for our classroom. The background color is black. Every piece of information is presented in colorful papers such as blue, yellow, purple, red, orange and green. We add some accessories on it to make it interesting. Our wall magazine contains much useful information about entertainment, science, music, religion and art. We usually change our wall magazine every three month.

1. The wall magazine has brown color as the background.
2. The wall magazine is made at the end of the semester.
3. There are many colorful papers to present the information.
4. There are interesting things on it to make the wall magazine beautiful.
5. After three months, the wall magazine will be changed.

T F
 T F
 T F
 T F
 T F

Materials



Things in the Classroom

Task 6

Study the following explanation.

Title

Identification

Descriptions

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester.

The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.

Materials



Things in the Classroom

Task 7

Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had.

IDENTIFICATION DESCRIPTION

Next >>

Materials



Things in the Classroom

Task 7

Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My bag really looks like a cartoon that you usually watch in the TV. It has blue and grey color. The shape is cube. There are two small pockets on the front. I love it very much.

IDENTIFICATION DESCRIPTION

<< Previous Next >>

Materials



Things in the Classroom

Task 8

Read carefully the following text. Complete the blank spaces by dragging the appropriate words provided in the box.



Globe

Our classroom has a globe. A globe is the most _____ world map. There are two _____ of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasizes the _____ land features.

Like the planet Earth, a globe is shaped as a ball. The _____ of our classroom's globe is _____ big. The globe's holder is made from iron and has black color. When you look at a globe you can truly see the way the world looks in all of its _____. The color of globe is mostly blue. There are _____ colors like green, yellow, red and brown. Each color represents _____ things; such as blue for ocean, green for forest land, and the height of the land is marked by brown as the lowest land, yellow, and the last is red as the _____ one. Besides, all countries are shown in true size with measured scale. The globe can be turned _____ so that we can learn easily.

around other
types highest
complexity accurate
size quite
different natural

Materials



Things in the Classroom

Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Globe

Our classroom has a globe. A globe is the most accurate world map. There are two types of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasize the natural land features.

Like the planet Earth, a globe is shaped as a ball. The size of our classroom's globe is quite big. The globe's holder is made from iron

1. What is globe?

a. Globe is the most accurate world map.

c. Globe is a map.

b. Globe is a picture of the world.

d. Globe is a part of a map.

Materials



Things in the Classroom

Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Globe

Our classroom has a globe. A globe is the most accurate world map. There are two types of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasize the natural land features.

Like the planet Earth, a globe is shaped as a ball. The size of our classroom's globe is quite big. The globe's holder is made from iron.

2. How many types of globes are there?

a. 1

c. 3

b. 2

d. 4

Materials

Things in the Classroom

Task 10

Look at the following pictures. Then, put the prepositions by dragging it into the correct place.



I sit _____ the desk.



I put my bag _____ the table.



The red pen is _____ the green and the purple ones.

between

front of

in

on

under

behind

Materials

Things in the Classroom

Task 11

Match the following prepositions with the Indonesian meanings by dragging the buttons on Table A to Table B.

Table A	
in	1
behind	2
on	3
above	4
next to	5
in front of	6
between	7
under	8

Table B	
<input type="radio"/>	di depan
<input type="radio"/>	pada
<input type="radio"/>	di atas
<input type="radio"/>	di bawah
<input type="radio"/>	di dalam
<input type="radio"/>	di sebelah
<input type="radio"/>	di belakang
<input type="radio"/>	di antara

Materials



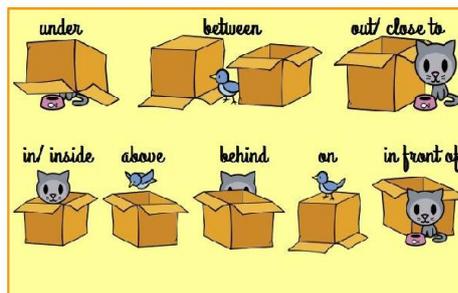
Things in the Classroom

Task 12

Study the following explanation.

What is a preposition?

A preposition is a word (usually a short word) that shows the relationship between two other nearby words. Look at the following pictures for a clearer explanation.



Materials



Things in the Classroom

Task 13

Read carefully the following sentences. Then, choose the correct preposition by clicking on the word.

1. The ruler is () the table.
2. There are two books () this bag.
3. I am sitting () Sani, my best friend.
4. My teacher is explaining () the class.
5. The clock is () the photographs of the president and the vice president.
6. Tora puts his shoes () the shelf.
7. Andi stands () Sylvi.
8. There are spiders () her pencil case.
9. The aquarium is () the globe.
10. The ceiling fan in the classroom is () my table.

Submit

Materials

Things in the Classroom

Task 14

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

1. What is the text about?

a. The description of the books.

c. The description of the cupboard.

b. The description of the shelf.

d. The use of the cupboard.

Materials

Things in the Classroom

Task 14

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

2. How many shelves are there?

a. seven

c. nine

b. eight

d. ten

Materials

Things in the Classroom

Task 15

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.



<input type="text"/>				
<input type="text"/>				

1

The color of the table is white.

2

There is a small table that is attached to the chair.

3

The unique one is the chair's pocket.

4

My classroom has 20 chairs.

5

The pocket is on the back of the seat.

6

The chairs are made from wood.

7

That is the idea of my classmate.

8

We make it by ourselves.

9

It is made of garment.

Materials

Things in the Classroom

Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

Start

Materials



Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

1. What is the text about?

- a. The classroom is great.
- b. My new classroom.
- c. The students and I like the classroom.
- d. The things in the classroom.

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

2. "I also like the large window..." The underlined word has the same meaning as ...
- huge
 - small
 - heavy
 - tall

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The other rooms are a headmaster room, a staff room, a teacher room, a library, a laboratory, a

6. What is the purpose of the text?
- To amuse the reader.
 - To tell the reader about the school.
 - To inform the reader about the school's rooms.
 - To tell the reader about the green school.

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The other rooms are a headmaster room, a staff room, a teacher room, a library, a laboratory, a

7. What is the main idea of paragraph 3?

- a. There are a lot of plants in the school.
- b. The air is free from pollution
- c. SMPN 1 Panumbangan is known as green school.
- d. I am very proud to be a student of SMPN 1 Panumbangan.

Materials

Things in the Classroom

Result

True :

Score :

Wrong :

Materials



Things in the Classroom

Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of preposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



Things in the Classroom

Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe things in the classroom.
2. The text uses prepositions of place.
3. The generic structure of the text consists of identification and descriptions.

Materials



APPENDIX 5

THE EXPERT JUDGMENT QUESTIONNAIRE

QUESTIONNAIRE FOR EXPERT JUDGMENT

The purpose of this questionnaire is to get an expert's suggestions related to the interactive reading multimedia developed by the researcher. The result of this questionnaire is used to revise and improve the materials aspect and the media aspect in the multimedia in order to improve them.

