DEVELOPING INTERACTIVE MULTIMEDIA PROGRAM FOR LEARNING READING FOR TENTH GRADE STUDENTS OF SMA N 1 CANGKRINGAN

A Thesis

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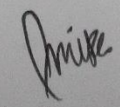

Amira Kussumaningtyas

Mottos

But perhaps you hate a thing and it is good for you; and perhaps you love a thing and it is bad for you. And Allah knows, while you know not.

(Q.S Al Baqarah 216)

To give your best is to receive the best.

(Raymond Holliwell)

DEDICATION

This thesis is dedicated to:

My beloved parents H. John Sidik Sudaryono, Ss And Hj. Dra Armin Aryani

My beloved sister and brother in law Pettrylia Pujaningrum, S.Pd and Danang Supratmanto

My beloved brother Fadhlurrahman Aryo Wicaksono

My beloved nephew Muhammad Azzam Pradana

And everyone who supports me.

Thank you for the countless love, patience, suppport, and inspiration.

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The Researcher

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DEVELOPING INTERACTIVE MULTIMEDIA FOR LEARNING READING FOR GRADE X STUDENTS OF SMA N 1 CANGKRINGAN

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ABSTRACT

The objectives of this study were: (1) to find out the target needs of the grade X students of senior high school, (2) to find out the learning needs of grade X students of senior high school, and (3) to develop appropriate interactive multimedia for learning reading for grade X students of SMA N 1 Cangkringan.

This is a Research and Development (R&D) study. The subjects of the study were the grade X C and D students of SMA N 1 Cangkringan. The research procedure, adapted from ADDIE model proposed by Taylor (2004), consisted of conducting the needs analysis, designing a course grid and a flowchart, developing the first draft of the interactive multimedia, evaluating the first draft, and producing the final draft. The instruments to collect the data were needs analysis questionnaire and expert judgment questionnaire. The data from the needs analysis were analyzed quantitatively using frequency and percentage, and then the results were used as the basis to develop the course grid. The quantitative data from the expert judgment were analyzed through descriptive statistics while the comments and suggestions were used to revise the first draft to be the final product of the interactive multimedia.

The results of the analysis of target needs of SMA N 1 Cangkringan were (1) they learnt English for mastering English; (2) their English proficiency were on beginner level; and (3) materials presented in the interactive multimedia were adapted based on the students' learning needs. Related to the students' learning needs, the input was a text with vocabulary list. The length of the text was between 200 - 250 words. The font that they like was Times New Roman sizes 12 pt. The background that they like was blue. The navigation buttons in the interactive multimedia should be completed with sound. This study developed three units of interactive multimedia. Each unit consisted of Introduction, Main Activities, and Reinforcement tasks ranging from 14 to 15 tasks. The types of activities were answering questions based on texts, filling in the blank, matching, dragging, and clicking the words. Most of them were designed for individual work and some were designed for pair work. The result of the expert judgment proved that the interactive multimedia was appropriate. The mean score for the interactive multimedia was 3.23 which was categorized as "Good".

CHAPTER 1
INTRODUCTION

A. Background of the Problem

Nowadays, English is considered as a language which gives people access to the world. It becomes one of the main requirements in various professional affairs. That is why it is included as the main subject taught in schools in various grades. Because it is used in many fields of life, the learning materials include the various themes which become the discussion topic. In relation to that, an English teacher is needed to sort out the learning materials according to the learning needs. The learning materials are ones of the fundamental elements in the language teaching-learning process. The learning materials facilitate the teacher in delivering instruction and information to students, and help students to understand the instruction given. There are many kinds of materials such as textbooks, magazines, images, charts, and some technological aids (computer, video, audiotape, etc.). All of them can be used by the teacher to deliver instructions and information according to his/her needs so that students can understand them better. By considering that learning materials are important to make the teaching learning process run well and to achieve the goal of the learning, the teacher has to design the learning materials carefully.

Most teachers use textbooks and some printed materials to teach their students. They use the textbooks as the main source of learning and get the additional ones from other sources such as from the internet, newspapers, magazines, etc. The textbooks generally have been equipped with cassettes or

CDs for listening and speaking activities. However, the teacher plays a main role to make the teaching-learning process run in such a way that it can achieve its goal. The teacher becomes a model in the speaking activities, a guide who helps the students in the writing process, and a facilitator who assists students to work with recordings or movies as the sources of listening activities.

But then, it is not enough to teach the students the reading skill only by using textbooks or other printed materials. Nowadays there are many textbooks with well-designed activities and the teacher can use them to teach students, but the reading teaching-learning process is only a series of monotonous activities such as reading a text and answering questions. As a consequence, the students are getting bored. That is why the teacher needs more than textbooks and printed materials to assure that the teaching-learning process runs well. The teacher needs to apply varied and interesting media.

In addition, the activities during the English lesson seem to be boring and less interactive. Therefore it makes the students less active during the lesson. There are only some students who are actively involved in the English lesson. Interactive multimedia provide the learners an opportunity to learn English in interesting and enjoyable situations. The interactive multimedia can be one of the activities to develop students' ability in reading skill. It will make the students have motivated to learn English. It also promotes the students with some communicative activities in the classroom like pictures, graphics, songs, and even short movies on their activities.

The learning media used in the teaching-learning process change in line with the result of innovative theories and improvement in information and technology. These days the learning media are not only chalk, blackboards, a tape-recorder, or video player. There are also personal computers (PC), laptops, LCD projectors, and the internet which facilitate the teaching-learning process. The teacher can combine some media such as texts, pictures, and films into one package. The package of some media which was called multimedia was now available. Multimedia developers even have developed multimedia program which offers an interactive feature. Considering the fact of the availability of various media, it becomes the challenge for the teacher to utilize them appropriately according to the learning needs.

In the English teaching and learning process, the use of multimedia apparently helps the students to be autonomous learners and make the learning to be learner-centered. The interactive features of multimedia give them an opportunity to study independently. Moreover, the availability of multimedia elements such as videos, recordings, and animation pictures can help teachers to give students models of the target language uses. By using multimedia, reading materials can be delivered in a more interesting way as well.

However, there are some problems in the implementation of interactive multimedia in the language learning field. As stated above, most teachers still use textbooks and printed materials and rarely implement interactive multimedia in English teaching-learning process, especially reading. As a result, students are getting bored. Moreover, teachers who implement interactive multimedia often

have difficulties in getting learning sources. Although there are many interactive multimedia sources, those which fulfil the requirements of the national standard of competencies were still limit.

Considering the issues above, this research try to find a solution in order to facilitate students in learning reading skills. In this research, the researcher focused on making reading activities more interesting and enjoyable. The researcher try to develop an interactive multimedia for reading which was based on the national standard of competencies.

B. Identification of the Problem

Based on the background of the study, the researcher were identify some main problems in relation with the reading teaching and learning process. The problems were analyzed and then elaborated in this section. After that, those problems were sort out.

The first problem concerned the material sources used by teachers and the way they are deliver in the reading teaching and learning process. As mentioned in the background of the problem, most teachers use textbooks and printed materials to teach students. Those materials are often deliver in a monotonous way. The teacher gives the students texts with some questions or instructions, and then asks them to read and do activities based on the instructions at all times. As a result, the students are getting bored.

The second problem concerns time allocation. Actually, there are many textbooks which have various and interesting activities but in the classroom

teaching and learning process, students cannot benefit from these because of the limited time. At the end, the teaching and learning process runs in a monotonous way as well.

The third problem is the availability of interactive multimedia sources. Actually there are many interactive multimedia sources in the bookstores and CD rentals. Even some of them have interactive features. But, ones which fulfil the requirements of national standard of competencies are still limit. Consequently, the interactive multimedia is rarely use although the schools are well-facilitate.

C. Limitation of the Problem

Due to the limitation on the part of the researcher, this research focus on developing an interactive multimedia for learning reading. This interactive multimedia designed for the first semester of the tenth grade students of Senior High School at SMA N 1 Cangkringan . The researcher only focus on developing an interactive multimedia because it is believe that an interactive multimedia able to present learning materials in various and interesting ways. In line to this, the researcher also expect that the other two problems mention in the identification of the problem are solve as well.

D. Formulation of the Problem

Based on the background, identification, and limitation to the problems, the research problem can be formulate as :

1. What are the target needs of the grade X students of SMA N 1 Cangkringan in learning reading through interactive multimedia ?

2. What are the learning needs of the grade X students of SMA N 1 Cangkringan in learning reading through interactive multimedia?
3. What are the appropriate interactive learning multimedia for reading for the grade X students of SMA N 1 Cangkringan?

E. Objective of the Research

The objective of the study are:

1. To describe the target needs of the grade X students of SMA N 1 Cangkringan in learning reading through interactive multimedia.
2. To describe the learning needs of the grade X students of SMA N 1 Cangkringan in learning reading through interactive multimedia.
3. To develop appropriate interactive multimedia for reading learning materials for the grade X students of SMA N 1 Cangkringan.

F. Significances of the Research

This research is expect to give some contributions to the English teaching and learning as follow;

1. For English teachers

This research can encourage the teachers to develop learning materials by incorporating them with the current technology or at least using such interactive multimedia as the instructional media in their classrooms.

2. For the students

The results of the research hopefully will be useful for students to enhance their English learning.

3. For other researchers

The result of the research can be a reference for other researchers who want to develop interactive multimedia program for English teaching learning process.

CHAPTER II
THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

It has been discussed in the previous chapter that this research is to develop interactive multimedia for the reading to the first grade of senior high school students. As stated in the background of the problem, there are many good reading materials but they are delivered in ways which often make students feel bored in their learning process. The developing interactive multimedia is expect to be an interesting ways for delivering reading materials to students.

This section discusses some theories, technical terms, and relevant studies which are related to this study. Afterwards, the conceptual framework for this study is drawn.

A. Theoretical Review

1. Reading

Reading plays some important roles in the English learning process. Maxom (2009: 139) suggests that reading has the considerable role in the language teaching to strengthen the skills which are acquired by the students in speaking, listening and writing. Moreover, reading can also enhance the students' acquisition by understanding the linguistically written text (Richards & Renandya, 2002: 273).

a. The nature of reading

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 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 in Liu (2010: 152) define reading as "the process of receiving and interpreting information encoded in language form via the medium of print." In this definition, reading is put forward as the process of decoding a received message. The ways of a reader decoding the message have been researched for years in order to find out an effective method in teaching reading skills. The discussion of those research studies will come in the next explanation.

b. The Micro and Macro Skills of Reading

According to C. J. Anderson (2000: 256) there are micro skills of reading, it mentioned as follow:

1. Discriminate among the distinctive graphemes and orthographic patterns of English.
2. Retain chunks of language of different lengths in short-term memory.
3. Process writing at an efficient rate of speed to suit the purpose.
4. Recognize a core of words, and interpret word in order patterns and their significance.
5. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization) patterns, rules, and elliptical forms.
6. Recognize that a particular meaning may e expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Besides Micro skills C. J. Anderson states that there are macro skills of reading, there are:

1. Recognize the rhetorical forms of written discourse and their significance for interpretation.
2. Recognize the communicative functions of written text, according, to form and purpose.
3. Infer context that is not explicit by using background knowledge.
4. From described events, ideas, etc. infer that links and connections between events, deduce causes and effects, and defect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5. Distinguish between literal and implied meanings.
6. Defect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7. Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

c. Teaching Reading

For years, many researchers have been taking reading skill as their research focus. Findings of these studies, to some extent, have affected the

teaching approaches of reading skill. Some of the highlighted findings are bottom up and top-down processing, and interactive reading. Those models of processing are used as considerations for the teacher in deciding ways to teach reading in the language classroom.

Brown (2001: 299) suggests that the bottom-up processing is a model of reading method in which the readers have to recognize the linguistic signals such as letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, etc., and build them in some sort of order to derive the meaning of the text. In this model, the readers start the process of deriving meaning from the lowest level of the linguistics signals (a symbol) to the higher ones (the strings of symbols) which are identified as word and so on till they recognize the largest cluster of symbols (a sentence). The meaning is expected to come naturally as the readers select the sensible signals within the text based on their prior knowledge of linguistic signals coherently.

The top-down processing is a model of reading process which emphasizes the readers' experiential background or storage knowledge in their memory to construct meaning from the text. As put forward by Goodman (1967) in Li, et al. (2007), the goal of reading is to build meaning in response to the text in which the interactive use of graph phonic, syntactic, and semantic cues are needed.

The bottom-up processing suits the readers who have good knowledge of linguistic signals (vocabulary, grammar, and syntax). On the other hand, the top down processing suits the readers who have good interpretation ability to predict the meaning existing in the text. However, the readers need both those two models

to derive the meaning from the text as good as possible so they can dig information from the text as expected. In association with fact that both models are needed by the readers, then, a model which combines the bottom-up and the top-down processing model emerges, namely interactive reading. Rumelhart in Li (2007) suggest that in interactive reading process both the bottom-up and the top-down models of reading processing occur at the same time. The readers use the bottom-up processing when they need to comprehend a text and turn to the top-down processing when they need to interpret the content of the text. Then, the prediction will be accepted or rejected after the further analyses find the confirmation.

d. Teaching Reading at Senior High School

Besides considering students' model of processing in learning, students' ages should be considered as well to succeed the reading teaching and learning. Students in the different ages have the different characteristics, competencies, and cognitive skills so that they also need different teaching methods and learning materials.

Senior high school students are at adolescent age. Penny Ur (1986: 286) in Harmer (2001: 38) proposes that students at that age are the best language learners. However, they are unmotivated and uncooperative learners. That disruptive behaviour in the process of learning a language makes them become a poor language learner and also cause discipline problem in the class. The boredom in the classroom is the main reason (Harmer, 2001: 37-38). A set of various

materials can engage them out of the boredom and make them enjoy and concentrate in their process of learning.

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

The following table presents the standard of competence and basic competence of reading skill for tenth grade students of senior high school in the first semester according to BSNP 2006.

Table 1: **Standard of Competence and Basic Competence of Reading Skill for the Tenth Grade Students of Senior High School in the First Semester**

Standard Competence	**Basic Competence**
5. Understanding the meaning of written functional text and essays in the form of recount, narrative dan procedure related to surronding to get knowledge.	5.1 Responding to the meaning of short functional texts accurately fluently and appropriately related to the surroundings to get knowledge.
	5.2 Responding to meaning and rethoric steps accurately, fluently, and appropriately in essays related to surrondings to get knowledge in the forms of recount, narrative, and procedure.

The table shows that, in the reading teaching and learning, the first semester of the tenth grade students of senior high school are expected to achieve the competency of understanding the written language to access knowledge. The

written language used as the reading learning materials are short functional text such as letters, invitations, announcements, etc.; and essay in the form of recount, narrative, and procedure.

e. Assessing Reading

The term assessment can be defined as a systematic approach to measure the ability of a student or the quality or success of a teaching course by collecting information and making inferences which use various sources of evidence (Richards & Schmidt, 2002: 35). It can be done by test, interview, questionnaire, observation, etc. In reading teaching, assessment is carried out for some reasons. Nation (2009: 75) proposes that assessing reading and its skills and knowledge are for the following reasons:

1) assessing to encourage learning,

2) assessing to monitor progress and provide feedback,

3) assessing to diagnose problems, and

4) assessing to measure proficiency.

The following table lists these reasons and their applications.

Table 2: **Goals, Purposes and Means of Reading Assessment**

Goals of assessment	**Purposes**	**Ways of assessing**
Motivate	Encourage learning	Reading logs Book reports Comprehension test Speed reading graphs
Measure achievement	Monitor progress Guide teaching Provide feedback to the learner Award a grade	Comprehension tests Speed reading graphs
Diagnose problems	Isolate reading difficulties	Reading aloud Vocabulary tests

	Provide focused help	Receptive grammar tests Translation Speed reading tests
Measure proficiency	Award a grade See if standards are achieved	Comprehension tests Close tests Speed reading tests

2. Materials

Learning materials are one of the important components of the teaching learning process. In order to meet the students' needs and to achieve the goal of teaching learning process, the teacher has to use the appropriate learning materials.

a. The definition of materials

The term material in language teaching learning is referred to everything used to facilitate the teacher and the learners in the language learning (Richards & Schmidt, 2002: 322). It can be in the form of linguistic, visual, auditory, or kinaesthetic, and they may be presented in print (a textbook, a workbook, a photocopied handout, etc.), audio or video form, on CD-ROMS, on the Internet or through live performance or display. Everything which presents or informs about the language being learned (English) can be used as the learning materials.

b. Learning materials in EFL country

Since Indonesia is an EFL country, the condition of English learning is different with those of English native speakers' countries or ESL countries. EFL (English as a foreign language) means that English is not used for formal communication and/or daily communication (Richards & Schmidt, 2002: 180). So, students in that setting get English exposure only in their classes and even only in the input texts such as reading and listening materials. As a matter of fact,

most English teachers do not use English for communicating with their students. Thereby educators and the English teacher should make an attempt in order to be more productive and creative in their efforts in creating an ideal classroom for English learning. They need to be able to provide learning materials which can fulfil the students' needs. That is way they must have abilities to develop learning materials using the available resources and deliver the materials in an appropriate way.

Good materials are seemingly easy be understood by the students if they are delivered in an appropriate way. One of the factors which help a teacher in delivering the materials is instructional media. The following sub-sections will discuss about the instructional media according to some experts.

3. Interactive multimedia

1) The definition of interactive multimedia

There are various definitions of multimedia suggested by experts. But then those definitions tend to have the same consent in substance. Richards and Schmidt (2002: 345) define multimedia as; a) the use of several different types of media for a single purpose, e.g. as in a video that uses film, audio, sound effects, and graphic images. b) a collection of computer controlled or computer mediated technologies that enable people to access and use data in a variety of forms: text, sound, and still and moving images

In this definition, Richards and Schmidt explain multimedia as the use of combined different media which can be accessed by computer to fulfil a purpose. Similarly, Ivers and Barron (2002: 2) suggest that multimedia is the utilization of some media including text, graphics, animation, pictures, video, and sound for the

purpose of presenting information. Here, Ivers and Barron expound some media which are usually combined. Those different kinds of media, according to Vaughan (2008: 1), are classified into the elements of multimedia.

Reddi (2003) in Mishra and Sharma (2004: 116) suggests that the combination of the elements of multimedia add advantage for the user than the advantage of each element when it is used individually.

Multimedia becomes interactive when the user of the multimedia application can control what and when some parts of the application contents will be delivered (Vaughan, 2008: 1). It means that the multimedia software becomes interactive when the user can control its content according to their needs, when and what information need to be presented.

The term multimedia used in this research refers to the software which is used as media of learning. This software consists of some media such as texts, graphics, audio, animation, and videos. The operation of the software is by using computer for the learning purpose.

2) The elements of interactive multimedia

As mentioned above, multimedia has some elements. The following is the description of those elements.

a) Texts

Texts have the important role as the element of multimedia. This element joins all of the other media elements together. For instance, labels for title screens, menus, and buttons or “tabs” in multimedia program are designed using words/texts. Vaughan (2008: 51) suggests that in choosing words which are used in the

interactive multimedia the developer should consider accuracy and conciseness aspect.

b) Graphics

Ivers and Baron (2002: 89) suggest that the term graphics can be referred to images or any information in the computer. Graphics are the element of multimedia which can support the texts by illustration in the form of pictures, drawings, or paintings. This element plays colour combination to result

c) Sound

Sound can supplement visual information and can be used to attract attention, arouse and hold interest, provide cues and feedback, aid memory, and provide some types of subject matter (heart or machinery sounds, voice clips) (Mishra & Sharma, 2005: 4). Using the power of sound creatively becomes a stimulus to the emotions which makes difference in the multimedia presentation; but using it improperly can ruin the presentation. (Vaughan, 2008: 96)

d) Video

The video combines other elements of multimedia and make the multimedia program more alive. It can add realism in the multimedia program (Ivers & Baron, 2002: 102). However, incorporated video elements in the multimedia program can make the size of file large. Consequently, before incorporating the video element, the developer must consider the significance of that element.

e) Animation

According to Vaughan (2008: 170), animation is “visual change overtime which can add great power to your multimedia projects and web pages.” In addition,

Szabo (1998) in Mishra and Sharma (2005: 5) suggests that the animation can make the learning times shorter, arouse the interest and keep the attention better than texts or sound. Moreover, by using animation, the learning result seems to be retained.

f) Colour

In the interactive multimedia development, colour has important roles. Colour enhances learning and motivation ((Dwyer, 1978; Pett & Wilson, 1996) in Alessi & Trollip, 2001: 76). Moreover, colour can also attract the user's attention, increase the information capacity of a display, and be used to emphasize differences (Alessi and Trollip, 2001: 76). However, the wrong choice of colours can lead to ineffectiveness of interactive multimedia. The followings are guidelines proposed by Ivers and Barron (2002: 72) which can be considered in using colours for multimedia development: (1) use fewer than seven colors per screen, (2) use consistent background colors, (3) use consistent text colors, (4) on dark backgrounds, use light text, (5) on light backgrounds, use dark text, (6) highlight key words in a contrasting color, and (7) do not use red backgrounds.

