

**Developing Interactive Multimedia for “*Interlanguage: English
for Senior High School Students Grade X*” at SMAN 6 Yogyakarta**

A THESIS

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



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DEDICATIONS

I dedicate this thesis to:

- My beloved parents, Samuji and Siti Rukayah. “Alhamdulillah and Puji Allah” for the love, support, and motivation they have given. Sorry for waiting too long. I know that their love will always last forever until the end of time. I always remember all the things they have given and done for me.
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Mottos

“You will not understand the power and beauty of your youth until they've faded. But trust me, in 20 years you'll look back at photos of yourself and recall in a way you can't grasp now. How much possibility lay before you and how fabulous you really looked. You are not as fat as you imagine. Don't worry about the future, or worry but know that worrying is as effective as trying to solve an algebra equation by chewing bubble gum. The real troubles in your life are apt to be things that never crossed your worried mind, the kind that blindsides you at 4:00 p.m. on some idle Tuesday. Do one thing every day that scares you. Don't be reckless with other people's hearts. Don't put up with people who are reckless with yours. Don't waste your time on jealousy.

Sometimes you're ahead. Sometimes you're behind. The race is long, and in the end, it's only with yourself. Remember compliments you receive. Forget the insults. If you succeed in doing this, tell me how. Keep your old love letters. Throw away your old bank statements. Don't feel guilty if you don't know what you want to do with your life. The most interesting people I know didn't know at 22 what they wanted to do with their lives. Some of the most interesting 40-year-olds I know still don't get plenty of calcium.

Be kind to your knees. You'll miss them when they're gone. Maybe you'll marry. Maybe you won't. Maybe you'll have children. Maybe you won't. Maybe you'll divorce at 40. Maybe you'll dance the funky chicken on your 75th wedding anniversary. Whatever you do, don't congratulate yourself too much or berate yourself either. Your choices are half chance. So is everybody else's. Enjoy your body. Use it every way you can. Don't be afraid of it or what other people think of it. It's the greatest instrument you'll ever own. Read the directions even if you don't follow them. Do not read beauty magazines. They will only make you feel ugly.

Get to know your parents. You never know when they'll be gone for good. Be nice to your siblings. They're your best link to your past and the people most likely to stick with you in the future. Understand that friends come and go, but with the precious few you should hold on. Work hard to bridge the gaps in geography and lifestyle. The older you get, the more you need the people you knew when you were young. Live in New York City once, but leave before it makes you hard. Life in Northern California once, but leave before it makes you soft. Don't mess too much with your hair or by the time you're 40, it will look 85. Be careful whose advice you buy, but be patient with those who supply it. Advice is a form of nostalgia. Dispensing it is a way of fishing the past from the disposal, wiping it off, painting over the ugly parts and recycling it for more than it's worth. But trust me on the sunscreen.” - The Big Kahuna (1999)

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Finally I realize that this thesis is far for being perfect. Therefore I welcome for all criticisms and suggestion from those interested in the similar topic. I hope this thesis will be useful for whoever read this thesis, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, January 2013

Penulis,



Yoga Efendi

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Developing Interactive Multimedia for “*Interlanguage: English for Senior High School Students Grade X*” at SMAN 6 Yogyakarta

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ABSTRACT

This study aims to develop interactive multimedia program for “*Interlanguage: English for Senior High School Students Grade X*” at SMAN 6 Yogyakarta.

This study is a Research and Development (R n D) type. It was conducted at SMAN 6 Yogyakarta. The data collection was done using questionnaire. A quantitative data analysis was applied. The researcher procedure adapted ADDIE (Analyze, Develop, Design, Implement, and Evaluate) model that was commonly used in developing interactive multimedia. In the analysis phase, the objective of the interactive multimedia was determined. The design phases deal with content, storyboard, flowchart, and media selection. The development phase was where the researcher assembled the content assets that were created and collected in the design phase into an interactive multimedia program. Expert evaluated the quality of the material and design. The interactive multimedia was reviewed and revised according to any feedback given. The implementation involved 31 students. They were asked to give feedback to the interactive multimedia by filling out the questionnaire. Revisions were made as necessary based on the data obtained.

Based on the data analysis, the result of research shows that the effective interactive design of interactive multimedia has the following features video listening, language function, pronunciation, grammar, reading, writing, reflection, summary, learning objectives, glossary, and mini dictionary. The design is considered applicable and acceptable through the indicator of means of the questionnaire which ranges from 3.54 to 4.42 and the obtained standard deviation (SD) of the agreements ranges from 0.47 to 0.81. The interactive multimedia that has been produced is integrated in a compact disc (CD) so that it can be used by the students at school or personally at home.

CHAPTER I

INTRODUCTION

A. Background of the Study

In this globalization era, technology is important for human life. Almost all aspects of life, both personal and professional lives, make use of technology (Dudeney and Hocky, 2007:5). English education is one of the aspects of it.

As we know that, English has become a tool for international communication in transportation, commerce, banking, tourism, diplomacy, scientific research, technology and other knowledge in the world, especially educational field in Indonesia.

According to Kirkpatrick (2010) *the major role that English play in today's world is as a lingua franca. That is to say the majority of speakers are multilingual who have learned English as a second or later language. They use English as a common language with fellow multilingual. This lingua franca role of English, coupled with its formal status as the official language of ASEAN, has important implications for language policy and language education.* From those statement, we know that English has an important role to develop aspects of life especially education field in Indonesia. English is very important in education and can help the students and the teachers to change their future life better.

The objectives of the educational system have to develop the student's ability to use English especially in listening, speaking, reading and writing.

English is a foreign language in Indonesia. Chedmail and Cognet (2002) said that *as the first foreign language, English occupies a special position in Indonesian Education*. It is not the first language for Indonesian learners but it is a foreign language so that it is not easy to learn English. But, in this modern era, learning English is not difficult anymore. Technology becomes popular now. For example is computer. It is an important to make English language teaching and learning easily. The use of CD-rooms and interactive computer programs are considered as the new forms of education today. It shows that our education is being close to digital era. Thus, improving the teaching and learning of English is one of the teacher's challenges for the present decade. Teachers can exploit the use of ICT, such as interactive multimedia for teaching and learning activities.

Harmer (2001:145-147) state that the main uses for computers in language teaching include the following:

1. *Reference: one of the chief uses of computers, either through the internet or on CD/VCD/DVD-ROMS, is as a reference tool.*
2. *Teaching and testing programs: language teaching software packages, often supplied on CD-ROM, offer students the chance to study*

conversations and texts, to do grammar and vocabulary exercises, and even to listen to texts and record their own voices.

The Information Communication and Technology ((ICT), the use of CD/VCD/DVD-ROMS, teaching and testing programs, and interactive programs are the revolutionary of education field today. These media can help the Indonesian learners easy to learn English.

One of the uses of ICT is interactive multimedia. It is very useful for teaching and learning activities. The technology can help the teachers creative to make interactive multimedia based on the materials from the books. The multimedia can make the process of teaching and learning becomes fun, flexible, effective and efficient. This media enables learning to become fun and friendly without fear of in adequacies or failure. This has the potential in transferring traditional classrooms into a world unlimited imaginary environment. In the process of teaching and learning English, the use of multimedia can help the student understand when, where and how to use English naturally.

The problems of teachers in Indonesia, especially in Senior High School are following:

1. The teachers are not ready to use this technology in their teaching and learning process.
2. The interactive multimedia for English teaching and learning is hard to find and expensive to buy.

The government through the ministry of education has provided school with a lot of computers to improve the quality of education. The language laboratory of SMAN 6 Yogyakarta which integrated with computer is good. There are 31 PC (Personal Computer) in the language laboratory. And there are also LCD Projector, audio and viewer in every class.

Based on the preliminary observation and interview on September 10-12, 2012 with the teachers at SMAN 6 Yogyakarta, some English teachers state that they use audio tape, video, and listening script as a learning media. They were not ready to design, develop, some listening media. The teacher cannot create such an interactive multimedia.

Based on the condition, the researcher inspired to design an interactive multimedia based on the material that is qualified to use in teaching and learning English. It is one of the *Buku Sekolah Elektronik* or BSE books entitled “*Interlanguage for Senior High Schools Students Grade X.*”

B. Identification of the Problem

Based on the Standard of Contents, the objective of Indonesian education system for English, the government in Indonesia has published many BSE for elementary school, junior high school, senior high school and vocational school. The purpose is to develop the students’ ability in macro skills such as listening, speaking, reading, and writing.

One of the BSE books is *Interlanguage for Senior High School Students Grade X*. There are three levels of these books such as *Interlanguage for Senior High School Students Grade X, Grade XI, and Grade XII*.

Those books have been developed based on the principle of communicative approach. The Communicative approach or Communicative Language Teaching (CLT) is the name which was given to a set of beliefs which included not only a re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach. Activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing.

The materials and the tasks in those books are developing the students' ability, to support students to learn, and increase the awareness of pluralism. The learning activities have been developed to make students can express their idea and feel naturally.

Beside of that, they are organized into two cycles of learning such as spoken and written. The spoken cycle focuses on listening and speaking. Then, the written cycle focuses on reading and writing. Both of cycles have been compiled by four various learning activities likes introduction, the exposure of target language, the explanation of linguistic elements, and communication practice in the target language.

In addition, there are homework and evaluation session for the enrichment necessity. Then, there is reflection session for the students to evaluate themselves independently.

Each unit of “*Interlanguage: English for Senior High School Students Grade X*” consists of the following seven sections:

1. Lead-in

This section sometimes contains one, two, or three tasks. The purposes of these tasks are to give warm up activities to the students and give them visualization to Lesson Proper section.

2. Lesson Proper

This section focuses on listening, speaking, reading and writing. Beside of that, it is focuses in the tasks and the explanation of expression. This is the total of tasks in each unit from that book.

Unit 1	: 25 tasks
Unit 2	: 22 tasks
Unit 3	: 22 tasks
Unit 4	: 21 tasks
Unit 5	: 25 tasks
Unit 6	: 19 tasks
Unit 7	: 24 tasks
Unit 8	: 19 tasks
Unit 9	: 19 tasks
Unit 10	: 20 tasks

3. Homework

This section gives the students some tasks that they can do at their home. The purpose from this section is to help them memorize materials after from school and to study a subject or situation carefully so that they know a lot about the materials and can deal with them successfully.

4. Evaluation

This section gives the students some tasks to evaluate their progress of learning. The purpose from this section is to make them know how far their progress.

5. Reflection

This section gives the students opportunities to reflect their selves about how good or bad they are to learn the materials in each unit.

6. Summary

This section can help the students a short clear description that gives the main facts or ideas about the materials in each unit.

7. Vocabulary list

This section gives the students all the words which exist in a particular language or subject.

Multimedia can help the students exchange their ability. It can provide picture, animation, sound (voice of native speakers as a model of pronunciation through audio-visual) so that it can help the student to understand about when, where, and how to use English naturally.

This book has been approved by the ‘Depdiknas’ as a qualified book to be used in teaching and learning English. Thus this research choose interactive multimedia “Interlanguage: English for Senior High School Grade X” multimedia development.

C. Limitation of the Problem

Based on the identification of the problem, this study focuses on developing interactive multimedia for *Interlanguage : English for Senior High School Students Grade X*. Grade X is chosen because it is starting point for them to use technology especially interactive multimedia, although their ability to use a computer is not master yet but with good interactive multimedia they can use easily.

The materials of *Interlanguage* are divided into 5 units. Unit 1-5 are for the first semester while unit 6-10 are for the second semester. The macro skills in the unit 1 to 2 are listening, speaking; reading, writing, and the micro skills are vocabulary, grammar, pronunciation. Those units were selected because the study will be conducted in the first semester.

D. Formulation of the Problem

On the basis of what has been limited above, the problem of the study can be formulated as follows: What is the effective interactive multimedia for Interlanguage: English for Senior High School Students Grade X?

E. The Objective of the Research

The objective of this research is “*to develop effective interactive multimedia for Interlanguage: English for Senior High School Students Grade X.*”

F. The Significance of the Research

Interactive multimedia is a combine media of education in the future. So, our education should be appreciating it because in this globalization era multimedia has an important role to develop media of teaching and learning. Fundamentally, multimedia gives advantages in the all aspects of life, especially in English education and the practical use of language.

1. Practical Significance

The result of this research is to give contribution to X grade students, especially the student grade X in SMAN 6 Jogjakarta, English teachers, students of English Education, English Education Department of The Faculty of Languages and Arts of State University of Yogyakarta and other researchers.

a. X Grade Students

The ten grade students are the first grade in the Senior High School. They must know that the interactive multimedia of English is fun and not difficult. They can acquire the materials of Interlanguage: English for Senior High School Students Grade X

easily. Then, they will be happy to learn English. Everything has happy in the beginning has happy in the end.

b. English Teachers

The researcher hopes that the interactive multimedia for Interlanguage: English for Senior High School Students Grade X will be useful for the English teachers. They can acquire the materials in that book with interactive multimedia easily and then they can transfer the knowledge to the students. Finally, the multimedia will be useful in English teaching and learning.

c. Students of English Education

One of the important subjects in English Education Department of The faculty of Languages and Arts of State University of Yogyakarta is Material Development. This subject gives knowledge to the students how to design and develop the interactive multimedia for English teaching and learning. The researcher hopes that this study can inspire and motivate them to make better.

d. English Education Department of The faculty of Languages and Arts of State University of Yogyakarta

The researcher hopes that this study can be useful for the department as a reference.

e. Other Researchers

The researcher hopes that this study can inspire the other researchers to make an interactive multimedia for English teaching and learning.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Communicative Language Teaching (Communicative Approach)

a. Definition of CLT (Communicative Language Teaching)

The Communicative Approach or Communicative Language Teaching is one of the popular methodologies of English teaching. Brown (2007: 378) gives his definition of CLT as “an approach to language teaching methodology that emphasizes authenticity, interaction, student-centered learning, and task based activities and communication for the real world, meaningful purposes”.

Brown (2007) also offers four interconnected characteristics of CLT:

1. *Classroom goals are focused on all of the components of CC (communicative competence) and not restricted to grammatical or linguistic competence.*
2. *Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.*
3. *Fluency and accuracy are seen as complimentary principles underlying communicative techniques. At times fluency may have to take on more*

importance than accuracy in order to keep learners meaningfully engaged in language use.

4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (p.241)

Savignon (2002) writes that “CLT refers to both processes and goals in classroom learning” and that “the central theoretical concept in communicative language teaching is communicative competence”.

Based on the explanation of characteristics above, some of them are difficult for a nonnative speaking teacher who is not very proficient in the second language to teach effectively. Dialogues, drills, rehearsed exercises, and discussions (in the first language) of grammatical rules are much simpler for some nonnative speaking teachers to contend with. This drawback should not deter one, however, from pursuing communicative goals in the classroom. Technology (such as video, television, audiotapes, the internet, the web, net book, laptop, and computer software) can aid such teachers. In this case, the interactive multimedia can help them to teach English.

The Approach has now become generalized ‘umbrella’ terms to describe learning sequences which aim to improve the students’ ability to communicate. Sometime that communicative activities are a vital part of a teacher’s repertoire, it is less clear whether it is possible to pin down exactly what a communicative approach is. After all, most language teaching aims to improve the students’ communicative ability.

b. Interactive Principles and Interactive Learning

All learning is interactive in the sense that learners interact with content to process, task to accomplish, and problem to solve with the goal of constructing improved cognitive, affective, coactive, and psychomotor learning outcomes as defined in Encyclopedia of the Science of Learning. Interaction is an important word for language teachers. In the era communicative language teaching, interaction is the heart of communication. It is what communication is all about. Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. Theories of communicative competence emphasize the importance of interaction as human beings use language in various contexts to “negotiate” meaning, or simply stated, to get an idea out of one person’s head and into the head of another person.

Brown (2000:166) states there are eight interactive principles. The principles are following:

- **Automaticity:** *True human interaction is best accomplished when focal attention is on meanings and messages and not on grammar and other linguistics forms.*
- **Intrinsic motivation:** *As students become engaged with each other in speech acts of fulfillment and self actualization, their deepest drives are satisfied. And as they more fully appreciate their own competence to use language, they can develop a system of self reward.*
- **Strategic investment:** *Interaction requires the use of strategic language competence both to make certain decision on how to say or write*

or interpret language, and to make repairs when communication pathways are blocked. The spontaneity of interactive discourse requires judicious use of numerous strategies for production and comprehension.

- ***Risk taking:*** *Interaction requires the risk of failing to produce intended meaning, of failing to interpret intended meaning (on part of someone else), of being laughed at, of being shunned or rejected. The rewards, of course, are great and worth the risks.*
- ***The language culture connection:*** *The cultural loading of interactive speech as well as writing requires that interlocutors be thoroughly versed in the cultural nuances of language.*
- ***Interlanguage:*** *The complexity of interaction entails a long developmental process off acquisition. Numerous errors of production and comprehension will be a part of this development. And the role f teacher feedback is crucial to the developmental process.*
- ***Communicative competence:*** *All of the elements of communicative competence are involved in human interaction.*

The communicative competence is the essentially interactive nature of communication. Brown (2000:48) argues that interactive classes will most likely be found:

- *Doing a significance amount of pair work and group work.*
- *Receiving authentic language input in real world contexts.*
- *Producing language for genuine, meaningful communication.*
- *Performing classroom tasks that prepare them for actual language use “out here”*
- *Practicing and oral communication through the give and take and spontaneity of actual conversations.*
- *Writing to and for real audiences, not contrived ones.*

As learners interact with each other through oral and written discourse, their communicative abilities are enhanced. Additionally Mayer

(2008) said that learning is a change in knowledge due to experience. This definition has three components: (a) learning involves in a person, (b) learning involves the person knowledge and can only be inferred indirectly from the persons' behavior, and (c) learning is caused by experience such as participating in an instructional program. And then instruction refers to instructor's construction of environments that will afford experiences for learners that are intended to lead to learning (Mayer, 2008). This definition has two components: (a) the instructor creates experiences for people, and (b) the goal is to promote learning in people. These definitions are broad enough to include a variety of kinds of multimedia training materials ranging from paper-based-booklets, to Power Point presentations, to interactive computer-based programs.

Moreover, Reeves and Hedberg (2003) noted that interactive learning especially as a process involving some form of digital mediation between a teacher or designer and a learner. He said from this perspective an interactive learning system requires a digital device equipped with a microprocessor (e.g. computer) and at least one human being (a learner).

Additionally (Mc Lauren : 2007) said that the reason that technology was included was because the use of multimedia can help students produce and share their own knowledge and understanding of various socio cultural phenomena in the world.