Name :

Expertise :

Please give your opinions to the following statements by checking (√) the column representing the numbers. You may give your suggestions by answering the questions provided at the end of the table.

1 = strongly disagree

2 = disagree

3 = agree

4 = strongly agree

MATERIALS

No	Statements	Opinions			
		1	2	3	4
Content Appropriateness					
1	The developed materials are appropriate for KI-KD of reading skills of Grade VIII students of Junior High School.				
2	The developed materials are relevant to the				

	discussed topics in each unit.				
3	The developed materials can develop students' reading skills.				
4	The developed materials are appropriate for the students' competence of reading skills.				
5	The developed materials are appropriate for the proficiency level of Grade VIII students of Junior High School.				
6	The tasks already follow the steps of the scientific approach				
Presentation					
7	The tasks of each unit are arranged systematically, from the very easy task to the complicated ones.				
8	The pictures/figures/sound/tables are interesting enough to motivate the students to learn.				
9	The developed materials of each unit contain opening, main and closing activities.				
10	The materials involve students to actively participate to complete the tasks.				
11	The activities of the materials are varied.				
Language					
12	The use of language is clear and relevant to the proficiency level of Junior High School students.				
13	The instructions of the tasks are clear and easy to understand.				
14	The materials are developed in grammatically-correct English.				
15	The developed materials reflect the unity of ideas.				
16	The teaching of grammar, vocabulary and pronunciation of the developed materials is based				

	on Curriculum 2013.				
Lay-out					
17	The use of font is already appropriate.				
18	The colors of materials support the materials delivery.				
19	The sources are available.				
20	The developed materials can be used by the teacher easily.				

1. What do you think of the materials the researcher has developed?

.....

.....

.....

.....

2. Do you find some lacks of the materials? What are they?

.....

.....

.....

.....

3. What is(are) your suggestion(s) to improve the materials?

.....

.....

.....

.....

MEDIA

No	Statements	Opinions			
		1	2	3	4
Presentation Design of the Media					
1	The actions of completing the tasks are already based on the instructions.				
2	The menus of the media are simple and understandable.				
3	The menu can be chosen randomly.				
4	The buttons of the media are simple and understandable.				
5	The movement within the materials is interactive and smooth.				
6	The composition of colors of the media is already well-suited.				
Audio and Physical Appearance					
7	The sound of pronunciation can be heard clearly.				
8	The composition of the colors is well-arranged on the contrast and brightness.				
9	The texts are visually clear and easy to read.				
10	The texts, illustrations/pictures and the instruction are good enough to motivate the students to learn.				
11	The lay-out is consistent.				
12	The lay-out of the whole materials is interesting.				
Autonomous Language Learning					
13	It is easy for the students to review certain parts for which they need more practice.				
14	The media allow students to redo any parts of the present segment.				
15	The score of the evaluation done by the students				

	can be directly shown.				
Illustration of the Media					
16	The illustration of feedback of verbal reward provided when the students either correctly or wrongly answer the questions gives more motivation to the students to keep trying to learn.				
17	The illustration of the table directly assists comprehension by visually clarifying a point.				
18	The illustration assists later retention of information by being easier to recall.				
19	The use of illustration is appropriate for the topic of the materials				
20	The use of illustration is aesthetic and functional.				

1. What do you think of the materials the researcher has developed?

.....

.....

.....

.....

2. Do you find some lacks of the materials? What are they?

.....

.....

.....

.....

3. What is(are) your suggestion(s) to improve on that?

.....
.....
.....
.....

Yogyakarta, July 15th 2016

Reviewer

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

APPENDIX 6

THE RESULTS OF THE EXPERT JUDGMENT

MATERIALS

No	Statements	Score	Criteria
Content Appropriateness			
1	The developed materials are appropriate with KI-KD of reading skills of Grade VIII students of Junior High School.	4	Very good
2	The developed materials are relevant with the discussed topics in each unit.	4	Very good
3	The developed materials are considered to be able to develop students' reading skills.	4	Very good
4	The developed materials are appropriate with the students' competence of reading skills.	4	Very good
5	The developed materials are appropriate with the proficiency level of Grade VIII students of Junior High School.	4	Very good
6	The tasks already followed the steps of scientific approach	3	Good
Presentation			
7	The tasks of each unit are arranged systematically, from the very easy task to the complicated ones.	3	Good
8	The availability of pictures/figures/sound/tables are interesting enough to motivate the students to learn.	4	Very good
9	The developed materials of each unit contain opening, main and closing activities.	4	Very good
10	The materials involved students to actively	4	Very good

	participate to complete the tasks.		
11	The activities of the materials varied.	4	Very good
Language			
12	The use of language is clear and relevant to the proficiency level of Junior High School students.	4	Very good
13	The instructions of the tasks are clear and easily to understand.	4	Very good
14	The materials are developed in a grammatically-correct English.	4	Very good
15	The developed materials reflect the unity of ideas.	4	Very good
16	The teachings of grammar, vocabulary and pronunciation of the developed materials are based on the Curriculum 2013.	3	Good
Lay-out			
17	The use of font is already appropriate.	4	Very good
18	The colors of materials support the materials delivery.	4	Very good
19	The sources are contained.	4	Very good
20	The developed materials can be used by the teacher easily.	4	Very good
Total Score		77	
Mean		3.85	
Criteria		Very Good	

MEDIA

No	Statements	Score	Criteria
Presentation Design of the Media			
1	The actions of completing the tasks are already based on the instructions.	4	Very good
2	The menus of the media are simple and understandable.	4	Very good
3	The menu can be chosen randomly.	4	Very good
4	The buttons of the media are simple and understandable.	4	Very good
5	The movement within the materials is interactive and smooth.	3	Good
6	The composition of color of the media is already well-suited.	4	Very good
Audio and Physical Appearance			
7	The sound of pronunciation can be heard clearly.	4	Very good
8	The composition of the color is well-arranged on the contrast and brightness.	4	Very good
9	The texts are visually clear and easy to read.	4	Very good
10	The arrangement of the texts, illustrations/pictures and the instruction are good enough to motivate the students to learn.	4	Very good
11	The lay-out is consistent.	4	Very good
12	The lay-out of the whole materials is interesting.	4	Very good

Autonomous Language Learning			
13	It is easy for the students to review certain parts for which they need more practice.	4	Very good
14	The media allows students to redo of any parts of the present segment.	4	Very good
15	The score of the evaluation done by the students can be directly shown.	3	Good
Illustration of the Media			
16	The illustration of feedback of verbal reward provided when the students either correctly or wrongly answer the questions gives more motivation to the students to keep trying to learn.	4	Very good
17	The illustration of the table directly assists comprehension by visually clarifying a point.	3	Good
18	The illustration assists later retention of information by being easier to recall.	4	Very good
19	The use of illustration is appropriate with the topic of the materials	4	Very good
20	The use of illustration is aesthetic and functional.	4	Very good
Total Score		77	
Mean		3.85	
Criteria		Very Good	

APPENDIX 7

THE FINAL DRAFT OF THE MATERIALS

INTERACTIVE READING MATERIALS

for Grade VIII Students of
Junior High School



THOMAS TRIADI WIJAYA
09202241072

PBI - UNY 2016



 **INTERACTIVE
READING
MATERIALS**  

User's Guide

1. Pay attention to the available buttons.
2. Press the buttons below:

	: To return to the main menu.
	: To go to the next page.
	: To go to the previous page.