3) Advantages of using interactive multimedia in education

Nowadays, interactive multimedia provides alternative for educators to innovate instructional media due to improve the quality of the teaching and learning results. Along with the advancement of educational technology, the efforts to develop multimedia in the teaching and learning process continue to rage. The decision of developing multimedia is based the consideration that there

are many advantages of using multimedia in the field of education. Experts put forward some of those advantages as follows.

a) Multimedia uses the natural information processing abilities possessed by humans. Humans' eyes and ears, together with their brain, form a formidable system which transforming meaningless sense data into information (Reddi & Mishra, 2003: 5).

b) Multimedia has the better display than the text based materials so students are more interested and enthusiastic (Reddi & Mishra, 2003: 5).

c) Multimedia can support various representations of the same piece of information in a variety of formats. Considering that students have different style in receiving information—they are heterogeneous, this has several implications for learning (Cairncross & Mannion, 2001)

4) Theories underlying the use of interactive multimedia program in education

a) Behaviourist perspective

Behaviourists focused on the study of animal and human behaviour to determine the connection between stimuli and response as a learning process.

Based on the results of behaviourists' research studies, there are two types of conditioning. The first is classical conditioning, or called by Skinner as respondent conditioning (Brown, 2007: 88), and the second is operant conditioning.

Classical conditioning is a theory of learning process proposed by Pavlov. In classical conditioning, the learning process consisted of the pattern of

association between stimuli and reflexive response. Certain stimuli automatically elicit specific reflex. However, sometimes a reflex can be elicited by stimuli which are not related directly to the reflex (Brown, 2007: 88). For example, an animal will come toward food. Then, if the bell is always rung before food is given to the animal, eventually it will always come near every time the bell is rung, even if there is no food fed. The example shows that the stimulus which is not related to the animal's response, the ring of the bell, can be used to draw out the animal's response after a time of training.

Furthermore, Skinner (1938) in Brown (2007: 88-89) proposes a theory of a learning process called operant conditioning. Operant conditioning deemphasizes the importance of stimuli and emphasizes the events that follow the response called reinforcers. These reinforcers become the stimuli of the next step of the learning process. Moreover, Skinner (1968) in Brown (2007: 90) suggests that almost any subjects can be taught effectively and successfully by a carefully designed program of step-by-step reinforcement. Skinner's programmed instruction leads to the improvement of instructional design in the teaching and learning. The instructional design such as an interactive multimedia program allows students to interact with learning materials in which their learning instructions have been programmed. The programmed instruction leads the students to a desired level of performance. Based on their response a reward or punishment may be provided as stimuli. The "contingencies" of learning are translated into different levels of the program. Rewarding the user to a different level for correct responses follows exactly the approach of operant conditioning.

b) Cognitive perspective

Ausubel (1965) in Brown (2007: 91) puts forward cognitive approach by contrasting rote learning and meaningful learning. Rote learning is the process of acquiring materials as discrete entities which are not related each others.

According to Ausuble, cognitive perspective is in line with meaningful learning in which the new materials are acquired by relating and anchoring them to the relevant established entities in the cognitive structure.

In addition Smaldino et al. (2006: 6) suggests that cognitivists create a mental model of short-term and long-term memory which describes how information processed in the learning. New information is received and stored in short-term memory and then rehearsed until ready to be stored in long-term memory. If it is not rehearsed then it will be faded from the short-term memory without stored in the long-term memory. In the long-term memory, the new Information is combined with the relevant information and skills which are already existed to develop cognitive strategies or skills for dealing with the complex tasks.

This perspective contributes to learning theory and instructional design by creating models of how learners receiving, processing, and manipulating information. Referring to this perspective, interactive multimedia program can be made by considering the natural process of human's way in learning. So, this kind of media can enhance learning in the proper way and it will not become constraints in learning process.

c) Constructivist perspective

Constructivists consider that the essence of learning is the engagement of students in meaningful learning as what cognitivists believe (Smaldino, et al., 2006: 6). They emphasize that learners create their own interpretations of the world of information. The learners situate the learning experience within their own experience. The goal of instruction is not to teach information or dispense facts but to create situations so that students can interpret information for their own understanding. The most effective learning is believed occurring when the learners are engage to the authentic tasks which ultimately can facilitate them to use their knowledge in the real life.

5) Developing Interactive Multimedia Program
a. The principle of educational software design

There are many software programs which can be used to enhance learning. And the interactive multimedia program used in educational field should be in harmony with the principles of educational software. Heinich et al. (2002: 229-231) suggest some factors which should be considered for teachers in association with software selection: (1) accuracy, (2) feedback, (3) learner control, (4) prerequisites, (5) ease of use, and (6) special features.

However, the teachers often need program which meets their needs to enhance the teaching learning process and then they should design the program by themselves. Dagdilelis in Mishra and Sharma (2005: 116) propose principles of educational software design as follow.

(a) The principle of *tool logic*: Computers and ICT in general, should be used as tools in order to make learning easier.

(b) The principle of multiple interfaces: The interface should offer the users the ability to express themselves not only by direct manipulation of objects but also with an active formulation of commands and instructions.

(c) The principle of multiple representations: Knowledge within the context of educational environments should be expressed in many ways, through multiple frameworks that are interconnected and equivalent from a functional point of view.

b. General features of interactive multimedia program

Features of an interactive multimedia program are varied depending on the contents. However, most of interactive multimedia programs have general features. Alessi and Trollip (2001: 48) propose that interactive multimedia programs has five general features, namely (1) introduction of the program, (2) learner control, (3) presentation of information, (4) providing help, and (5) ending a program. The followings are the description of those features.

(1) Introduction of the program

There are three factors which relevant to the introduction of any program, namely title page, direction, and user identification. Title page may inform the user about what the program is, the developer's name, contact information, and copyright information. Title page should be interesting and motivating (Gagne, Wager, and Rojas in Alessi and Trollip (2001: 49)) but it should be kept short, clear, and to the point (Alessi and Trollip: 49). Direction is guides for the user in using the program. It is important factor, though not all users need it (Alessi and Trollip: 50). Furthermore, many multimedia programs have user identification

feature to make certain that the user is authorized to use the program but there are also multimedia programs which do not have it, especially the offline program.

(2) Learner control

Bruner (1966) in Alessi and Trollip (2001: 51) suggests that "… learners may be able to make better sequencing about their own learning activities than can teachers." In an interactive multimedia program, learner control is essential. It reflects the interactivity of the program. It gives authorization to the user to decide what learning activities of the program will be done. According to Alessi and Trollip (2001: 52) the most important learner controls in the interactive multimedia program are sequence and pace. Sequence includes moving forward, moving backward, and selecting what to do next. Furthermore, pace related to how fast the processes occur.

(3) Presentation of information

Presentation of information should be consistent so the user can access information comfortably. It includes the consistency of the screen design (display of information), the navigation placement (the location of buttons), and the format of information presented. In addition, modes of presentation affect the effectiveness of the presentation of information as well. Mode of presentation is defined as how information is presented to the students. In general, modes of presentation are text, graphics, sound and video. In present time, animation is also included as one of modes of presentation commonly used. Each mode has its own advantage to present information. The information can be presented effectively by using the appropriate mode.

(4) Providing help

According to Alessi and Trollip (2001: 77) there are two types of help needed by the user of an interactive multimedia program, namely procedural and informational help. Procedural help refers to guidance for operating the interactive multimedia such as changing volume. It should always available. It can be provided in the direction section or throughout the program by clicking help button. Informational help is helps which are related to the content of the program. It includes help for accessing more information such as the detail description of information, additional examples, sample problems, glossaries, etc. help provided in the program should be detected and accessed easily.

(5) Ending a program

Ending a program must available in an interactive multimedia program. Exit button is used in the interactive multimedia program to end the operation of the program. It should available throughout the program.

c. Models of developing interactive multimedia program

The following model is a models which can be implemented in developing interactive multimedia program for educational field.

ADDIE Model

ADDIE model is identified by Seels and Glagow (1998) in Frey (2010). It is consists of five common components which are the acronym of ADDIE itself. They are: (1) analyze, (2) design, (3) develop, (4) implement, and (5) evaluate. This model is usually used to develop instructional courses and training programs.

It is closely related to multimedia development process and can be adapted to develop a multimedia program.

3. Some software used in developing interactive multimedia

A multimedia developer generally uses more than one piece of software to develop a multimedia project. The software which will be used by the researcher to develop the interactive multimedia program is Macromedia/Adobe Flash, Corel Draw, Adobe Photoshop, and Microsoft Office Power Point. Those pieces of software have different function which will be explained later.

B. Relevant research studies

The studies of interactive multimedia development as instructional media in language learning have been conducted by some researchers. Those studies included the interactive multimedia development of some major skills, grammar, and vocabulary learning materials. The following studies are relevant with the study which conducted by the researcher namely the interactive multimedia learning materials.

Pertiwi (2011) developed an interactive learning media of effective communication textbook for vocational school students. This media was designed to be self study sources. It is integrated in a CD so students can use it at school as well as at home. The result of the study shows that this media is well developed and effective for teaching English which promote autonomous learning.

Iftitah (2010) conducted a study on CALL media development to teach procedure text for junior high school students. This media is for self study sources as well. It develops by using multimedia software namely Macromedia Flash. The

result of this research shows that the media is well developed and effective for teaching procedure text. Macromedia Flash. The result of this research shows that the media is well developed and effective for teaching procedure text.

Budisatriya (2010) conducted the study by developing an interactive multimedia program of reading. This program was developed for junior high school students. In the process of program development, he used some software to combine some multimedia components to work together. The result of the study shows that the program is effective and feasible to be used in the learning process.

C. Conceptual Framework

As explained in the background of the problem and the identification of the problem, it is needed to incorporate multimedia in language teaching and learning to make learning reading more interesting and enjoyable. To fulfil the need of the interesting and enjoyable reading materials, the interactive multimedia for reading is developed. It has been explained as well that at the present time there are many textbooks which have various and interesting activities. So, the purpose of this research is to develop the interactive multimedia for reading which contains the reading materials. There are some factors that should be considered in this study as discussed in the literary review. Reading as one of English skills has a considerable role in the language teaching. Reading reinforces the other skills. However, it is considered as a boring activity because it is often taught in a monotonous way. It is not enough just to put a book or a short text in front of

students and ask them to read. The teachers need to give students various activities with simultaneous feedback and guidance.

Moreover, those activities should be interesting. Concerning the use of computer-assisted in language learning, the teachers are expected to benefit from this media in order to enhance the teaching and learning. They should be able to incorporate multimedia in the teaching learning process. However it should be kept in mind that the applied interactive multimedia program should meet the students' needs and accommodate the students learning styles. It means that the interactive multimedia program should be developed for the purpose of learning of a specific target by considering standard of competencies and basic competencies of English subject as urged by the national curriculum. Based on this consideration therefore this study needs to be conducted.

CHAPTER III
RESEARCH METHOD

This chapter presents the research method used in conducting the research. It comprises the description about: (1) the type of the research, (2) research procedure, (3) setting of the research, (4) data collection techniques, (5) instruments of the research, and (6) data analysis techniques.

A. Type of Research

This research is classified as educational Research and Development (R &D). It was conducted to design interactive multimedia for a reading instruction for the tenth grade students of senior high school. Borg and Gall (2003 : 569) states that Research and Development is a process used to develop educational products and validate by testing those products. They suggest that the products will be systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality, or similar standards.

B. Research Procedure

Research procedure used in this study is ADDIE Design Model which is proposed by Taylor (2004) with some adaptation to meet the conditions of the research. Since the implementation stage is omitted in this research, revision stage then is added to complete the procedure. The scheme of the steps of the interactive learning multimedia development in this research is shown in figure below.

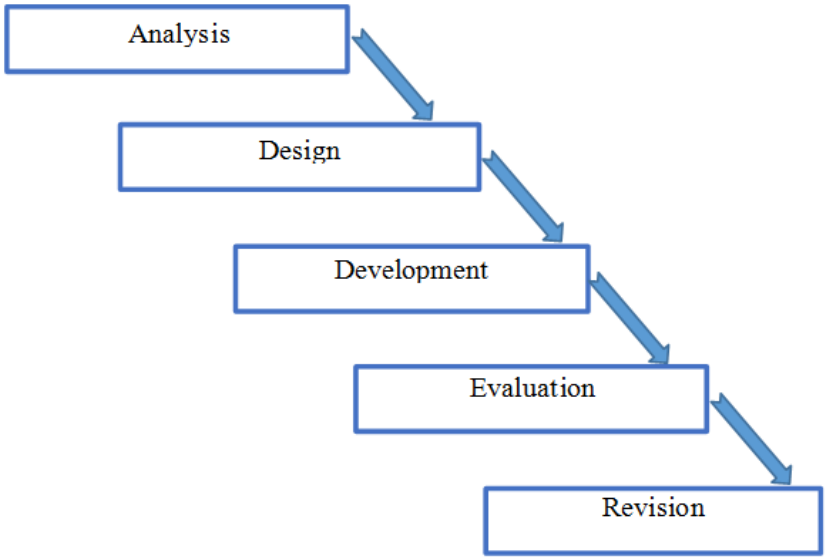


Figure 3.1 **Steps of Interactive Learning Multimedia Development**

1. Analysis

a. Analyzing the setting

An interview was held before the researcher conducting needs analysis. Researcher interviewed one of the tenth grade English teachers to discuss the students' condition.

b. Analyzing the students' needs

Needs analysis questionnaire was distributed to analyze students target and learning needs. The needs analysis was conducted on October.

2. Design

In this stage, the course grid was designed based on the students' needs as the guideline to develop and manage the tasks of the learning multimedia. Core competences and standard competences also became consideration which underlay English teaching in SMA. Some materials were also added to complete the activities. After the course grid has been designed, a flowchart was designed to draw the flow and sequence of the multimedia.

3. Development

In the development stage, the first draft of the English interactive learning multimedia was developed based on the course grid and the flowchart by using Adobe Flash CS4 Professional action script 2.0 software. The interactive learning multimedia covers reading skill and there are three units which are developed.

4. Evaluation

After the first draft has been designed, the researcher conducted expert judgment to evaluate the interactive multimedia. Expert judgment was conducted at once and covered the content and the design of the interactive multimedia.

5. Revision

After getting feedback from the expert judgment, the researcher revised the first draft of the interactive multimedia. The revised draft then called as the final product of the interactive learning multimedia.

C. Research Setting and Research Subjects

The research was conducted from 20 October 2015 up to 15 November 2015 in class X of SMA N 1 Cangkringan Yogyakarta. The school is located on Jl. Merapi Golf Bedoyo Wukirsari Cangkringan Sleman Yogyakarta. This school has a computer lab which can be used to teach English by utilizing multimedia as the educational media. The subjects of the research were a content expert, a media expert, and the tenth grade students of SMA N 1 Cangkringan Yogyakarta.

D. Data Collection Techniques

In the process of conducting the research, the researcher obtained data to develop the interactive multimedia. In this research, the researcher applied a data collection techniques to obtain the data. They were questionnaire. There are two questionnaires, one for needs analysis and one for expert judgment. The questionnaires were applied in the needs analysis stage and in the process of media development. In the need analysis stage, they were used to obtain the data about the students' characteristics, learning resources, and the availability of multimedia facilities. In the process of media development, they were used to evaluate the interactive multimedia.

E. Research Instruments

The researcher used questionnaires and an interview guide as the research instruments. As stated in the previous part, the questionnaires were used in the needs analysis and in the process of interactive multimedia development stage. The following table presented the organization of the questionnaire used in the needs analysis stage.

Table 3: **The Organization of the Questionnaire in the Needs Analysis**

No	Aspect of the Question	Purpose of the Question	Item Numbers	References
Target Needs				
1.	Necessities	to find out the students' necessity related to the materials.	1,2	Hutchinson and Waters (1987:55)
2.	Lacks	to find out gap between students current proficiency and target proficiency.	3,4	Hutchinson and Waters (1987:55-56) Brown (2001: 299)
3.	Wants	to find out students' want	5	Hutchinson and Waters

		related to the materials.		(1987:56)
Learning Needs				
6.	Input	to find out students' preference for types of input, topic, and length of the text.	6	Nunan (2004:47-52)
7.	Procedure	to find out activities that students like most.	7	Nunan (2004:52-56)
8.	Teachers' role	to find out information about the role that the teacher should perform.	8	Nunan (2004:64)
9.	Learners' role	to find out information about the role of the students.	9	Nunan (2004:64)
10.	Setting	to find out setting of doing tasks that the students like most.	10,11	Nunan (2004:70)
11.	Multimedia design	to find out students' preference for multimedia design.	12-19	Stemler (1997:1) Allesi and Trolip (53-54, 68-72)

1. Experts Judgment Questionnaire

An expert judgment questionnaire was used as the instrument to evaluate the first draft of the developed interactive multimedia from the experts in terms of its content and design appropriateness. The questionnaire was distributed twice to the materials and the media experts of English Education Department. The questions related to the content were adapted from instrument penilaian Buku Bahasa Inggris SMA by BNSP while the question

related to the media were adapted from evaluation form by Alessi and Trolip. The organization of the questionnaire for expert judgment is shown below.

Table 4. The organization of the questionnaire for expert judgment

No	Aspects of the Question	the Purpose of the Question	Item Number	References
Content				
1.	Content	to evaluate the first draft of the interactive multimedia in terms of its materials appropriateness.	1-13	BNSP
2.	Language	to evaluate the first draft of the interact multimedia in terms of its language appropriateness.	14 – 21	BNSP
3.	Presentation	to evaluate the draft of the interact multimedia in terms of presentation of the materials.	22-26	BNSP & Allesi & Trolip (2001:606)
Design Appropriateness				
4.	Screen appearance	to evaluate the draft of the interact multimedia in terms of its screen appearance appropriateness.	27-34	Allesi & Trolip (2001:607)
5.	Multimedia elements	to evaluate the draft of the interact multimedia in terms of elements appropriateness.	35-37	Allesi & Trolip (2001:62-68)
6.	Navigation buttons	to evaluate the draft of the interact multimedia in terms of its buttons appropriateness.	38-41	Allesi & Trolip (53 - 54)
7.	Feedback	to evaluate the draft of the interact multimedia in terms of its feedback appropriateness.	42-44	Allesi & Trolip (2001)

F. Data Analysis Techniques

This research used two kinds of data, namely qualitative and quantitative. The qualitative data were collected from interviews, and the quantitative data were collected from questionnaires. The data collected from interviews were in the form of interviews' transcripts. Those data were analyzed by using some steps namely data classification, data editing, and coding (Tanzeh, 2009). Then, the conclusion can be drawn immediately from the interpretation of the analyzed data (Sudjana in Tanzeh (2009)).

The data from questionnaires were obtained by using scoring scale to find out the effectiveness of the interactive multimedia. The students were asked to state their opinions by choosing option in response to the statements in the questionnaires. The responses were categorized into four scales based on *Likert*'s scales, namely strongly agree, agree, disagree, and strongly disagree.

The data obtained were analyzed to get a conclusion whether the interactive multimedia was effective or not. The data from the questionnaires were quantitative data. So, the researcher needed to convert the data from quantitative to qualitative. To convert the data, the first step was finding out the average score of each statement.

The average score of a statement could be found by summing up all scores of the statement then dividing them with the amount of students who responded to the questionnaires. The following was the formula used.

$$\overline{X} = \frac{\Sigma X}{n}$$

Note:

$\overline{X}$ = the average score

ΣX = the total score

n = the number of respondents

After that, the researcher converted those average scores into qualitative data by using a score conversion. According to Suharto (2006: 52-53), the score conversion can be made by using the score range. The score range could be found by dividing the difference between the highest score and the lowest score with the highest score. The formula was as follow.

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

Note:

Xh = the highest score

Xl = the lowest score

R = the score range

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions of the research which was conducted on October 20th to November 15th, 2015. The findings related to the students' needs, the course grid, the flowchart, the first draft of the interactive multimedia, the expert judgment data, the revision, and the final draft are discussed.

A. Research Findings

1. The Description of the Needs

The needs analysis was conducted on October 20th to November 15th, 2015 at SMA N 1 Cangkringan. The researcher distributed needs analysis questionnaires to the 32 students grade X C and D. The questionnaire was in the form of multiple choices questions and the highest percentage was considered as students' needs. The questionnaire covers the general description about the students' target needs and students' learning needs which deal with their preferences about the interactive multimedia.

a. Target Needs

Hutchinson and Waters (1987: 54) state that target needs is what the learner needs to do in the target situation while target situation relates to situations in which language is used. Target needs cover three aspects which were: necessities, lacks, and wants.