2. Instructional Media and Interactive Multimedia

a. Definition of Instructional Media

There are some definitions about instructional media. First, Seattler (2004) defines that instructional media have merely enumerated lists of devices or aids such as projected media and audio or visual media. Instructional media means by which in instructional message is communicated. .

In addition, Reiser and Dempsey (2007) defined that instructional media as the physical means in which instruction is presented to the learners. This includes textbooks, videos and computers.

Moreover, Clark and Mayer (2003) defined that instructional media as media elements that are used as part of an instructional strategy; a delivery agent of instructional method. This may include electronic forms such as computers and internet, printed forms such as workbooks, and human forms such as instructors.

From the definitions above, it can be included that instructional multimedia is any object used in teaching and learning for transmitting or delivering messages and making the subject content easy to understand.

b. Definition of Interactive Multimedia

There are many definitions of interactive multimedia, researcher have to collect some terms, and in general some definitions are approach one to another. Here are some definitions of interactive multimedia.

Reddi (2003) defines that multimedia is an integration of multiple media the elements (audio, video, graphics, text, animation, etc) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually.

Moreover, Furht (2008) states that the elements of multimedia used in education include text, video, sound, graphics and animation. Multimedia simply combines these elements into a powerful new tool, especially in the hands of teachers and students. Interactive multimedia weaves five basic types of media into the learning environment: text, video, sound, graphics and animation. Interactive multimedia learning is more like constructing a spider's web, with one idea linked to another.

From the definitions above, it can be included that interactive multimedia is the combination of multiple media into single delivery system under computer in which the user can control when and what elements are delivered for the purpose of education or entertainment.

c. Elements of Multimedia

According to Furht (2008) the elements used in multi media have all existed before. Multimedia simply combines these elements into a powerful new tool, especially in the hands of teachers and students. Interactive multimedia weaves five basic types of media into the learning environment: text, video, sound, graphics and animation.

1. Text has the most impact on the quality of the multimedia interaction. Text acts as the keystone tying all of the other media elements together.
2. Sound is used to provide emphasis or highlight a transition from one page to another. Sound used creatively, becomes a stimulus to the imagination, used inappropriately it becomes a hindrance or an annoyance.
3. Video can be immediate and powerful. With the content of digital video that provides new and exciting possibility for the use of digital video in education. Video can stimulate interest if it is relevant to the rest of the information on the page.
4. Animation is used to show changes in state over time or to present information slowly so they have time to assimilate it in smaller chunks.
5. Graphics provide the most creative possibilities for a learning session. They can be photograph drawings, picture from CD-room or something pulled from the internet.

Additionally, Wald (2008) pointed out, interactive multimedia include: (a) combine written texts with animations, (b) highlight visual coordinated with written texts, (c) use both words and picture instead of words alone, (d) display text and picture together, and (e) presents word through the auditory system when pictures are engaging the visual system.

d. Types of Multimedia

There are a variety of technological options for this interactive learning environment, including CD-ROM, Digital Video Disc (DVD), and the World Wide Web. Although each of these delivery system is different, the programs could have similar mixes of pedagogical strategies; for example the learner could be interacting within the context of a real task (e.g. checking into a hotel), listening to a native speaker, selecting responses from a menu of choices, receiving feedback, and branching out to remedial instruction as indicate by his or her success or failure in the simulation. Using technology such as the Web can also enable human-to-human levels of interaction (Kearsley, 2000).

Reeves and Hedberg (2003: 15-16) state that as experienced developers of interactive learning systems, we recommend that you get used to living in an unpredictable world where the ultimate delivery system will never exist. Of course as an elevator of interactive learning and performance support systems, you must keep up with the latest technical developments in order to evaluate individual projects in an informed manner.

Older Technology

Magnetic Media	In the past, most interactive learning programs (such as computer based training) were delivered on diskettes or loaded onto a hard-drive server and accessed over a local
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	area network. Most computers around the globe today include modem and CD-ROM drives and thus the days when interactive learning is delivered via computer diskettes or other magnetic media have virtually come to end.
Interactive Video Disc (IVD)	IVD involve the integration of an optical disc storing video frames and a computer program providing interactive routines. Interactive video disc were popular because of the high quality of the video they provided, but IVD programs are rarely produced today, and soon will be museum artifacts.
CD-I	Compact Disc Interactive (CDI) is an optical is an optical technology that integrates a variety of media on a single compact disc such as audio, images, and up to an hour of full screen motion video. CD-I requires only a CD-I player (a self-contained disc player and microprocessor) and any video monitor or TV. CD-I players went-out-of production in 1999.

Current Technology

CD-ROM	CD-RM (compact disc read only memory) became a standard peripheral on most microcomputer sold in the 1990s and they are
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	<p>a major component of the installed base of computers available today. CD-ROM is an optical medium that can store 660 megabytes of media including text, graphics, sound and video. Many popular interactive 'edutainment' programmes are delivered via CD-ROM. Today CD-ROM drives are being replaced with DVD drives that play most of the available CD-ROM as well as new DVD programmes. CD-ROM also being used as a hybrid medium with the Web to reduce the bandwidth requirements of multimedia programmes.</p>
World Wide Web (WWW)	<p>The WWW is a network of files on computer all over the world. The computer are accessed using modems and phone lines via 'links' using software browsers available from companies such as Netscape or Microsoft. Publicly accessible Web-based interactive learning examples abound, and many corporations provide training and performance support to their employees via restricted sites called 'intranets'. Larger Web "pipelines" (e.g. cable and digital satellite systems) are gaining popularity because of the faster access they provide to end users. Increasingly, the need to have direct wired connection to the Web is becoming less necessary because wireless connections are becoming widely available. The web as communications technology is an</p>

	interestingly different from of technology to the laser disk technologies in that it can be structured in multiple ways to link learners which each other as well as to dynamic resources
DVD	Digital Video Disc (DVD) comprises the data intensity of CD-ROM with the video quality of video disc into an interactive format that requires a special player that works with any video monitor or TV. It has more than seven times the capacity of a CD-ROM and can show full-screen, full speed video.

Table 1: Popular Delivery System for Interactive Learning

e. Criteria of Effective Interactive Multimedia

According to Mambretti (1998) these general criteria of educational quality, interactive multimedia (such as CD-ROM) should also be judged according some further criteria:

1. The content should be appropriate for multimedia presentation, should require audio and video for some purpose other than entertainment, for example audio for language training.
2. It should also only include multimedia that is audio, video, and animation that relate to the learning experience.
3. A CD-ROM title with lots of sound and motion may keep the student's attention, it may not necessarily impart information/skills

4. The title must be highly interactive: the pacing should be entirely in control of user (whether the user is a teacher in front of a class or individual learner.
5. Frequent and specific corrective or reinforcing feedback must be supplied to the learners (not just irritating beeps when error are made)
6. Alternative paths through the instruction should be provided to accommodate the abilities of different learners.

The main principles of multimedia (Stemler 1997) are shown in the Table 2

Multimedia features	Principles
Screen Design	<ul style="list-style-type: none"> • Focus the learner's attention • develop and maintain interest • promote procession •help learners find and organize information • facilitate lesson navigation
Interaction	<ul style="list-style-type: none"> • provide the opportunities of interaction • Chunk the content and build in questions and summaries • Ask question but avoid interrupting the instructional flow • Provide for active exploration in the program rather than in linear sequence

	<ul style="list-style-type: none"> • Use rhetorical question to get student to think about content and to stimulate curiosity
Feedback	<ul style="list-style-type: none"> • Keep feedback on the same screen as the response • Provide feedback immediately following a response • Provide feedback to verify correctness • Tailor feedback to the individual • Provide encouraging feedback • Allow student to print feedback
Learner Control	<ul style="list-style-type: none"> • Provide selectable areas for users to access • Provide maps so student can find their location and allow student jump to other location • Provide visual effect and visual feedback • Provide feedback if there are to be time delays on accessing information
Color	<ul style="list-style-type: none"> • Use color sparingly and consistently with a maximum 3 to 6 colors per screen • Use brightest color for most important information

	<ul style="list-style-type: none"> • Avoid combining complementary color • Use commonly accepted colors for particular action
Graphics	<ul style="list-style-type: none"> • Graphics include photo and scanning pictures • Information is better understood and retained when supported with graphics • Use graphics to use indicate choices (e.g. left/left arrow) • Avoid graphics for decoration or for effect
Animation	<ul style="list-style-type: none"> • Can be motivational and attention getting • Subtle benefits by highlighting key information, heightening interesting, and facilitating recall • Useful for the explanation of dynamic process
Audio Elements	<ul style="list-style-type: none"> • Use audio when the message is short and audio rather than text for long passages • Do not let the audio compete with text or video presentation • Tell students what is relevant and chunk the message with other instructional activities • Provide headphones for in

	class use
Video Elements	<ul style="list-style-type: none"> • Synchronize video with content and reinforce/repeat the concepts being presented • Use video as an advance organizer or a summation

Table 2: The main principles of multimedia (Steamlar: 1997)

3. The Roles of Instructional Media and Interactive Multimedia in Teaching and Learning

The instructional multimedia and interactive multimedia have important role in teaching and learning. First, the application of interactive multimedia can improve the traditional teaching by involving students in a simulated scenario to communicate with teaching system. Second, the interactive multimedia application in basic science education can improve learning efficiency. Third the instructional can involve students in the teaching and learning process, visual media give added meaning to words, motion media and still sequential visuals can demonstrate process. In addition, color, sound and video can increase student interest and motivation to learn. Fourth, the interactive multimedia can give enjoy atmosphere in the learning process.

Roblyer and Knezek (2003) stated that audio-visual based media and multimedia can provide learners with meaningful and interesting input to connect the mind to the outside world. For instance, when using picture-aided texts and visual technologies, beginning readers' literacy skills is

improved obviously. In addition as Rose and Meyer (2002) suggested, the manipulation of different media can match students' learning pattern and paths. Also Wald (2008) pointed out that students can learn better in multimedia environments because the mixed use of auditory verbal (e.g. 'sound file) and visual non- verbal materials (animation or images) can deeper understanding. He proposes that video-based instruction can enhance teaching and learning.

Moreover Ivers & Baron (2002) said multimedia has the roles of teacher and learner and the interaction between them by allowing students to create their own interpretations of information. In general terms, multimedia is the use of several media to present information. Combinations may include text, graphics, animations, picture, video and sound. She said why use multimedia in education? The answer is multimedia project encourage students to work in groups, express their knowledge in multiple ways, solve the problems, revise their own work, and construct knowledge. Creating multimedia projects help to reinforce students' technology skills and to prepare them for the demands of future careers.

Engaging students in multimedia projects makes effective use of technology in the classroom also. To effectively use technology in the classroom there must be five goals:

1. Integrating technology and curricula

2. Promoting active learning, inquiry, and problem solving environments that engage the children in individual and collaborate work using higher-order thinking skills.
3. Using technology to present and represent ideas
4. Developing new definitions of play and new conceptions of what constitutes a manipulative
5. Developing media literacy skills that involve critically analyzing the use of the technologies and the information derived from them.

4. Models of Instructional Design

These are kinds of Instructional models:

- ADDIE Model
- The Dick and Carey Design Model
- The Hanna fin Peck Design Model
- The Knick and Gustafson Design Model
- The Jerold Kemp Design Model
- The Gerlach Ely Design Model

- a. The ADDIE model

Orellana and Simonson (2009) said Addie is a generic model that is used by instructional designer as a guideline to building effective instructional materials. The acronym stands for analyze, design, develop, implement, and evaluate. The design phase deals with learning objectives, assessment instrumental,

exercises content, subject matter analysis, lesson planning, and media selection.

The design phase includes planning strategies for attaining the started learning and performances outcomes. This process should be systematic and precise. It is this phase that instructional designer must apply instructional strategies that best fit the intended learning or performance outcome. The domain of learning must be considered, whether cognitive, affective, or psychomotor, for effective matches to be realized. The design phase then is focused on documenting specific learning objective, assessment, instruments, exercise, and content (Siemens, 2002).

Moreover, Bruce (2003) said the most time consuming document produced during the ADDIE design is the storyboard. It's the blueprint for e- learning development. The storyboard addresses the facts, concepts, process, procedures and principles identified in the objectives. The storyboard includes the text, media elements that present the concepts and skill necessary to understand the objectives. There are many ways to create a storyboard. You can use a software tool that can export storyboard elements directly in to your finished training application.

During the development phase, the following documents and elements are produced:

- a. Template and reusable elements

- b. Media elements such as images, movies and sound files
- c. A pilot project that is a small portion of the storyboard design
- d. A finished website containing the entire online learning application.

Here is the picture of the ADDIE model:

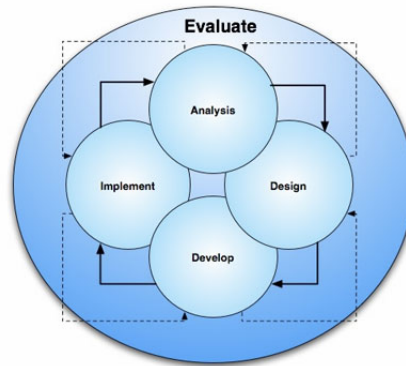


Figure 1 : ADDIE Instructional Design Model (Braxton, 2003 in Taylor 2004)

- b. The Dick and Carey Design Model

This model involves all of the phases describe previously in the ADDIE model.

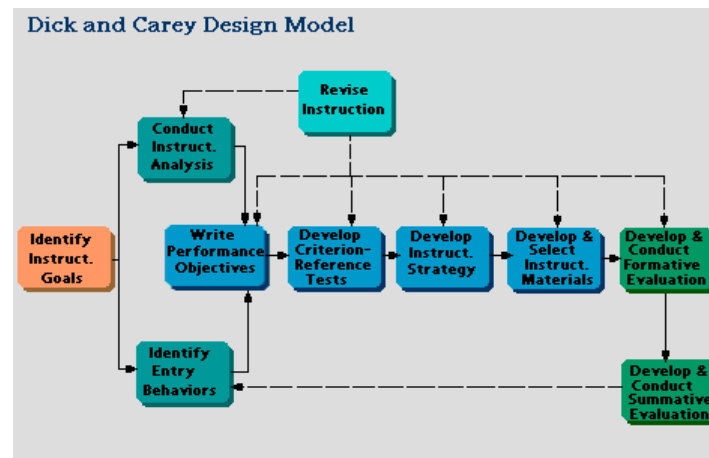


Figure 2: Dick and Carrey design model (Braxton 2003 in Tailor, 2004)

The components of Dick and Carey's model are identifying instructional goals, conducting instructional analysis, analyzing learners and context, writing performance objectives, developing assessment instrument, developing instructional strategy, selecting instructional materials, designing and conducting formative evaluation of instruction, and revising instruction.

c. The Hannafin Peck Design Model

The Hannafin Peck model differs from that of Dick and Carey's design model. This model includes three phases: needs assessment, design and implementation. Note that all of the phases involve a process of evaluation and revision.

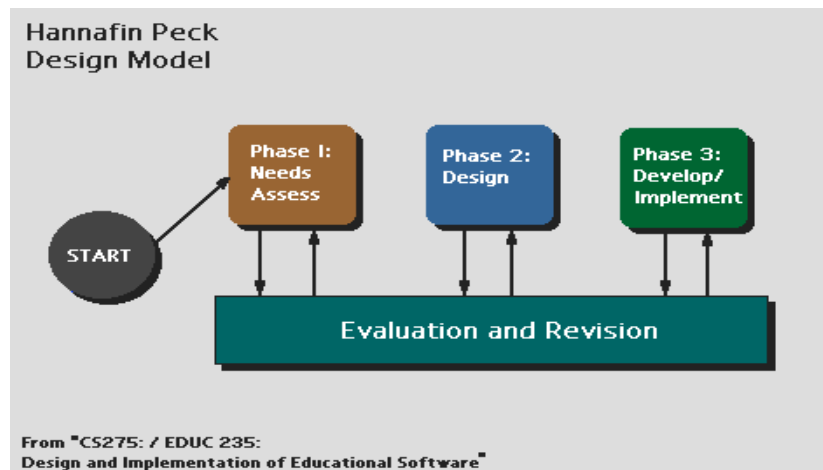


Figure 3: Hannafin Peck Design Models (Braxton 2003 in Tailor 2004)

d. The Knirk and Gustafson Design Model

The Knirk and Gustafson Design model is a three stage process which involves problem determination, design and development. Problem determination involves the identification of a problem and the setting of goals. Development on objectives and strategy specifications are including in the design stage. Development is where the materials are develop.

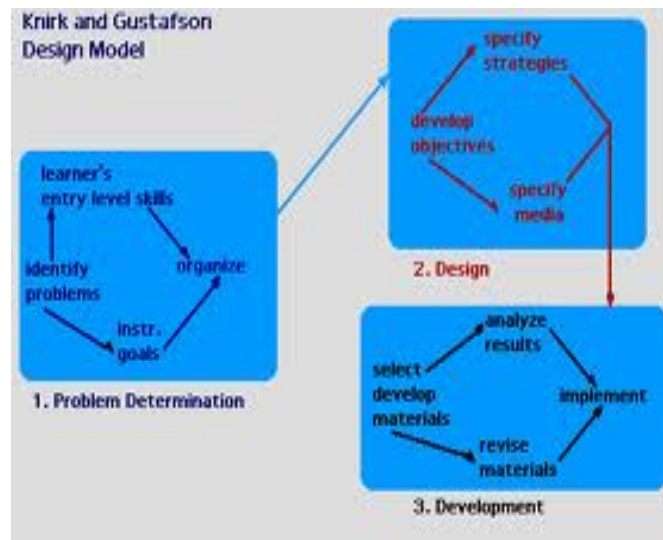


Figure 4: The Knirk and Gustafson Design models (Braxton 2003 in Tailor, 2004)

e. Jerold Camp Design model

This model takes a holistic approach to instructional design which focuses on analogies and discovery type learning. Kemp utilizes all factors in learning environment including subject analysis, the learners characteristic learning objectives

teaching activities, resources which will be utilized, support services requires as well as evaluation.