 **INTERACTIVE
READING
MATERIALS**  

Core Competencies & Basic Competencies

Core Competencies and Basic Competencies of Reading

KOMPETENSI INTI

3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji, dan menalar 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.

KOMPETENSI DASAR

- 3.3. Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif tulis tentang orang/binatang/benda, sangat pendek dan sederhana.
- 4.4. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang/binatang/benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.
- 4.5. Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.





Profile



Hi! My name is Thomas Triadi Wijaya. You can call me Thomas. I live in Tidar Krajan, Magelang. I was born on February, 10th 1991. My hobbies are playing video games and watching movies. The "Lord of The Ring" and "Star Wars" are my favorite ones. Besides, I love Asian movies as well, especially those from Japan. In the future, I want to be a game developer. My motto in life that I believe is that "I will finish what I've started".



Materials



Famous People



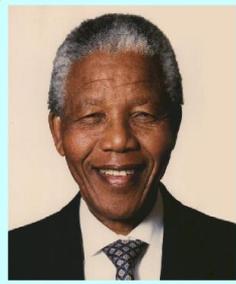
Animal Kingdom



Things in the Classroom



FAMOUS PEOPLE



Do you ever read a text about someone's physical appearance? Do you ever talk about your friend's look? He/she might say, "Look! The man who is wearing a black jacket has big round eyes. He also has a pointed nose. He looks handsome." When he/she is saying that, he/she is actually describing someone. In this unit, you will learn more about describing people.

Materials



FAMOUS PEOPLE



Get Ready

Do you know Nelson Mandela? How does he look like?

Of course I know. He is my idol. He is the former president of South Africa. He has short grey hair. His skin is dark but I love his white teeth when he smiles. He is a brave man. He fought for South Africa's Independence.



Materials



FAMOUS PEOPLE



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Evan Dimas Darmono

Evan Dimas Darmono is a famous football player. He was born 20 years ago, precisely on 13th of March 1995. He is only 164 cm tall. He has black hair. His eyes are round. He also has a pointed nose and dark brown skin. He is also a very friendly person.

Adapted from: http://curious.blogspot.com/2014_12_01_archive.html



Text 2 >>

Materials



FAMOUS PEOPLE



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

Fatin Shidqia Lubis

Fatin Shidqia Lubis is a talented young singer. She was the winner of X Factor Indonesia Season 1. She was born in Jakarta on 30 July 1996. She is short but good-looking. Her skin is bright and she has a beautiful smile. She always wears her veil on every performance.

Adapted from: <http://paradiseofstudent.blogspot.com/2014/03/descriptive-text.html>

<< Text 1

Materials



FAMOUS PEOPLE



Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



FAMOUS PEOPLE



Task 2

Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials



FAMOUS PEOPLE

- X

Task 3 **Collecting, Associating, Communicating Data**

Click on the words below to know how to pronounce the words.

famous /'feɪ.məs/

dark /dɑːrk/

tall /tɑːl/

brown /braʊn/

round /raʊnd/

curly /'kɜː.li/

pointed /'pɔɪn.tɪd/

friendly /'frend.li/

Materials

←
→

FAMOUS PEOPLE

- X

Task 4

Match the adjectives below with the Indonesian meanings by dragging the buttons on **Table A** to **Table B**.

Table A	
famous	①
tall	②
curly	③
round	④
pointed	⑤
dark	⑥
brown	⑦
friendly	⑧

Table B	
tinggi	
coklat	
gelap	
mancung	
terkenal	
ramah	
bulat	
keriting	

Submit
Reset

Materials

←
→

FAMOUS PEOPLE



Task 5

Study the explanation below.

Adjectives



A word that describes a noun or pronoun



Examples:

- Evan Dimas has **black** hair.
The word **black** is an adjective that explains Evan Dimas' hair.
- Dian has **beautiful** eyes.
The word **beautiful** is an adjective that explains Dian's eyes.

More >>

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

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

See Table 1

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

See Table 2

<< Less

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

Physical Appearance

Body	Hair	Face	Nose	Skin	Age
thin	short	round	pointed	dark	young
fat	long	square	flat	bright	old
skinny	wavy	oval			elderly
slim	curly				teenager
tall					
short					

<< Less

Hide Table

Materials



FAMOUS PEOPLE



Task 5

Study the explanation below.

Personality

smart	dumb	funny	clever	nice
lazy	hard-working	honest	diligent	loyal
creative	friendly	brave	bad	shy

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

Hide Table

<< Less

Materials



FAMOUS PEOPLE



Task 6

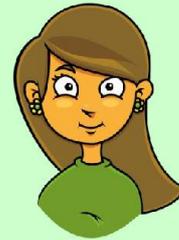
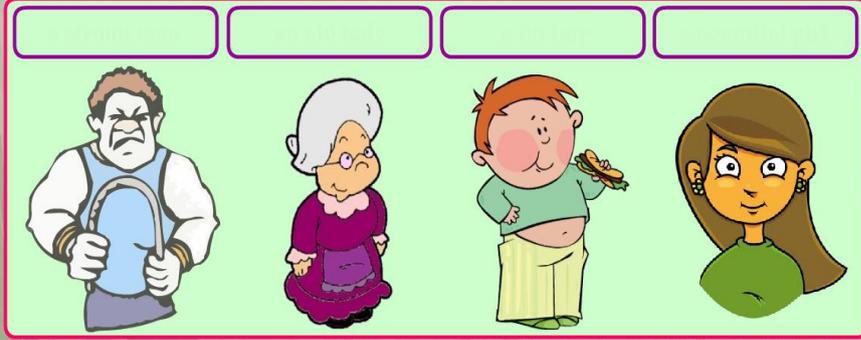
Match the descriptions with the pictures by dragging the descriptions to the top of the pictures.

a fat boy

a strong man

a beautiful girl

an old lady



Materials



FAMOUS PEOPLE



Task 7

Read carefully the descriptions below and determine whether the descriptions are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Mr. Boni has slanted eyes and an oval face.