The students' target needs are summarized as follows:

1) Necessities

Table 4.1. Students' View about the Target Goals

Item Number	Question	Answer	Explanation	Percentage
1.	In my opinion, the goal of learning English is …	a. to pass the exam		0.00%
		b. to master English		**62.50%**
		c. to get a job easily		25.00%
		d. other …	to study abroad	6.25%
			to follow the demand of the era	6.25%

Table 4.1 shows that 62.5% students wanted to master English as their goal of learning English, while 25% choosed to get a job easily as the goal. The rest of the students state that studying abroad and following the demand of the era is the goal, at 6.25%.

2) Lacks

Table 4.2. English Proficiency Level

Item	Question	Answer	Explanation	Precentage
2.	In my opinion, my English proficiency level now is on …	**a. beginer level**		50%
		b. Intermediate level		46,88%
		c. Advance Level		3,12%
		d. Other		0,00%

Table 4.2 shows that 50% students' English proviciency level is on the beginner level, while 46.88% students are on the intermediate level. The students' proficiency level on the advanced level has the lowest percentage, at 3.12%.

Table 4.3. Difficulty in Reading

Item	Question	Answer	Explanation	Percentage
3.	Difficulty that I find in reading is…	**a. understanding vocabulary based on context**		**65.63%**
		b. understanding text		18.75%
		c. identifying main idea of the text		12.5%
		d. other …	reading text correctly	3.12%

Table 4.3 shows that 65.63% had difficulty in understanding vocabulary based on context. Then the rest of students had difficulty in understanding text, identifying main idea of the text, and reading text correctly, at 18,75%, at 12,5%, and at 3,12%.

3) Wants

Table 4.4 The Students' Wants

Item	Question	Answer	Explanation	Percentage
5.	In my opinion, the materials in the interactive multimedia will be better if it is …	a. similar to the textbook		3.12%
		b. enriched by additional materials		31.25%
		c. adapted based on the needs		**65.63%**
		d. other …		0.00%

Table 4.4 shows that 65.63% state that it is better if the interactive multimedia is adapted based on their needs of learning. It is followed by 31.25% students who wish the interactive multimedia is enriched by additional materials, while having similar materials to the textbook is voted by 3.12% of the students.

b. Learning Needs

Hutchinson and Waters (1987: 54) state learning needs is what the learner needs to do in order to learn. There are five aspects of learning needs used in this research which are: input, design, procedures, teacher's role, and setting (Nunan, 2004: 41).

The students' learning needs are summarized as follows:

1) Input

Table 4.5 Types of Reading Input

Item	Question	Answer	Explanation	Percentage
6.	I want to have as the reading input of the interactive multimedia.	a. text consist of paragraphs		9.38%
		b. text with pictures		34.38%
		c. text with a list of vocabulary		**50.00%**
		d. other …	all the criteria	3.12%
			pictures and vocabularies	3.12%

Table 4.5 shows that 50% wanted to have texts with a list of vocabulary as the reading input of the interactive multimedia. It is followed by 34,38% students who want to have text with pictures as the input text. Then 9,38% students want to have text consist of paragraphs

Table 4.6 Input Length

Item	Question	Answer	Explanation	Percentage
7.	It is better if the length of the input texts are between ...	**a. 200-250 words**		**40.63%**
		b. 250-300 words		50.00%
		c. > 300 words		6.25%
		d. other …	cannot decide the words	3.12%

Table 4.6 shows that 50% want input text at 250-300 words in length. It is followed by 40.63% students who want input text at 200-250 words in length. Then 6,25% students want input text with length more than 300 words.

Table 4.7 Types of Font

Item	Question	Answer	Explanation	Percentage
8	Type of font that I like is ...	**a. Times New Roman**		**62.50%**
		b. Comic Sans MS		28.12%
		c. Britannic Bold		0.00%
		d. other …	Calibri	9.38%

Table 4.7 shows that 62,50 students choose Times New Roman as the font to be used in the interactive multimedia, while 28,12% students choose Comic Sans MS, and 9.38% choose Calibri as the font to be used in the interactive multimedia.

Table 4.8 Sizes of Font

Item	Question	Answer	Explanation	Percentage
9.	Size of font that I like is ...	a. 11 pt		3.12%
		b. 12 pt		**75.00%**
		c. 13 pt		18.76%
		d. other …	14 pt	3.12%

Table 4.8 shows that 75% of the students want to have 12 pt font's size, while 18,76% students want to have 13 pt font's size. Then 3,12% students choose both 11 pt and 14 pt.

Table 4.9 The Importance of Picture Availability

Item	Question	Answer	Explanation	Percentage
10.	In my opinion, the presence of pictures in the interactive multimedia is ...	a. not important		0.00%
		b. sometimes important		**65.63%**
		c. very important		34.37%
		d. other …		0.00%

Table 4.9 shows that 65,63% students think that the presence of pictures in the interactive multimedia is sometimes important, meanwhile it is followed by 34.37% students who think that it is very important.

Table 4.10 The Importance of Animation Availability

Item	Question	Answer	Explanation	Percentage
11.	In my opinion, the presence of animation in the interactive multimedia is ...	a. not important		6.25%
		b. sometimes important		50.00%
		c. very important		**43.75%**
		d. other …		0.00%

Table 4.10 shows that 50% students think that it is sometimes important to have animation in the interactive multimedia. It is followed by 43.75% students who think that it is very important to have animation, and 6.25% of the students think that it is no need to have animation in the interactive multimedia.

2) Design

Table 4.11 Layout Design

Item	Question	Answer	Explanation	Percentage
12	In my opinion, it is better if the layout in the interactive multimedia is ...	a. interesting		31.25%
		b. motivating to learn		**59.37%**
		c. having a combination of appropriate color		9.38%
		d. other …		0.00%

Table 4.11 shows that 59.37% students think that it is better if the layout in the interactive multimedia can motivate them to learn. It is followed by 31.25% students who think that the layout should be interesting, and 9.38% of the students who think that having combination of appropriate color is better.

Table 4.12 The Importance of Backsound Availability

Item	Question	Answer	Explanation	Percentage
13	In my opinion, the presence of backsound in the interactive multimedia is ...	a. not important		12.50%
		b.sometimes important		**65.63%**
		c. very important		21.87%
		d. other …		0.00%

Table 4.12 shows that 65.63% students think that the presence of backsound in the interactive multimedia is sometimes important. It is followed by 21.87% students who think the presence of backsound is very important, and 12.50% of the students who think it is no need to have backsound in the interactive multimedia.

Table 4.13 Navigation Buttons Design

Item	Question	Answer	Explanation	Percentage
14.	It is better if the navigation buttons in the interactive multimedia is ...	**a. completed with sound when it is used**		**37.50%**
		b. having contrast color		34.37%
		c. using symbol		15.63%
		d. other …	using animation	3.12%
			having no sound	3.12%
			encouraging	3.12%
			interesting	3.12%

Table 4.13 shows that the availability of sound when the navigation buttons are clicked has the highest percentage, at 37.50%. Then it is followed by 34.37% students who wanted the navigation buttons had contrast color, and 15.63% of the students who think the navigation buttons should use symbol.

Table 4.14 Background Color Design

Item	Question	Answer	Explanation	Percentage
15.	Background color that I like is ...	a. red		12.50%
		b. blue		**46.88%**
		c. green		6.25%
		d. other …	grey	9.38%
			white	12.50%
			light purple	6.25%
			black	3.12%
			pink	3.12%

Table 4.14 shows that blue has the highest percentage as the background color design of the interactive multimedia, at 46.88%. It is followed by red and white, at 12.50%. The other students want grey, green, light purple, black, and pink as the background color.

3) Procedure

Table 4.15 Reading Procedures

Item	Question	Answer	Explanation	Percentage
16.	Reading activity that I like is ...	a. understanding text		15.63%
		b. finding main idea of the text		6.25%
		c. answering questions based on the text		31.25%
		d. filling in the blank spaces		18.75%
		e. finding vocabulary		28,12%

Table 4.15 shows that 31.25% students state that answering questions based on the text is the reading activity they like. It is followed by finding vocabulary, at 28.12%, filling in the blank spaces, at 18.75%, and understanding text, at 15.63%. Finding main idea of the text is voted by 6.25% of the students.

4) Teacher's Role

Table 4.16 Teacher's Role

Item	Question	Answer	Explanation	Percentage
18	Teacher's help that I expect in the interactive multimedia is ...	a. explaining steps in using the multimedia		12.50%
		b. giving example		**62.50%**
		c. explaining the learning goal		25.00%
		d. other …		0.00%

Table 4.16 shows that 62.50% students expect that the teacher can give example in doing tasks. It is followed by 25% students who expect that the teacher can explain the learning objectives, and 12.50% of the students who expect that the teacher explain the steps in using the interactive multimedia.

5) Setting

Table 4.17 Setting

Item	Question	Answer	Explanation	Percentage
19	I prefer doing the tasks in the interactive multimedia ...	**a. individually**		**43.75%**
		b. in pairs		34.37%
		c. other	in group	21.88%

Table 4.17 shows that 43.75% students prefer to do the tasks in the interactive multimedia individually. It is followed by 34.37% students who prefer to do the tasks in pairs, and 21.88% students prefer to do the tasks in group.

2. Flow Chart

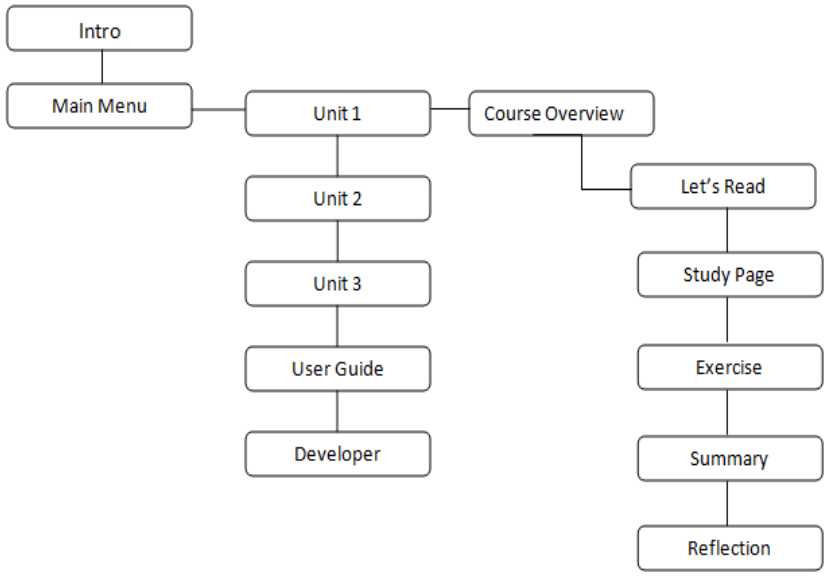


Figure 1 : Flow chart

3. The Course Grid

After the needs analysis was conducted and the results were analyzed, the next step was designing a course grid. The course grid was needed as guidance in

developing materials and activities. The developed course grid consist of five points which were standard of competence, objectives, topic, content and activities. The standard competence was a competence which have to obtain by the students. The standard competence was taken from the basic competence of the syllabus. The objectives was the final aim which have to obtain by the students. The topic is the theme which suitable by the students' background and appropriate with standart competence. The content were the materials and the language features that suitable with standart competence. The activities was the task that suitable with the students' standart competence. There were three units developed in the interactive multimedia. Each unit was derived from Standard of Competencies which is used at SMA N 1 Cangkringan.

a. The course grid of Unit 1

Learning materials in this interactive multimedia were divided into three units of learning. Unit 1 discusses about how to make a recount text. The title of this unit is "My Amazing Experience" and the topic was recount text. The grammar used in this unit is Simple Past Tense.

b. The course grid of unit 2

Unit 2 discusses about how to make a narrative text. The title of this unit was "Once Upon a Time" and the topic was narrative text. The grammar used in this unit was Simple Past Tense.

c. The course grid of unit 3

Unit 3 discusses about how to make a procedure text. The title of this unit is “Indonesian Cuisine” and the topic is procedure text. Details related to the input, materials, indicators, and activities can be seen in the appendices.

4. The First Draft of Interactive Multimedia

The researcher developed the interactive multimedia for learning reading for tenth grade senior high school according to the data of the needs analysis. Those data were used as guidance in developing this interactive multimedia. First, the course grid was generated as a guideline to develop activities in the program. Then, the materials from many resources were created. After that, the flowchart of the program was constructed. Last of all, the story board of the program was created.

A. Interactive Learning Multimedia First Design.

In designing the interactive multimedia, the researcher started by designing the screen and the layout of the program. After that, the detail of screen design of the program was created. The following is the detailed information of the interactive multimedia first design. It consisted of two main parts; intro and main menu.

a. Intro

The Intro or the start screen is the opening of the program. It consisted of two parts; the title of the program and enter.

Figure 2 : the first design of Intro

b. Main Menu

In the main menu scene, there are three options. Developer, User Guide, and Materials. In each options, the user can directly go back to the main menu or to the other options. Here is the first design of the main menu in the interactive multimedia.

Figure 3 : The first Design of the Main Menu

c. Developer

When the Developer button in the main menu clicked, the developer page will appear. The page consisted of the profile of the developer in brief. Here is the first design of the developer in the interactive multimedia.

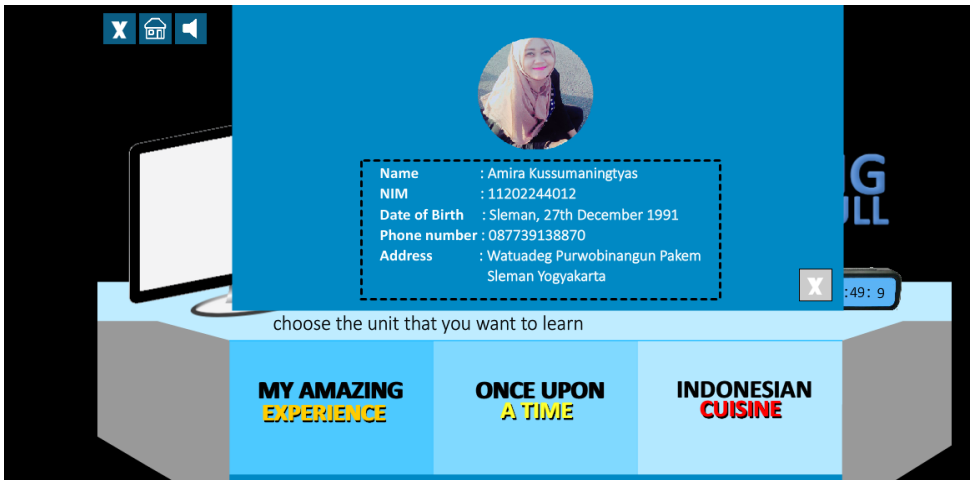


Figure 4 : The first design of developer

d. User Guide

When the user guide button in the main menu is clicked, the user guide page will appear. The content of the page is about the direction on how to use the interactive multimedia. Here is the first design of the user guide in the interactive multimedia.

Figure 5 : The first Design of User Guide

e. Materials

There are three materials provided in this interactive multimedia. When one of the materials menu was clicked, the materials will appear. There are three units of materials in this media. The page consisted of three units; My amazing experiences, Once upon a time, and Indonesian cuisine. Here is the first design of the materials in the interactive multimedia.

Figure 6 : The first Design of Materials

Three options of materials mentioned above consisted of some topics to learn. Each unit there were three options; let's read, study page, and exercise.

f. Unit 1

Once students choose to learn unit 1 from the menu bar, they will directly go to the first slide of the unit which is the title of the unit. In the title of the unit, the students will be presented what the topic of this unit is and what they will learn in this unit. The topic of unit 1 is "My Amazing Experience" text and the students will learn about recount text.

Table 4.18 The Organization of Unit 1

Name	Description	Function
Let's Read		
Task 1	The students are asked to match sentences with two series of pictures with label A and B. The pictures with A label tell about James' daily routine. The pictures in B label tell about James' activities yesterday.	As a warming up activity to lead the students to the topic
Task 2	The students are asked to read a recount text entitled "Joining the Traditional Dance Competition" and then answer T/F questions based on the text.	As a reading comprehension activity
Task 3	The students are asked to match words in Column A with their synonyms in the box by dragging the words in the box to Column B. The words in Column A are taken from the text in Task 2.	As a vocabulary practice
Study Page		
Task 4	The students are asks to match each word in the blue boxes with a word in the Column A that is close in meaning by dragging it into column B.	Giving the students a grammar practice
Task 5	The students are asked to study the notes about recount text.	Giving the students explanation about

		recount text.
Task 6	The students are asked to read the text titled my Holiday in Bali carefully.	Giving the students practice to check their comprehension.
Task 7	The students are asked to identify the verbs that appear in the text. Write down the verbs in the table provided.	Giving the students practice to check their comprehension.
Task 8	The students are asked to study notes about simple past tense,	Giving the students explanation about simple past tense.
Task 9	The students are asked to rewrite the sentences by changing the verbs in the brackets in the correct form.	
Task 10	The students are asked to complete the recount text titled "joining football competition" with the correct verb forms of the words given in the box.	Giving the students practice to check their comprehend.
Exercise		
Task 11	The students are asked to read the recount text and then choose the right statement based on the text.	Giving the students exercise about recount text.
Task 12	The students are asked to choose the right statements by clicking letter A, B, C, D, or E based on the text entitled "Swimming" .	Giving the students exercise about recount text.
Task 13	the students are asked to re arrange the paragraph into a good recount text.	Giving the students exercise about recount text.
Task 14	The students are asked to complete the paragraph into a good recount text.	Giving the students exercise about recount text.
Task 15	The students are asked to make a recount text by arranging the jumbled paragraphs.	Giving the students exercise about recount text.

g. Unit 2

Once students choose to learn unit 2 from the menu bar, they will directly go to the first slide of the unit which is the title of the unit. In the title of the unit, the students will be presented what the topic of this unit is

and what they will learn in this unit. The topic of unit 2 is “Once Upon a Time” and the students will learn about narrative text.

Table 4.19 The Organization of Unit 2

Name	Description	Function
Let’s Read		
Task 1	The students are asked to answer questions based on information about types of fiction read by students of a class which are presented in a chart.	As a warming up activity to lead the students to the topic
Task 2	The students are asked to study list of words which will find in a recount text coming after it	As a warming up activity to lead the students to the topic
Task 3	The students are asked to read the text carefully. Then answer the questions in the next page.	As a reading comprehension activity
Task 4	The students are asked to read the recount text entitled “Kyai Jegod” and answer T/F questions based on the text.	As a reading comprehension activity
Study Page		
Task 5	The students are asked to: - study notes about narrative text and its language features, - study the example of the organization of the narrative text.	Giving students information about language features of recount text
Task 6	The students are asked to rearrange the jumble paragraph in the next page into a good story by labeling each of them with a number.	As a reading comprehension activity
Task 7	The students are asked to match	As a reading

	each word in the box with its antonym in column A	comprehension activity
Task 8	The students are asked to study the following notes about simple past tense.	Giving the students information about simple past tense
Exercise		
Task 9	The students are asked to complete the text below with the correct verb forms of the words given in the box.	Giving students reading comprehension practice
Task 10	The students are asked to read the recount text titled the legend of Surabaya	Giving students reading comprehension practice
Task 11	The students are asked to answer the question related to the text.	Giving students reading comprehension practice
Task 12	The students are asked to identify the verbs appear in the text the legend of Surabaya	Giving students reading comprehension practice
Task 13	The students are asked to look at the pictures about Malin Kundang	Giving students reading comprehension practice
Task 14	The students are asked to continue paragraph about Malin Kundang	Giving students reading comprehension practice

h. Unit 3

Once students choose to learn unit 3 from the menu bar they will directly go to the first slide of the unit which the title of the unit and the course overview of the unit. The topic of unit 3 is “Indonesian Cuisine” and the students will learn about procedure text.

Table 4.20 The Organization of Unit 3

Name	Description	Function
Let’s Read		
Task 1	The students are asked to find 5 method of cooking in the box below by clicking the word.	As a warming up activity to lead the students to the topic
Task 2	The students are asked to match the method and the utensils	As a reading comprehension activity

	below.	
Task 3	The students are asked to study the following pictures. Label each with its name by dragging it from the box.	As a reading comprehension activity
Task 4	The students are asked to Study the following words. You will find them in the text.	As a reading comprehension activity
Task 5	The students are asked to Read the following text carefully.	As a reading comprehension activity
Task 6	The students are asked to answer the text below based on the text above by typing in the column provided.	As a reading comprehension activity
Study Page		
Task 7	The students are asked to Study the following note carefully	Giving the students information about procedure text
Task 8	The students are asked to Read the procedure text	Giving students reading comprehension practice
Task 9	The students are asked to answer the questions by typing the answer in the boxes provided below the question.	Giving students reading comprehension practice
Task 10	The students are asked to study the following note	Giving the students information about imperative
Task 11	The students are asked to identify the imperatives used in that procedure text. Write down in the box provided below.	Giving students reading comprehension practice
Task 12	The students are asked to complete the following text by typing the correct words given in the box to the blanks.	Giving students reading comprehension practice
Task 13	The students are asked to match each word in the box with its synonym in the column A by dragging them.	Giving students reading comprehension practice
Exercise		
Task 14	Complete the following recipe with the words given in the box by typing it to the blank.	Giving students reading comprehension practice
Task	Rearrange the pictures below by	Giving students reading

15	dragging that pictures.	comprehension practice

5. The Expert Judgment and the Revision

A. The Expert Judgement

After the first draft of the interactive multimedia had been developed, the next step is conducting an expert judgment to evaluate the appropriateness of the product in terms of its content and design. The instruments for the expert judgment were two questionnaires related to the content and the design.