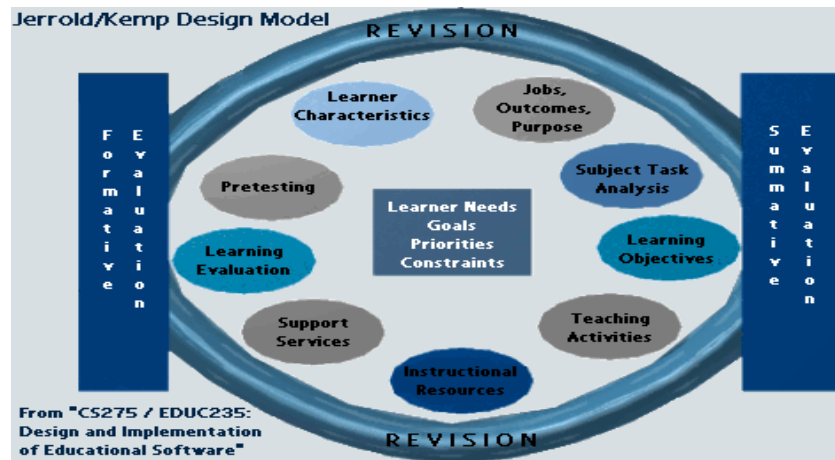


Figure 5 : Jerrold Camp Design Model (Braxton 2003 in Taylor, 2004)

- f. The Gerlach -Ely Design model
- This model includes strategies for selecting and including multimedia during instruction. It is a model that is suitable for beginning instructional designer who have subject matter and expertise in a context specific area.

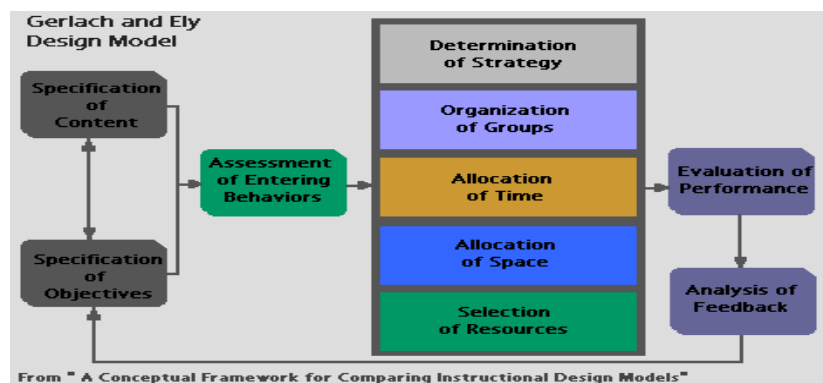


Figure 6: The Gerlach – Ely Design model (Braxton 2003 in Taylor, 2004).

The ADDIE was chosen as the instructional media design model for this study because it is easier and less complicated than other instructional model. It is the basic instructional design model. The other models of instructional design are developed from ADDIE. The ADDIE model also has been widely used as a thematic procedural blueprint for the whole process of multimedia production approach proved extremely useful.

B. CONCEPTUAL FRAMEWORK

As we know that multimedia is an integration of multiple media the elements (audio, video, graphics, text, animation, etc) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually.

Based on the theories, interactive multimedia is the combination of multiple media into single system under computer in which the user can control when and what elements are delivered for the purpose of education or entertainment. Multimedia features such as screen design, learner control and navigation, use of feedback, students interactively; video and audio elements have an impact of the potential effectiveness of the system.

The basis for the researcher to develop the multimedia is the Dick and Carey Design model. First, he needs to analyze the contents of the book that will be used as the material for the students in Senior high

school and understand the theories of designing multimedia. Second, he concerns the content selection, instructional strategy and methods, media and materials based on the characteristics of students in junior high school. The interactive multimedia was used in the teaching and learning process. However, it must be evaluated first by the experts of material and media development. Besides, the evaluation was also conducted by giving questionnaires to the students. Finally, the results of questionnaires were used in revising the materials.

CHAPTER III

RESEARCH METHOD

This chapter presents the methodology which was used in this research. This chapter includes Research Method, Research Participant, Research Instrument, Research Setting, Data Gathering Technique, and Data Analysis Technique.

A. Type of Study

This study can be classified as a Research and Development Study. The term “research and development” encompasses a broad range of activities. Often the term is used interchangeably with the term “research”. As defined by the Academic Press Dictionary of Science and Technology, research is the scientific of investigation that is performed in order to discover new information or to develop or improve products and technology (Rashikin, 2007).

According to the Manual (2002) Research and Development is defined as a “creative work undertaken on a systematic basic in order to increase the stock of knowledge of man, culture and society and the use of this stock of knowledge to devise new application.”

Moreover, Gay (1987) said that Research and Development is a process used in developing and validating educational product. He also said that the products are developed to fulfill specific needs that are according to detailed specification. The completed product must be tested

in the field and revised until a specific level of effectiveness. This result of this research is the product of English interactive multimedia program packed in the form of CD (Compact Disc).

B. Research Subject

The subject of this research is students of grade X 6 class at SMAN 6 Yogyakarta in the academic year 2012/2013. All participants were informed of the purpose and goals of the research and the implications that this would have on them. There were 31 students participating in the field study or try out.

C. Research Procedure

As mentioned in the previous chapter, the procedure of the research was also the procedure in developing the interactive multimedia as the final project of this study. It adapted ADDIE model that is commonly used in developing interactive multimedia. The procedure is explained as follows:

1. Analyze

As defined in Cambridge Advanced Learner's Dictionary, analyzes is study or examine something in detail, in order to discover more about it. Researcher analyzed that the first step in developing an interactive multimedia is to develop an instructional plan. The instructional plan is the researcher's guide to the design, development, implementation, and evaluation.

The figure below is the instructional plan of this research:

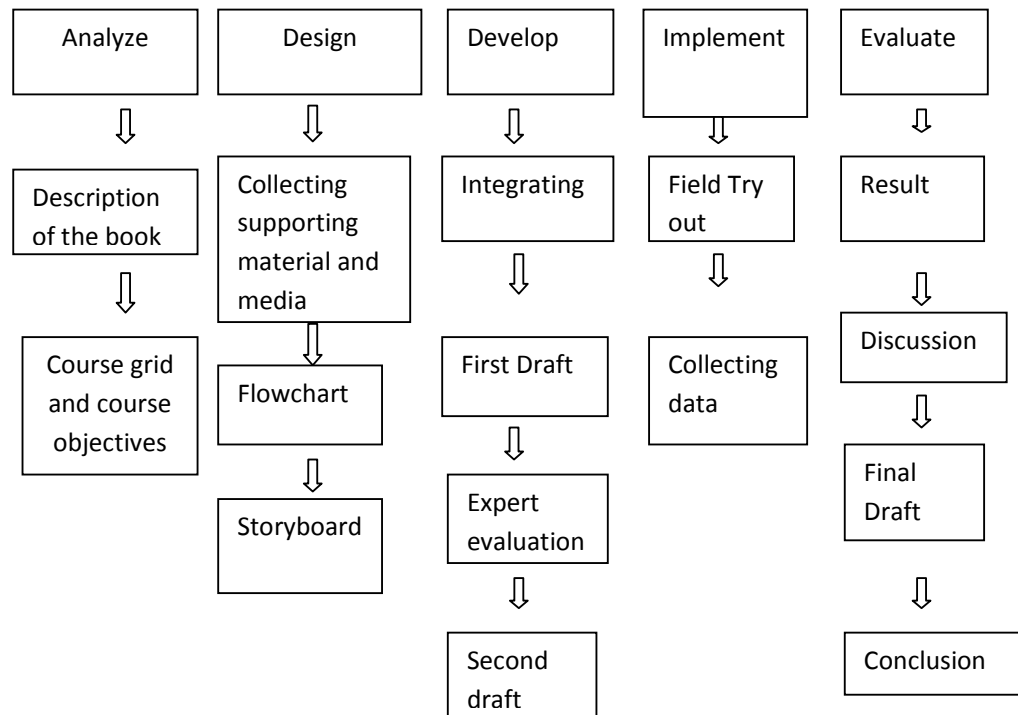


Figure 7: Instructional Draft

1) Description of the Book

The book used as the material or content for this interactive multimedia was *Interlanguage: English for Senior High School Students Grade X*. It is chosen because the students got the ICT subject in their previous grade that makes them ready to use interactive multimedia.

Each material and task of *Interlanguage* has been developed based on the principle of communicative approach in order to develop the students competency in four major language skills (listening, speaking, reading and writing) and also the sub-skills like language functions, vocabulary, grammar, pronunciation and phonology. In addition material

and learning tasks of this book are organized into two cycles of learning: spoken and written cycles. The focus in the spoken cycle is listening and speaking skills while that in the written cycle is on reading and writing skills.

Both cycles develop the English four skills. Either the spoken cycle or the written cycles are organized into four types of learning activities: introduction, presentation, and explanation and communication practice in the target language.

This book has ten units. Each unit of the book consists of the following seven sections:

1. Lead in

This unit introduces a new topic.

2. Lesson Proper

This unit provides the students with the explanation and activities of learning which organized into two cycles: spoken and written cycles.

3. Homework

This unit provides student with some activities that they can do at home.

4. Evaluation

This unit gives the students some tasks to evaluate their progress of learning.

5. Reflection

This unit gives students an opportunity to measure to what extent they have learnt in each unit.

6. Summary

The summary unit gives students a snapshot of the contents of the unit, section by section. They can use the summaries to review what they learn in each unit.

7. Vocabulary List

This unit provides student a mini dictionary that can help them find the meaning of some difficult words in each unit.

As started in the limitation of the problem, this study developed two units of the book, unit 1 and 2, to be an interactive multimedia. These two unit of the Interlanguage : English for Senior High School Students X can be seen in Appendix 1.

2) Course Grid and Course Objectives

Table 3 is the course objectives of unit 1 and 2. The course grid is in the Appendix 2.

Table 4

Objectives of Unit 1	
Listening	<ul style="list-style-type: none"> ➤ Listening to expression of asking and introducing our self and introducing someone ➤ Listening to recount text
Speaking	<ul style="list-style-type: none"> ➤ Introduction our self and introducing someone ➤ Telling our activity to another while the student in Junior High School
Grammar	<ul style="list-style-type: none"> ➤ Positive and negative form of simple past tense
Pronunciation	<ul style="list-style-type: none"> ➤ The letter 'a' ➤ Practicing the pronunciation of difficult word
Reading and vocabulary	<ul style="list-style-type: none"> ➤ Getting the meaning from context ➤ Reading recount text ➤ Finding the synonyms ➤ Identifying meanings and information in recount text
Writing	<ul style="list-style-type: none"> ➤ Writing the recount text
Objectives of Unit 2	
Listening	<ul style="list-style-type: none"> ➤ Listening to expressions of showing sympathy ➤ Listening to recount text
Speaking	<ul style="list-style-type: none"> ➤ Expressing showing sympathy ➤ Expressing attention
Grammar	<ul style="list-style-type: none"> ➤ Interrogative Simple past Tense
Pronunciation	<ul style="list-style-type: none"> ➤ The letter 't' ➤ Practicing the pronunciation in difficult words
Reading and vocabulary	<ul style="list-style-type: none"> ➤ Getting the meaning from context ➤ Finding the synonyms ➤ Identifying meaning and information in recount text ➤ Reading the recount text
Writing	<ul style="list-style-type: none"> ➤ Writing recount text

Table 3: Course Objectives

2. Design

In this phase the researcher has to identify possible tasks which need to be done to develop our course, create a blueprint of our course there are collecting supporting material and media, make a flowchart and the storyboard. In this stage the researcher collected any supporting documentation, such as clip arts, images, audio, video, animation, etc.

a. Collecting supporting materials and media

In developing an Interactive multimedia, some media were collected through the internet. Meanwhile if there were no appropriate images audio clips or video clips it was made. In this interactive multimedia only some picture were collected from the internet while the rest of media were purposely made.

b. Flowchart

The next step in developing an interactive multimedia was to create a flowchart. The flowchart shows how every screen in the presentation would be linked and the potential paths that may be traversed in the presentation.

The flowchart of the developed interactive multimedia is illustrated in Figure 8.

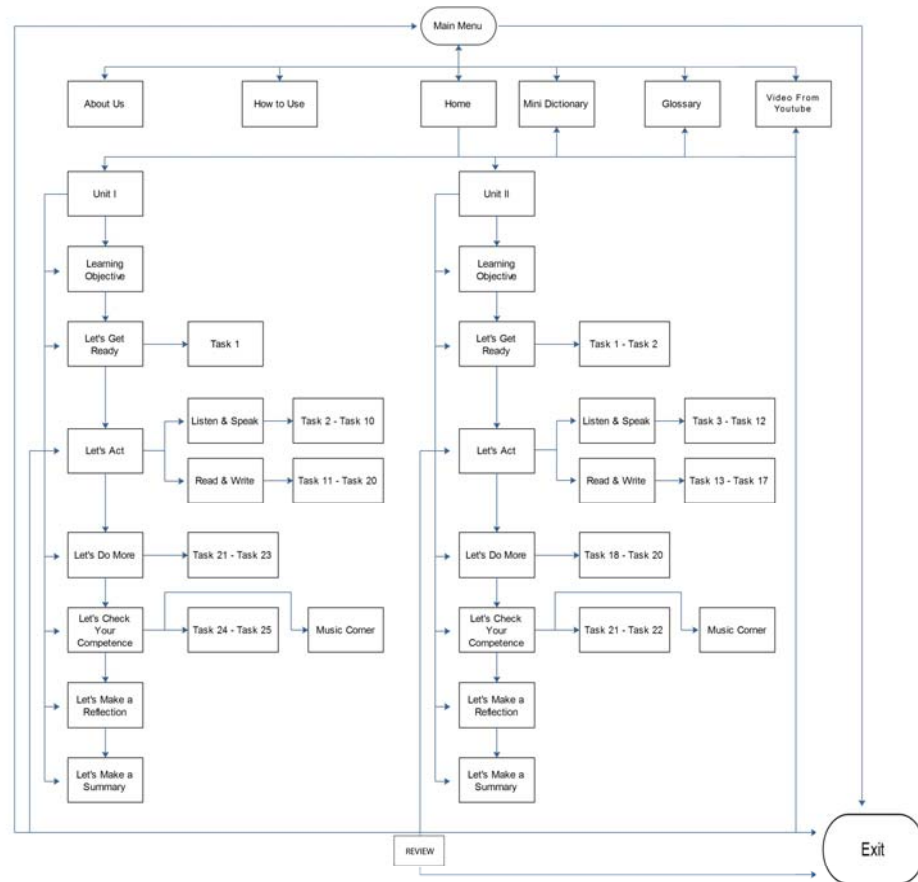


Figure 8: Flowchart of interactive Multimedia

c. Storyboard

The next step in developing interactive multimedia is to create a storyboard. A storyboard describes how every screen in the presentation will be displayed. The full storyboard can be seen in Appendix 4.

With this representation, the researcher could easily see the various paths that the user may traverse while using the interactive multimedia. The storyboard would serve as references for defining the behavior of

navigation objects on the screen and assist in maintaining link integrity if screens are added and removed as the interactive multimedia was developed and implemented.

3. Developed

In this phase we have to design a blueprint of the course. They are integrating, make a first draft, expert evaluation and make a second draft. The explanation are after all the supporting documentation were gathered, the next step was integrating them into an interactive multimedia using authoring tools such as Articulate Studio, Adobe Flash, Macromedia flash, Microsoft Power Point, etc. Once the multimedia was completed, it was called as the first draft. The following figures are the first of the interactive multimedia.

Then, the interactive multimedia was tested and evaluated to validate that the activities and materials were suitable for the learners. Two experts have done the evaluation and testing. The first expert dealt with the content and the second one dealt with the design. Both experts are university lectures in Yogyakarta State University. The content expert was the lecturer in English educational Department. He is Nurhidayanto P.S.P., M,Pd, while the media expert was a lecturer in English Educational Department too, she is Siwi Karmadi Kurniasih,M.Hum. The interactive evaluated by content expert and media expert was revised based on their feedback. This second draft then was implemented in the class to see

whether this interactive multimedia was effective and suitable for the students in learning English.

4. Implementation

The interactive multimedia validated by expert, called as the second draft, was implemented by doing a try out. The students were asked to give feedback to the interactive multimedia by filling the questionnaire. The data from the questionnaire were used for revising the second draft.

5. Evaluation

The second draft was revised based on the feedback given by the students. It was called as the final product of the development of interactive multimedia for Interlanguage.

D. Data Collection

The data were collected using questionnaires. Those questionnaires are highly evolved source of data. Reflections, comments and feedback were analyzed to provide evidence of how effective the developed interactive multimedia. It was distributed to the X grade of Senior High School students.

E. Research Instrument

Since the purpose of this study is to develop an interactive multimedia for Interlanguage: English for Senior High School Student X and to find whether the multimedia designed are effective or not by

eliciting responses from the participant, the researcher used questionnaires. All the items in the instrument were carefully constructed to be in line with the purpose of the study.

The questionnaire consisted of statements to comprise the aspect of content, instructional, and technical quality. They were divided into six parts, namely, content, interactivity, navigation, feedback, screens design, video and audio elements. The organization of the questionnaire is presented in table 4.

No	Question Number	The purpose of the question
1.	1-3	To find out whether the content of the interactive multimedia is suitable and effective
2.	4-9	To find out whether the screen design of the interactive multimedia is suitable and effective
3.	10-22	To find out whether the navigation of the interactive multimedia is suitable and effective
4.	23-27	To find out whether the interactivity of the interactive multimedia is suitable and effective
5.	28-32	To find out whether the video and audio elements of the interactive multimedia is suitable and effective

6.	33-35	To find out whether the feedback of the interactive multimedia is suitable and effective
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Table 4: The organization of questionnaire

The Liker scale was used in the questionnaire, namely 1 as Strongly Disagree, 2 as Disagree, 3 as Somewhat Agree, 4 as Agree, 5 as Strongly Agree (Borg and Gall 1983).

F. Technique of Data Analysis

After the data collected, they were analyzed. In this research used descriptive statistics in the data obtained. According to Babbie (2010) descriptive statistic presents quantitative description in manageable form. He said sometimes we want to describe the associations that connect one variable with another.

Moreover, Borg and Gall (1983) said descriptive statistics is used to describe the collected data. They are used to indicate the mean score in the variability of scores of the sample. The advantage of descriptive statistics is that it enables the researcher to use one or two numbers (e.g. the mean and standard deviation) to represent all the individual scores of subjects in the sample.

Each question is evaluated using the five point liker scale, with a range from '1'- '5', where 1 represents ' Strongly Disagree', 2 for 'Disagree', 3 is the symbol of 'Neutral', 4 indicates 'Agree' while 5

symbolize the ‘Strongly Agree’ feedback. The obtained data of the questionnaire further are illustrated in the following table.

No	Statement	Mean	SD
1.	Statement 1		
2.	Statement 2		
3.	Statement 3		
4.	Statement 4		

Table 5: The obtained data of the questionnaire

The results of the interactive multimedia are called effective and feasible to apply if they obtained mean scores are more than 3 and it is ineffective if the score is less than 3.