True

False

Next >>

Materials



FAMOUS PEOPLE



Task 7

Read carefully the descriptions below and determine whether the descriptions are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Anton has black hair.

True

False

<< Previous

Next >>

Materials



FAMOUS PEOPLE



Task 8

Identify the verbs of the text below by clicking the words of the verbs. Share your answers to your friends.



Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Remaining : 11

Found : 0

Materials



FAMOUS PEOPLE



Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://entertainment.kompas.com/read/2014/03/11/1428037/Raisa.Jadi.Solois.Agar.Bebas.Berkarya>

1. What is Raisa's full name?

- a. Raisa Andriana
- b. Raisa Andarini
- c. Raisa Andriani
- d. Raisa Andrania



Materials



FAMOUS PEOPLE



Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Raisa Andriana

Raisa is an Indonesian famous singer. Her full name is Raisa Andriana. She has long wavy hair. The color of her hair is black. Her eyes are round. She has bright skin that makes her look beautiful. Her height is about 170 cm and her weight is about 55 kg. She likes cooking very much.

Adapted from: <http://entertainment.kompas.com/read/2014/03/11/1428037/Raisa.Jadi.Solois.Agar.Bebas.Berkarya>

2. What is she?

- a. An actress
- b. A model
- c. A dancer
- d. A singer



Materials



FAMOUS PEOPLE



Task 10

Study the following explanation.

In the previous text, you found the verbs which belong to the present tense.

For example:

- Raisa **is** an Indonesian famous singer.
- She **has** long wavy hair.

The words *is* and *has* are verb1 form or present tense. Because *Raisa* is subject name of a person and it is singular (tunggal) so the verb used is in the form of verb1, *is*. Meanwhile, the word *she* is a subject pronoun (kata ganti) of *Raisa* and it is singular so the verb used is in the form of verb 1, *has*. Look at the table below.

Show Table

Materials



FAMOUS PEOPLE



Task 10

Study the following explanation.

Subject	Verbs		
	To be	Have/has	Verb (s/es)
kata ganti (pronouns)			
I	am	have	like, look
You	are	have	like, look
They, We	are	have	like, look
He, She, It	is	has	likes, looks
kata ganti (pronouns)			
father, Doni (tunggal)	is	has	likes, looks
children, students (jamak)	are	have	like, look

Hide Table

Materials



FAMOUS PEOPLE



Task 11

Read carefully the text below and choose the correct verbs by choosing the words in the box.

Joko Widodo



Jokowi () the president of Indonesia in the period 2014 - 2019. His full name () Ir. H. Joko Widodo. He was born in Surakarta, 21 June 1961. He () 3 children. They () Kaesang Pangarep, Kahiyang Ayu, and Gibran Rakabuming Raka.

Jokowi () thin and tall. He () brown skin and short hair. He () friendly because he often () smiling to everybody near him. He () very humble although he () a president. He () talking with people everywhere he goes.

Adapted from: <http://www.sekolahoke.com/2014/07/descriptive-text-presiden-indonesia-joko-widodo.html>

Submit

Materials



FAMOUS PEOPLE



Task 12

Study the following explanation.

Title

Elvira Devinamira

Identification

Elvira was the winner of "Puteri Indonesia" in 2014. Her full name is Elvira Devinamira. She was born in Surabaya on June, 28th 1993. She is a model.

Descriptions

Elvira is good looking. She has a slim body. As a model, her body is tall enough. It is 175 cm. She has beautiful long hair. She is smart and creative.

Adapted from:

<http://www.sekolahoke.com/2014/01/1786.Descriptive.Text.Puteri.Indonesia.Elvira.Devinamira.html>

Materials



FAMOUS PEOPLE



Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Show Text

1. What is the suitable title for the text above?	Answer : <input type="text"/>	<input type="button" value="second paragraph"/>
2. Which paragraph refers to the identification of the text?	Answer : <input type="text"/>	<input type="button" value="a former professional boxer boxer"/>
3. Which paragraph refers to the descriptions of the text?	Answer : <input type="text"/>	<input type="button" value="first paragraph"/>
4. What is Chris John's full name?	Answer : <input type="text"/>	<input type="button" value="Chris John"/>
5. What is he?		

Materials



FAMOUS PEOPLE



Task 13

Read carefully the text below and answer the questions by dragging the answers from the right box to the left box. Share your answers to your friends.

Hide Text



Chris John is a former Indonesian professional boxer. His full name is Yohannes Christian John. He was born in Banjarnegara, 14 September 1979. He was a former featherweight world champion at WBA. He started boxing in his early childhood and was trained by his father Johan Tjahjadi, a former amateur boxer.

Chris John is not really tall but he has muscular body. His height is 169 cm and his weight is 57 kg. With that body he can move swiftly. He has a square face and short black hair. His skin is dark. Although he is a boxer, he is a warm-hearted man.

Adapted from: [https://en.wikipedia.org/wiki/Chris_John_\(boxer\)](https://en.wikipedia.org/wiki/Chris_John_(boxer))

Materials



FAMOUS PEOPLE



Task 14

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box. There are some possible answers.



- 1 He has black and short hair.
- 2 Epy Kusnandar is a famous actor.
- 3 He is quite short because he is about 163 cm tall.
- 4 He plays as Kang Mus in Preman Pensiun.
- 5 He was born on 01 May 1964.
- 6 He has dark skin and an oval face.

Materials



FAMOUS PEOPLE



Let's Do More

Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.



Afgan

I have an idol. He is a singer from Indonesia. He is very handsome and smart. His name is Afgan Syahreza, also known as Afgan. He was born on May, 27th 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling and he always wears glasses. Afgan's favorite music is pop, R & B, Soul and Jazz. He likes eating. His favorite food is Kentang Balado. He loves it because it is delicious.

Adapted from: https://id.wikipedia.org/wiki/Afgan_Syahreza

Start

Materials



FAMOUS PEOPLE



Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.

Show Text

Afgan's full name is Afgan Syahreza.

True

False

Materials

FAMOUS PEOPLE



Task 15

Read carefully the following statements and determine whether the statement is TRUE or FALSE. To do the task, read the text by clicking the **Show Text** button. You only have 10 seconds for each statement.



8

Afgan

I have an idol. He is a singer from Indonesia. He is very handsome and smart. His name is Afgan Syahreza, also known as Afgan. He was born on May, 27th 1989 in Jakarta. He is well known as a talented young singer.

Afgan is quite tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling and he always wears glasses. Afgan's favorite music is pop, R & B, Soul and Jazz. He likes eating. His favorite food is Kentang Balado. He loves it because it's delicious.