The questionnaire was adapted from Standard of Course Book Assessment for Senior High School by BSNP and it consisted of content, language, and presentation appropriateness. Meanwhile the second questionnaire was adapted from Evaluation Form by Alessi and Trolip and it consisted of screen appearance, multimedia elements, navigation buttons, and feedback. As there were two questionnaires distributed, there were also two credible experts who evaluated the interactive multimedia in terms of the content and design. The experts were supposed to fill the questionnaires by choosing the options "SA" for strongly agree, "A" for agree, "D" for disagree, and "SD" for strongly disagree. The results of the expert judgment questionnaires were then analyzed using descriptive statistics where the central tendency was employed to analyze the result and the mean (x) was used as the measure of the tendency. The results of the expert judgment and the revisions of the first draft are described below.

a. The Result of the Expert Judgment

1) Content Aspects

In the first questionnaire, there are 27 statements categorized into three groups, which are content, language, and presentation appropriateness.

a) Unit 1

The results of multimedia content evaluation of Unit 1 are described as follows:

(1) The appropriateness of the content

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

Table 4.21 The Appropriateness of the Content of Unit 1

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic	3
2.	Materials in the interactive multimedia are appropriate for reading activities.	4
3.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
4.	Examples and exercises are in accordance with the learning objectives.	3
5.	Materials in the interactive multimedia include the relevant vocabulary.	3
6.	Materials in the interactive multimedia contain reading sub-skills activities.	3
7.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	4
8.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3

9.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
10.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
11.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
12.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		3.31

The table shows that the mean value of this aspect is 3.31. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. Meanwhile the rest options are scored 3.

(2) The appropriateness of the language

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

Table 4.22 The Appropriateness of the Language of Unit 1

Item Numbe	Statements	Score
13.	Instruction language used in the interactive multimedia is correct and accurate.	3
14.	Texts language used in the interactive multimedia can be understood.	3
15.	The materials in the interactive multimedia use English grammatically.	3
16.	The language used in instruction and explanation are relevant to learners' language development.	3
17.	The materials in the interactive multimedia use correct spelling.	4
18.	The materials in the interactive multimedia use correct the words' choices.	3
19.	Grammar used in the interactive multimedia is correct.	3
20.	Vocabulary used in the interactive multimedia is correct.	3

Mean	3.13

From the result, it can be seen that the mean value of this aspect is 3.13. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. Meanwhile the rest options are scored 3.

(3) The appropriateness of the presentation

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

Table 4.23 The Appropriateness of the Presentation of Unit 1

Item Number	Statements	Score
21.	Materials presented in the interactive multimedia are systematically order.	3
22.	Learning activities in the interactive multimedia help students to be an autonomous learner.	3
23.	Materials in the interactive multimedia contain opening activities, main activities, evaluation, reflection, and summary.	4
24.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	3
25.	The learning materials encourage the learners to think and act creatively.	3
Mean		3.40

The table shows that the mean value of this aspect is 3.40. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. Meanwhile the other options are scored 3.

b) Unit 2

The results of multimedia content evaluation of Unit 2 are described as follows:

(1) The appropriateness of the content

The table below gives information of the appropriateness of the content of Unit 2.

Table 4.24 The Appropriateness of the Content of Unit 2

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
2.	Materials in the interactive multimedia are appropriate for reading activities.	4
3.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
4.	Examples and exercises are in accordance with the learning objectives.	4
5.	Materials in the interactive multimedia include the relevant vocabulary.	3
6.	Materials in the interactive multimedia contain reading sub-skills activities.	3
7.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	3
8.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
9.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
10.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
11.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
12.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		3.23

From the table, it can be seen that the mean value of this aspect is 3.23. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. The results show that the appropriateness of the materials for reading and writing activities, the concord of the materials with the learning objectives, the concord of

examples and exercises with the learning objectives, the availability of linguistic features guidance's of the discussed text have the highest score. The other options are scored 3.

(4) The appropriateness of the language

The table below gives information of the appropriateness of the language of Unit 2.

Table 4.25 The Appropriateness of the Language of Unit 2

Item Numb	**Statements**	**Score**
13.	Instruction language used in the interactive multimedia is correct and accurate.	3
14.	Texts language used in the interactive multimedia can be understood.	4
15.	The materials in the interactive multimedia use English grammatically.	3
16.	The language used in instruction and explanation are relevant to learners' language development.	4
17.	The materials in the interactive multimedia use correct spelling.	4
18.	The materials in the interactive multimedia use correct the words' choices.	3
19.	Grammar used in the interactive multimedia is correct.	3
20.	Vocabulary used in the interactive multimedia is correct.	3
Mean		3.38

The table shows that the mean value of this aspect is 3.38. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. Meanwhile the rest options are scored 3.

(3) The appropriateness of the presentation

The table below gives information of the appropriateness of the presentation of Unit 2.

Table 4.26 the appropriateness of the presentation of Unit 2.

Item Number	Statements	Score
21.	Materials presented in the interactive multimedia are systematically order.	3
22.	Learning activities in the interactive multimedia help students to be an autonomous learner.	3
23.	Materials in the interactive multimedia contain opening activities, main activities, evaluation, reflection, and summary.	4
24.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	3
25.	The learning materials encourage the learners to think and act creatively.	4
Mean		3.40

The table shows that the mean value of this aspect is 3.40. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. Meanwhile the other options are scored 3.

c) Unit 3

The results of multimedia content evaluation of Unit 3 are described below:

(1) The appropriateness of the content

The table below gives information of the appropriateness of the content of Unit 3.

Table 4.27 The Appropriateness of the Content of Unit 3

Item Numb	Statements	Score
1.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
2.	Materials in the interactive multimedia are appropriate for reading and writing activities.	3
3.	Materials in the interactive multimedia are in accordance with the learning objectives.	3
4.	Examples and exercises are in accordance with the learning objectives.	3
5.	Materials in the interactive multimedia include the relevant vocabulary.	3
6.	Materials in the interactive multimedia contain reading sub-skills activities.	3
7.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	4
8.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
9.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	3
10.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
11.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
12.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		3

From the table it can be seen that that the mean value of this aspect is 3. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. The results show that the concord of the materials in the interactive multimedia with the textbook based on and the availability of the comprehension of the text

structure guidance's have the highest score. It is followed by eight options which are scored 3.

(2) The appropriateness of the language

The table below gives information of the appropriateness of the language of Unit 3.

Table 4.28 The Appropriateness of the Language of Unit 3

Item Number	Statements	Score
14.	Instruction language used in the interactive multimedia is correct and accurate.	3
15.	Texts language used in the interactive multimedia can be understood.	4
16.	The materials in the interactive multimedia use nglish grammatically.	3
17.	The language used in instruction and explanation are relevant to learners' language development.	3
18.	The materials in the interactive multimedia use correct spelling.	3
19.	The materials in the interactive multimedia use correct words' choices.	3
20.	Grammar used in the interactive multimedia is correct.	3
21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		3.12

The table shows that the mean value of this aspect is 3.12. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. It can be seen that the texts language used in the interactive multimedia has the highest score. Meanwhile the other options are scored 3.

(3) The appropriateness of the presentation

The table below gives information of the appropriateness of the presentation of Unit 3.

Table 4.29 The Appropriateness of the Presentation of Unit 3

Item Number	**Statements**	**Score**
22.	Materials presented in the interactive multimedia are systematically order.	3
23.	Learning activities in the interactive multimedia help students to be an autonomous learner.	3
24.	Materials in the interactive multimedia contain opening activities, main activities, evaluation, reflection, and summary.	4
25.	The learning materials encourage the learners to learn independently and to be responsible of their own learning process.	3
26.	The learning materials encourage the learners to think and act creatively.	3
Mean		3.20

The table shows that the mean value this aspect is 3.20. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. The results show that the content of learning procedures has the highest score while the other options are scored 3.

2. The Result of Media Aspects

a) The appropriateness of the screen appearance

The table below gives information of the screen appearance appropriateness of the interactive multimedia.

Table 4.30 The Appropriateness of the Screen Appearance

Item	Statements	Score
1.	The screen appearance is clear.	4
2.	The screen appearance is proportional.	4
3.	The colors combination used in the interactive	4
4.	Pictures in the interactive multimedia supports	3
5.	Animation in the interactive multimedia supports	3
6.	Texts presented in the interactive multimedia are	3
7.	Pictures presented in the interactive multimedia are	3
8.	Animation presented in the interactive multimedia	3
Mean		3.38

The table shows that the mean value of this aspect is 3.38. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. Meanwhile the rest options are scored 3.

b) The appropriateness of the multimedia elements

The following table gives information of the multimedia elements appropriateness of the interactive multimedia.

Table 4.31 The Appropriateness of the Multimedia Elements

Item Numbe	Statements	Score
9	The type of font used in the interactive multimedia is appropriate.	3
10.	The size of font used in the interactive multimedia is not too big and not too small.	4
11.	Texts, pictures, and animation are neatly arranged.	3
Mean		3.30

From the table it can be seen that the mean value of this aspect is 3.30. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category.

c) The appropriateness of the navigation buttons

The table below gives information of the navigation buttons appropriateness of the interactive multimedia.

Table 4.32 The Appropriateness of the Navigation Buttons

Item Number	Statements	Score
12.	The navigation buttons in the interactive multimedia are put in a consistent way.	4
13.	The navigation buttons in the interactive multimedia are easily used.	3
14.	The navigation buttons in the interactive multimedia are well operated.	3
15.	Shortcut to go back to the main menu and exit from the application are available.	3
Mean		3.25

The table shows that the mean value of this aspect is 3.25. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It can be seen that the consistency of the navigation buttons' place has the highest score.

d) The appropriateness of the feedback

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

Table 4.33 The Appropriateness of the Feedback

Item Number	Statements	Score
16.	The interactive multimedia gives feedback directly.	3
17.	Feedback helps users to operate the interactive multimedia independently.	3
18.	The score helps students to measure their ability.	3
Mean		3.00

The table shows that the mean value of this aspect is 3.00. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. It can be seen that all the options are scored.

B. Revisions

1) Unit 1

The means of all aspects of the evaluation show that the materials of unit 1 were appropriate in terms of content, language, and presentation. First of all, in terms of content there was specific suggestion proposed by the expert. The content is good and therefore needs no revision. The second, in terms of language there were some spelling mistakes. Finally, in terms of presentation there was no weakness found and needs no revisions. Generally, the expert said that the interactive multimedia was interesting because it was completed with pictures and presented in a varied color but it was needed to check the spelling. The following table gives information about the point of revisions.

Table 4.34 The Point of Revisions

No	Parts of the Unit	Points to Revise	Revisions
1.	Task 1	Grammatical errors	First draft : He usually go to bed early Final draft : He usually goes to bed early.
2.	Task 8	Spelling error	First draft : …two weeks agi Final draft : …two weeks ago
3.	Task 13	Spelling error	First draft : Re arrange the paragraph below. Final draft : Rearrange the paragraph

2) Unit 2

The means of all aspect of the content evaluation show that the materials of unit 2 are appropriate in terms of content, language, and presentation with some notes. First of all in terms of content there is no note given by the expert. Generally the content is good and therefore needs no revision. The second, in terms of language there are some spelling mistakes. Finally, in terms of presentation there is no weakness found and needs no revision.

Table 4.35 The Points of Revisions

No	Parts of the Unit	Points to Revise	Revisions
1.	Course overview	Grammatical error	First draft : You must read a lot of … Final draft : You must be reading a lot …
2.	Task 3	Grammatical error	First draft : He was the grandfather of Sultan Final draft : He was the grandfather of Sultan.
3.	Task 11	Grammatical error	First draft : After you read the text before, then answer the question below. Final draft : After you read the previos text, then answer the question below.
4.	Task 13	Spelling error	First draft : Look at the picture below. Final draft :

			Look at the pictures below.

3) Unit 3

The means of all aspect of the content evaluation show that the materials of unit 3 are appropriate in terms of content, language, and presentation with some notes. First of all in terms of content there is no note given by the expert. Generally the content is good and therefore needs no revision. The second, in terms of language there are some spelling mistakes. Finally, in terms of presentation there is no weakness found and needs no revision.

Table 4.36 The Points of Revisions

No	Parts of the Unit	Points to Revise	Revisions
1.	Task 1	Grammatical error	First draft : Find 5 method of cooking in the box below by clicking the word. Final draft : Find 5 methods of cooking in the box below by clicking the word.
2.	Task 7	Spelling error	First draft : 5 minutes before it's done. Final draft : 5 minutes before it is done.

B. Discussion

The aim of this research was to develop an appropriate product, media that could help students learnt English. The result of this research is an interactive multimedia for reading for grade X students of Senior High School. The research was conducted in SMA N 1 Cangkringan which is located in Jalan Merapi Golf Bedoyo Cangkringan Sleman Yogyakarta. The population sample of this research was thirty two students of grade X C and D class. In designing the interactive multimedia related to the students' preferences, needs analysis should be conducted. Conducting needs analysis is needed to collect specific information related to students' target needs and learning needs.

The data of the needs analysis were obtained by distributing questionnaire to the grade X students. The needs analysis questionnaires were developed according to the principle of needs analysis proposed by Hutchinson and Waters (1987). Target needs, according to Hutchinson and Waters (1987: 54), was what the learner needs to do in the target situation. It covers three components which are necessities, lacks, and wants.

Learning needs, according to Hutchinson and waters (1987: 54), was what the learner needs to do in order to learn. There are five components of learning needs used in this research which are input, design, procedure, teacher's role, and setting as proposed by Nunan (2004). The result of the analysis were also used to develop the interactive multimedia.

The first component is input. Nunan (2004: 47) described input as the spoken, written, and visual data that learners work with in the course of

completing a task. In terms of reading input, most students prefer to have texts with a list of vocabulary. Regarding to the input length, students want to have input texts with 250-300 words in length. It proved in the unit 1 task 1. The text tittled “Joining Dance Competition” has 275 words in length. That statements in line to the need analysis which stated that the students of SMA N 1 Cangkringan needed a reading task which consist of 250-300 words. As the type of font, students prefer to use Calibri with 12 pt of size to be used in the interactive multimedia. It is proved that all task in Unit 1, 2, and 3 used Calibri as the font and 12 pt of size used. In terms of the importance of picture availability, students state that the presence of pictures was very important in the interactive multimedia. It was proved that most of task in the Unit 1, 2, 3 provided pictures to help students gather the information.

The second component was design. Regarding to the layout design, students stateed that it was better if the layout in the interactive multimedia could motivate them to learn English. Most students claimed that the presence of backsound was important. It was proved in the Interactive Multimedia, the developer provided backsound to help students enjoyed while doing the tasks. In terms of navigation buttons, students state that the navigation buttons should have sound when they were clicked. It was proved that when the student clicked the button the sound was heard. As the background color, most students prefer to use blue as the color. It is proved in the Interactive Multimedia, the developer provides blue color for the background color.

The third component was procedures. Nunan (2004: 52) states procedure specifies what learners will actually do with the input that forms the point of departure for the learning task. Regarding to the reading procedures, most students prefer to answer questions based on the text. To meet their needs, the activities in the interactive multimedia were designed for answering questions based on texts and arranging jumbled sentence. It proved in task 11, 12, and 14 Unit 1. The tasks provided answering question based on the text. In task 10, 11, 14 unit 2 and task 5, 6 Unit 3 also provided answering questions based on the jumbled pharagraph. The next component is teacher's role. Teacher's role according to Nunan (2004: 64) is the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Based on the results of the needs analysis, most students state that they expect the teacher can give example in doing tasks in the interactive multimedia.

The last component was setting. Nunan (2004: 70) describes setting as the classroom arrangements specified or implied in the task. Based on the results of the analysis, students prefered to do the tasks in the interactive multimedia individually. To meet their needs, the activities in the interactive multimedia mostly were designed individually and some activities are designed in pairs.

The next step after conducted needs analysis was developing a course grid. The course grid needed as the guidance to develop materials and activities in the interactive multimedia. The materials only covered a skill which was reading. There are three units developed in the interactive multimedia. Unit 1 consisted of 15 tasks while unit 2 and unit 3 consisted of 14 tasks with the similar pattern. Unit

1 discusses about recount text. The title of this unit was “My Amazing Experience”. The grammar used in this unit was Simple Past Tense. Unit 2 discussed about narrative text. The title of this unit was “Once Upon a Time”. The grammar used in this unit was Simple Past Tense. Unit 3 discusses about procedure text. The title of this unit was “Indonesian Cuisine”. The grammar used in this unit was adjective and Simple Present Tense

After designed the course grid, the next step was designed the flowchart. Flowchart was designed to draw the flow and sequence of the materials in the interactive multimedia.

After the flowchart has been done, the next step was developing the first draft of the interactive multimedia. In the developed interactive multimedia, there were two main pages which are home page and menu page. Home page was a starting screen of the interactive multimedia showing the title of the program. Menu page was the page showed the menu that can be accessed in the program. There were eight menu available in the menu bar which are “Home”, “Users’ Guide”, “Unit 1”, “Unit 2”, “Unit 3”, “Developer”, and “Exit”.

“User’s Guide” button leaded users to know the explanation of how to use the navigation buttons in the interactive multimedia. Each unit consists of Learning Goals, Let’s Read, Main Materials, Exercise, Reflection, and Summary. In Learning Goals, students are provided with the learning objectives of the unit. Let’s Read provides the students with activity that can encourage them to think what will be learned in the unit.

Then, students were provided with sufficient number of tasks which aimed to guide them to collect information, identify the information that they got, and communicate the answered of the questions in writing. In addition, there were also Reflection and Summary in every unit. They provided the students with the reflection of what they have learned, the summary of the materials in the unit. About the "Developer" button provided the information about the developer of the interactive multimedia.

The next stage after the interactive multimedia has been completely designed was the expert judgment. The interactive multimedia was evaluated by a credible expert by distributing questionnaires related to multimedia content and design appropriateness. The items of the questionnaire were adapted from BSNP of *Instrumen Penilaian Buku Bahasa Inggris SMA* that evaluate the appropriateness of the content, language, and presentation of the materials in the interactive multimedia and were adapted from Evaluation Form by Alessi and Trolip that evaluate the appropriateness of the screen appearance, media elements, navigation buttons, and feedback. For the content evaluation, there were 26 statements categorized into three groups. They were content, language, and presentation appropriateness.

For design evaluation, there were 18 statements categorized into four groups. They were screen appearance, multimedia elements, navigation buttons, and feedback. Comments and suggestion obtained from the expert become the consideration to develop the final draft of the interactive multimedia. Based on research findings, the interactive multimedia for reading for X grade students

that has been developed was appropriate with the students' target needs and learning needs.

CHAPTER V
CONCLUSION AND SUGGESTION

This research has three main objectives namely finding out the target needs and the learning needs of the grade X C and D students of SMA N 1 Cangkringan in learning reading through interactive learning multimedia, and developing appropriate interactive learning multimedia for reading materials. This chapter described the conclusions drawn from the findings and the discussions of the research and presented suggestions proposed to other materials developers and the teachers of senior high school.

A. Conclusions

1. The Results of the Needs Analysis

Based on the research findings, the needs analysis was divided into two aspects which were target needs and learning needs. Those aspects were described below:

a. The Target Needs

Based on the result of the needs analysis, the target needs showed that 62.50% students agree that the main goal of learning English was to help them master English. 50% students were in the beginner level. They could understand simple sentences and expressions which was appeared in the daily life. 65.63% students had difficulty in understanding vocabulary based on the context for reading. 65.63% students stated that it was better if the interactive multimedia was adapted based on their needs of learning.

b. The Learning Needs

Based on the result of the needs analysis, the target needs were listed in terms of reading input, a half of the students (50%) prefer to have texts with a list of

vocabulary. Regarding to the input length, a half of the students (50%) wanted to have input texts with 250-300 words in length. As the type of font, more than a half of the students (62.50%) preferred Calibri with 12 pt of size to be used in the interactive multimedia. In terms of the importance of picture availability, more than a half of the students (65.63%) stated that the presence of pictures was very important in the interactive multimedia. In terms of the importance of animation availability, almost a half of the students (43.75%) state that it was sometimes important to have animation.

In terms of the layout design, a half of the students (59.37%) stated that the layout in the interactive multimedia can motivate them to learn English. More than a half of the students (65.63%) agreed that the presence of back sound was sometimes important. In terms of navigation buttons, one-third of the students (37.50%) stated that they should be completed with sound when they were clicked. As the background color, nearly a half of the students (46.88%) prefer to have blue.

In terms of the reading procedures, 31.25% students preferred to answer questions based on the text. To meet their needs, the activities in the interactive multimedia were designed for answering questions based on texts with various activities.