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presents two main points; they are the interactive multimedia design and the evaluation. General description and unit description are described in the interactive multimedia design while expert evaluation and try out are described in the evaluation.

A. The Interactive Multimedia

1. General Description

The layout of this interactive multimedia is divided into one mode. This is called the full screen mode and also navigation screen mode. The full screen mode shows the content area of the Interactive Multimedia as illustrated in Figure 9.



Figure 9: Main Menu Page in Full Screen Mode

Figure 10 show the main menu of Interlanguage: English for Senior High School Grade X in which user starts the interactive multimedia in full screen mode. There are six buttons that the user can clicks “About Us” , “How to Use”, “Video from YouTube”, ”Glossary”, “Mini Dictionary” and “Start” buttons. This interactive multimedia has many buttons links that the user can clicks, “Video from YouTube” to see the video that related to the material in the interactive multimedia, “Exit” buttons to quit from the course, “Glossary” button to see some terms that exist in the interactive multimedia, “Mini Dictionary” button to see the definition of some words. When the new users or a student uses this interactive multimedia for the first time they can clicks “How to Use” buttons in order to use this interactive multimedia. Once the button is clicked, the “how to use” page is shown in Figure 10 will appear.

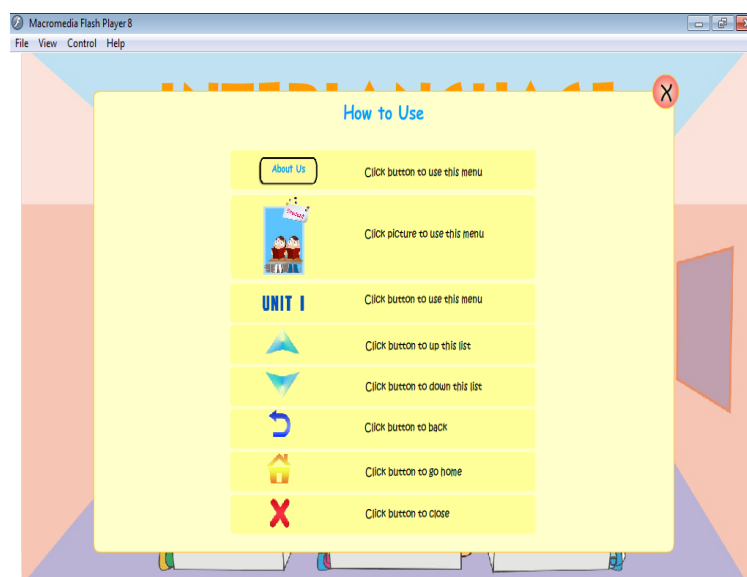


Figure 10: How to Use Page

Once the new user has learnt the how to use this interactive multimedia, he/she can clicked the “back” button to go back to the main menu page. If the

user clicks the “about us” button he/she is able to view the biography of the researcher as shown in Figure 11.

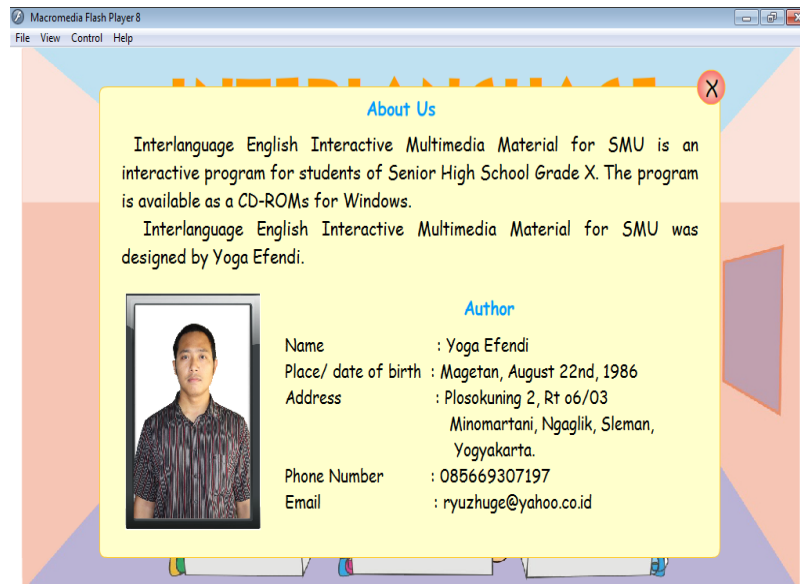


Figure 11: about us Page

If the user is ready to take the course he/she can click the “Enter” button to start the course. In this interactive multimedia there are 2 parts of this course, if the user is a teacher he/she is able to click the “teacher” button, if the user is a student he/she is able to click the “student” button. The different are in the Teacher part the teacher is able to see the task’s key answer, but in the Student part the user can’t see the task’s key answer. The main menu of course page is shown in Figure 12.



Figure 12: The Main Menu of the Course Page

2. Unit description

If the user is a teacher, he/she can click the Teacher button and if the user is a student he/she can click the “Student” button. If they are ready to do the course he/she can click the Teacher/ Student button, that button has a link to the main menu of the unit page. The main menu of the unit page is shown at Figure 13. If the user is ready to learn the Unit I and Unit II he/she can click the “Unit 1” button, and “Unit II” button. The Learning Objectives of Unit I page is shown at Figure 14.



Figure 13: Learning Objective Page



Figure 14: Learning Objectives of Unit I Page

In the Unit I page there are six icons/ buttons. There are “Let’s get Ready” button which is concern about the pronunciation. The Let’s Get Ready page of Unit I is shown at Figure 15.



Figure 15: Let's Get Ready page of Unit I

“Let’s Act” button concern is to learn the tasks of Speaking, Listening, Reading, and Writing. In this page there are sounds (student’s conversations) when the user clicks the “play” button. The sounds are voice of SMAN 6 Yogyakarta’ students when they were engaged in this interactive multimedia. This Let’s Act page is shown at Figure 16.



Figure 16: Let's Act page of Unit I

“Let’s Do more” button concern is to learn the Listening and Reading exercise. In Listening Exercise page there are a “play” button too which were a sound of that link. The “Let’s Do More” page is shown at Figure 17.

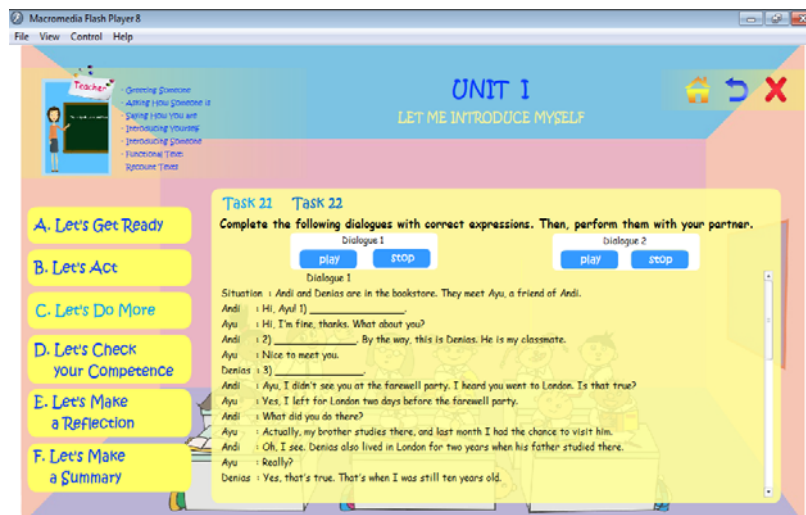


Figure 17: Let’s Do More Page of Unit I

“Let’s check your Competence” button concern is to learn the Speaking Exercise. In this page there is also a “play” button. Actually this sound is a video of SMA N 6 Yogyakarta students when they do the task which is the student were worked in group of two or three and they have to act the conversation based on the situation. But in this interactive multimedia the video of the student were converted to a sound. The speaking exercise page is shown at Figure 18.

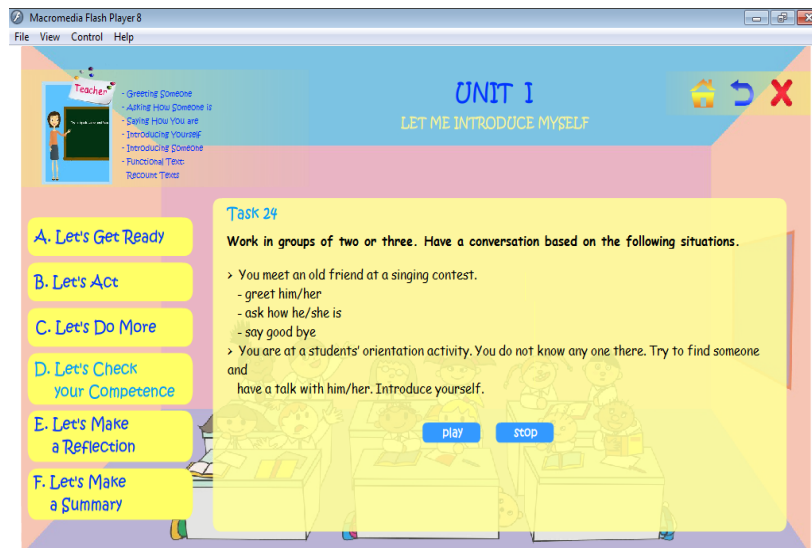


Figure 18: Speaking Exercise page of Unit I

“Let’s make a Reflection” button concern is to reflect the content of Unit I, and “Let’s Make a Summary” button concern is to learn the summary of Unit I. The Summary of Unit I page concern is learn how to greeting someone, how to introduce our self to another, how to introduce our friend to another, simple past tense and recount text. The Reflection page gives the student an opportunity to measure to what extent they have learned in this unit. The Reflection page of Unit I is shown at Figure 19 and the Summary page of Unit I is shown at Figure 20.



Figure 19: Reflection Page of Unit I



Figure 20: Summary Page of Unit I

In this interactive multimedia there is “Review” button, when the user clicks this button the review page will appear. The review page was mixed with the browser link, but this it is easy to use. There is less than 1 minute to open this

page. This review is an exercise of Unit I and Unit II. The review page is shown at Figure 21.

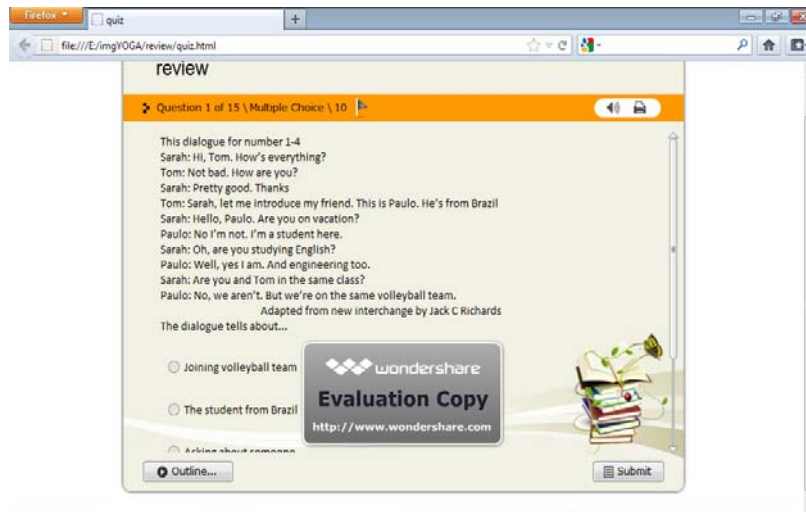


Figure 21: Review Page

The user can get the feedback when they answer the question. They will know the answer is true/false if they click the “Submit” button. The user is able to see the feedback review. The feedback review is shown at Figure 22.

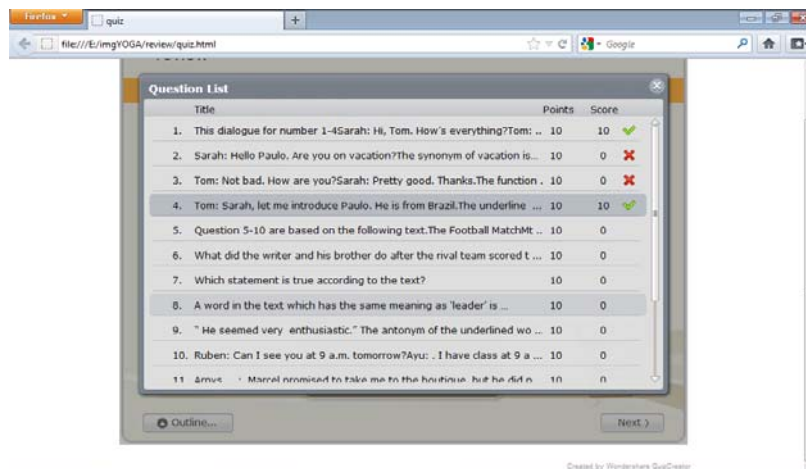


Figure 22: Feedback Review

When they choose the wrong answer there will be an “incorrect sound” and if the answer is correct there is a “correct sound” too. And the correct and false icon pages are shown at Figure 23 and Figure 24.

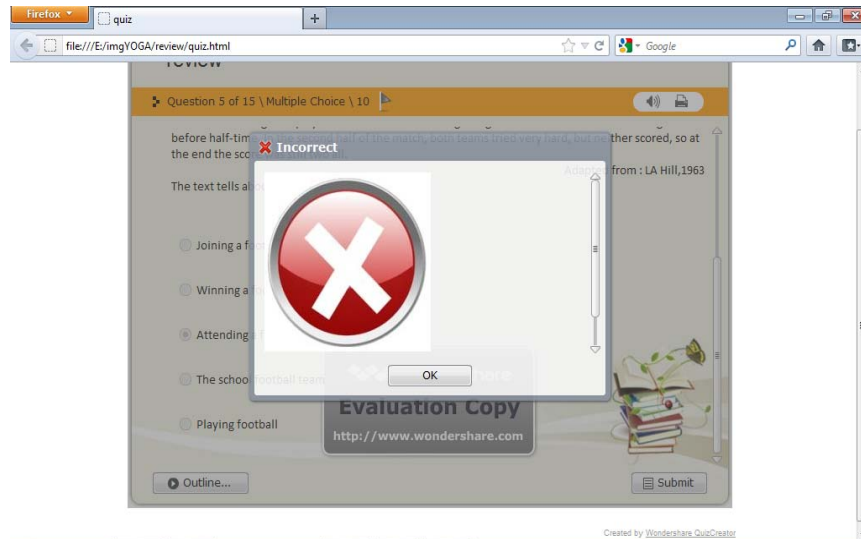


Figure 23: Incorrect Page

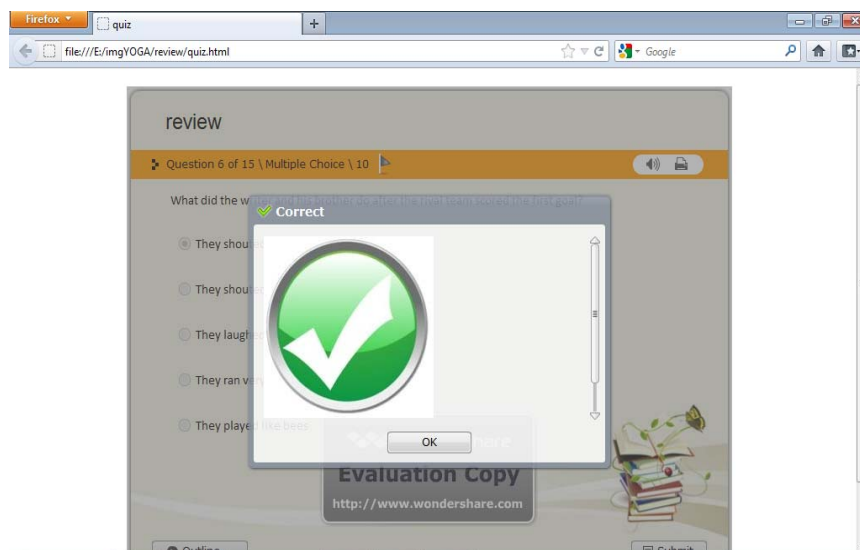


Figure 24: Correct Page

B. Evaluation

The interactive multimedia is tested and evaluated by expert to validate that the activities and materials are ready to use by the learners. Once the multimedia was completed, it was called the first draft. The first draft of the interactive multimedia can be seen in Appendix 5.

1. Expert Evaluation

a. Feedback

One of the main purposes of this evaluation is to check the basic organization of the content. One expert was chosen to evaluate the basic organization of the content. The interactive multimedia was also tested related to its design and proper running. One media expert evaluated its design and proper operation.

The content expert said that the content of interactive multimedia is very good. He is the creator of the book that became the source material of this interactive multimedia. He said the materials are good and well-organized, the test item was relevant to the indicators and the program is easy to use. The results of feedback from the content expert are presented in table 6.

Screen	Comment, Suggestion	Action Taken
The task in each unit	You can improve or remove some task from the book	Some task has been remove so the page will be effective and efficient and there are some improvisation in the instruction
instruction	Some instruction sound is too slow and un naturally	The instruction sound have been replaced with natural sound
video	Remove some video from You Tube that has no related with the content of the book	The video which has no related with the content of the book have been removed

Table 6: Feedback of Content Expert

In general, the media expert said that the design that the design of this interactive multimedia was great. All the elements of interactive multimedia such as color, sound, text, audio, video, and picture are integrated well. The operation is running well, there is no error ET all. She suggested some aspects to be revised that were the video and audio elements. The results of the feedback from the media expert are presented in Table 7.

Screen	Comment, suggestion	Action taken
The teacher and student button	The teacher and student button in the interactive multimedia is reverse; there must be the key answer in the teacher page, not at the student page.	The teacher and student button has been corrected

Table 7: The feedback from media expert

b. Revision

As the result of the evaluation from the expert, some task has been removing so the page will be effective and efficient and there are some improvisations in the instruction. The instruction sounds have been replaced with natural sound. The video which has no related with the content of the book have been removed. There was no change related to navigation and design of the interactive multimedia. The design was good and the multimedia could run well. This revision draft or second draft then was implemented in the class to see whether this interactive multimedia was effective and suitable for the students in learning English.

2. Try Out

There were 31 students participating in the try out. Since the study was not concerned with the improvement of their performance before and after using an interactive multimedia, no control or experimental group was assigned. Overall the multimedia learning session took about two hours. The questionnaire was given to the student before the multimedia learning session, so they could learnt the interactive multimedia aspects before they give their response.

a. Data Analysis

The data were collected by using the questionnaires. The questionnaire covered all the aspects and elements of an effective interactive multimedia. The results of the data lead to a new final draft of the interactive multimedia.