Adapted from: https://id.wikipedia.org/wiki/Afgan_Syahreza

He was born on May, 27th 1998.

True

False

Materials

FAMOUS PEOPLE



Task 16

Read carefully the following texts. Click the *a*, *b*, *c* or *d* button to answer the questions.

Deddy Corbuzier



Deodatus Andreas Deddy Cahyadi Sunjoyo or better known as Deddy Corbuzier is a popular magician from Indonesia. He was born on December, 28th 1976 in Jakarta. He is well known as the best mentalist in Indonesia. His fame is not only as a professional magician but also as a host in a TV talk show. The name of the talk show is Hitam Putih.

Deddy is very tall. His height is 183cm. He has an oval face and bald hair. He always wears an eye shadow in his performance. He also has a muscular body. He shared his secret to shape a good body by creating a diet program called OCD (Obsessive Corbuzier Diet).

Adaped from: https://id.wikipedia.org/wiki/Deddy_Corbuzier

1. The text above tells us about?

- a. Popular magicians in Indonesia
- b. Hitam Putih
- c. Deddy Cobuzier
- d. OCD

Materials

FAMOUS PEOPLE



Task 16

Read carefully the following texts. Click the *a*, *b*, *c* or *d* button to answer the questions.



Andre Taulany is an Indonesian singer, actor and comedian. He was born in Jakarta, September, 17th 1974. He started his career as a vocalist in a group band Stinky. He also plays in some Indonesian movies and as a comedian he joined with the OVJ (Opera Van Java) team.

Andre is a handsome man. He has short and straight hair. The color of his hair is black. He also has a flat nose. He is quite tall. His height is 173 cm. He wears glasses. They make him look smart.

Adapted from: <http://zunnysblog.blogspot.com/2012/05/profil-dan-biodata-andre-aulany.html>

6. What is the best title for the text above?

- a. Andre Taulany
- b. Stinky
- c. OVJ
- d. Handsome man

Materials

FAMOUS PEOPLE



Result

True :

Score :

Wrong :

Materials



FAMOUS PEOPLE



Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Simple present tense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



FAMOUS PEOPLE



Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The **purpose** of the text is to describe people.
2. The text uses **the present tense and adjectives**.
3. The **generic structure** of the text consists of identification and descriptions.

Materials



ANIMAL KINGDOM



Do you ever visit a zoo? What kind of animals have you seen? From all of the animals in the zoo, you might have the favorite one, right? You may like it because of the nice look, shape, size, cuteness, etc. For example, you like tapir you've seen in the zoo because tapir has unique color. Can you describe your favorite animal? In this unit, you will learn more how to describe animals.

Materials



ANIMAL KINGDOM

Get Ready

Hi! How was your vacation in Komodo island?



Hi! It was great. I saw some Komodo dragons and I have the favorite one. I called it 'The King' because it is the oldest and the biggest one. The weight is 166 kg and the length is 3.13 m. It has powerful claws to strike its prey. The teeth are sharp. The King has dark brown skin. It loves hunting deer and buffalo very much.

Materials



ANIMAL KINGDOM

Let's Read

Task 1

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Observing

Text 1

Marty, the Giraffe

My family and I went to the Gembira Loka zoo last week. I saw many interesting animals. My favorite one is giraffe. The zoo keepers call it Marty. Marty has long necks and long legs. He also has spotted patterns on his beautiful brown body. There are small horns on top of his head to protect the head in fights. I love Marty very much because he is brave and gentle.



Adapted from: <http://www.kidsplanet.org/factsheets/giraffe.html>

Text 2 >>

Materials



Animal Kingdom



Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

My lovely Prita

My father has many kinds of bird at home. My favorite one is Prita, the blue macaw. She has nice blue feather. Her eyes are round and wide. Prita has large and powerful beaks that can easily crack nuts and seeds. She can squawk and scream very loud. The part of her body that I love the most is her wide blue wings.

Adapted from: <http://animals.nationalgeographic.com/animals/birds/macaw/>

<< Text 1

Materials



Animal Kingdom



Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



ANIMAL KINGDOM

Task 2
Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials

←
→

ANIMAL KINGDOM

Task 3
Collecting, Associating, Communicating Data

Click on the words below to know how to pronounce the words.

giraffe /dʒɪˈrɑ:f/

macaw /məˈkɔ:/

pattern /ˈpæt.ən/

feather /ˈfeð.ə r /

horn /hɔ:n/

squawk /skwɔ:k/

gentle /ˈdʒen.tl/

beak /bi:k/

Materials

←
→

Animal Kingdom



Task 4

Match the following pictures with the descriptions by dragging the buttons on the **LEFT** side to the **RIGHT**.



1



2



3



4



5

Submit

Reset



It has colorful scales. It breathes with gills. This animal lives under the water.



It has wings to fly. It has sharp claws to grasp its prey. This creature lays eggs.



This animal has fur. Its ears are long. It loves eating carrot and some vegetables.



It has four legs. It can produce milk. This animal has a pair of horns.



This creature is usually on the wall. It has spots on its body. Small insects are its favorite.

Materials



Animal Kingdom



Task 5

Read carefully the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



Willy the Orca

The orca, or "killer" whale is the largest member of the dolphin family. Willy is one of the orca I've seen when I visited Canada last year. He has long, rounded body with large dorsal fins at the middle of his back. His large, black body is marked with white patches on the underside and near the eyes. Willy loves eating fish, squid, birds and marine mammals. He is the most powerful, black and white whale I've ever seen.

Adapted from: <http://www.kidsplanet.org/factsheets/orca.html>

1. Willy is the member of dolphin family.

T F

2. He has a long, rounded body with small dorsal fins.

T F

3. His black body is marked with white patches.

T F

4. He loves eating fish and squid but doesn't like birds and marine mammals.

T F

5. Willy is an herbivore.

T F

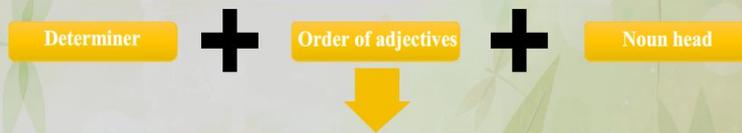
Materials



ANIMAL KINGDOM

Task 6

Study the following explanation.



Quality	Size	Shape	Age	Color	Origin
nice	big	round	old	black	Javanese
beautiful	long		young	white	Australian
wild	large			brown	American
tame	small			blue	Japanese
powerful	wide			red	

Example

Materials

ANIMAL KINGDOM

Task 6

Study the following explanation.

Example:

1. A big black gorilla.
det. size color noun head
order of adj.

2. A wild young grey wolf.
det. quality age color noun head
order of adj.

Hide Example

Materials

ANIMAL KINGDOM



Task 7

Arrange the adjectives below into a good order by dragging the words into the blank boxes. Share your answers to your friends.