Based on the results of the needs analysis, 62.50% students stated that they expect the teacher can give example in doing tasks in the interactive multimedia.

Based on the results of the analysis, almost a half of the students (43.75%) prefer to do the tasks in the interactive multimedia individually. To meet their needs, the activities in the interactive multimedia mostly were designed for individually.

2. The Characteristics of Appropriate Interactive Multimedia

Based on the expert judgment, the developed interactive multimedia could be categorized as appropriate. The developed interactive multimedia must appropriated with the students' needs especially for reading. In developed the interactive multimedia, the researcher followed research procedure proposed by Taylor (2004) with some adaptation. The steps were analysis, design, development, evaluation, and revision. In the needs analysis step, the researcher analyzed the setting, the students' needs, and the materials. In the designed step, the researcher designed a course grid and a flowchart. In the development step, the first draft of the interactive multimedia was developed using Adobe Flash CS4 Professional action script 2.0 software. In the evaluation step, the first draft of the interactive multimedia was evaluated by two credible experts. Based on the results of the expert judgment, the researcher revised the interactive multimedia. Then, the final draft of the interactive multimedia was developed.

From the process of the development of the interactive multimedia for grade X students, the final draft of the developed interactive multimedia cover a skill which was reading. The interactive multimedia consists of three units which contains some components. The first was unit title and objective. Unit title explained the title of the unit and the students could predicted what they will learn. It was followed by learning objectives which tell students the objectives of the unit. The next component was opening activity which consists of warm up activity. In warm up, students were given some questions related to the materials they will learn. Main activities was the next component. The last component was reinforcement which consisted of evaluation which was an additional task to be done by the students, reflection which gave students an opportunity to reflect on what they have learned in the unit, summary which consists of text structure, social function, and linguistics features that had been learned

in the whole unit, and glossary which consists of some difficult words, their phonetic transcriptions, and meanings.

In each page of the interactive multimedia, there was a menu page which consists of some menu that could be accessed by the users. The first menu was user's guide which have a guidance how to use the interactive multimedia. The next menu was developer which gives information about the developer of the interactive multimedia. Home button was put on the top of the page and when it was clicked then it will lead the users to the home page. Navigation buttons (previous and next) are put at the bottom of each page. An exit button was put on the top of the page.

B. Suggestions

The final product of this research was an interactive multimedia for reading materials for X C and D grade students of SMA N 1 Cangkringan. Considering the research findings, there were some suggestions proposed to English teachers and interactive multimedia developers.

1. For English Teachers

In developing the interactive multimedia, English teachers should consider multimedia content and design. The content of the interactive multimedia should be in accordance with the core and basic competencies. Materials and activities in the interactive multimedia should meet students' needs and learning objectives. Input should be varied from texts and pictures. The texts presented in the interactive multimedia should be more concise for the learners' level. The design of the interactive multimedia should be interesting in order to motivate them in learning English. Teachers should think carefully about how they have to give feedback to productive skills whether they have to give feedback directly in the interactive multimedia or manually.

2. For Interactive Multimedia Developers

In developing the interactive multimedia, interactive multimedia developers should considered multimedia content and design. In terms of content, for the further development of the interactive multimedia, it should be more suitable and appropriate with the students' needs. Others developers should develop their own learning materials and developed it into an appropriate interactive multimedia. Other developers should also develop interactive multimedia for all the four skills which were reading, writing, listening, and speaking. In terms of design, for the further development of the interactive multimedia, the interactive multimedia developers should develop the interactive multimedia with more attractive presentation for users in order to make the users enjoy learning English in an interesting way. Other developers should provide more texts with appropriate pictures. The animation and sound used in the interactive multimedia should be interesting. Navigation buttons should be synchronized with the simply arrow buttons in the keyboard to make the users get easy when they do not want to use a mouse pointer.

Appendices

Angket Analisis Kebutuhan Siswa
SMA Negeri 1 Cangkringan Sleman Yogyakarta
untuk Pengembangan *Interactive Multimedia for Learning Reading*
untuk Mendukung Penguasaan bahasa Inggris Siswa Kelas X

A. Pengantar

Angket ini berisi sejumlah pertanyaan yang berkaitan dengan keterampilan membaca dalam bahasa Inggris bagi siswa kelas X SMA Negeri 1 Cangkringan. Angket ini bertujuan untuk mengetahui kebutuhan siswa kelas X SMA Negeri 1 Cangkringan yang kemudian akan dianalisa oleh peneliti sebagai dasar mengembangkan bahan ajar mengenai *Interactive Multimedia for Learning Reading to the Tenth Grade Students of* SMA N 1 Cangkringan . Hasil angket ini tidak akan disebar luaskan dan tidak berpengaruh terhadap nilai.

B. Data Responden

Nama :

Umur : tahun

Jenis kelamin (lingkari salah satu) : L / P

C. Lingkari salah satu atau lebih dari alternatif jawaban yang disediakan. Isilah titik - titik yang disediakan jika pilihan anda tidak tersedia dalam alternatif jawaban.

1. Motivasi saya belajar bahasa Inggris adalah …
   a. supaya bisa lulus ujian
   b. supaya bisa menguasai bahasa Inggris
   c. supaya bisa memperoleh pekerjaan dengan mudah
   d. supaya bisa melajutkan sekolah ke luar negeri
2. Tingkat kemampuan Bahasa Inggris saya saat ini pada level:
   a. pemula (Beginner) : dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari – hari.
   b. menengah (intermediate) : dapat memahami inti atau maksud dari teks rumit dan member tanggapan mengenai teks.
   c. mahir (advance) : dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.
   d. lainnya….
3. Kemampuan membaca yang saya kuasai adalah… (urutkan)
   a. memahami teks.
   b. mengidentifikasi teks.
   c. menangkap makna sebuah teks.
   d. menganalisis teks.
   e. menyusun teks.
4. Kesulitan yang saya temui dalam *reading* adalah ….
   a. mengartikan kosa kata sesuai dengan konteks.
   b. memhami teks bahasa Inggris.
   c. mengidentifikasi ide pokok dari teks bahasa Inggris
   d. lainnya….
5. Input teks *reading* yang saya inginkan adalah …
   a. teks bacaan terdiri dari paragraf
   b. teks bacaan disertai dengan gambar – gambar
   c. teks bacaan disertai dengan daftar kosakata
   d. lainnya …

6. Menurut saya materi yang ada dalam media pembelajaran interaktif sebaiknya…
    a. sama seperti materi yang ada di buku
    b. terdapat penambahan materi
    c. diadopsi sesuai kebutuhan
    d. lainnya …
7. Aktivitas pembelajaran *reading* yang saya sukai adalah…
    a. membaca nyaring dengan pengucapan dan intonasi yang benar
    b. membaca sebuah teks lalu menjawab pertanyaan
    c. membaca dan mengurutkan kalimat menjadi paragraph utuh atau paragraph menjadi teks utuh
    d. membaca dan mencocokan kata – kata dan makna kata yang telah disediakan
    e. membaca dan menganalisa pertanyaan benar/salah
    f. membaca dan mengisi teks/kalimat rumpang
8. Dalam proses pembelajaran Bahasa Inggris, peran guru sebaiknya…
    a. menjelaskan sambil duduk dan berdiri didepan kelas saja.
    b. member soal lalu membahasnya.
    c. menjelaskan langkah – langkah mengerjakan latihan soal.
    d. memberikan contoh bagaimana cara mengerjakan soal.
    e. berkeliling dan member masukan pada pekerjaan siswa.
    f. lainnya …
9. Dalam proses pembelajaran Bahasa Inggris peran siswa sebaiknya…
    a. mendengarkan guru saja
    b. berpartisipasi aktif dalam kegiatan pembelajaran dikelas.
    c. melaksanakan instruksi dan peintah guru.
    d. member saran dan kritik kepada guru.
    e. lainnya …
10. Saya lebih suka mengerjakan tugas pada media Interaktif secara…
    a. individu
    b. berpasangan
    c. lainnya …
11. Aktivitas pembelajaran Bahasa Inggris sebaiknya dilaksanakan di…
    a. ruang kelas
    b. perpustakaan
    c. laboratorium

d. ruang terbukan
e. lainnya…

12. Panjang input teks *reading* yang saya inginkan adalah…
    a. 200 - 250 kata
    b. 250 – 300 kata
    c. > 300 kata
    d. lainnya….
13. Warna dasar yang saya sukai adalah …
    a. merah
    b. hijau
    c. biru
    d. lainnya …
14. Jenis huruf yang saya sukai adalah…
    a. times new roman
    b. comic sans ms
    c. **britannic bold**
    d. lainnya …
15. Ukuran huruf yang saya sukai adalah …
    a. 11 pt
    b. 12 pt
    c. 13 pt
    d. lainnya…
16. Tombol – tombol yang digunakan dalam media interaktif seharusnya…
    a. bersuara ketika digunakan
    b. memiliki warna yang kontras
    c. menggunakan symbol
    d. lainnya…
17. Dalam multimedia pembelajaran interaktif, adanya kunci jawaban…
    a. tidak dibutuhkan
    b. kadang – kadang dibutuhkan
    c. dibutuhkan
    d. sangat dibutuhkan
    e. lainnya…

18. Adanya *back sound* dalam media interaktif menurut saya…
    a. tidak perlu
    b. kadang – kadang perlu
    c. sangat perlu
    d. lainnya…
19. Dalam multimedia pembelajaran interaktif, adanya terjemahan dalam Bahasa Indonesia …
    a. tidak perlu
    b. kadang – kadang perlu
    c. sangat perlu
    d. lainnya…

---------- **Thank You** ----------

Syllabus of Course Book For 10 Grade of Senior High School

Unit	Kompetensi Dasar	Objectives	Topic	Content	Activity
1	Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.	• Students will be able to comprehend the recount text that happened in the daily life.	My Amazing Experience	• Social function : to give the reader about description that happened in the past. • Structure of the text : Joining the Traditional Dance Competition • Language features 1. Verbs related to the text joined, practiced, prepare, went, left, took, helped, performed, satisfied 2. Simple past tense	**Task 1** match the sentence with the picture **Task 2** Read the following text carefully. **Task 3** Answer the questions below by choosing T if the statement is true and F if the statement is false **Task 4** Match each word in the blue boxes with a word in the Column A that is close in meaning. **Task 5** Study the following note carefully. **Task 6** Read the following text carefully

					Task 7 After read the text above now you can identify the verbs that appear in the text. **Task 8** Study the following rule carefully. **Task 9** Rewrite the sentences by changing the verbs in the brackets in the correct form. **Task 10** Complete the text below with the correct verb forms of the words given in the box. **Task 11** Read the following text and then choose the right statement based on the text. **Task 12** Choose the right statements by clicking letter A, B, C, D, or E based on the text entitled "Swimming" you can read

					the text related to the questions by clicking a button in the bottom left of the page. **Task 13** Re arrange the paragraph below into a good narrative text. **Task 14** Re arrange the paragraph below into a good narrative text. **Task 15** Now please produce your own recount text.
2	Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.	• Students will be able to comprehend the narrative text that happen surrounding their environment.	Once Upon a Time	• Social function : to entertain / amuse the reader • Structure of the text orientation- complication - sequence of events – resolution • Language features 1. Simple past tense (interrogative)	**Task 1** study the picture and answer the questions **Task 2** study the vocabulary that will the students found in this unit **Task 3** read the text and answer the questions **Task 4** Answer the question below by choosing T if the statement

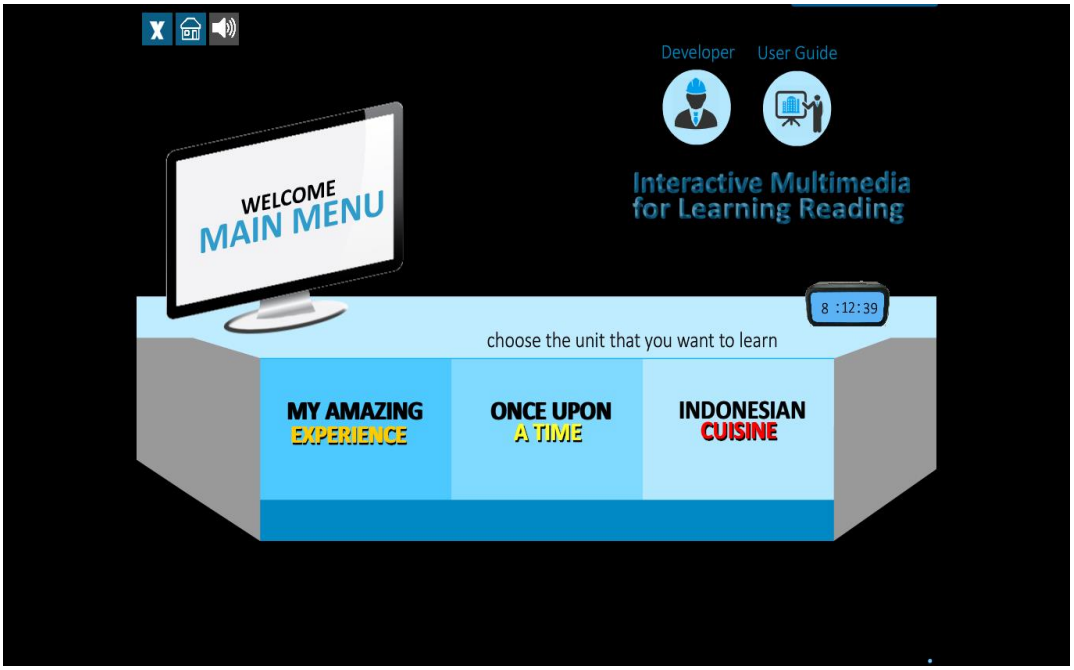
					is true and F if the statement is false. **Task 5** Study the following text carefully **Task 6** Rearrange the jumble paragraph in the next page into a good story by labeling each of them with a number. The first paragraph has been done as an example. **Task 7** Match each word in the box with its antonym in column A **Task 8** Study the following notes. Task 9 Complete the text below with the correct verb forms of the words given in the box. **Task 10** Read the following text below. **Task 11** After you read the narrative text above, then

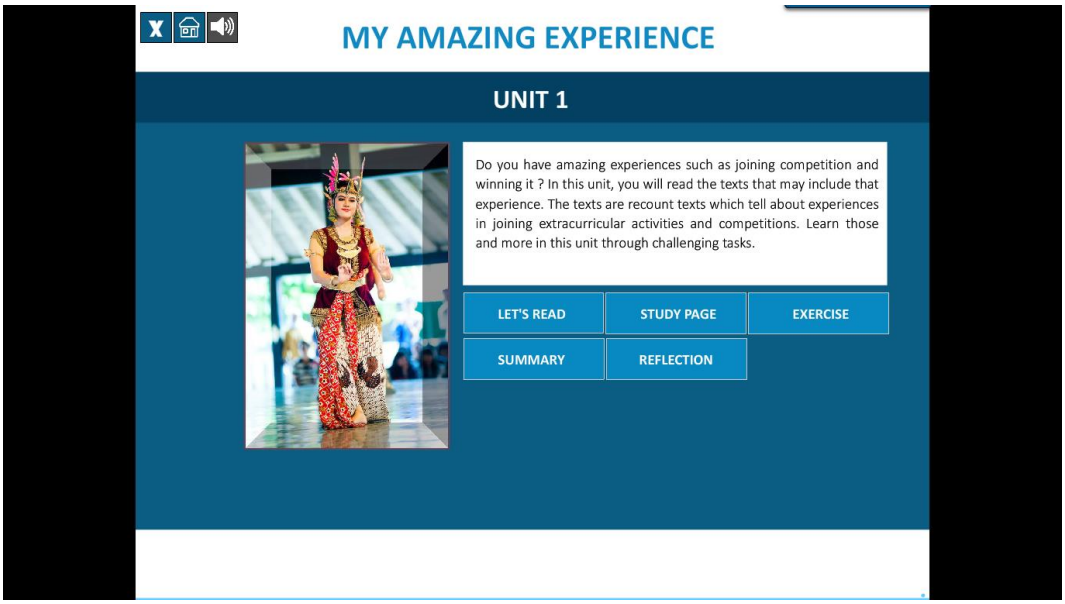
					answer the question below related to the text. **Task 12** Still in the same text, now please find out the verb in the text titled *The Legend of Surabaya*. **Task 13** Look at the picture of the story entitled *Malin Kundang*. **Task 14** Continuethe following paragraphs about the story *Malin Kundang.* **Task 15** Recall a story that you know well. Then, write it down in this box using your own words.
3	Memahami makna dalam teks fungsional pendek dan teks tulis monolog sederhana berbentuk *procedure text* dalam konteks kehidupan sehari-hari dan mengakses	• Students will be able to comprehend the procedure text in their daily life.	Indonesian Cuisine	• Social function : to tell of how to do something • Language features - The use of commands e.g “cut, add, pour” - The use of action verbs e.g “wash, boil”	**Task 1** labeling the pictures about Indonesian seasoning **Task 2** study the vocabulary that will the students found in this unit

	ilmu pengetahuan populer.			- The use of adverbial to express the detail of the time, place, manner, and so on e.g “until the chicken changes the color “	**Task 3** read the procedure text and answer the question **Task 4** study the notes about procedure text **Task 5** study about imperative sentence **Task 6** complete the text by typing the words provided in the box **Task 7** match the synonym by dragging the words in the box **Task 8** complete the blank recipe **Task 9** After reading that procedure text about how to make chicken satay, now answer the questions by typing the answer in the boxes provided below the question. **Task 10** Study the

					following rule carefully. **Task 11** Go back into previous page bout how to make satay, now please identify the imperatives used in that procedure text. Write down in the box provided below. **Task 12** Complete the following text by typing the correct words given in the box to the blanks. **Task 13** Match each word in the box with its synonym in the column A by dragging them. **Task 14** Complete the following recipe with the words given in the box by typing it to the blank. **Task 15** Rearrange the pictures below by

					dragging that pictures.


Developer
User Guide
WELCOME
MAIN MENU
Interactive Multimedia
for Learning Reading
8 :12:39
choose the unit that you want to learn
MY AMAZING
EXPERIENCE
ONCE UPON
A TIME
INDONESIAN
CUISINE


MY AMAZING EXPERIENCE
UNIT 1
Do you have amazing experiences such as joining competition and winning it ? In this unit, you will read the texts that may include that experience. The texts are recount texts which tell about experiences in joining extracurricular activities and competitions. Learn those and more in this unit through challenging tasks.
LET'S READ
STUDY PAGE
EXERCISE
SUMMARY
REFLECTION

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 1

The following is the example of recount text. Now please read the following text carefully.

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practised hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

Taken from English on sky

NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 1

Answer the questions below by choosing T if the statement is true and F if the statement is false based on the text entitled "Joining the Traditional Dance Competition". You can read the text related to the questions by clicking the button in the bottom-centre of the page.

STATEMENT	T	F
1. The writer joined the Modern Dance Competition.	○	○
2. The writer joined the competition when she was in the Junior High School.	○	○
3. The writer went to Jakarta a day before the competition was held.	○	○
4. The writer went to Jakarta alone.	○	○
5. The writer spent more than an hour for the preparation before she performed .	○	○
6. The writer performed on the stage confidently.	○	○
7. The writer's performance ended gracelessly.	○	○
8. The writer went back to Yogyakarta the next day.	○	○

SUBMIT answer

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | UNIT 1

Study the following note carefully.

The text entitled "Joining Traditional Dance Competition" is a recount text. It tells about 'what happened'. The purpose of the text is to give the reader a description of what happened and when it happened in the past time. It has expressions of attitude and feeling, usually made by the writer about the events.

Organization of recount text

Orientation

This is the first part of the text which gives a background information about 'who', 'what', 'where, and 'when'. It is the first paragraph of the text.

Sequence of events

This part contains a series of paragraph that retell the events in the order which they happened. It is the body of the text.

Conclusion

This part is a reorientation which 'rounds off' the sequence of events. It is the last paragraph or sentence of the text. It is not always necessary.

Language features in recount text

-The use of nouns and pronouns to identify people or things involved.
-The use of action verbs to refer events.
-The use of past tense to locate events in relation to the writer's time.
-The use of conjunction and time connectives to sequence the events.
-The use of adverbs and adverbial phrases to indicate place and time.
-The use of adjectives to describe nouns.

NEXT task

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | UNIT 1

Read the following text carefully.

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

z

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

NEXT task

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | UNIT 1

After reading the text previous, now you can identify the verbs that appear in the text. Write down the verbs in the table below by typing in the provided box bellow.

NO	VERB	RESULT
1		
2		
3		
4		
5		
6		
7		

turn off caps lock!

NEXT task

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | UNIT 1

Study the following rule carefully.

Simple Past Tense

The text entitled "Joining the Traditional Dance Competition" in task 2 tells about events and condition which happened in the past. To talk about past events and conditions, you use VERB-2 forms.
Here are some examples taken from the text.

Telling Past Event

I **joined** the Traditional Dance Competition in Jakarta last year.
I **did not feel** nervous anymore.