The questionnaire was divided to six sections. It was distributed to Grade X ICT class students at SMAN 6 Yogyakarta. The questionnaire result analysis

was done by using the SPSS software. Since the questionnaire used the five point Likert scale, the results show the Mean and SD (Standard Deviation) of each questionnaire item.

The detail of each result is illustrated in tables 8-13. Table 8 shows the content in the Interlanguage English Interactive multimedia.

Table 8: The Result of Content Aspect

No	Item question	Mean	SD
1.	Anda mudah memahami materi yang tersedia	3.9032	.47292
2.	Materi multimedia interaktif sesuai dan relevan dengan materi pembelajaran yang ada pada buku "Interlanguage: English for Senior High School Student Grade X	3.7742	.56034
3.	Materi sesuai dengan tingkat kemampuan Anda	3.9355	.51222

Table 8 shows that the mean ranges from 3.774 to 3.94. Items 1 and 3 possess the highest mean value whereas the mean value for item number 2 is 3.774 the lowest among the items. It means that there is no revision related to the aspects of the materials. Most of the students agreed that the content of this interactive multimedia is suitable for them. They like the materials of this interactive multimedia mainly because it is organized in a clear and under stable manner and there are various activities.

Table 9 shows the analysis of the screen design in the Interlanguage English Interactive.

Table 9: The Result of Screen Design Aspect

No	Item question	Mean	SD
4.	Layar tersusun secara jelas dan mudah dipahami	4.1290	.49946
5.	Materi merangsang ingatan dan mudah dicari	3.6774	.70176
6.	Design huruf/font layak dalam hal jenis dan ukurannya	3.8710	.76341
7.	Teks jelas dan mudah dibaca	3.9032	.78972
8.	Warna yang digunakan baik dan konsisten	3.5806	.76482
9.	.Integrasi materi/presentasi terkoordinasi dengan baik	3.8710	.61870

Based on the table 9, the mean ranges are from 3.58 to 4.13. Item 4 possesses the highest mean value of 4.13, whereas the lowest mean value for item number 8 is the lowest among the items. It means no revision related to the aspects of screen design. The student agreed that the screen design can captivate their attention. The color is used well on the screen and the text is clear and easy to read.

Table 10 shows the analysis of navigation in the Interlanguage English Interactive.

Table 10: the Result of Navigation Aspect

No	Item Question	Mean	SD
10.	System navigasi berada di tempat yang konsisten	3.6452	.66073
11.	Fungsi tombol dan link yang ada mudah dimengerti	4.0645	.51222
12.	System navigasi berada di tempat yang konsisten	3.5484	.72290
13.	Tombol How to Use untuk mendapatkan informasi tentang cara penggunaan tersusun dengan baik	3.9677	.60464
14.	Tombol video from You Tube untuk melihat video interaktif yang berhubungan dengan materi pembelajaran tersedia dengan baik	4.1290	.49946
15.	Tombol Glossary untuk melihat definisi istilah tersedia dengan baik	4.0000	.63246
16.	Tombol Submit untuk menjawab pertanyaan tersedia dengan baik	4.1290	.61870
17.	Tombol Review dan Summary untuk mereview keseluruhan materi ataupun bagian-bagiannya tersedia dengan baik	4.0645	.57361
18.	Tombol Mini Dictionary untuk melihat istilah-istilah dalam bahasa inggris beserta artinya dalam bahasa Indonesia sudah ada	4.0000	.77460
19.	Tombol Home untuk kembali ke menu utama tersedia	4.2258	.61696
20.	Tombol Exit untuk keluar dari program tersedia	4.4194	.50161
21.	Tombol untuk mengakses materi secara berurutan tersedia dan berfungsi dengan baik	4.0645	.62905
22.	Tombol untuk ke materi selanjutnya dan untuk mengulang materi sebelumnya tersedia dan berfungsi baik	4.1935	.60107

Based on Table 10 the mean ranges from 3.54 to 4.419. Item 20 possesses the highest mean value of 4.419, whereas the lowest mean value for item number 12 is the lowest among the items. It means no revision related to the aspects of navigation. The student agreed that the navigational assistance of the multimedia courseware is functional. The navigation system is consistence and in the same location. Every key button on the interactive multimedia also works well.

Table 11 shows the analysis of interactivity in the Interlanguage English Interactive.

Table 11: The Result of Interactivity Aspect

No.	Item question	Mean	SD
23.	Interaktivitas multimedia interaktif ini sesuai dengan kemampuan siswa	3.9032	.53882
24.	Multimedia interaktif ini memberikan kesempatan untuk berinteraksi dengan ikon/tombol yang standar	3.8387	.58291
25.	Materi dibagi menjadi segmen-segmen kecil dan termasuk presentas materi, contoh, dan ringkasan untuk setiap segmen	3.8387	.58291
26.	Multimedia interaktif membuat Anda menerapkan apa yang telah Anda pelajari	3.8065	.70329
27.	Multimedia interaktif ini memungkinkan Anda untuk menemukan informasi melalui eksplorasi secara aktif	3.6774	.65254

Based on the Table 11, the mean ranges are from 3.67 to 3.90. Item 23 possesses the highest mean value of 3.90, whereas the lowest mean value for item

number 27 is the lowest among the items. It means no revision related to the aspects of interactivity. It shows that the most of the students agreed that this interactive multimedia was interactive mainly because the multimedia provided opportunities for interaction with standardized icons. This multimedia was made the student find the information with actively exploration and suitable to student's ability.

Table 12 shows the analysis of video and audio elements in the Interlanguage English Interactive.

Table 12: The Result of Video and Audio Aspect

No.	Item question	Mean	SD
28.	Kualitas teks,gambar,grafik, dan video tersedia dengan baik	4.0645	.57361
29.	Gambar yang disajikan relevan dengan materi	3.8065	.47745
30.	Penggunaan gambar mendukung materi yang ada	3.9032	.59749
31.	Video mendukung penyajian materi	4.2258	.49730
32.	Kualitas suara baik dan membantu penyajian materi	3.8710	.80589

The table 12 shows that the mean ranges from 3.87 to 4.23. Item 31 possesses the highest mean value of 4.23, whereas the lowest mean value for item number 32 is the lowest among the items. It means no revisions related to the aspects of Video and Audio elements. The student agreed that the quality of the text, picture, graphic, and video are well, the use of pictures support meaningfully the text provided. The sound is necessity in presenting information.

Table 13 shows the analysis of feedback in the Interlanguage English Interactive.

Table 13: the Result of feedback Aspect

No.	Item Question	Mean	SD
33.	Umpan balik/feedback pada bagian review tersedia dengan menggunakan tombol Submit	3.7742	.61696
34.	Untuk jawaban yang tidak benar pada bagian Review, Anda dapat menemukan informasi tentang bagaimana memperbaiki jawaban Anda	3.5484	.76762
35.	Anda dapat mencetak hasil jawaban beserta umpan balik/feedback	3.4194	.67202

Table 13 shows that the mean ranges from 3.42 to 3.77. Item 33 possesses the highest mean value of 3.42, whereas the lowest mean value for item number 35 is the lowest among the items. It means no revisions related the aspect of feedback. The student agreed that this multimedia interactive provided feedback immediately after a response, enabling the correctness of a response to be verified. Also the student is able to print out the result of the key answer also the feedback.

b. Findings

Based on the data analysis it can be concluded that the interactive multimedia is effective and suitable as a learning aid for student in learning English and there is no need further revision. Then this Interlanguage interactive multimedia was packed into a CD. This was the final product of findings in this research.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

The objective of this research is to develop effective interactive multimedia for Interlanguage: English for senior High School Students Grade X. Based on the research findings of the research study, the conclusion are:

1. The effective design of interactive multimedia

Based on the research findings, the effective design of interactive multimedia for Interlanguage has the following features:

a. Audio listening

This section offers activities to help students develop their listening skill.

b. Language Function

This section explains language functions used in the audio listening section.

c. Pronunciation

This section presents a presentation with audio that focus on intonation and word rhythm and word stress or may contrast sounds that are difficult for the students to pronounce.

d. Grammar

This section presents a grammar coach that introduces the grammar point.

e. Reading

This section offers the students to read some text such as recount text, descriptive text with audio when the text button was clicked.

f. Writing

This section allows the students to write down the text reading with their own work on their work book but still look at the interactive multimedia.

g. Reflection

This section gives students an opportunity to measure to what extent they have learnt in each unit.

h. Summary

This section gives the students a snapshot of the content of the unit.

i. Learning objectives

This section gives presents the objectives that student must achieve.

j. Video from You Tube

This section presents some video from You Tube which is related with the learning objectives of the interactive multimedia.

k. Glossary

This section provides some terms that exist in the interactive multimedia.

1. Mini Dictionary

This section can help student to find the meaning of some words.

2. The characteristics of an effective interactive multimedia

Finally the researcher conclude that there are six features of multimedia affect the effectiveness of interactive multimedia, the content, screen design, navigation, student's interactivity, use of feedback, and video and audio elements.

a. Content

- The content should be organized in a clear and under stable manner
- The activities should be varied
- The content is suitable for the student and relevant with the material of the Interlanguage book

b. Screen Design

- The screen design should captivate students attention
- The color should be used well and consistent
- The animation should be good looking and interactive
- The text should be clear and easy to read

c. Navigation

- Every key button on the interactive multimedia should work well
- The navigation system should be consistent and in the same location

d. Interactivity

- The multimedia provided opportunities for interaction with standardized icons.
- This multimedia was made the student find the information with actively exploration and suitable to student's ability

e. Audio and video

- The quality of the text, picture, graphic, and video should well
- The use of pictures support meaningfully the text provided.
- The sound should necessity in presenting information.

f. Feedback

- The feedback should be varied
- It should provide feedback immediately after a response.

B. Implication

This interactive multimedia has been proven suitable to be used by students of Grade X in SMAN 6 Yogyakarta as learning aid in learning English. They can use it in the classroom and various places including home. It also can be used as English teaching media models in English Education Department. Besides, the use of this program is also expected to stimulate the innovation in language teaching in English education especially by using interactive multimedia.

C. Limitation

There are several potential limitations to the study, which may hinder generalization of the results. For example:

1. The interactive multimedia program in the study was developed in the study was developed by focusing on only two units of Interlanguage (Unit 1 and 2).
2. It is opening more valid to evaluate learning and instructional design using action-research methods. However it was difficult to synchronize the research and classroom schedules to apply action-research approach.

D. Suggestion

This research study is significant for the attempt of developing an effective interactive multimedia for Interlanguage : English for

Senior High School Grade X. There are some suggestion for this kind of research that can be addressed to students and English teachers of Senior High School, the student of English Education and other researcher.

a. The X grade student

Before using this program the students are expected to prepare themselves and understand how to use this program. They are allowed to access any activities and material presentation in this program based on their needs. They can acquire knowledge of the subject matter presented on different views, interesting ways and fun so that it can enhance their motivation and learning outcomes.

b. English teacher

Teacher can develop their own interactive multimedia based on students' need. Interactive multimedia should be used and optimized as additional sources and as supplement for the students. English teacher are also expected to help the students deal with the technology in their learning. By combining and enriching the materials taught in school and encouraging the students to learn on their own hopefully the learning process will increase and much more meaningful for the students.

c. Student of English education

As prospective agents of education, it would be useful for students of student of English Education to pay more attention to design and develop not only a textbook material but also technology-based materials like interactive multimedia, CD interactive and World Wide Web that will be useful for teaching and learning English.

d. Other researchers

Developing interactive multimedia is a complex task. It requires a multiple levels of design and development efforts and skills. There are challenged with the task of selecting content, appropriate screen designs, commonly accepted user interfaces, clear directions for access, system, and application software that are appropriate for interactive multimedia development, as well as appropriate multimedia elements. It also should be based on educational theory, instructional design theory and an understanding of multimedia. A tem approach maybe the most effective way to develop effective interactive multimedia for the other researchers because it will be much more efficient and the result will be much more satisfying. Then it is expected that there are other researcher approach to check its effectiveness in teaching and learning process.

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APPENDICES

APPENDIX I

(The Material)

Interlanguage:

English for Senior High School Students X



PUSAT PERBUKUAN
Departemen Pendidikan Nasional

Joko Priyana
Virga Renitasari
Arnys Rahayu Irjayanti

Interlanguage:

English for Senior High School Students X

Joko Priyana, Ph.D

Arnys Rahayu Irjayanti

Virga Renitasari



Pusat Perbukuan
Departemen Pendidikan Nasional

Hak Cipta pada Departemen Pendidikan Nasional
Dilindungi Undang-undang

Interlanguage:

English for Senior High School Students X

Penulis : Joko Priyana, Ph.D
Arnys Rahayu Irjayanti
Virga Renitasari
Editor Ahli : Suharso, M.Pd
Editor : Ika Mayliana
Perancang Kulit : Bene
Layouter : Rita E
Ilustrator : Ipunk Kristianto

Ukuran Buku : 17,6 x 25 cm

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PRI PRIYANA, Joko

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Indeks

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1. INTERLANGUAGE: English for Senior High School-Studi dan Pengajaran I. Judul
II. Riandi III. Mumpuni, Anita Prasetyo

Hak Cipta buku ini dibeli oleh Departemen Pendidikan Nasional
dari Penerbit Gramedia Widiasarana Indonesia (Grasindo)

Diterbitkan oleh Pusat Perbukuan
Departemen Pendidikan Nasional
Tahun 2008

Diperbanyak oleh....

Kata Sambutan

Puji syukur kami panjatkan ke hadirat Allah SWT, berkat rahmat dan karunia-Nya, Pemerintah, dalam hal ini, Departemen Pendidikan Nasional, pada tahun 2008, telah membeli hak cipta buku teks pelajaran ini dari penulis/penerbit untuk disebarluaskan kepada masyarakat melalui situs internet (website) Jaringan Pendidikan Nasional.

Buku teks pelajaran ini telah dinilai oleh Badan Standar Nasional Pendidikan dan telah ditetapkan sebagai buku teks pelajaran yang memenuhi syarat kelayakan untuk digunakan dalam proses pembelajaran melalui Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008.

Kami menyampaikan penghargaan yang setinggi-tingginya kepada para penulis/penerbit yang telah berkenan mengalihkan hak cipta karyanya kepada Departemen Pendidikan Nasional untuk digunakan secara luas oleh para siswa dan guru di seluruh Indonesia.

Buku-buku teks pelajaran yang telah dialihkan hak ciptanya kepada Departemen Pendidikan Nasional ini, dapat diunduh (down load), digandakan, dicetak, dialihmediakan, atau difotokopi oleh masyarakat. Namun, untuk penggandaan yang bersifat komersial harga penjualannya harus memenuhi ketentuan yang ditetapkan oleh Pemerintah. Diharapkan bahwa buku teks pelajaran ini akan lebih mudah diakses sehingga siswa dan guru di seluruh Indonesia maupun sekolah Indonesia yang berada di luar negeri dapat memanfaatkan sumber belajar ini.

Kami berharap, semua pihak dapat mendukung kebijakan ini. Kepada para siswa kami ucapkan selamat belajar dan manfaatkanlah buku ini sebaik-baiknya. Kami menyadari bahwa buku ini masih perlu ditingkatkan mutunya. Oleh karena itu, saran dan kritik sangat kami harapkan.

Jakarta, Juli 2008
Kepala Pusat Perbukuan

Kata Pengantar

Puji syukur kami panjatkan kepada Tuhan Yang Maha Esa yang telah memberi hidayah, kekuatan, kesehatan, dan ketabahan kepada kami sehingga penyusunan bahan ajar seri *Interlanguage: English for Senior High School Students* ini terselesaikan.

Bahan ajar ini disusun dengan tujuan menyediakan materi pembelajaran Bahasa Inggris untuk peserta didik kelas X sesuai dengan Standar Isi mata pelajaran Bahasa Inggris 2006. Materi dan tugas pembelajaran dikembangkan dengan prinsip-prinsip Communicative Approach untuk secara terintegrasi mengembangkan kompetensi peserta didik dalam keempat keterampilan berbahasa, yaitu menyimak, berbicara, membaca, dan menulis. Selain itu materi dan tugas pembelajaran secara terpadu mengembangkan kecakapan hidup dalam arti luas dan peningkatan wawasan kebinekaan.

Materi dan tugas-tugas pembelajaran dalam bahan ajar ini diorganisasikan ke dalam dua siklus pembelajaran, yaitu siklus lisan dan siklus tulis. Sementara siklus lisan menekankan pengembangan keterampilan berbahasa lisan (menyimak dan berbicara), siklus tulis mengembangkan keterampilan dalam berbahasa tulis (membaca dan menulis). Sesuai dengan prinsip keterpaduan dalam pembelajaran bahasa, kedua siklus tersebut mengembangkan keempat keterampilan berbahasa secara terintegrasi. Baik siklus lisan maupun siklus tulis tersusun atas empat macam kegiatan pembelajaran, yaitu pembuka, paparan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, dan latihan berkomunikasi dalam bahasa target secara terbimbing maupun bebas. Selain itu, untuk keperluan pengayaan dan evaluasi, setiap unit dilengkapi dengan tugas terstruktur berupa pekerjaan rumah dan review.

Kegiatan-kegiatan belajar dikembangkan untuk menjadikan siswa secara aktif belajar Bahasa Inggris melalui kegiatan memahami dan menggunakan bahasa Inggris untuk mengekspresikan gagasan dan perasaan secara alami. Dalam pembelajaran, guru diharapkan bertindak sebagai fasilitator, pemberi umpan balik, dan pendorong siswa agar berani menggunakan bahasa target untuk berkomunikasi secara akurat dan berterima.

Penyusunan buku ajar ini terselesaikan atas dukungan dari berbagai pihak. Oleh karena itu, kami mengucapkan terima kasih kepada semua pihak yang telah membantu terselesaikannya penyusunan buku ini.

Walaupun kami telah menyusun bahan ajar ini dengan upaya yang sungguh-sungguh, karena berbagai keterbatasan kami, buku ini masih memiliki sejumlah kekurangan. Sehubungan dengan hal tersebut, kami mengharapkan masukan dari berbagai pihak, terutama guru dan siswa pengguna buku ini, untuk perbaikan lebih lanjut.