1. My cow has a **body** **white** **big** .

My cow has a .

2. Billy, the buffalo I saw yesterday, has **long** **horns** **black** .

Billy, the buffalo I saw yesterday, has .

3. Tintin is a **small** **beautiful** **yellow** bird I have.

Tintin is a bird I have.

4. Today I saw a **horse** **powerful** **brown** at my uncle's farm.

Today I saw a at my uncle's farm.

5. Beethoven is a **big** **old** **smart** dog.

Beethoven is a dog.

Materials



ANIMAL KINGDOM



Task 8

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



Bony, the Sumatran Rhinoceros

Sumatran rhinos are the smallest of the living rhinoceroses and the only Asian rhinos with two horns. Sumatran rhinos are generally solitary creatures that feed on fruit, twigs, leaves, and shrubs. Nowadays, the number of Sumatran rhinos is approximately 100 left.

Bony is one of them. He has two horns just like the others. As the smallest rhino, Bony weighs about 800 kilograms and grows to a height

1. How many horns do the Sumatran rhinoceros have?

a. two

c. four

b. three

d. five

Materials



Animal Kingdom



Task 8

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Bony, the Sumatran Rhinoceros

Sumatran rhinos are the smallest of the living rhinoceroses and the only Asian rhinos with two horns. Sumatran rhinos are generally solitary creatures that feed on fruit, twigs, leaves, and shrubs. Nowadays, the number of Sumatran rhinos is approximately 100 left.

Bony is one of them. He has two horns just like the others. As the smallest rhino, Bony weighs about 800 kilograms and grows to a height

2. What is Bony's weight?

a. 600 kg

c. 800 kg

b. 700 kg

d. 900 kg

Materials



Animal Kingdom



Task 9

Look at the pictures. Then, fill in the blanks with the provided words in the box by dragging it to the blank spaces of the text.



arboreal swinging strong small reddish-brown

Orangutans have thin, shaggy, _____ hair. They have long, powerful arms and _____ hands that they can use to manipulate tools. Orangutans have the ability to make 13 to 15 different types of vocalizations. Orangutans live for about 35 to 40 years. Orangutans are _____ creatures, which means they spend most of their lives slowly walking, _____ and climbing through dense rain forests. Orangutans feed mainly on fruits, especially wild figs. They also eat other kinds of vegetation, insects, _____ vertebrates and bird's eggs.

Adapted from: <http://www.kidsplanet.org/factsheets/oragutan.html>

Materials



Animal Kingdom

Task 10

Read carefully the following text and find the adjectives by clicking the words. Share your answers to your friends.



Balto

Remaining :

13

Agnes and I have the same pet. We both like dogs. But our dogs are different. My dog is a Siberian Husky. His name is Balto. Agnes' dog is a Pomerian. Her name is Yuki. Balto is bigger than Yuki. But Yuki is more hairy than Balto. Balto is also taller than Yuki. Of course, he runs faster than Yuki because he has longer feet. He is more resistant with cold since he comes from cold environment in Siberia. Even though Yuki is smaller but many people love her because she is prettier.



Yuki

Found :

0

Materials



Animal Kingdom

Task 11

Study the following explanation.

Positive	Comparative	Superlative
For words that have one or two syllable, we use -er and -est at the end of the words.		
strong	stronger	strongest
small	smaller	smallest
tall	taller	tallest
For words that have two or more syllable, we use more and most .		
hairy	more hairy	most hairy
active	more active	most active
attractive	more attractive	most attractive
Some words have irregular form to express degree of comparison.		

Materials



ANIMAL KINGDOM



Task 12

Read again the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.

Agnes and I have the same pet. We both like dogs. But our dogs are different. My dog is a Siberian Husky. His name is Balto. Agnes' dog is a Pomerian. Her name is Yuki. Balto is bigger than Yuki. But Yuki is more hairy than Balto. Balto is also taller than Yuki. Of course, he runs faster than Yuki because he has longer feet. He is more resistant with cold since he comes from cold environment in Siberia. Even though Yuki is smaller but many people love her because she is prettier.

1. Balto is a Siberian husky while Yuki is a Pomerian.

T F

2. Yuki has less hair than Balto.

T F

3. Many people love Balto because he is cute.

T F

4. Yuki is shorter than Balto.

T F

5. Yuki is more resistant with cold than Balto.

T F

Materials



ANIMAL KINGDOM



Task 13

Identify the characteristic of the following animals by clicking the correct one.



Which one is bigger?

Next >>

Materials



ANIMAL KINGDOM



Task 13

Identify the characteristic of the following animals by clicking the correct one.



Which one is taller?

<< Previous

Next >>

Materials



ANIMAL KINGDOM



Task 14

Read the following text and study the explanation.

Title

Mily, the Cute Hedgehog

Identification

Hedgehog is a carnivorous animal that originates from Asia, Europe and Africa. Hedgehog is an exotic animal but it is not considered as a pet.

Descriptions

Mily is a hedgehog I found in my uncle's backyard. She has prickly spines. Her body is small. It makes her look cute. She has small, round eyes. Mily is a nocturnal animal. It means that she is more active at night.

Adapted from: <http://animals.nationalgeographic.com/animals/mammals/hedgehog/>

Materials



Animal Kingdom



Task 15

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.



<input type="text"/>				
<input type="text"/>				

- 1 His fur is very white and smooth.
- 2 I love him so much.
- 3 Snowball has small, round brown eyes.
- 4 His nose is very tiny and flat.
- 5 Last year, my parents gave me a Persian cat as my birthday present.
- 6 He likes playing with my plastic ball.
- 7 He is so fluffy.
- 8 Snowball is the best cat I've ever had.
- 9 Snowball is very active.
- 10 His name is Snowball.

Materials



Animal Kingdom



Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

Start

Materials



ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



Octopus, the Intelligent Animal

The octopus is a mollusk and an invertebrate, which means it has no bones in its body. It also belongs to a sub-species of mollusks called the cephalopods. This means "head to foot" and is used as the name because an octopus' "feet" are attached to its head.

The octopus can only be found in salt water, but they live in all the oceans. The octopus that live in warm waters tend to be small while those that live in colder waters are much larger. The body of an octopus looks like a bag. It has a bulbous head, large eyes, and eight arms. The arms of the octopus have suckers.

1. Where does the octopus live?

- a. Salt water
- b. Fresh water
- c. River
- d. Lake

Materials

ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



The Beautiful Peacock

The peacock (also known as peafowl) is a medium sized bird most closely related to the pheasant. Peacocks are best known for their amazing eye-spotted tail feathers or plumage. During a display ceremony, the peacock will stand its tail feathers up to form a fan that stretches out nearly 2 meters in length. This colorful display is believed to be a way to attract females for mating purposes, and secondly to make the peacock look bigger and intimidating if he feels threatened by predators.