Telling Past Event

(+) S + **V2**
(-) S + did not + **V1**

Telling Past Condition

It **was** my biggest competition.
I **was not** ready for this.

Telling Past Event

(+) S + **was/were** + noun/adjective
(-) S + **was/were not** + noun/adjective

The adverbs that are usually used: yesterday, week ago, ... ago, last week, and last ....

NEXT task

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | TASK 9 | TASK 10 | UNIT 1

The following is the example of recount text. Now please complete the text below with the correct verbs forms of the words given in the box by typing in the correct place.

The Football Competition

When I was in the Junior High School, I joined two clubs. They _____ the Football Club and the Karate Club. I _____ those clubs because I love sports , especially football and karate. I _____ football on Sunday mornings and karate on Mondays at 4.p.m.

One day my football club joined a football competition. There were eight clubs joining the competition. At first, our club _____ the match. Then, we had to defeat one club to get to the final. Remarkably, we won again. After those two matches, we _____ lunch in the cafeteria nearby. We were so impatient to play in the last game. It was the hard one because our opponent was very tough. Finnally, we won the game with a nice score 3-2. We were very happy and proud.

am win take have join are

SUBMIT answer

EXERCISE

TASK 11 | TASK 12 | TASK 13 | TASK 14 | TASK 15 | UNIT 1

Choose the right statements by clicking letter A, B, C, D, or E based on the text entitled "Swimming" you can read the text related to the questions by clicking a button in the bottom left of the page.

1
- A The boys uncle home was near the sea.
- B The boys home was near the sea.
- C The boys uncle home was a long way from the water.
- D The boys home was a long way from the water.

2
- A The boys rode on top of their brothers towards the beach.
- B The waves carried the boys towards the beach.
- C The boys rode on the waves using their board.
- D The boys rode on top of the boys toward the beach.

3
- A The boys did not do anything to their clothes before meals.
- B The boys put on their swimming-shorts before each meal.

SWIMMING teks

NEXT task

EXERCISE

TASK 11 | TASK 12 | TASK 13 | TASK 14 | TASK 15 | UNIT 1

Read the following recount text and then choose the right statement based on the text.

Swimming

When I was a boy, I liked swimming very much. Each year my two brothers and I spent the holiday with our uncle and aunt in their house by the sea. It was only twenty yard from the water. The water was warm, the sun shone brightly, and most days there were no waves. In the middle of the day a wind always began to blow, but it was not strong and did not make the sea rough.

One day, we put on our swimming-shorts before breakfast. Then, we ran down to the sea across the sand and jumped in. We were in the sea or on the beach until late at night. When our aunt rang a bell, we went back to the house for food, but we ate it in our swimming-shorts and soon went back in the sea again. We were all very good swimmers. We dived through the waves or rode towards the beach on top of them until we were tired and hungry.

Adapted from: L.A. Hillm 1963

NEXT task

EXERCISE

TASK 11 | TASK 12 | TASK 13 | TASK 14 | TASK 15 | UNIT 1

Choose the right statements by clicking letter A, B, C, D, or E based on the text entitled "Swimming" you can read the text related to the questions by clicking a button in the bottom left of the page.

3
- A The boys did not do anything to their clothes before meals.
- B The boys put on their swimming-shorts before each meal.
- C The boys put other clothes on before every meal.
- D The boys always changed their clothes before meals.

4
- A The boys did not have breakfast.
- B The boys had berakfast in the house.
- C The boys had breakfast on the sand.
- D The boys did not use to have breakfast.

5
- A There were waves every day.
- B There were waves on most days.
- C There were no waves on most days.

SWIMMING teks

NEXT task

EXERCISE

TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1

Choose the right statements by clicking letter A, B, C, D, or E based on the text entitled "Swimming" you can read the text related to the questions by clicking a button in the bottom left of the page.

B The boys had berakfast in the house.
C The boys had breakfast on the sand.
D The boys did not use to have breakfast.

5
A There were waves every day.
B There were waves on most days.
C There were no waves on most days.
D There were no waves every days.

SWIMMING teks

NEXT task

EXERCISE

TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1

Rearrange the paragraph below into a good recount text.

We prepared everything before going on camping. The boys prepared the tents, the girls prepared the food, and I checked the accommodations. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by a car and a motorcycle for unwanted condition. We went there in the sunny morning and hoped no rain during camping.

On the second day, we had some activities. We went on hiking up the mountain, took some pictures in tea garden, and picked strawberry. The last night of our camping was so cold, we made a campfire, sang songs together and told spooky stories which made us scared

Last holiday, my friends and I went camping on the mountain. We went to Guci, Tegal. The spot is near from our town. It is about 2 hours to get there. We choosed Guci because it is not too far from settlement.

We had camping for about three days. On the last day, we packed everything we bought. We cleaned the area and made sure there was nothing left except our footprint. We did not took anything except take photos, we remembered that we must keep the nature, friendly with them and they will be friendly with us. We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

On the first day, we sat up the tent on the spot near waterfall. The girls made the fence of the area but the boys took a bath on the river. Then, we cooked the food for the lunch, had lunch together, tried to fish in the river but we got a sandal.

NEXT task

EXERCISE

TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1

Complete the paragraph below into a good recount text. You can choose by clicking the box below.

Holiday in Semirang Waterfall

On Sunday, my best friend, Sari and I visited Semirang Waterfall in Ungaran. It was the first time I visited the waterfall. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure.

A. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure and all I saw was green and green. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall! We enjoyed the cold water flowing through the stones. Hearing the sound of falling water made me peace and relax. Playing with the water made me feel so happy.
Finally, the time was over. We should go home. It was an unforgettable moment. I really enjoyed it.

B. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure and all I saw was green and green. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall!

A ☐ B ☐ C ☐

SUBMIT answer

EXERCISE

TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1

Complete the paragraph below into a good recount text. You can choose by clicking the box below.

Holiday in Semirang Waterfall

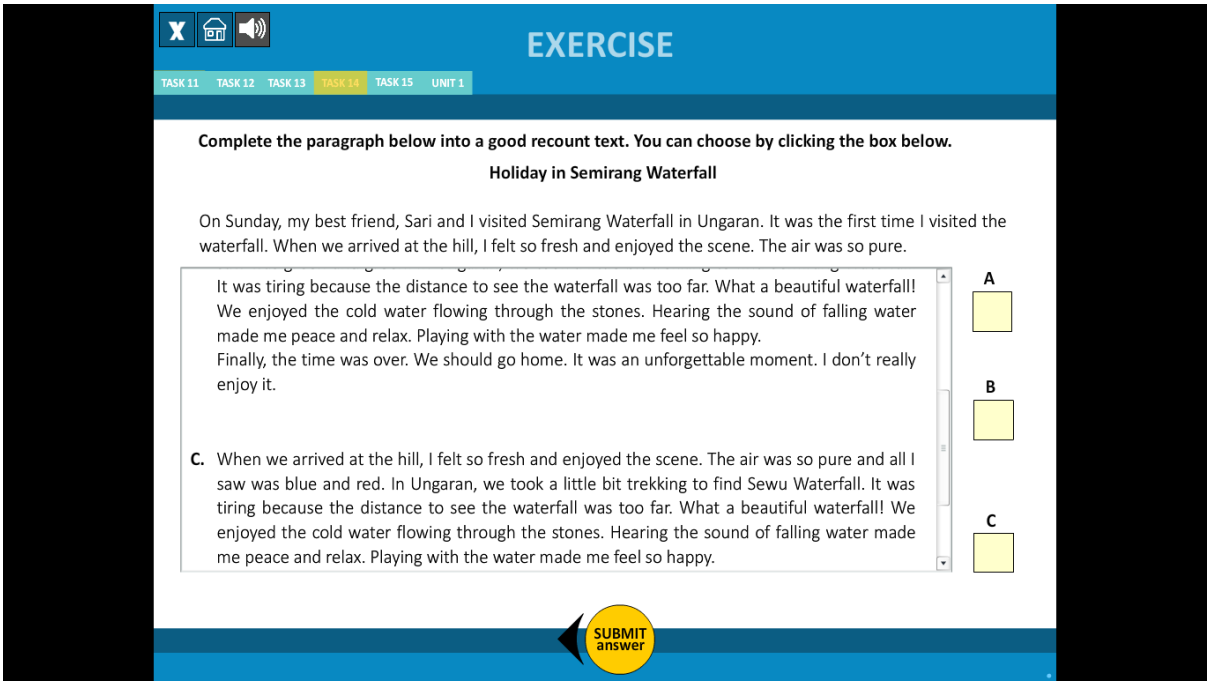
On Sunday, my best friend, Sari and I visited Semirang Waterfall in Ungaran. It was the first time I visited the waterfall. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure.

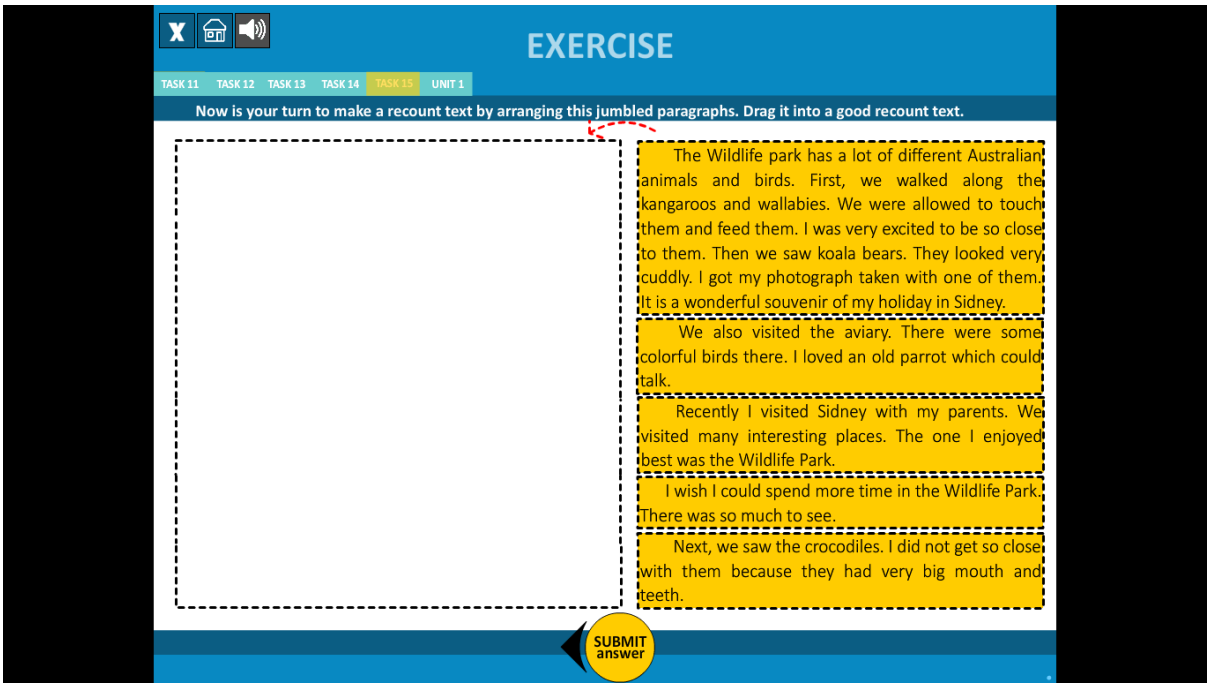
B. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure and all I saw was green and green. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall! We enjoyed the cold water flowing through the stones. Hearing the sound of falling water made me peace and relax. Playing with the water made me feel so happy.
Finally, the time was over. We should go home. It was an unforgettable moment. I don't really enjoy it.

C. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure and all I saw was blue and red. In Ungaran, we took a little bit trekking to find Sewu Waterfall. It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall! We

A ☐ B ☐ C ☐

SUBMIT answer


EXERCISE
TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1
Complete the paragraph below into a good recount text. You can choose by clicking the box below.
Holiday in Semirang Waterfall
On Sunday, my best friend, Sari and I visited Semirang Waterfall in Ungaran. It was the first time I visited the waterfall. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure.
It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall! We enjoyed the cold water flowing through the stones. Hearing the sound of falling water made me peace and relax. Playing with the water made me feel so happy.
Finally, the time was over. We should go home. It was an unforgettable moment. I don't really enjoy it.
C. When we arrived at the hill, I felt so fresh and enjoyed the scene. The air was so pure and all I saw was blue and red. In Ungaran, we took a little bit trekking to find Sewu Waterfall. It was tiring because the distance to see the waterfall was too far. What a beautiful waterfall! We enjoyed the cold water flowing through the stones. Hearing the sound of falling water made me peace and relax. Playing with the water made me feel so happy.
A
B
C
SUBMIT answer


EXERCISE
TASK 11 TASK 12 TASK 13 TASK 14 TASK 15 UNIT 1
Now is your turn to make a recount text by arranging this jumbled paragraphs. Drag it into a good recount text.
The Wildlife park has a lot of different Australian animals and birds. First, we walked along the kangaroos and wallabies. We were allowed to touch them and feed them. I was very excited to be so close to them. Then we saw koala bears. They looked very cuddly. I got my photograph taken with one of them. It is a wonderful souvenir of my holiday in Sidney.
We also visited the aviary. There were some colorful birds there. I loved an old parrot which could talk.
Recently I visited Sidney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.
I wish I could spend more time in the Wildlife Park. There was so much to see.
Next, we saw the crocodiles. I did not get so close with them because they had very big mouth and teeth.
SUBMIT answer

SUMMARY

SUMMARY | UNIT 1

In this unit you learn:

1. Recount Text
A recount text is a text that tells us about a part of experience.
The organization of a recount text is: (1) an orientation, (2) a series of events in chronological order, personal remarks on the event, (3) a reorientation that "rounds off" the sequence of events.
In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your composition.

2. Simple Past Tense
Telling Past Events:
(+) S + V2
(-) S + did not + V1
Telling Past Conditions:
(+) S + was/were + noun/adjective
(-) S + was/were not + noun/adjective

UNIT 1 menu

REFLECTION

REFLECTION | UNIT 1

Reflect on your learning in this unit and complement the following statements by choosing the suitable answer based on your consideration

How much do you learn from this unit?

	1	2	3	4
1. I am able to identfy detailed information from the text.	○	○	○	○
2. I am able to identfy the organization of recount text.	○	○	○	○
3. I am able to use simple past tense.	○	○	○	○

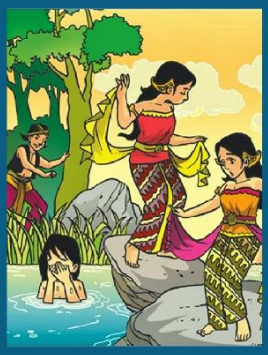
Your Score: 0 **Your Rate:** SUBMIT

Note:
1: little 2: enough 3: much 4: very much

UNIT 1 menu

ONCE UPON A TIME

UNIT 2



You must be reading a lot of texts everyday. The texts that you read may include narrative texts. Can you read such texts effectively? In this unit there are some narrative texts about Indonesian tales. Learn them through fun tasks.

LET'S READ | STUDY PAGE | EXERCISE

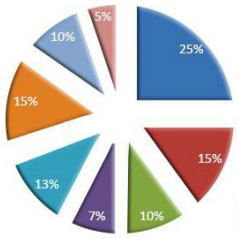
SUMMARY | REFLECTION

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 2

Study the following pie charts and answer the questions that follow.

1



The diagram shows you types of fictions read by **40 student** in a class.

Notes:

- Superhero
- Crime detection
- Fantasy
- Legend
- Folk tale
- Science-fiction
- Adventure
- Others

1. What type of fiction do students like most?

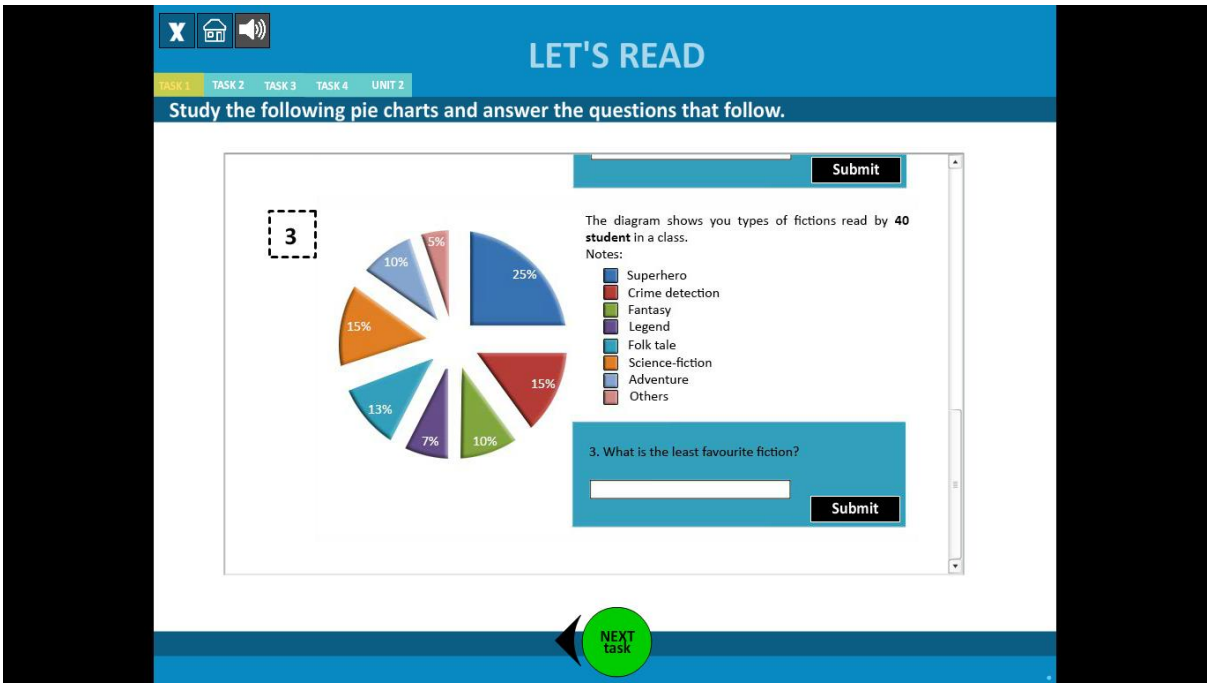
Submit

2

The diagram shows you types of fictions read by **40 student** in a class

NEXT task

LET'S READ
TASK 1
TASK 2
TASK 3
TASK 4
UNIT 2
Study the following pie charts and answer the questions that follow.
2
25%
15%
10%
7%
13%
15%
10%
5%
The diagram shows you types of fictions read by 40 student in a class.
Notes:
Superhero
Crime detection
Fantasy
Legend
Folk tale
Science-fiction
Adventure
Others
2. How many people read crime detection?
Submit
3
25%
10%
5%
The diagram shows you types of fictions read by 40 student in a class.
Notes:
Superhero
NEXT task


LET'S READ
TASK 1
TASK 2
TASK 3
TASK 4
UNIT 2
Study the following pie charts and answer the questions that follow.
Submit
3
25%
15%
10%
7%
13%
15%
10%
5%
The diagram shows you types of fictions read by 40 student in a class.
Notes:
Superhero
Crime detection
Fantasy
Legend
Folk tale
Science-fiction
Adventure
Others
3. What is the least favourite fiction?
Submit
NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 2

Study the following words. You will find them in the texts in this unit.

black magician (kb)	:	dukun jahat
cattle (kb)	:	ternak
itch (kb)	:	gatal
lumberhack (kb)	:	penebang pohon
massive (ks)	:	raksasa
meditate (kki)	:	bersemedi
miracle (kb)	:	keajaiban
noble (ks)	:	mulia
palace (kb)	:	istana
pole (kb)	:	tiang
pond (kb)	:	kolam
rumour (kb)	:	rumor
scabies (kb)	:	kudis
stinky (ks)	:	bau tidak enak (busuk)
ulcer (kb)	:	bisul

NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 2

Read the narative text carefully. Then answer the questions in the next page.

Kyai Jegod

Once upon a time there was a king who ruled Mataram Kingdom. His name is Amangkurat IV. He was the grandfather of Sultan. He often meditated in a nearby forest, called Garjitawati.

One day, when a gardener was gathering grass for his cattle in the forest, he looked for some water because it was so hot. He found a small pond and when he was going to drink some water from it, a dragon came out of the underwater, but it was so friendly to him. The dragon said that if Sultan wanted to build his palace, it was supposed to be located in that forest. Then it disappeared.

The Sultan started to build the palace in that forest. He demanded strong and old woods and the forest where those woods lied was said to be home of genies and spirits. His lumberjacks could not find anything to eat and the only thing they could have were some rice and water for three days, or sometimes they could not have anything.

The Sultan ordered that the main pole in the palace's hall had to be built from special wood, which would give strong impression. One night, a servant who was sleeping in the forest heard loud and deep voice. The voice introduced itself as Kyai Jegod. The servant saw that Kyai jegod was an old, tall, and massive tree. He said that he would voluntarily let himself be cut to make the main pole so that he could stay inside it forever.