Januari, 2008

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Key to Pronunciation

Vowel

Phonetics symbols	Example	Pronunciation
i:	see	[si:]
i	any	['eni]
e	ten	[ten]
æ	hat	[hæt]
ɑ:	arm	[ɑ:m]
ɒ	got	[gɒt]
ɔ:	saw	[sɔ:]
ʊ	put	[pʊt]
u:	too	[tu:]
ʌ	cup	[kʌp]
ə:	fur	[fə:]
ə	ago	[ə'gəʊ]
eɪ	pay	[peɪ]
aɪ	five	[faɪv]
əʊ	home	[həʊm]
aʊ	now	[naʊ]
ɔɪ	join	[dʒɔɪn]
ɪə	near	[nɪə]
eə	hair	[heə]
ʊə	pure	['pjʊə]

Consonants

Phonetics symbols	Example	Pronunciation
p	pen	[pen]
b	bad	[bæd]
t	tea	[ti:]
d	did	[dɪd]
k	cat	[kæt]
g	got	[gɒt]
tʃ	chin	[tʃɪn]
dʒ	june	[dʒu:n]
f	fall	[fɔ:l]
v	van	[væn]
θ	thin	[θɪn]
ð	then	[ðen]

s	so	[səʊ]
z	zoo	[zu:]
ʃ	she	[ʃi:]
v	vision	[ˈvɪʒn]
h	how	[haʊ]
m	man	[mæn]
n	no	[nəʊ]
s	sing	[sɪŋ]
l	leg	[leg]
r	red	[red]
j	yes	[jes]
w	wet	[wet]

List of Abbreviations

- kb* : kata benda
kki : kata kerja intransitif
kkt : kata kerja transitif
ks : kata sifat
kk : kata keterangan

UNIT I

LET ME INTRODUCE MYSELF.



Concept Map



In your daily life you often meet new people and you need to introduce yourself to them or possibly introduce your friends to others. You may also need to respond to others who introduce themselves to you. Do you know how to do them very well?

When you meet others you usually greet them, ask them how they are, say goodbye, etc. Do you know how to do them?

You like reading and writing, don't you? The texts that you read may include recount texts such as experiences in joining extracurricular activities and competitions. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, discuss the following activities with your classmate. The following words may help you.

ceremony ['seriməni] (kb)	: upacara
classroom ['kla:srum] (kb)	: ruang kelas
club [klʌb] (kb)	: klub; perkumpulan
extracurricular ['ekstrəkə'rikjʊlə:] (ks)	: ekstrakurikuler
join [dʒɔɪn] (kkt)	: mengikuti



B. Let's Act



1. Listen and Speak



Task 2

Listen to the following short dialogues. Then, complete the missing expressions. The listening script is in the Appendix.

- 1) Ayu : Good morning.
Andi : _____
Ayu : Do you know when the class meeting starts?
Andi : It starts at 9 a.m. today.
Ayu : I see. Thanks for telling.
Andi : You're welcome.
- 2) Virga : How are you, Den?
Denias : _____
Virga : Well, you look different today.
Denias : Really? How do I look?
Virga : You look great.
Denias : Thanks. You do too.
- 3) Retno : I think we need to discuss our plan for next month.
Arnys : You're right.
Retno : What if we meet at the canteen this afternoon?
Arnys : Sure.
Retno : So, _____
Arnys : See you.



Task 3

Study the following expressions. Work in pairs.

In the dialogues in **Task 2** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• Good morning.	Greeting someone
• How are you, Den?	Asking how someone is
• See you.	Saying good bye

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none">• Good afternoon/evening.• Hi!/Hello!	Greeting someone
<ul style="list-style-type: none">• How are you doing?	Asking how someone is
<ul style="list-style-type: none">• I'm fine, thanks.• Very well, thanks.• Not so bad, thanks.	Saying how you are
<ul style="list-style-type: none">• Good bye.• Bye.• See you soon/later/tomorrow.	Saying good bye



Cultural Tips

Meeting and Greeting in Australia

- Shake hands with everyone present upon meeting and before leaving. Allow women to offer their hands first.
- Women generally do not shake hands with other women.
- Use titles, Mr, Mrs, and Miss when first introduced.

Taken from: [http:// www.ediplomat.com](http://www.ediplomat.com)



Task 4

Complete the dialogues below with correct expressions.

- 1) Arnys : ...
Ruben : Very well, thank you.
- 2) Ayu : Good evening.
Denias : ...
- 3) Andi : How are you doing?
Retno : ...
- 4) Adib : See you tomorrow.
Virga : ...
- 5) Anita : Take care.
Marcell : ...



Task 5

Let's say it right.

In the dialogue between Ayu and Andi in **Task 2** you find the word 'class'. How do you pronounce it?
class [kla:s]

Note:

The vowel letter ‘a’ is pronounced ‘ɑ:’ when followed by ‘-ss, -st, or -sk’. Here are some other examples.

- glass [glɑ:s]
- pass [pɑ:s]
- cast [kɑ:st]
- last [lɑ:st]
- ask [ɑ:sk]
- task [tɑ:sk]



Task 6

Listen to the conversation and then answer the questions. Before listening, read the questions. The listening script is in the Appendix.

Situation: Andi, Denias, and Adib are new students. They are at the students’ association office.

Questions

1. What does Andi say to Denias to introduce himself?
2. What does Denias say to Andi to introduce himself?
3. What does Andi say to Denias to introduce Adib?
4. Who joined *pencak silat* extracurricular activity in the Junior High School?
5. What does Andi say to end the conversation?



Task 7

Study the following expressions. Work in pairs.

In the conversation in **Task 6** you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
<ul style="list-style-type: none">• My name is Andi.• I’m Denias.	Introducing yourself
<ul style="list-style-type: none">• Denias, this is Adib.	Introducing someone

Below are some other expressions.

Expressions	Functions
<ul style="list-style-type: none"> Let me introduce myself. My name is ... I'd like to introduce myself. My name is ... Allow me to introduce myself. My name is ... 	Introducing yourself
<ul style="list-style-type: none"> I'd like to introduce ... Let me introduce ... Allow me to introduce ... 	Introducing someone



Task 8

Complete the following conversation with the correct expressions in the box. Compare your answers with a classmate's. Then, act the conversation out.

Situation: Adib, Arnys, and Retno are new students. They meet at the students' orientation course.

Hi, Retno. My name is Adib.
 this is Retno.
 I'm Arnys.

Adib : Hi, Are you a new student?

Arnys : Yes, I am. By the way, are you a new student, too?

Adib : I'm a new student too. 1) _____

Arnys : 2) _____ Well, Adib, 3) _____

She was my classmate in the Junior High School.

Adib : 4) _____ Nice to meet you?

Retno : Nice to meet you too.

Adib : Anyway, we still have half an hour before the class starts. Shall we go to the canteen?

Arnys &

Retno : Okay.



Task 9

Have a conversation in groups of three. Introduce yourself and one of your classmates to your group. Look at the example.

Anita : Hi, my name is Anita.

Virga : Hi, Anita. My name is Virga.

Anita : Virga, this is Ayu.

Virga : Hi, Ayu. It's nice to meet you.

Ayu : It's nice to meet you too, Virga.



Task 10

In small groups, introduce yourself to your classmates. The following guidance will help you.

- greet your classmates
- introduce yourself: name, place/date of birth, address
- mention your hobbies and your ambitions
- tell the activities you ever joined and recent activities you have

Good morning, everybody! Let me introduce myself. My name is Anita Mumpuni. I was born in Semarang, on 29 August 1992. I live at Diponegoro street no. 27. My hobbies are dancing, singing, and swimming. I want to be a professional dancer someday. I joined the music club in the Junior High School. Now, I join the dancing club. I practise hard to reach my ambition.



2. Read and Write



Task 11

Study the following sentences. Work in pairs.

Now



I am a Senior High School student.

Two years ago



I was a Junior High School student.

Now



I join the *pencak silat* club.

Two years ago



I joined the football club.

Now



I play the guitar in my band.

Two years ago



I played the keyboard in my band.



Task 12

Read the following text carefully and then write **T** if the statement is true and **F** if the statement is false. Correct the false statements. Compare your work with a classmate's. Look at the example.

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.



No.	Statements	T/F	Correction
1.	The writer joined the Modern Dance Competition.	F	The writer joined the Traditional 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.		



Task 13

Study the following notes.

The text in Task 12 is a recount text telling 'what happened'. The purpose of the story is to tell a series/sequence of events and evaluate their significance in some way. It has expressions of attitude and feeling, usually made by the writer about the events.

The text is organized to include:

- an information about 'who', 'where' and 'when';
- a record of events usually in chronological order;

- personal comments or evaluative remarks, which are arranged over throughout the record of events; and
- a reorientation which 'rounds off' the sequence of events.

The grammatical patterns of the text include:

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



Task 14

Read the text in Task 12 once again and find the meanings of the following words based on the context. You may work in groups of three.

achievement [ə'tʃi:vmənt] (kb)	:
announcement [ə'naʊnsmənt] (kb)	:
competition [kəmpe'tɪʃn] (kb)	:
costume ['kɒstju:m] (kb)	:
impatient [ɪm'peɪʃnt] (ks)	:
nervous ['nə:vəs] (ks)	:
participant [pɑ:'tɪsɪpənt] (kb)	:
preparation [prɪpə'reɪʃn] (kb)	:
smoothly ['smu:ðli] (kk)	:
trophy ['trəʊfi] (kb)	:
useless ['ju:sləs] (ks)	:



Task 15

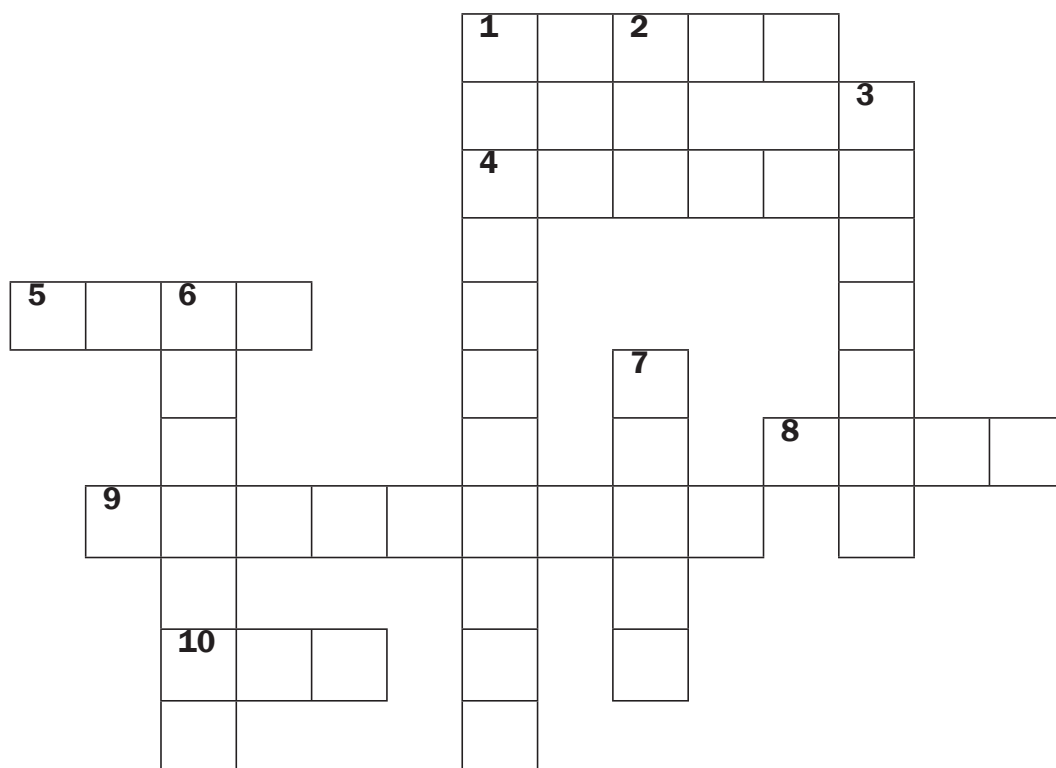
In pairs, match each word in column A with a word or phrase in column B that is close in meaning.

Column A	Column B
competition	award
arrive	contest
nervous	attainment
jury	viewer
audience	get there
trophy	adjudicator
achievement	anxious



Task 16

Do this crossword puzzle in groups of three.



Across:

1. He was the winner in the singing contest. He was very happy to be given the
4. She is a modest person. The synonym of "modest" is
5. Andre is a new member of the basketball
8. The ... will decide the winner of the competition.
9. a person who is in the same class as you at school
10. unhappy

Down:

1. the synonym of attainment
2. goal
3. being worried
6. not useful
7. game between two teams



Task 17

Study the rule below.

Simple Past Tense

To talk about past events and conditions, you use VERB-2 forms. Here are some examples taken from the text.

- I **joined** the Traditional Dance Competition in Jakarta last year.
- It **was** my biggest competition.

Telling Past Events

(+) S + V2

(-) S + did not + V1

Examples:

(+) I **joined** the Traditional Dance Competition in Jakarta last year.

I **represented** my Junior High School.

(-) I **did not feel** nervous anymore.

Telling Past Conditions

(+) S + was/were + noun/adjective

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

Examples:

(+) It **was** my biggest competition.

I **was** so happy to be given the trophy.

(-) I **was not** ready for this.

The adverbs that are usually used in the 'simple past tense' sentences are:

- yesterday,
- a week ago,
- ... ago,
- last week, and
- last ...



Task 18

Fill in the blanks with correct verb forms. Compare your answers with your classmate's sitting next to you. Look at the example.

am

win

take

have

join

are

The Football Competition

When I 1) **was** in the Junior High School, I joined two clubs. They 2) _____ the Football Club and the Karate Club. I 3) _____ those clubs because I love sports, especially football and karate. I 4) _____ 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 5) _____ the match. Then, we had to defeat one club to get to the final. Remarkably, we won again. After those two matches, we 6) _____ 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. Finally, we won the game with a nice score of 3 – 2. We were very happy and proud.



Task 19

Make a composition about your experience in joining an extracurricular activity in the Junior High School. The following questions may help you develop your composition.

1. What extracurricular activity did you join?
 2. Did you ever join any competition held by the club or outer club?
 - If so, tell about your experience in the competition.
(Tell about what you did from the preparation until the end of the competition)
 - If you never did, tell about any interesting experience in the club.
(Tell about the event from the beginning until the end)
-



Task 20

Ask two of your classmates to give you feedback to revise your draft. Put your final draft in the school bulletin.

C. Let's Do More



Task 21

Complete the following dialogues with correct expressions. Then, perform them with your partner.

Dialogue 1

Situation: Andi and Denias are in the bookstore. They meet Ayu, a friend of Andi.

- Andi : Hi, Ayu! 1) _____.
- Ayu : Hi, I'm fine, thanks. What about you?
- Andi : 2) _____. By the way, this is Denias. He is my classmate.
- Ayu : Nice to meet you.
- Denias : 3) _____.

Andi : Ayu, I didn't see you at the farewell party. I heard you went to London. Is that true?
 Ayu : Yes, I left for London two days before the farewell party.
 Andi : What did you do there?
 Ayu : Actually, my brother studies there, and last month I had the chance to visit him.
 Andi : Oh, I see. Denias also lived in London for two years when his father studied there.
 Ayu : Really?
 Denias : Yes, that's true. That's when I was still ten years old.
 Andi : Anyway, it's been nice talking to you. I'm afraid I must go now.
 Denias : Well, we still have a lot of things to do this evening.
 Ayu : Okay, I'll call you tonight.
 Andi : That'd be great. You have to tell me more about your holiday. Goodbye.
 Ayu : 4) _____.

Dialogue 2

Situation: Ayu found an agenda book. She intends to take it to the owner.

Ayu : Excuse me, is this your agenda book?
 Retno : Oh, yes, thank you. I didn't realize that I left it.
 Ayu : Don't mention it. By the way, are you a new student?
 Retno : Yes, I am. 1) _____. I'm from class A.
 Ayu : 2) _____. I'm from Class D.
 Retno : Anyway, 3) _____, my classmate.
 Ayu : Hi, Arnys. It's nice to meet you.
 Arnys : It's nice to meet you too, Ayu. By the way, do you know Adib? He's from Class D.
 Ayu : Sure. He's the captain of the class.
 Arnys : He was my classmate. He won the National Math Competition last year.
 Ayu : Oh, really? I don't know about that. He never tells us.
 Arnys : Well, he is a modest person.
 Ayu : Yes, you're right. Everybody likes him.



Task 22

Read the text and then choose the right statements by circling the letter a, b, c, or d.

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 yards 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. Hill, 1963*

1.
 - a. The boys' home was near the sea.
 - b. The boys' uncle's home was near the sea.
 - c. The boys' uncle's home was a long way from the water.
 - d. The boys' home was a long way from the water.
2.
 - 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 day.
3.
 - a. The boys had breakfast in the house.
 - b. The boys did not have breakfast.
 - c. The boys had breakfast on the sand.
 - d. The boys did not use to have breakfast.
4.
 - a. The boys put on their swimming-shorts before each meal.
 - b. The boys put other clothes on before every meal.
 - c. The boys did not do anything to their clothes before meals.
 - d. The boys always changed their clothes before meals.
5.
 - a. The waves rode on top of the boys towards the beach.
 - b. The waves carried the boys towards the beach.
 - c. The boys rode on top of their brothers towards the beach.
 - d. The boys rode on the waves using their board.



Task 23

Find two recount texts on someone's experience when joining any competition. You may find them on the internet, in magazines, etc. Then, write them down in your notebook.

D. Let's Check Your Competence



Task 24

Work in groups of two or three. Have a conversation based on the following situations.

- You meet an old friend at a singing contest.
 - greet him/her
 - ask how he/she is
 - say good bye
 - You are at a students' orientation activity. You do not know any one there. Try to find someone and have a talk with him/her. Introduce yourself.
-



Task 25

Write a short paragraph to introduce yourself and tell all of the activities you joined while you were in the Junior High School.

Music Corner

You can find expressions of saying goodbye in many songs. One of them is entitled *Goodbye* by Spice Girls.