There are 3 varieties of peacock; the Indian, the Green and the Congo. The

6. Peacocks are best known for its ...

- a. wings
- b. eye-spotted tail feathers
- c. legs
- d. flying skill

Materials

ANIMAL KINGDOM

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



The Beautiful Peacock

The peacock (also known as peafowl) is a medium sized bird most closely related to the pheasant. Peacocks are best known for their amazing eye-spotted tail feathers or plumage. During a display ceremony, the peacock will stand its tail feathers up to form a fan that stretches out nearly 2 meters in length. This colorful display is believed to be a way to attract females for mating purposes, and secondly to make the peacock look bigger and intimidating if he feels threatened by predators.

There are 3 varieties of peacock; the Indian, the Green and the Congo. The

7. How many varieties of peacocks are there?

- a. 1
- b. 2
- c. 3
- d. 4

Materials

ANIMAL KINGDOM

Result

True :

Score :

Wrong :

Materials



Animal Kingdom



Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multiple adjectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Degrees of comparison	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



Animal Kingdom



Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe an animal.
2. The text uses the multiple adjectives and degrees of comparison.
3. The generic structure of the text consists of identification and descriptions.

Materials



Things in the Classroom



Do you notice the things in your classroom? Of course, you will find tables, chairs, white/blackboards, rulers, chalk, a clock and many others. But do you ever think about how those things look like? Your classroom may have a round clock above the whiteboard, but the other class may have a square clock between the photograph of our president and vice president. Can you describe the things in your classroom? Let's learn about it in this unit.

Materials



Things in the Classroom

Get Ready

Hey Andi! I heard that you lost your pencil case. What does it look like? Perhaps, I can help.



Hi, Rina! Yes, I lost it. It is a brand new thing. I just bought it a week ago. My pencil case is rectangular. The color is red. There is a Spiderman picture on it. I also put a sticker on it. Please let me know if you find it. Thank you, Rina.



Materials



Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.

Text 1

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester. The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.



Text 2 >>

Materials



Things in the Classroom

Let's Read

Task 1

Observing

Read carefully the texts below. Then, give check (✓) on the items you want to know and/or write items you want to know further.



Text 2

My Lovely Cartoon Bag

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had. It really looks like a cartoon that you usually watch in the TV. My bag has blue and grey colors. The shape is a cube. There are two small pockets on the front. I love it very much.

<< Text 1

Materials



Things in the Classroom

Based on the text you have read, give check (✓) on the items you want to know and/or write items you want to know further. Please save your work. !

Items you want to know	Tick
The contents of the texts	<input type="checkbox"/>
The Indonesian equivalents of the adjectives used in the texts	<input type="checkbox"/>
The structure of the texts	<input type="checkbox"/>
The grammar used in the texts	<input type="checkbox"/>
Write more things you want to know further	
...	
...	
...	
...	

Materials



Things in the Classroom

Task 2

Questioning

Based on the items you want to know, formulate relevant questions. Provide answers for questions you formulate based on your knowledge. Please save your work. !

Questions	Answers
What is the texts about?	...
What are the Indonesian equivalents for the adjectives used in the texts?	...
What is the structure of the texts?	...
What is the grammar used in the texts?	...
...	...
...	...
...	...
...	...
...	...

Materials



Things in the Classroom

Task 3 **Collecting, Associating, Communicating Data**

Click on the words below to know how to pronounce the words.

unique /ju'ni:k/

shape /ʃeɪp/

old /oʊld/

cube /kju:b/

style /stɑɪl/

small /sma:l/

wood /wʊd/

pocket /'pɔ:kɪt/

Materials

←
→

Things in the Classroom

Task 4

Match the pictures with the appropriate adjectives provided by dragging the words into the box.



()

brown

rectangle

pink

cylinder



()



()

brown

rectangle

pink

cylinder



()

Submit

Reset

Materials

←
→

Things in the Classroom

Task 5

Read carefully the text below. Then, determine whether the statements are **TRUE** or **FALSE** by clicking the **TRUE** or **FALSE** buttons.



A Wall Magazine

We made a wall magazine in the first semester for our classroom. The background color is black. Every piece of information is presented in colorful papers such as blue, yellow, purple, red, orange and green. We add some accessories on it to make it interesting. Our wall magazine contains much useful information about entertainment, science, music, religion and art. We usually change our wall magazine every three month.

1. The wall magazine has brown color as the background.
2. The wall magazine is made at the end of the semester.
3. There are many colorful papers to present the information.
4. There are interesting things on it to make the wall magazine beautiful.
5. After three months, the wall magazine will be changed.

T F
 T F
 T F
 T F
 T F

Materials



Things in the Classroom

Task 6

Study the following explanation.

Title

Identification

Descriptions

Our Special Clock

My classroom is a unique one. It has an old style clock. We got it from the class-meeting competition last semester.

The clock is made of wood. The color is dark brown. I love the numbers of the clock. They are written in the Roman alphabet. The most interesting one of the clock is the pendulum. It will ring at twelve o'clock and six o'clock.

Materials



Things in the Classroom

Task 7

Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My brother just bought me a cartoon bag because I got the 1st rank in my class. This is a very cute bag I've ever had.

IDENTIFICATION DESCRIPTION

Next >>

Materials



Things in the Classroom

Task 7

Read some descriptions below. Determine whether the part is the IDENTIFICATION or the DESCRIPTION of the text by clicking the button.

My bag really looks like a cartoon that you usually watch in the TV. It has blue and grey color. The shape is cube. There are two small pockets on the front. I love it very much.

IDENTIFICATION DESCRIPTION

<< Previous Next >>

Materials



Things in the Classroom

Task 8

Read carefully the following text. Complete the blank spaces by dragging the appropriate words provided in the box.



Globe

Our classroom has a globe. A globe is the most _____ world map. There are two _____ of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasizes the _____ land features.

Like the planet Earth, a globe is shaped as a ball. The _____ of our classroom's globe is _____ big. The globe's holder is made from iron and has black color. When you look at a globe you can truly see the way the world looks in all of its _____. The color of globe is mostly blue. There are _____ colors like green, yellow, red and brown. Each color represents _____ things; such as blue for ocean, green for forest land, and the height of the land is marked by brown as the lowest land, yellow, and the last is red as the _____ one. Besides, all countries are shown in true size with measured scale. The globe can be turned _____ so that we can learn easily.

around other
types highest
complexity accurate
size quite
different natural

Materials



Things in the Classroom

Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Globe

Our classroom has a globe. A globe is the most accurate world map. There are two types of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasize the natural land features.