The servant told it to Sultan and Sultan let Kyai Jegod stay inside it forever, while Kyai Jegod became the protector of that palace since then.

taken from English on Sky

NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | UNIT 2

Answer the questions below by choosing T if the statement is true and F if the statement is false based on the text entitled "Kyai Jegod". You can read the text related to the questions by clicking the button in the bottom-centre of the page.

STATEMENT	T	F
1. Amangkurat IV is Sultan's grandfather.	○	○
2. The gardener was gathering water for his cattle in the forest.	○	○
3. There was a large pond in the forest.	○	○
4. The dragon talked to Sultan to build the palace in the forest.	○	○
5. The lumberjack only have a rice and water for three days.	○	○
6.Sultan ordered that all part of the palace should be built from special wood.	○	○
7. Kyai Jegod was an old, tall, and masive tree.	○	○
8. Sultan let Kyai Jegod stay inside the main pole of the palace forever.	○	○

Kyai Jegod

SUBMIT answer

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | UNIT 2

Study the following notes carefully

Narrative text

The text entitled "Kyai Jegod" is a narrative text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behaviours that are generally highly valued.

Organization of the text

-Orientation
This part is a stage that introduces the main character/s in a setting of time and place.
-Complication
A problem that sets off a chain of events that influence what will happen in the story.
-Sequence of events
In this part, the characters react to the complication (problem)
-Resolution
The problem is resolved or attempted to be resolved.
-Coda
This part provides a comment or moral based on what we can learn from the story. (optional)

NEXT task

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | UNIT 2

Rearrange the jumbled narrative text into a good story by labeling each of them with a number. The first paragraph has been done as an example.

Once upon a time, there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means The Beautiful Sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy. It is because he always expected to have a son.	1
The poor princess went alone. She did not know where to go. She almost could not cry anymore. But, she had a noble heart. She did not have any bad feeling about her step mother. She always prayed to God. She walked for almost seven days and seven nights. Then, she came to South Ocean. The ocean was so clean and clear. She jumped into the water and swam.	
Dewi Mutiara called a black magician to curse Kadita. She wanted Kadita's beautiful body full of scabies and itch. The black magician did the order. In the night, Kadita's body was full of scabies and itch. When she woke up, she found her body full of ulcer. It also smelled stinky. The beautiful princess cried. She did not know what to do.	
Suddenly, there was a miracle. The ocean water cured her illness. The scabies and itch were gone. Even, she became more beautiful than before. Not only that, she also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.	
When the King heard the news, he was very sad. No one could cure his daughter's illness. The king did not want her daughter to be a rumour so he agreed to send his daughter away.	
The King decided to marry Dewi Mutiara. He had a son from her. He was very happy. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send his daughter away. However, the King did not agree. He would not let anyone hurt his daughter.	

SUBMIT answer

STUDY PAGE

TASK 5 | TASK 6 | TASK 7 | TASK 8 | UNIT 2

Match each word in the box with its antonym in column A

A	B	Drag them into column B
beautiful		happy
strong		last
sad		dirty
clean		quiet
loud		ignoble
first		ugly
deep		weak
noble		shallow

SUBMIT answer

STUDY PAGE

Simple Past Tense (part 2)

The 'simple past tense' is used to tell action or situations in the past. In previous unit you learned the 'simple past tense' used in positive and negative sentences. In this unit you learn the 'simple past tense' in interrogative sentences. Here are the patterns.

Asking for Information about Past Events
Examples:
(+) He meditated in Garjitawati forest.
(-) He did not meditate in Garjitawati forest.
(?) Did he meditate in Garjitawati forest?

(?) Did + S + V1

Asking for Information about Past Condition
Examples:
(+) He was the grandfather of Sultan.
(-) He was not the grandfather of Sultan.
(?) Was he the grandfather of Sultan?

(?) Was/Were + S + noun/adjective

Taken from English in Focus

UNIT 2 menu

EXERCISE

The following is the example of narrative text. Now please complete the text below with the correct verb forms of the words given in the box by typing in the correct place.

Calon Arang

Calon Arang was a widow of Girah who gave birth to a daughter in the jungle. Her daughter _____ up to be the famed beauty Ratna Menggali. Calon Arang _____ her daughter to marry a prince from Airlangga's palace. However, no prince _____ along. Infuriated by this, Calon Arang _____ the art of black magic and practised it againts the kingdom, causing many people to die.
When the king Airlangga _____ of the epidemic in Girah, he consulted his high priest, Mpu Bharadah. The priest then sent his son to _____ Ratna Menggali. Calon Arang was pleased, the curse ended , and the couple wed.
Calon Arang inscribed her black magic secret on a lontar (palm leaf book). One day, her son-in-law _____ it and gave it to his father. When Calon Arang found out that Mpu Bharadah had learned her secrets, she was furious and declared war upon him. The priest _____ no choice but to fight and, in a deadly struggle, destroyed the widow by casting a spell. Before she _____, Calon Arang asked forgiveness. Mpu Bharadah _____ her and showed her the way to heaven.

turn off caps lock!

give
hear propose come forgive learn
grow find die have want

Adapted from: www.bali-directory.com

SUBMIT answer

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

Read the following narrative text below.

The Legend of Surabaya

A long time ago in East Java there were two strong animals, Sura and Baya. Sura was a shark and Baya was a crocodile. They lived in the sea.

Actually, they were friends. But when they were hungry, they were very greedy. They did not want to share their food. They would fight for it and never stop fighting until one of them gave up.

It was a very hot day. Sura and Baya were looking for some food. Suddenly, Baya saw a goat.

"Yummy, this is my lunch," said Baya.

"No way! This is my lunch. You are greedy! I had not eaten for two days!" said Sura.

Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

NEXT task

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

Read the following narrative text below.

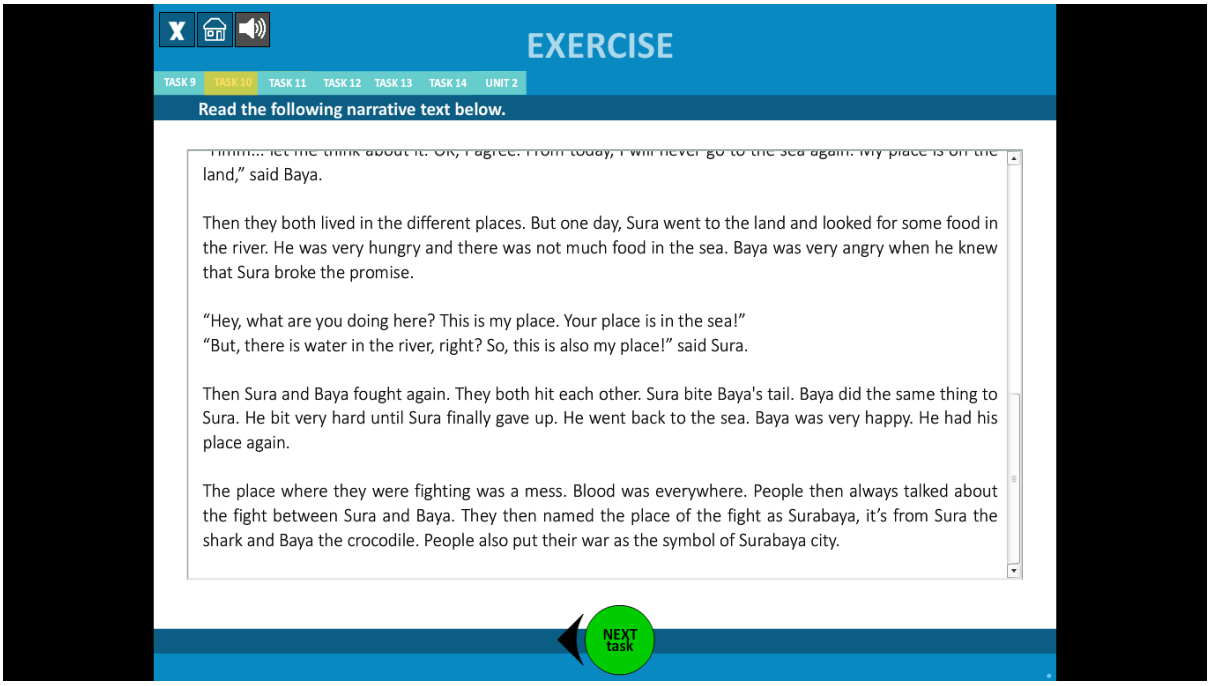
Then Sura and Baya fought again. After several hours, they were very tired. Sura had a plan to stop their bad behavior.

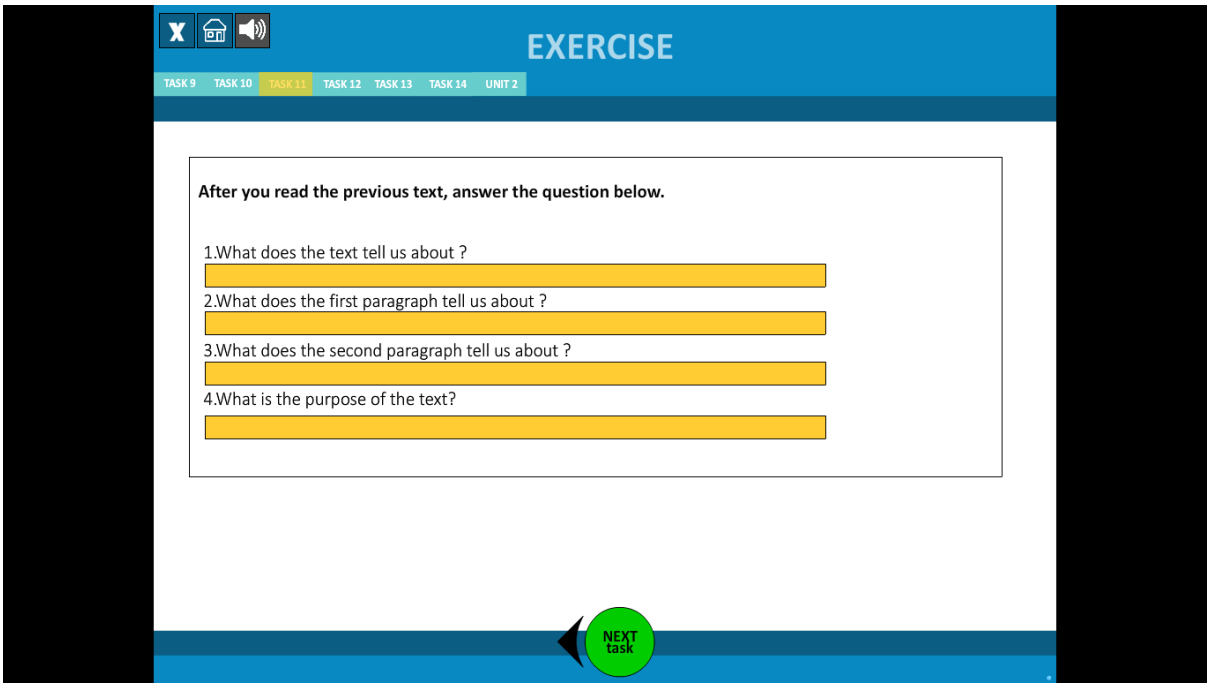
"I'm tired of fighting, Baya," said Sura.
"Me too. What should we do to stop fighting? Do you have any idea?" asked Baya.
"Yes, I do. Let's share our territory. I live in the water, so I look for food in the sea. And you live on the land, right? So, you look for the food also on the land. The border is the beach, so we will never meet again. Do you agree?" asked Sura.
"Hmm... let me think about it. OK, I agree. From today, I will never go to the sea again. My place is on the land," said Baya.

Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.

"Hey, what are you doing here? This is my place. Your place is in the sea!"
"But, there is water in the river, right? So, this is also my place!" said Sura.

NEXT task


EXERCISE
TASK 9 TASK 10 TASK 11 TASK 12 TASK 13 TASK 14 UNIT 2
Read the following narrative text below.
land," said Baya.
Then they both lived in the different places. But one day, Sura went to the land and looked for some food in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise.
"Hey, what are you doing here? This is my place. Your place is in the sea!"
"But, there is water in the river, right? So, this is also my place!" said Sura.
Then Sura and Baya fought again. They both hit each other. Sura bite Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up. He went back to the sea. Baya was very happy. He had his place again.
The place where they were fighting was a mess. Blood was everywhere. People then always talked about the fight between Sura and Baya. They then named the place of the fight as Surabaya, it's from Sura the shark and Baya the crocodile. People also put their war as the symbol of Surabaya city.
NEXT task


EXERCISE
TASK 9 TASK 10 TASK 11 TASK 12 TASK 13 TASK 14 UNIT 2
After you read the previous text, answer the question below.
1.What does the text tell us about ?
2.What does the first paragraph tell us about ?
3.What does the second paragraph tell us about ?
4.What is the purpose of the text?
NEXT task

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

Refering to the same text, now please find out 10 verbs in the text titled The Legend of Surabaya.

NO	VERBS
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

turn off caps lock!

SUBMIT answer

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

Look at the pictures of the story entitled Malin Kundang!

NEXT task

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

After looking at the pictures then continue the following paragraphs about the story Malin Kundang.

Once Upon a time, lived a diligent boy named Malin Kundang. He lived in the seashore with his mother. They were very poor, but they lived quiet and harmonious.

One day, a big ship closed to the beach near their village. They asked peoples to join work in their ship and went to the cross island. Malin Kundang wanted to join with them because he wanted to improve his family's life. But his mother didn't permit him. She worried to Malin. Malin still kept his argument and finally he sailed with the big ship.

Several years later, Malin Kundang succed and he became rich trader. Then, he came to his native village with his beautiful wife, but his wife didn't know Malin's real descent. His happy mother quickly approached Malin and brought a plate of village cake, Malin's Favorite. But Malin didn't admit that woman as his poor mother, and then he kicked the village cake which brought by his mother until scattered.

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

UNIT 2 menu

EXERCISE

TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | TASK 14 | UNIT 2

After looking at the pictures then continue the following paragraphs about the story Malin Kundang.

A His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and became a stone.

B Her mother very happy because give her a gift , who had growth him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crewman tossed aside out. Malin realized that was his fault that rebellious his mother. He bowed down and never became a stone.

C His mother very sad because Malin always love him. Then, his mother cursed Malin became stone. Suddenly, the big ship which Malin's had was vacillated by a big storm and all of his crew man tossed out.

D His mother very broken heart because Malin rebellious to her, who had growth him. Then, his mother cursed Malin became doll. Malin realized that was his fault that rebellious his mother. And they life happily ever after.

UNIT 2 menu

SUMMARY

SUMMARY | UNIT 2

In this unit you learn:

1. Narative Teks

A narative text is a text that entertains and instructs the readers. It entertains because it deals with the unusual and unexpected development of events. It instructs because it teaches readers that problems should be confronted, and attempts made to resolve them. The text incorporates patterns of behaviour that are generally highly valued.

2. Simple Past Tense (interogative)

Asking for Information about Past Events:

Did + S + V ....?

Asking for information about Past Condition:

Was/were + S + noun/adjective?

UNIT 2 menu

REFLECTION

REFLECTION | UNIT 2

Reflect on your learning in this unit and complement the following statements by choosing the suitable answer based on your consideration

How much do you learn from this unit?

	1	2	3	4
1. I am able to identfy detailed information from the text.	○	○	○	○
2. I am able to identfy the organization of narative text.	○	○	○	○
3. I am able to use simple past tense in interagtive form.	○	○	○	○

Your Score: 0 **Your Rate:** SUBMIT

Note:

1: little 2: enough 3: much 4: very much

UNIT 2 menu

INDONESIAN CUISINE

UNIT 3

Do you often read procedural texts? The texts that you read may include recipes of Indonesian food. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

LET'S READ | STUDY PAGE | EXERCISE

SUMMARY | REFLECTION

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | UNIT 3

Find 5 methods of cooking in the box below by clicking the word!

g	r	i	l	l	e	d	s
s	g	t	y	v	f	g	t
b	a	k	e	d	r	r	e
w	r	y	r	l	i	y	a
s	b	o	i	l	e	d	m
t	c	d	g	k	d	u	e
x	p	o	m	o	u	i	d
q	w	e	n	p	d	k	g

SUBMIT answer

Result

1
2
3
4
5

NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | UNIT 3

Match the methods and the utensils below.

A Baked
B Boiled
C Grilled
D Steamed
E Fried

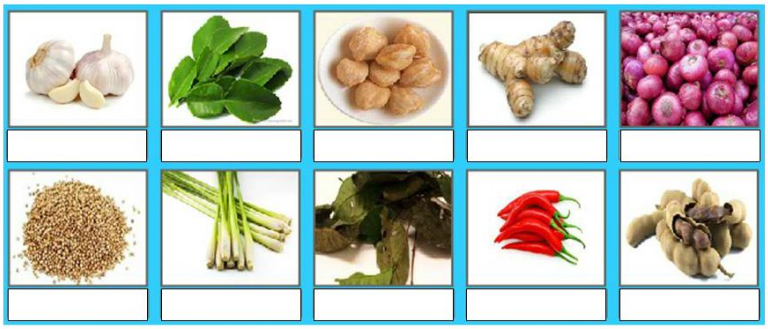
SUBMIT answer

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | UNIT 3

Study the following pictures. Label each with its name by dragging it from the box.

lime leaf	chili	lemon grass	coriander seed	garlic
onion	bay leaf	galangal	candlenut	tamarind



SUBMIT answer

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | UNIT 3

Study the following words. You will find them in the text in this unit.

bay leaf (kb)	:	daun salam
boil (kkt)	:	rebus
candlenut (kb)	:	kemiri
clove (kb)	:	butir; siung
coriander seed (kb)	:	ketumbar
galangal (kb)	:	laos
garlic (kb)	:	bawang putih
green jack fruit (kb)	:	nangka muda
ground	:	menghaluskan
pour (kkt)	:	tuang
onion (kb)	:	bawang merah
saute (kkt/kki)	:	tumis
shrimp cracker (kb)	:	kerupuk udang
shrimp paste (kkt)	:	terasi udang
simmer (kkt)	:	didihkan (dengan api kecil)
stir (kkt)	:	aduk
tamarind (kb)	:	asam
tender (ks)	:	lunak

NEXT task

LET'S READ

TASK 1 | TASK 2 | TASK 3 | TASK 4 | TASK 5 | TASK 6 | UNIT 3

The following is the example of procedure text. Now please read the text carefully.

Gudeg Jogja (Green Jack Fruit Sweet Stew)

Ingredients:

- 5 onions
- 10 candlenuts
- 10 garlic cloves
- 4 bay leaves
- 2 cups (500ml) coconut milk
- 2 tsp. (30g) tamarind
- 2 lb. (1kg) chicken (cut into small piece with bone)
- 5 cups (1.25l) water
- 2 inches bruised galangal
- 1/2 lb. (250g) green jack fruit
- 2-1/2 tsp. (12g) coriander seeds
- 1-1/4 tsp. (6g)
- 1/4 cup (62ml) coconut sugar

Instructions:

- First, cut green jack fruit 1 inch thick. Wash and boil until tender.
- Next, ground onions, canle nuts, saute paste, bay leaves, and galangal until fragrant.
- Add the chicken pieces, stir fry until chicken changes colour.
- Then, pour 4 cups of water and coconut sugar, bring to a boil.
- Add the green jack fruit and simmer until the chicken and vegetables are tender.
- Finally, add coconut milk 5 minutes before it is done, bring back to a boil. Serve hot with rice.
- This dish is sweet and usually served with shrimp cracker.

Notes:

tbs: tablespoon lb: pound tsp: teaspon
oz: ounce kg: kilogram l: litre g: gram
ml: mililitre

Adapted from: http://original-indonesian-recipe.blogspot.com

NEXT task

LET'S READ

TASK 1 TASK 2 TASK 3 TASK 4 TASK 5 TASK 6 UNIT 3

Answer the text below based on the text procedure above by typing in the column provided.

1.What does the text tell to you ?

2.What ingredients should you boil until tender ?

3.How much coconut sugar do you need ?

4.How is the taste of gudeg ?

5.What is usually served with it ?

UNIT 3

STUDY PAGE

TASK 7 TASK 8 TASK 9 TASK 10 TASK 11 TASK 12 TASK 13 UNIT 3

Study the following note carefully.

The text entitled "Gudeg Jogja" is a procedural text. It tells you how to do something. The following note is about the organization procedural text and its grammatical features.

Organization of Procedural Text

click **Goal/aim** | click **Materials/Ingridients** | click **Steps**

- This is an introductory statement giving the aim or goal of the activity.
- This may be the title of the text.
- This may be an introductory paragraph.

Language Features in Procedural Text

- the use of commands, e.g. 'cut,'add','pour';
- the use of action verbs, e.g. 'wash','boil';
- the use of precise vocabulary, e.g. 'fry','boil','fragrant',and
- the use of adverbials to express detail of time and place, manner and so on, e.g. '1 inch thick', 'until fragrant','until the chicken changes colour'.