Goodbye

Now listen little child, there will come a day
When you will be able, able to say
Never mind the pain or the aggravation
You know there's a better way
for you and me to be

Look for the rainbow in every storm
Fly like an angel heaven sent to me
Goodbye my friend

(I know you're gone you said you're gone
but I can still feel you here)

I's not the end

(You gotta keep it strong before the pain
turns into fear)

So glad we made it

Time will never change it no no

Just a little girl, big imagination

Never letting no one take it away

Went into the world (into the world)

What a revelation

She found there's a better way

for you and me to be

Look for the rainbow in every storm

Find out for certain

Love is gonna be there for you

You'll always be someone's baby

You know it's time to say goodbye

We would play about the way we used to

Scream and shout never dreamt you'd go

Your own sweet way

You know it's time to say goodbye

And don't forget on me you can rely

You know it's time to say goodbye

And don't forget on me you can rely

I will help, help you on your way

I will be with you every day

Taken from: <http://www.mp3lyric.com>

Pictures: <http://www.shynstyle.tv>

<http://www.img.thesum.co.uk>



E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to greet someone, for example:
 - Good morning/afternoon/evening.
 - Hi!
- 2) How to ask how someone is, for example:
 - How are you?
 - How are you doing?
- 3) How to say how you are, for example:
 - I'm fine, thanks.
 - Very well, thanks.
- 4) How to say good bye, for example:
 - Good bye.
 - Bye.
- 5) How to introduce yourself, for example:
 - My name is ...
 - I'm
- 6) How to introduce someone, for example:
 - This is ...
 - I'd like to introduce ...

- 7) 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

- 8) A recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and 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.

I'M SORRY TO HEAR THAT.





<http://www.worldisround.com>

In your daily life you often want to show your attention or possibly sympathy to others. Do you know how to do them very well?

You love reading and writing, don't you? The texts that you read may include recount texts such as experiences during a funeral and wedding. Can you read and write such texts effectively? Learn those and more in this unit through challenging tasks.

A. Let's Get Ready



Task 1

In pairs, study the following occasions. What occasions are they? Can you name them? The words in the box may help you.

ceremony ['seriməni] (kb)	: upacara
funeral ['fju:nərəl] (kb)	: pemakaman
occasion [ə'keɪʒən] (kb)	: acara
relative ['relatɪv] (kb)	: kerabat
wedding ['wedɪŋ] (kb)	: pernikahan



Task 2

Answer the following questions. Share your answers with your classmates.

1. What family occasions do you usually have or attend?
2. When did you last attend a family occasion?
3. What occasion was it?
4. Can you tell your classmates what you did from the beginning till the end?

B. Let's Act



1. Listen and Speak



Task 3

Listen carefully to the dialogue between Denias and Retno. Complete the missing expressions. The listening script is in the Appendix.

Denias : Hi, Retno.
Retno : 1) _____.
Denias : You were absent for two days. Where were you?
Retno : My family and I went to my uncle's wedding party.
Denias : 2) _____. Where was it?
Retno : It was in Surabaya. It took us five hours to get there by bus.
Denias : How was the party?
Retno : It was great, but there was something bad that happened.
Denias : 3) _____? What was that?
Retno : The bride fainted after the party was over.
Denias : Oh, 4) _____. Was she sick?
Retno : Actually, she was not. She was just too tired. Fortunately, she soon recovered.
Denias : That's good. Anyway, the bell is ringing. Let's go back to the class.
Retno : Okay.



Task 4

Write T if the statement is true and F if the statement is false according to the dialogue. Correct the false statements. Look at the example.

No.	Statements	T/F	Correction
1	Retno will be absent for two days.	F	Retno was absent for two days.
2	Retno plans to go to her cousin's wedding party.		
3	Retno went to Surabaya for five days.		
4	There was an incident after the party.		
5	The bride fainted before the party was over.		
6.	The bride was not sick.		



Task 5

Study and practise the following dialogue between Adib and Ruben. They are talking about Ruben's experience last Christmas. Pay attention to the expressions printed in bold.

- Adib : Hi, Ruben. What a nice hat!
- Ruben : Oh, hi Adib. Thank you for saying so.
- Adib : Is that new?
- Ruben : No, actually. My grandfather gave me this hat last Christmas.
- Adib : **I see.** Well, I heard you went to Medan last Christmas.
- Ruben : You're right. My family and I spent the holiday with our relatives there.
- Adib : How was it?
- Ruben : It was a nice gathering. We spent three days there. However, there was something annoying in our way home from Medan.
- Adib : What was it?
- Ruben : I lost my wallet.
- Adib : **I'm sorry to hear that.** How did it happen?
- Ruben : I thought I dropped it in the taxi. However, when I called the taxi company, they said they found nothing in the taxi.
- Adib : **How upsetting.**
- Ruben : Moreover, I lost all my identity cards.
- Adib : **That's a pity.**



Task 6

Study the following expressions.

In the dialogue in **Task 5** you find some expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
• I see.	Showing attention
• I'm sorry to hear that.	Showing sympathy
• How upsetting.	
• That's a pity.	

Below are some other expressions.

Expressions	Functions
• You're right.	Showing attention
• Right.	
• Nice.	
• Wow ...	
• Really?	
• Is it?	Showing sympathy
• I'm terribly/dreadfully sorry about ...	
• How annoying.	
• You must be very upset/annoyed.	



Task 7

Respond to the following statements. Look at the example.

I burnt my hand when I was cooking for Christmas party.

I'm sorry to hear that.

1)

My uncle told us that Grandpa passed away last night.

....

2)

It took us almost twelve hours to get there. Normally it's only six hours.

....

3)

I met our Biology teacher at my aunt's wedding party.

....

4)



Task 8

Let's say it right.

In the dialogue between Adib and Ruben in **Task 5**, you find the word 'Christmas'. How do you pronounce it?

Christmas ['krɪsməs]

Note:

The letter 't' in the word 'Christmas' is silent. Here are some other examples.

bouquet [bu'keɪ]

buffet ['bʊfeɪ]

castle ['kɑːsl]

debut ['deɪbjʊː]

listen ['lɪsən]

often ['ɒfən]



Task 9

In pairs, have a dialogue with your classmate using expressions of showing attention and sympathy based on the following situations.

- Your classmate tells you that she tore your gown she borrowed.
- You tell your classmate that there will be no party for your birthday this year.
- Your classmate tells you that her kitten died.
- You tell your classmate that the food in the party last night was not delicious.
- Your classmate tells you that she dropped the birthday cake in her cousin's party last night.
- You tell your classmate that your servant's wife passed away this morning.



Task 10

Listen to the following monologue. Complete the missing words. The listening script is in the Appendix.

Our Holiday in Greece

Last year, my family and I ... our relatives in Greece. We ... to Athens via Singapore. After two hours of drive from Athens, we ... in Hydra where our relatives live. The interesting thing about Hydra is that no vehicle ... We have to walk to get anywhere. People often get around on horses. After Hydra, we visited Satorini by ferry. Then we ... a high speed catamaran to Mykonos. At least in Mykonos they have taxis and buses so we ... not have to walk to go everywhere. From Mykonos we flew to the island of Skiathos where we ... a lovely week visiting beaches and eating wonderful Greek food. Finally it ... time to go back to Athens and end our trip. After wandering around the old part of the city and taking lots of photos of the Acropolis and other ancient Greek monuments and statues, we ... to get my taxi to the airport.



Task 11

Tell your classmates your experience in attending a wedding party and funeral. You may follow the questions below.



Questions

1. When did you last attend a funeral?
2. Can you tell the class about the funeral from the beginning till the end?
3. When did you last attend a wedding?
4. Can you tell the class about the wedding from the beginning till the end?



Task 12

What did you do last holiday? In groups of three, tell each other.

2. Read and Write



Task 13

Study and pronounce the following words. Then, read the text on Torajan funeral and answer the questions.

balcony ['bælkəni] (kb)	: balkon
coffin ['kɒfɪn] (kb)	: peti mati
corpse [kɔ:ps] (kb)	: jenazah
elaborate [ɪ'læbəreɪt] (ks)	: rumit
kin [kɪn] (kb)	: sanak; famili
slaughter ['slɔ:tə] (kkt)	: menyembelih

My Grandpa's Funeral in Toraja

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony.

Overall, the ceremony was quite elaborate. It took about a week. Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an

open field called *tongkonan*. His corpse was dressed in a fine wearing.

The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin. Then, it was brought out of the house and placed on an open platform beneath the granary. Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called *lakian*. The next phase of the ceremony was held in



this place. The coffin is borne from the house and placed in the *lakian*. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

On the last day, the grandpa's coffin were lowered from the funeral tower and brought up to the mountain side family graveyard. It was followed by great shouting and excitement from the relatives and the guests. Finally, we installed the wooden puppet on a high balcony where other puppets representing the members of a whole family were already there.

The funeral ceremonies made my family and me tired. However, we were grateful because it ran smoothly.

Adapted from: <http://www.worldisround.com>

Questions

1. When did the writer attend the funeral?
2. How long did the writer and his family hold the ceremony?
3. What did they do to the corpse before the funeral was done?
4. What did they do after the corpse was placed in a sandal wood coffin?
5. What did they do on the last day of the ceremony?

Notes:

As explained in Unit 1, a recount text is a text that tells you a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that "rounds off" the sequence of events. In the text, you find words and phrases used to start, connect a sentence with the next one, and end your composition. Those words and phrases are:

- First,
- Then,
- After that,
- Finally,



Task 14

What do the following words refer to based on the text in Task 13?

1. **We** (paragraph 1, sentence 3) refers to
 2. **It** (paragraph 2, sentence 2) refers to
 3. **His** (paragraph 2, sentence 4) refers to
 4. **It** (paragraph 3, sentence 5) refers to
 5. **It** (paragraph 3, sentence 10) refers to
-



Task 15

Study and pronounce the following words. Then, arrange the jumbled paragraphs into a good text about Anita's experience in attending her cousin's wedding.

bride [braɪd] (kb)	: pengantin wanita
bridegroom ['braɪdgru:m] (kb)	: pengantin laki – laki
couple ['kʌpl] (kb)	: pasangan
involve [ɪn'vɒlv] (kkt)	: melibatkan
legalize ['li:gəlaɪz] (kkt)	: mengesahkan
marriage ['mæɪrɪdʒ] (kb)	: pernikahan
reception [rɪ'sepʃn] (kb)	: resepsi
ritual ['rɪtʃuəl] (kb)	: susunan upacara; ritual
sacred ['seɪkrəd] (ks)	: suci

In the following morning, <i>Ijab</i> Ceremony (religious marriage consecration) was held. I sat right behind the bride. I really didn't want to miss this moment because it is the most important phase in the wedding. After <i>Ijab</i> , there were some Javanese ceremonies following the wedding celebration. They were <i>Panggih</i> , <i>Balangan Suruh</i> , <i>Wiji Dadi</i> , <i>Sindur Binayang</i> , <i>Timbang</i> , <i>Tanem</i> , <i>Tukar Kalpika</i> , <i>Kacar Kucur</i> , <i>Dahar Klimah</i> , <i>Sungkeman</i> and <i>Mertui</i> Ceremony. I was too busy in the reception table so I did not follow all of those ceremonies.	Paragraph
The very first ceremony was <i>Siraman</i> (bathing ceremony). <i>Siraman</i> means to take a bath. The <i>Siraman</i> ceremony was organized in the afternoon. I was also involved in preparing the place and the stuffs needed. After the <i>Siraman</i> , the bride was led to the wedding room. She was dressed with a traditional woman's blouse (<i>kebaya</i>) and <i>batik</i> clothes. Make-up was put on her by a traditional make-up woman who led the whole ceremony. The bride looked very beautiful.	Paragraph
I went back home in the evening by the last train. I went happily because I could attend my cousin's wedding even helped the preparation.	Paragraph
Two weeks ago I went to Semarang to attend my cousin's wedding. I was there for four days. I was involved in the preparation of the wedding ceremony. Like other Javanese wedding ceremonies, it has several complicated traditional rituals.	Paragraph
The next ceremony was <i>Peningsetan</i> or <i>Srah Srahan</i> (traditional engagement ceremony). The family of the would-be-bridegroom visited the parents and the family of the would-be-bride. They were bringing some gifts. After this ceremony, I helped the women in the backyard. We packed the snacks for the party in the morning.	Paragraph

The second ceremony was <i>Midodareni</i> (ceremony on the eve before the wedding). The bride had to stay in the room from 6 p.m. to midnight accompanied by some elder women giving her useful advice. My other cousins and I also visited her for a while.	Paragraph
After the wedding rituals, the reception followed. The newly wed couple received blessings and greetings from the guests. The newly wed couple looked very happy although they couldn't hide their tired faces.	Paragraph



Task 16

Study the rule below. Then, complete the dialogues based on the clue. Look at the example.

Simple Past Tense (?)

The 'simple past tense' is used to tell actions or situations in the past. In Unit 1 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.

Actions

(?)	Did + S + V1
-----	--------------

Examples:

- Did you go to her wedding party yesterday?
- Did you wear your new skirt at the party last week?

Situations/Conditions

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

Examples:

- Was she angry with you last night?
- Were they classmates in Junior High School?

1. talk/Retno/yesterday

Virga : Did you talk to Retno about the wedding yesterday?

Arnys : No, I did not.

2. look for/wedding gown/two days ago

Ruben : ...

Retno : Yes, I did.

3. accompany/Anita/boutique/last week

Adib : ...

Denias : Yes, I did.

4. sad/funeral/yesterday
Ayu : ...
Marcell: No, I wasn't.
5. your parents/happy/birthday party
Retno : ...
Ayu : Yes, they were.
6. Adib/join/New Year Party
Anita : ...
Ruben : No, he didn't
-



Task 17

Summarize the text in Task 15. Ask your classmate to proofread your draft.

C. Let's Do More



Task 18

Complete the following dialogue with the expressions in the box.

You're right I see I'm sorry to hear that Hmm ...

- Adib : Ruben, I didn't see you yesterday. Were you absent?
- Ruben : Yes. My aunt passed away. I was attending the funeral.
- Adib : Oh, 1) _____.
- Ruben : Thanks.
- Adib : May I know the cause of her death?
- Ruben : She got a heart attack. However, nobody knows what made her suddenly get it.
- Adib : 2) _____.
- Ruben : I think it's just strange for her to get a heart attack without any cause.
- Adib : 3) _____. However, you should not think about it any longer. Anyway, how was the funeral?
- Ruben : It ran well. My family and I arrived there at 7 a.m. and went home at 1 p.m. I followed the whole process. I was involved in the funeral.
- Adib : 4) _____, I think you're a good nephew. I'm sure she was proud of you.
-



Task 19

Fill in the missing blanks with the suitable words in the box. Make any changes to the verb forms if necessary.

attend	buy	come	give
wear	tell	lose	celebrate

1. I couldn't ... my cousin's wedding party because I was at the hospital.
2. I think there were about hundreds of people who ... to his funeral ceremony.
3. Virga ... her cell phone when she was celebrating New Year party with her family in the town square.
4. Retno ... me that Ayu's birthday party cost a lot of money.
5. My sister ... birth to a healthy baby last night.
6. Last year, Marcell ... Christmas Eve with his family in Berlin.
7. Denias ... a nice suit in his parent's wedding anniversary yesterday.
8. Ruben ... a novel at the bookstore as a wedding gift for his brother.



Task 20

Find two recount texts on someone's experience when attending a wedding and a funeral. You may search on the internet and/ or in magazines for the texts.

D. Let's Check Your Competence



Task 21

Complete the following dialogue with the appropriate expressions of showing attention or sympathy.

- 1) Andi : I saw a woman crying sadly at my brother's wedding.
Denias :
- 2) Marcell : My mom was angry with me this morning for something that I didn't do.
Arnys :
- 3) Retno : I visited the National Museum with my brother and my cousins last week.
Anita :
- 4) Ruben : My brother died in a tragic accident five years ago.
Ayu :
- 5) Adib : I went to Bandung yesterday. My sister has a new baby.
Virga :



Task 22

Write a text telling your experience in attending any family occasion. Use the following questions to help you develop the text.

1. What kind of occasion did you attend?
2. Where and when did it happen?
3. Can you tell your classmates what you did from the beginning till the end?
4. How did you feel?



Cultural Tips

Americans do not have as many customs and taboos concerning gifts as many other cultures have. Gifts from your country will always be appreciated. Good choices are local and regional arts and crafts, books, candies, specialty foods and wine or spirits (if you are certain that the recipient drinks).

Taken from: <http://www.ediplomat>.

Music Corner

You can find expressions of showing sympathy in the song entitled *Picnic By The Motorway* by Suede.

Picnic By The Motorway

I'm so sorry to hear about the news
Don't you worry
I'll buy us a bottle and we'll drink in the petrol fumes
I'm so sorry to hear about your world
Don't you worry
There's a gap in the fence down by the nature preserve

Hey, such a lovely day, such a lovely day
Such fun, looking at the lovers in a lay-by with my little one

I'm sorry to hear the news today
Don't you worry
There's been a speeding disaster so we'll go
I'm so sorry to hear about the scene
Don't you worry

Just put on your trainers and get out of it with me
Hey, such a lovely day, such a lovely day
Such fun, looking at the lovers in a lay-by with my little one
Hey, such a lovely day, such a lovely day



Such fun, looking at the lorries in the litter with my lovely one
 We could go dancing, we could go walking
 We could go shopping, we could keep talking
 We could go drinking, we could sit thinking
 We could go speeding, or we could go dreaming, see?
 Oh hey ...



Taken from: <http://www.elyrics.net>
 Pictures : <http://www.rockbackpages.com>

E. Let's Make a Reflection

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made in after learning English in this unit:

F. Let's Make a Summary

In this unit you learn:

- 1) How to show attention, for example:
 - I see.
 - Really?
 - Right.
 - Hmm ...
- 2) How to show sympathy, for example:
 - I'm (very) sorry to hear
 - How upsetting/annoying.
 - That's a pity.
- 3) Simple Past Tense (?)

The simple past tense is used to tell actions or situations in the past. In interrogative sentences, here are the patterns:

 - Actions

(?) Did + S + V1
 - Situations or Conditions

(?) Was/Were + S + noun + adjective
- 4) Recount texts

Recount texts tell a series of events and evaluate their significance in some way.

LISTENING SCRIPT

UNIT 1 LET ME INTRODUCE MYSELF

Task 2

- 1) Ayu : Good morning.
Andi : Good morning.
Ayu : Do you know when the class meeting starts?
Andi : It starts at 9 a.m. today.
Ayu : I see. Thanks for telling.
Andi : You're welcome.
- 2) Virga : How are you, Den?
Denias : I'm fine, thanks.
Virga : Well, you look different today.
Denias : Really? How do I look?
Virga : You look great.
Denias : Thanks. You do too.
- 3) Retno : I think we need to discuss our plan for next month.
Arnys : You're right.
Retno : What if we meet at the canteen this afternoon.
Arnys : Sure.
Retno : So, see you later.
Arnys : See you.