Like the planet Earth, a globe is shaped as a ball. The size of our classroom's globe is quite big. The globe's holder is made from iron

1. What is globe?

a. Globe is the most accurate world map.

c. Globe is a map.

b. Globe is a picture of the world.

d. Globe is a part of a map.

Materials



Things in the Classroom

Task 9

Answer the questions below by clicking options *a*, *b*, *c* or *d*. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



Globe

Our classroom has a globe. A globe is the most accurate world map. There are two types of globe; a physical and a political globe. Our classroom's globe is categorized as the physical one. It emphasize the natural land features.

Like the planet Earth, a globe is shaped as a ball. The size of our classroom's globe is quite big. The globe's holder is made from iron.

2. How many types of globes are there?

a. 1

c. 3

b. 2

d. 4

Materials

Things in the Classroom

Task 10

Look at the following pictures. Then, put the prepositions by dragging it into the correct place.



I sit _____ the desk.



I put my bag _____ the table.



The red pen is _____ the green and the purple ones.

between

front of

in

on

under

behind

Materials

Things in the Classroom

Task 11

Match the following prepositions with the Indonesian meanings by dragging the buttons on Table A to Table B.

Table A	
in	①
behind	②
on	③
above	④
next to	⑤
in front of	⑥
between	⑦
under	⑧

Table B	
<input type="radio"/>	di depan
<input type="radio"/>	pada
<input type="radio"/>	di atas
<input type="radio"/>	di bawah
<input type="radio"/>	di dalam
<input type="radio"/>	di sebelah
<input type="radio"/>	di belakang
<input type="radio"/>	di antara

Submit

Reset

Materials

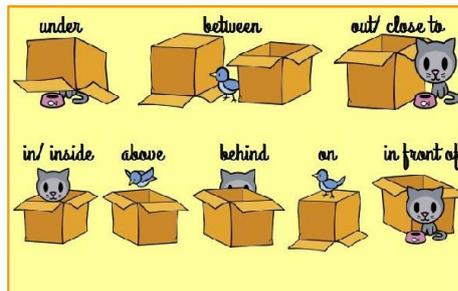
Things in the Classroom

Task 12

Study the following explanation.

What is a preposition?

A preposition is a word (usually a short word) that shows the relationship between two other nearby words. Look at the following pictures for a clearer explanation.



Materials

Things in the Classroom

Task 13

Read carefully the following sentences. Then, choose the correct preposition by clicking on the word.

1. The ruler is () the table.
2. There are two books () this bag.
3. I am sitting () Sani, my best friend.
4. My teacher is explaining () the class.
5. The clock is () the photographs of the president and the vice president.
6. Tora puts his shoes () the shelf.
7. Andi stands () Sylvi.
8. There are spiders () her pencil case.
9. The aquarium is () the globe.
10. The ceiling fan in the classroom is () my table.

Submit

Materials

Things in the Classroom

Task 14

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The **GREEN** light indicates **CORRECT** answers while the **RED** indicates **INCORRECT** answers.



My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

1. What is the text about?

a. The description of the books.

c. The description of the cupboard.

b. The description of the shelf.

d. The use of the cupboard.

Materials

Things in the Classroom

Task 14

Read carefully the following text. Click the *a*, *b*, *c* or *d* button to answer the questions. The GREEN light indicates CORRECT answers while the RED indicates INCORRECT answers.



My Classroom Cupboard

My school just bought cupboards for every class, including mine. We place our cupboard in the corner near the teacher's desk. Our cupboard is made from wood. It has eight shelves. On the top of the shelf, there are students' assessment books. On the right side, there are encyclopedias. The English dictionaries are placed in the middle of the shelf. Above the English dictionaries are science books. The stationery

2. How many shelves are there?

a. seven

c. nine

b. eight

d. ten

Materials

Things in the Classroom

Task 15

Creating

Arrange the jumbled sentences below into a good paragraph by dragging the numbers into the box.



<input type="text"/>				
<input type="text"/>				

1 The color of the table is white.

2 There is a small table that is attached to the chair.

3 The unique one is the chair's pocket.

4 My classroom has 20 chairs.

5 The pocket is on the back of the seat.

6 The chairs are made from wood.

7 That is the idea of my classmate.

8 We make it by ourselves.

9 It is made of garment.

Materials

Things in the Classroom

Let's Do More

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

Start

Materials



Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

1. What is the text about?

- a. The classroom is great.
- b. My new classroom.
- c. The students and I like the classroom.
- d. The things in the classroom.

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My Wonderful Classroom

Here is a picture of my classroom. This classroom is great for many reasons. It is a big, new classroom. I tell my students not to eat, drink, or smoke in class so that the classroom will stay clean. I also like the large window that lets in a lot of light. There is also a large whiteboard, so my students and I can do exercises and check the answers together. There is a computer connected to the internet that I use to show pictures on a big screen and to play music. My students love to be able to listen to music during our break. We have long tables that fit two students comfortably. Everything looks new in this room. My students and I really like my

2. "I also like the large window..." The underlined word has the same meaning as ...
- huge
 - small
 - heavy
 - tall

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a, b, c* or *d* button.



My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

My school is not big, but it is very clean and beautiful. The color is light green. My school has two floors. The first floor consists of 14 classrooms. They are for the first grade and the second grade. The second floor consists of 13 classrooms. They are for the second grade and the third grade. The other rooms are a headmaster room, a staff room, a teacher room, a library, a laboratory, a

6. What is the purpose of the text?
- To amuse the reader.
 - To tell the reader about the school.
 - To inform the reader about the school's rooms.
 - To tell the reader about the green school.

Materials

Things in the Classroom

Task 16

Read carefully the following text and answer the questions by choosing the *a*, *b*, *c* or *d* button.



My School

SMPN 1 Panumbangan is my school. It is the place where I get many knowledge about language, math, science, social, art and technology. SMPN 1 Panumbangan is in Panumbangan street number 163, Panumbangan village.

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7. What is the main idea of paragraph 3?

- a. There are a lot of plants in the school.
- b. The air is free from pollution
- c. SMPN 1 Panumbangan is known as green school.
- d. I am very proud to be a student of SMPN 1 Panumbangan.

Materials

Things in the Classroom

Result

True :

Score :

Wrong :

Materials



Things in the Classroom

Let's Reflect

How much do you learn from this unit? Put a tick (✓) by clicking the box according to how much you have learnt.

Aspects	Very Much	Much	Little
New vocabularies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generic structure of a descriptive text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of preposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Materials



Things in the Classroom

Let's Review

In this unit, you have learned some descriptive texts. What are the features of the texts?

1. The purpose of the text is to describe things in the classroom.
2. The text uses prepositions of place.
3. The generic structure of the text consists of identification and descriptions.

Materials