NEXT task

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

Read the procedure text bellow.

Chicken Satay/Sate Ayam

Ingredients:

- 2 Garlics
- 2 Shallots
- ½ cup of Grinded roasted/fried peanuts
- 1 ts Salt
- 1 tbs sugar
- 250 gr Chicken Breast fillet
- Sweet Soya Sauce
- 1 or ¾ cup of water
- oil for saute
- lime
- ½ ts of salt
- ¼ cup of water

Making the sauce:

1. finely chop the garlics and shallots
2. Saute the chooped garlic and shallots until fragrance in medium-high heat
3. add the grinded roasted/fried peanuts and mix it well in low heat.
4. add ¾ cup f water and mix it well. If you think iti s too thick, you can use 1 cup of water instead ¾ cup of water.
5. After mixed it well, add 1 ts of salt and 1 tbs of sugar and mix it again.
6. Last touch, add 3 tbs of kecap manis or sweet soya sauce and mix well

Making the chicken

- cut the chicken breast fillet into 1 cm dice. (cube cut or macedoine cut)
- put it into the skewer (3-4 pieces in one skewer)
- add 3 tbs of the sauce and lots of sweet soya sauce on top of it. Mix well.
- Marinate the chicken in 5 minutes and start to grill it. Tips: brush the chicken with the marinate sauce while grilling. It will become more delicious.
- Occasionally turn the chicken until its cooked. The chicken its easily cooked so be careful.
- After all the satay its cooked, put the rest of the sauce, sweet soya sauce (around 5 tbs spoon or more), kaffir lime juice (half or 1 of it) and mix it together.
- Put the fried shallots on top of it. Serve with nice warm rice.

NEXT task

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

After reading that procedure text about how to make chicken satay, now answer the questions by typing the answer in the boxes provided below the question.

1.What is the text about ?

2.What is the goal of the text ?

3.How is the text organized ?

4.How many garlic used to make chicken satay ?

5.What should we do after cutting the chicken breast ?

Turn off caps lock!

SUBMIT answer

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

Study the following rule carefully.

Imperative Sentence

Imperatives or imperative sentences are used to give command or to make a request. In the procedural text, imperative sentence is usually used to tell the steps of the procedure. The following examples are taken from the text entitled "Gudeg Jogja (Green Jack Fruit Sweet Stew)":

- **Cut** green jack fruit 1 inch thick.
- **Ground** onions, candle nuts, saute paste, bay leaves, and galangal until fragrant.
- **Add** the chicken pieces.
- **Pour** 4 cups of water and coconut sugar.

Imperative sentences can be used in negative form. It function as prohibition. We use **"don't"** or **"do not"** before verbs to state a prohibition. The following sentences are the example of prohibition (imperative sentence in negative form):

- **Don't pour** too much water into saucepan.
- **Don't add** coconut milk too early. Add it 5 minutes before the cooking is done.

NEXT task

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

Go back into previous page about how to make satay, now please identify the imperatives used in that procedure text. Write down in the box provided below.

NO	VERBS
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____

Turn off caps lock!

SUBMIT answer

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

The following is the example of procedure text. Now please complete the text by typing the correct words given in the box to the blanks.

Satay Ayam Madura (Madura Chicken Satay)

first cook cut oil then finally absorbed stir

Ingredients:

- 2 chicken breasts, each 360 g
- 3 tbs vegetable oil
- 1 small onion, peeled and_nely chopped
- 1 garlic clove, peeled and _nely chopped
- 2 candle nuts, grated
- 2 tbs coconut, desiccated
- 1 tbs coriander
- 1 tbs sambal
- 1/2 tbs lemon grass, ground
- 1 pea-size dried shrimp paste, softened with 2 tbs water
- 1 tbs brown sugar
- bamboo or metal skewers

Instruction:

- First, skin the chicken breast, if desired, and _____ into bite-size cubes and set aside.
- _____, heat _____ in a saucepan and add all remaining ingredients. _____ well and heat through before removing from heat.
- After that, add the chicked cubes to cooked mixture and leave for at least 1 hour to allow strong aromatic spices to be _____.
- _____, skewer marinated meat and _____until well done over charcoal heat. Serve.

Adapted from: http://www.indolist.com

SUBMIT answer

STUDY PAGE

TASK 7 | TASK 8 | TASK 9 | TASK 10 | TASK 11 | TASK 12 | TASK 13 | UNIT 3

Match each word in the box with its synonym in the column A by dragging them.

A	B
desiccate	
chop	
fry	
boil	
peel	
strain	
grate	
steep	

Drag them into column B

- cut
- separate
- dry
- shred
- skin
- saute
- simmer
- soak

SUBMIT answer

EXCERCISE

TASK 14 | TASK 15 | UNIT 3

Complete the following recipe with the words given in the box by typing it to the blank.

Chinese Fried Rice

Ingredients:

- 2 eggs -- beaten
- 2 large onions -- chopped
- 2 tsp corn oil
- 1/4 cup of soy sauce --optional
- 3 stalks celery --chopped
- 1 red or green pepper -- chopped
- 10 ml garlic -- minced
- 3 green onions -- chopped
- 1 cup instant rice
- 1 cup water - boiling

Directions:

1. Cook the egg in a large _____ over low heat until set. Break up with a _____. Remove from pan.

2. Combine the onion, oil, and 2 tsp of the soy sauce in the pan. Cook and stir until onion is _____. Add remaining ingredients and _____ to boiling.

3. Reduce heat, simmer 1 minute. Stir in reserved _____. Remove from heat, cover tightly, let stand 5 minutes. Stir before serving.

heat	egg	fork	pan	brown

Turn off caps lock!

SUBMIT answer

EXCERCISE

TASK 14 | TASK 15 | UNIT 3

Rearrange the pictures below by dragging that pictures.

SUBMIT answer

SUMMARY

SUMMARY | UNIT 3

In this unit you learn:

Procedural Text

Procedural text tell how to do something. It is usually organized to include:
- the goal of the activity;
- any materials needed to achieve the goal;
- steps to accomplish the goal.

Imperative Sentence

Imperatives or imperative sentences are use to give command or to make a request. In the procedural text, imperative sentence is usually used to tell the steps of the procedure of doing something.

Imperative sentence which is used in negative form is functioned as a prohibition. "**Don't**" or "**do not**" is used before verbs to state a prohibition.

UNIT 3

REFLECTION

REFLECTION | UNIT 2

Reflect on your learning in this unit and complement the following statements by choosing the suitable answer based on your consideration

How much do you learn from this unit?

	1	2	3	4
1. I am able to identfy detailed information from the text.	○	○	○	○
2. I am able to identfy the organization of narative text.	○	○	○	○
3. I am able to use simple past tense in interagtive form.	○	○	○	○

Your Score: 0 **Your Rate:** SUBMIT

Note:

1: little 2: enough 3: much 4: very much

UNIT 2 menu

Kuisioner Penilaian

Media Pembelajaran

Hal : Permohonan Kesediaan *Expert Judgement*

Lampiran : 1 bendel

Kepada. Yth

Ibu Sari Hidayati S.S, M.A

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

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

Nama : Amira Kussumaningtyas

NIM : 11202244012

Judul : ***Developing Interactive Multimedia for Learning Reading for Grade Tenth of SMA N 1 Cangkringan.***

Memohon dengan sangat kesediaan Ibuuntuk mengisi kuisioner penilaian media pembelajaran skripsi saya.

Demikian permohonan saya sampaikan, atas perhatian dan partisiasi Bapak, saya ucapkan terima kasih.

Yogyakarta 16 Februari 2016

Angket Evaluasi Materi Bahasa Inggris Untuk Siswa SMA Kelas X

A. Data Pesponden

Nama :

NIP :

Jenis Kelamin : P / L (Coret yang tidak perlu)

Pendidikan : ( ) D3 ( ) S1 ( ) S2 ( ) S3

Lama Mengajar :

B. Evaluasi Materi Pembelajaran

Petunjuk Pengisian

Berilah tanda centang pada salah satu kolom SS/S/TS/STS yang sesuai dengan pendapat anda. Anda juga dapat menuliskan pendapat tambahan pada kolom yang disediakan.

Ket :

SS : Sangat Setuju (4) TS : Tidak Setuju (2)

S : Setuju (3) STS : Sangat Tidak Setuju (1)

Unit 1
My Amazing Experience

Dikembangkan berdasarkan KD :

1.1 Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *recount* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam media sesuai dengan materi yang ada.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD KTSP untuk Kelas X SMA.					
3.	Materi dalam multimedia interaktif ini sesuai dengan pembelajaran membaca.					
4.	Materi dalam multimedia ini sesuai					

	dengan tujuan pembelajaran.					
5.	Contoh dalam latihan soal sesuai dengan tujuan pembelajaran					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran kosakata yang relevan dengan topic.					
7.	Materi dalam multimedia interaktif ini mencakup pmbelajaran yang berhubungan dengan reading.					
8.	Materi dalam multimedia mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia ini mencakup tentang fitur linguistic					
10.	Materi dalam ultimedia interaktif ini mencakup tentang fungsi social teks.					
11.	Materi dalam multimedia interaktif ini mencakup kegiatan interaksi dasar (*True/False*, pilihan jawaban)					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadahi.					
13.	Materi yang disajikan bermanfaat dalam kehidupan sehari- hari					
Bahasa						
1.	Bahasa instruksi yang digunakan dalam multimedia ini baik dan benar.					
2.	Bahasa dalam teks yang digunakan dengan kaidah bahasa inggris yang tepat.					
3.	Bahasa yang digunakan esuai dengan perkembangan kemampuan bahasa peserta didik.					
4.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
5.	Materi dalam multimedia ini menggunakan ejaan yang benar dan tepat.					
6.	Materi dalam multimedia ini menggunakan pilihan kata yang benar dan tepat.					
7.	Tata bahasa yang digunakan dalam media ini tepat.					
8.	Kosakata yang digunakan dalam media interaktif ini tepat.					

Penyajian						
1.	Materi yang disajikan secara runtut dan berkesinambungan					
2.	Materi pada multimedia ini mencakup bagia pembuka, kegiatan inti, evaluasi, refleksi, dn rangkuman secara konsisten setiap unit.					
3.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.					
4.	Materi pembelajaran mendorong siswa untuk berfikir dan bertindak secara kreatif.					
Tampilan						
1.	Tampilan layar jelas.					
2.	Tampilan layar proporsional.					
3.	Variasi warna yang digunakan dalam multimedia ini serasi.					
4.	Gambar yang digunakan dalam multimedia menunjang pemahaman materi					
5.	Animasi yang digunakan dalam multimedia ini menunjang pemahaman materi.					
6.	Teks yang ditampilkan dalam multimedia ini tepat guna.					
7.	Gambar yang ditampilkan dalam multimedia interaktif ini tepat guna.					
8.	Animasi yang ditampilkan dalam media interaktif ini tepat guna.					
Penataan Elemen – elemen pada media pembelajaran						
1.	Jenis huruf yang digunakan dalam multimedia ini sesuai.					
2.	Ukuran huruf yang digunakan dalam teks terlalu besar dan tidak terlalu kecil.					
3.	Penataan teks, gambar, dan animasi rapi.					
Tombol Navigasi						
1.	Tombol – tombol navigasi pada multimedia interaktif ini ditempatkan secara konsisten.					
2.	Tombol – tombol navigasi pada multimedia ini mudah digunakan.					
3.	Tombol – tombol navigasi ang ada berfungsi dengan baik.					

4.	Terdapat tombol *shortcut* untuk kembali ke menu utama dan keluar dari aplikasi ini.					
Balikan						
1.	Multimedia ini memberikan balikan secara langsung.					
2.	Balikan yang tesedia membantu pengguna mengoperasikan multimedia ini dengan mandiri.					
3.	Skor penilaian yang tersedia membantu siswa mengukur kemampuannya.					

Tanggapan dari materi dalam multimedia interaktif ini ?

1. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini ?
   ……..
   ……..
   ……..
2. Menurut Ibu, apa kekurangan dari materi multimedia interaktif ini ?
   ……
   ……
   …….

3. Apa saran Ibu untuk memperbaiki kekurangan tersebut ?
   ……
   ……
   …….

Rekomendasi

Mengacu pada hasil penilaian diatas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X dengan judul

Dinyatakan * :

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sbb :

……..

* berilah tanda centang (v) pada pilihan yang sesuai dengan pendapat anda.

Yogyakarta, 16 Februari 2016

Unit 2

Once Upon a Time

1.2 Memahami makna dalam teks fungsional pendek dan teks tulis monolog/esei sederhana berbentuk *narrative* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam media sesuai dengan materi yang ada.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD KTSP untuk Kelas X SMA.					
3.	Materi dalam multimedia interaktif ini sesuai dengan pembelajaran membaca.					
4.	Materi dalam multimedia ini sesuai dengan tujuan pembelajaran.					
5.	Contoh dalam latihan soal sesuai dengan tujuan pembelajaran					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran kosakata yang relevan dengan topic.					
7.	Materi dalam multimedia interaktif ini mencakup pmbelajaran yang berhubungan dengan reading.					
8.	Materi dalam multimedia mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia ini mencakup tentang fitur linguistic					
10.	Materi dalam ultimedia interaktif ini mencakup tentang fungsi social teks.					
11.	Materi dalam multimedia interaktif ini mencakup kegiatan interaksi dasar (*True/False*, pilihan jawaban)					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadahi.					
13.	Materi yang disajikan bermanfaat dalam kehidupan sehari- hari					
Bahasa						
1.	Bahasa instruksi yang digunakan					

	dalam multimedia ini baik dan benar.					
2.	Bahasa dalam teks yang digunakan dengan kaidah bahasa inggris yang tepat.					
3.	Bahasa yang digunakan esuai dengan perkembangan kemampuan bahasa peserta didik.					
4.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
5.	Materi dalam multimedia ini menggunakan ejaan yang benar dan tepat.					
6.	Materi dalam multimedia ini menggunakan pilihan kata yang benar dan tepat.					
7.	Tata bahasa yang digunakan dalam media ini tepat.					
8.	Kosakata yang digunakan dalam media interaktif ini tepat.					
Penyajian						
1.	Materi yang disajikan secara runtut dan berkesinambungan					
2.	Materi pada multimedia ini mencakup bagia pembuka, kegiatan inti, evaluasi, refleksi, dn rangkuman secara konsisten setiap unit.					
3.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.					
4.	Materi pembelajaran mendorong siswa untuk berfikir dan bertindak secara kreatif.					
Tampilan						
1.	Tampilan layar jelas.					
2.	Tampilan layar proporsional.					
3.	Variasi warna yang digunakan dalam multimedia ini serasi.					
4.	Gambar yang digunakan dalam multimedia menunjang pemahaman materi					
5.	Animasi yang digunakan dalam multimedia ini menunjang pemahaman materi.					
6.	Teks yang ditampilkan dalam multimedia ini tepat guna.					

7.	Gambar yang ditampilkan dalam multimedia interaktif ini tepat guna.					
8.	Animasi yang ditampilkan dalam media interaktif ini tepat guna.					
Penataan Elemen – elemen pada media pembelajaran						
1.	Jenis huruf yang digunakan dalam multimedia ini sesuai.					
2.	Ukuran huruf yang digunakan dalam teks terlalu besar dan tidak terlalu kecil.					
3.	Penataan teks, gambar, dan animasi rapi.					
Tombol Navigasi						
1.	Tombol – tombol navigasi pada multimedia interaktif ini ditempatkan secara konsisten.					
2.	Tombol – tombol navigasi pada multimedia ini mudah digunakan.					
3.	Tombol – tombol navigasi ang ada berfungsi dengan baik.					
4.	Terdapat tombol *shortcut* untuk kembali ke menu utama dan keluar dari aplikasi ini.					
Balikan						
1.	Multimedia ini memberikan balikan secara langsung.					
2.	Balikan yang tesedia membantu pengguna mengoperasikan multimedia ini dengan mandiri.					
3.	Skor penilaian yang tersedia membantu siswa mengukur kemampuannya.					

Tanggapan dari materi dalam multimedia interaktif ini ?

4. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini ?
   ……..
   ……..
   ……..
5. Menurut Ibu, apa kekurangan dari materi multimedia interaktif ini ?
   ……
   ……
   …….

6. Apa saran Ibu untuk memperbaiki kekurangan tersebut ?
   ……
   ……
   …….

Rekomendasi

Mengacu pada hasil penilaian diatas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X dengan judul

Dinyatakan * :

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sbb :

……..

……..

* berilah tanda centang (v) pada pilihan yang sesuai dengan pendapat anda.

Yogyakarta, 16 Februari 2016

Evaluator

Unit 3

Indonesian Cuisine

1.3 Memahami makna dalam teks fungsional pendek dan teks tulis monolog sederhana berbentuk *procedure text* dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan populer.

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam media sesuai dengan materi yang ada.					
2.	Materi yang dikembangkan sesuai dengan SK dan KD KTSP untuk Kelas X SMA.					
3.	Materi dalam multimedia interaktif ini sesuai dengan pembelajaran membaca.					
4.	Materi dalam multimedia ini sesuai dengan tujuan pembelajaran.					
5.	Contoh dalam latihan soal sesuai dengan tujuan pembelajaran					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran kosakata yang relevan dengan topic.					
7.	Materi dalam multimedia interaktif ini mencakup pmbelajaran yang berhubungan dengan reading.					
8.	Materi dalam multimedia mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia ini mencakup tentang fitur linguistic					
10.	Materi dalam ultimedia interaktif ini mencakup tentang fungsi social teks.					
11.	Materi dalam multimedia interaktif ini mencakup kegiatan interaksi dasar (*True/False*, pilihan jawaban)					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadahi.					
13.	Materi yang disajikan bermanfaat dalam kehidupan sehari- hari					
Bahasa						
1.	Bahasa instruksi yang digunakan dalam multimedia ini baik dan					

	benar.					
2.	Bahasa dalam teks yang digunakan dengan kaidah bahasa inggris yang tepat.					
3.	Bahasa yang digunakan esuai dengan perkembangan kemampuan bahasa peserta didik.					
4.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
5.	Materi dalam multimedia ini menggunakan ejaan yang benar dan tepat.					
6.	Materi dalam multimedia ini menggunakan pilihan kata yang benar dan tepat.					
7.	Tata bahasa yang digunakan dalam media ini tepat.					
8.	Kosakata yang digunakan dalam media interaktif ini tepat.					
Penyajian						
1.	Materi yang disajikan secara runtut dan berkesinambungan					
2.	Materi pada multimedia ini mencakup bagia pembuka, kegiatan inti, evaluasi, refleksi, dn rangkuman secara konsisten setiap unit.					
3.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.					
4.	Materi pembelajaran mendorong siswa untuk berfikir dan bertindak secara kreatif.					
Tampilan						
1.	Tampilan layar jelas.					
2.	Tampilan layar proporsional.					
3.	Variasi warna yang digunakan dalam multimedia ini serasi.					
4.	Gambar yang digunakan dalam multimedia menunjang pemahaman materi					
5.	Animasi yang digunakan dalam multimedia ini menunjang pemahaman materi.					
6.	Teks yang ditampilkan dalam multimedia ini tepat guna.					
7.	Gambar yang ditampilkan dalam					

	multimedia interaktif ini tepat guna.					
8.	Animasi yang ditampilkan dalam media interaktif ini tepat guna.					
Penataan Elemen – elemen pada media pembelajaran						
1.	Jenis huruf yang digunakan dalam multimedia ini sesuai.					
2.	Ukuran huruf yang digunakan dalam teks terlalu besar dan tidak terlalu kecil.					
3.	Penataan teks, gambar, dan animasi rapi.					
Tombol Navigasi						
1.	Tombol – tombol navigasi pada multimedia interaktif ini ditempatkan secara konsisten.					
2.	Tombol – tombol navigasi pada multimedia ini mudah digunakan.					
3.	Tombol – tombol navigasi ang ada berfungsi dengan baik.					
4.	Terdapat tombol *shortcut* untuk kembali ke menu utama dan keluar dari aplikasi ini.					
Balikan						
1.	Multimedia ini memberikan balikan secara langsung.					
2.	Balikan yang tesedia membantu pengguna mengoperasikan multimedia ini dengan mandiri.					
3.	Skor penilaian yang tersedia membantu siswa mengukur kemampuannya.					

Tanggapan dari materi dalam multimedia interaktif ini ?

7. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini ?
   ……..
   ……..
   ……..
8. Menurut Ibu, apa kekurangan dari materi multimedia interaktif ini ?
   ……
   ……
   …….

9. Apa saran Ibu untuk memperbaiki kekurangan tersebut ?
   ……
   ……
   …….

Rekomendasi

Mengacu pada hasil penilaian diatas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X dengan judul

Dinyatakan * :

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sbb :

……..

……..

* berilah tanda centang (v) pada pilihan yang sesuai dengan pendapat anda.

Yogyakarta, 16 Februari 2016

Evaluator