Task 6

- Andi : Good morning. My name is Andi.
Denias : Good morning Andi. I'm Denias.
Andi : Denias, this is Adib. We were classmates the Junior High School.
Denias : Hi, Adib. How do you do?
Adib : How do you do.
Andi : By the way, did you join pencak silat extracurricular activity in the Junior High School?
Denias : Yes, I did.
Andi : Oh, that's great. Adib and I have never joined it before.
Adib : We hope you can help us.
Denias : Sure.
Andi : Okay, see you this afternoon.
Adib : See you Denias.
Denias : See you.

UNIT II I'M SORRY TO HEAR THAT

Task 3

- Denias : Hi, Retno.
Retno : Hi, Denias.
Denias : You were absent for two days. Where were you?
Retno : My family and I went to my cousin's wedding party.
Denias : I see. Where was it?
Retno : It was in Surabaya. It took five hours to get there.
Denias : How was the party?
Retno : It was great, but there was something bad that happened.
Denias : Really? What was that?
Retno : The bride fainted after the party was over.
Denias : Oh, I'm sorry to hear that. Was she sick?
Retno : Actually, she was not. She was just too tired. Fortunately, she soon recovered.
Denias : That's good. Anyway, the bell is ringing. Let's go back to the class.
Retno : Okay.

Task 10

Last year, my family and I visited our relatives in Greece. We flew to Athens via Singapore. After two hours from Athens, we arrived in Hydra where our relatives were. The interesting thing about Hydra is that no vehicle allowed. We have to walk to get anywhere. People often get around on horses or mules. After Hydra, we visited Satorini by ferry. Then we took a high speed catamaran to Mykonos. At least in Mykonos they have taxis and buses so we did not have to walk to go everywhere. From Mykonos we flew to the island of Skiathos where we spent a lovely week visiting beaches and eating wonderful Greek food. Finally it was time to go back to Athens and end our trip. After wandering around the old part of the city and taking lots of photos of the Acropolis and other ancient Greek monuments and statues, we had to get my taxi to the airport.

Adapted from: KGRE Magazine, September 2006

UNIT III THAT SOUNDS A NICE IDEA

Task 3

1. First, prepare all the ingredients.
2. Next, slightly beat eggs and mix with flour and half cup of water.
3. Then, mash bananas with fork and mix thoroughly with flour and egg mixture.
4. After that, deep-fry bananas and flour mixture in hot oil until golden brown.
5. Finally, drain on absorbent paper and dust with cheese.
6. The Fried Bananas with Cheese are ready to serve.

Task 4

- Ayu : This afternoon I'd like to practise making fried rice. Would you like to come to my house to help me?
- Retno : That sounds a nice idea. However, I don't think I can cook.
- Ayu : Don't worry. We'll learn together how to cook fried rice.
- Retno : Would you tell me how to do it before practising?
- Ayu : Sure, let me tell you. First, prepare the spices, egg, and cooked rice. Grind some garlic, chilli, and salt. Then, cut some onions into very thin pieces. Fry them together until it smells good. After that, add the egg and scramble them together. Finally, fry them together with the cooked rice until they are well mixed.
- Retno : And then you have your fried rice done.
- Ayu : Right.
- Retno : That sounds easy. I can't wait to practise it.
- Ayu : Neither can I. By the way, do you want me to pick you up?
- Retno : No, thank you.

UNIT IV CAN I SEE YOU AT 11 A.M.?

Task 4

- Arnys : Denias, do you like to try some food from other countries?
- Denias : Yes, I do.
- Arnys : What is your favourite one?
- Denias : My favourite one is Kebab, actually.
- Arnys : Kebab? I've never heard of it.
- Denias : Well, the Kebab originated in Turkey. It is a staple food there.
- Arnys : What kind of food is it?
- Denias : It is made of sliced roasted meat served with fresh vegetables and wrapped in Lebanese bread with a choice of sauces.
- Arnys : Hmm ... It sounds delicious.
- Denias : Yes, it is. Anyway, let me invite you to try it. Would tomorrow be possible?
- Arnys : Sure, that will be fine.

Task 6

- Virga : Ayu, have you ever made your own pizza?
- Ayu : No, I haven't. What about you?
- Virga : I haven't either. Anyway, I'd like to invite you to practise making pizza.
- Ayu : Really? Where?
- Virga : Well, it's going to be in my aunt's kitchen.
- Ayu : So, she's going to teach us.
- Virga : No, she's not actually. We'll only use my recipe book.
- Ayu : Are you sure? That's going to be challenging.
- Virga : So, would tomorrow at 2 p.m. be possible?

Ayu : I'm afraid I can't. I will be attending my music course.
 Virga : How about at 4 p.m.?
 Ayu : Great, it's a perfect time.

Task 11

Making Crab Soup

Making crab soup is not difficult. What you need are 2 liters of fish stock, 2 medium-sized crabs, 100 gram ginger, 50 gram scallions, 50 gram Indonesian parsley, salt, and pepper to taste. First, make fish stock by boiling fish bones in 8 cups of water. Then remove these bones after a few minutes. Wash the crabs, split into several parts. Cut ginger into very thin slices, the scallions and Indonesian parsley. After that, heat stock for about 5 minutes, put everything into the stock. Finally, add salt and pepper to taste.

Adapted from: <http://www.indo.com>

UNIT V I M DELIGHTED TO HEAR THAT

Task 4

Virga : Ayu, yesterday Mrs Irene told me that the role of Ratna Manggali goes to you.
 Ayu : Really? I'm delighted to hear about that.
 Virga : Well, congratulations!
 Ayu : Thank you. By the way, who's going to take the role of Calon Arang?
 Virga : Don't be surprised, Mrs. Irene has chosen me!
 Ayu : Great! Nobody can do it better than you.
 Virga : I'm not that sure. I still need more references about Calon Arang to improve my acting.
 Ayu : Don't worry about that, I will help you find more sources.
 Virga : Will you?
 Ayu : Yes, of course. That's what friends are for.
 Virga : Thank you very much for your kindness.
 Ayu : Don't mention it.

Task 6

- 1) Andi : Mr. Joe likes the story and lets us use it in the next play.
 Denias : I'm delighted to hear about that.
- 2) Arnys : Thanks a lot for telling me the story.
 Retno : Any time.
- 3) Virga : Thank you for your help.
 Marcell : Don't mention it.
- 4) Ruben : Thank you very much for lending me your story book.
 Ayu : That's all right.
- 5) Adib : You got A for your writing assignment.
 Anita : It's marvellous.

Task 10

Brawijaya, the king of Majapahit, had a beautiful daughter named Roro Anteng. Later she got married to a priest named Joko Seger. Because of an unfortunate situation, they were forced to leave the kingdom. They settled an area in the mountain named Tengger.

They were unhappy because they did not have a child. They climbed the peak of the mountain and prayed to the gods. Betara Bromo promised them many children with one condition: they would have to sacrifice their youngest child. They finally had twenty-five children. However, they broke their promise to sacrifice the youngest, Kesuma. Suddenly, an eruption occurred and Kesuma fell into the crater. His voice was heard saying, "I have to be sacrificed so that you will all live. From now on you should arrange an annual ceremony on the 14th of Kesodo."

Kesuma's brothers and sisters held the offering ceremony every year by offering fruits, vegetables, rice and meats. This ceremony is still held today as a Kesada ceremony.

Adapted from: <http://www.st.rim.or.jp>

UNIT REVIEW 1

1. Anita : How are you?
Denias : Very well, thanks.
2. Retno : Hi, my name is Retno.
Virga : Hi, Retno. I'm Virga.
3. Ruben : Thank you very much for lending me the novel.
Arnys : Don't mention it.
4. Ayu : Adib told me that he got an accident yesterday.
Andi : I'm sorry to hear that.
5. Retno : Tomorrow I'm going to make a chocolate pudding. Would you like to come?
Ayu : Thank you, I'd like to.
6. Adib : Shall we have dinner at the Japanese restaurant tonight?
Arnys : I'd like to, but I have another plan.
7. Anita : We need to go to the market to buy some fruits. Would tomorrow be possible?
Virga : Sure, that will be fine.
8. Marcell : Hey, Retno. They told me that you won the poetry reading competition.
Retno : Thank goodness!

UNIT VI IT WAS THE LEAST I COULD DO.

Task 3

- Adib : Hi Retno, I've got something for you.
Retno : Really? What's that?
Adib : Here you are.
Retno : Oh, thank you very much for your kindness.
Adib : It was the least I could do.
Retno : Adib, this is the only thing I want it right now. I've been looking for this novel for months, but I couldn't find it anywhere. How could you find it?
Adib : Two days ago I went to Bandung, and I found it in a small bookstore. By the way, why do you need it badly?
Retno: I really need this novel because I have limited sources to support my writing on Japanese folktales.
Adib : Oh, I see. Anyway, I'm glad I can help you. I hope I will be the first to read your writing.
Retno: Of course you will.
Adib : Thank you.
Retno: Don't mention it.

Task 6

- 1) Arnys : Thank you very much for your kindness. I wouldn't able to do that by my self.
Ruben : It's no trouble at all. You can call me any time you need me.
2) Marcell : I got A for my story telling assignment. You're the one who gave me the idea about the story I would tell to the class. I' m very grateful to you.
Anita : Don't mention it.
- 3) Adib : I have given the story book we bought yesterday to my sister. She loves the book you have chosen. That was really nice of you.
Ayu : Delighted I was able to help. You know, most of girls love to read romantic story.
- 4) Retno : Thank you very much for lending me the all of your story books. I have my niece stayed at home all day long.
Virga : It's no trouble at all.
- 5) Andi : I was blessed for having you as my friend. You always there when I need your help. I'm much obliged.
Denias : It was the least I could do. That's what friends are for.

Task 8

Blue Hen's Chicks retold by S. E. Schlosser

A Delaware man went to war during the American Revolution. For entertainment, he brought with him two fighting cocks. When asked about these chickens, the soldier said slyly: "They are the chick's of a blue hen I have at home."

Well, these cocks could fight! They were so fierce, they caused quite a stir among the men. It did not take long for the Delaware troops to begin boasting among the troops from the other states that they could out-fight anyone, just like those famous fighting cocks. "We're the Blue Hen's Chickens. We will fight to the end!" became the theme of the Delaware troops. The other troops took to calling the men from Delaware "The Blue Hen's Chicks", and to this day, Delaware is known as the Blue Hen State.

UNIT VII WHAT A NICE HAIR CUT!

Task 10

My Favourite Actor

My favourite actor is Ringgo Agus Rahman. I like him because he is a good actor. He is also very funny. Moreover, he is cute. He has bright skin and slanting eyes. His facial expression makes him look funny. If I had a chance to meet him, I would ask him sign my photograph.

Task 4

- Ayu : You look cute with that hat.
Denias : Thank you for saying so. By the way, I heard from Andi that you won two free tickets to watch 'I am Legend' in the cinema. Congratulations!
Ayu : Thank you. I joined a quiz in the radio and I won it.
Denias : That's great. What would you do with the tickets?
Ayu : Well, actually I'm going to ask you to go with me to watch the movie. Shall we?
Denias : Really? I'd love to.
Ayu : So, can you pick me up at 7 tomorrow evening?
Denias : Of course. I'll be there on time.
Ayu : I'll be waiting for you.

Task 6

- 1) Ruben : Congratulations on getting a free coupon to borrow movies from 'Nemo' DVD rental.
Anita : Thank you.
2) Adib : I like your shoes.
Denias : It's nice of you to say so.

- Adib : Where did you buy them?
 Denias : I bought them in the new department store near my house.
- 3) Arnys : I must congratulate you on designing the new poster for our drama club. Everybody in the club loves your work.
 Marcell : Thank you.
 Arnys : Where did you get the idea?
 Marcell : A scene in 'The Lord of The Rings' inspired me.
- 4) Retno : I saw your performance on TV yesterday. Well done, Andi. You have impressed the jury.
 Andi : Thanks. I worked hard to prepare everything.
- 5) Virga : It seems that your diet programme works on you. You're looking good.
 Ayu : How kind of you to say so.
- 6) Anita : That's the nicest skirt I've ever seen.
 Retno : Oh, not really.
 Anita : Where did you get it?
 Retno : I made it myself.

UNIT VIII I FIND IT VERY INTERESTING.

Task 3

Andi's Pets

Andi has many pets. He has two cats, a dog, and a hamster. His cats are Felix and Deborah. Felix is a male cat. It is a black and white cat. It weighs 4 kg. It likes to sleep for hours. Deborah is a small white female cat. It weighs 1.5 kg. It is very cute. It likes to play with a tennis ball. Both cats are tame. His dog, Brandy, is a big brown dog. It is 75 cm tall. It is very smart. It can run very fast. Andi named his hamster Bora. It is a cute small hamster. It is a brown one. It likes to eat bread. Andi made it a small hamster house. Andi loves all of his pets.

Task 6

- Anita : Hey, Den. Have you read the article in the latest school magazine?
 Denias : Which article do you mean?
 Anita : It's the one about Nora the Piano Playing Cat.
 Denias : Well, I haven't read anything about it. The title sounds strange. What is it actually about?
 Anita : It is about a cat named Nora. She is a gray tabby cat. She is famous for "playing" the piano.
 Denias : Really? That's wonderful.
 Anita : There have also been many talk shows about Nora. She has attracted the interest of both musicians and scientists, who are fascinated by her rare behavior.
 Denias : Wow, I find it very interesting. I think I'm going to search more information about Nora on the internet.
 Anita : I was thinking about it too.

UNIT IX I DON'T BELIEVE IT

Task 2

Wilson returns after suicide attempt

The Jakarta Post
Thursday, February 21, 2008

Los Angeles: Owen Wilson is going back to work for the first time since his reported suicide attempt last summer.

Wilson, 39, and co-star Jennifer Aniston begin shooting March 10 on 20th Century Fox's Marley & Me, the studio said. It tells the tales of a couple who adopt a dog to give parenthood a trial run, then find the mischievous pooch more than they bargained for.

After he was hospitalized last August, Wilson dropped out of his summer's comedy Tropic Thunder, which already had been in production. He was replaced by Mathew McConaughey.

Due out Christmas Day, Marley & Me is directed by David Frankel and based on the book by John Grogan, Alan Arkin co-stars.

Task 3

- Arnys : Hi Marcell!
- Marcell : Hi! How are you doing?
- Arnys : Very well, thanks. What about you?
- Marcell : Not so bad, thanks.
- Arnys : Have you read The Jakarta Post this morning?
- Marcell : No, I haven't. What's in there?
- Arnys : Bad news. Roy Marten was arrested again in a drug raid.
- Marcell : Are you serious?
- Arnys : Yeah, I'm not kidding.
- Marcell : He was once jailed for nine months for drug abuse. I thought he would learn a lesson from that. When did it happen and how?
- Arnys : Roy was arrested on early Tuesday morning. He was apprehended together with an alleged drug dealer, Hartanto alias A Hong, two accomplices identified as Matatula and Didit Kesit Cahyadi, and a woman named Winda. They were caught in a hotel in Surabaya.
- Marcell : What did the police find in this case?
- Arnys : They found 43 grams of crystal meth, an inhaling tube, a plastic bag of crystal meth, and other drug-taking paraphernalia.
- Marcell : Really? That's a pity.
- Arnys : Yes, and it's going to be a hot issue along this week.

Task 5

- 1) Andi : Did you know that Heath Ledger died?
- Arnys : You're kidding.
- Andi : No, I'm not kidding. I read it in a magazine this morning.
- Arnys : Oh, my goodness!

- 2) Retno : Kian Egan has announced his engagement to Jodi Albert.
 Anita : You must be joking!
 Retno : Why should I? The engagement was announced in the newspaper.
 Anita : Oh, he breaks my heart.
- 3) Virga : Did you know that Mulan Kwok has changed her name into Mulan Jameela?
 Adib : Really? How did you know?
 Virga : I read it in my mom's magazine.
- 4) Ayu : Ariel 'Peterpan' and his wife are getting divorce. I read the news in the newspaper.
 Denias : Are you serious?
 Ayu : Of course. I'll bring the newspaper and show it to you.
- 5) Marcell : Your rock idol is caught using drugs.
 Ruben : Ahmad Albar? No! I don't believe it!
 Marcell : I say the truth. I read the news this morning.

UNIT X THAT'S VERY KINO OF YOU

Task 3

Sentul to host first Speedcar race

Saturday, January 26, 2008

The Jakarta Post, Jakarta

Indonesia will play host to the first series of the US\$3 million Speedcar Championships. The Indonesian races will take place at the Sentul International Circuit in Bogor, West Java, from Feb. 16 to 17. Indonesia will field its drivers Ananda Mikola and Moreno Soeprapto in the race.

Moreno said he hoped he would benefit from the home crowd and stand on the podium. He added that if he should manage to win the race, he would be able to attract more sponsors to help finance him in higher budget Formula races in the future.

The Speedcar series will feature 24 drivers behind their eight-valve cars with 620 horsepower, similar to the ones used in Nascar. Physically and skill wise, it's more demanding than Formula 1 as it is heavier. Speedcars weigh 1,300 kg, compared to the 600-kg Formula car.

Moreno and Ananda will race against a number of world-class drivers, including former Formula 1 drivers Jean Alessi and Johnny Herbert, in the races.

The speedcar championships, held in partnership with GP2 Asia, will award the winner US\$600,000. The next series will be held in Malaysia, Bahrain and Dubai. (dre)

Adapted from: <http://www.thejakartapost.com>

UNIT REVIEW 2

1. Arnys : Thank you very much for your kindness.
Marcell : It's no trouble at all.
2. Andi : I have given my sister the bracelet we bought yesterday. She likes the motif you
have chosen. That was really nice of you.
Retno : Delighted I was able to help.
3. Virga : I must congratulate you on recreating a new logo for our club.
Adib : Thank you. I hope everybody likes it.
4. Anita : You look beautiful with that purple gown.
Ayu : Thank you for saying so.
5. Ruben : You know what, my cat, Bella, gave birth to five kittens last night.
Arnys : Really? That's terrific!
6. Marcell : There will be a dog contest next week.
Anita : I find it very interesting!
7. Adib : Your rock idol was arrested for drugs case. I read the news this morning.
Andi : No! I don't believe it!
8. Denias : Would you like to go with me to the baseball match tomorrow?
Virga : I won't say no.

ANSWER KEY

SEMESTER 1

1. A	11. A	21. A
2. B	12. C	22. C
3. A	13. A	23. A
4. C	14. E	24. B
5. D	15. C	25. C
6. B	16. D	26. B
7. E	17. A	27. E
8. A	18. B	28. A
9. B	19. D	29. B
10. D	20. E	30. C

SEMESTER 2

1. E	11. D	21. A
2. D	12. A	22. B
3. B	13. C	23. A
4. C	14. A	24. D
5. D	15. D	25. E
6. A	16. A	26. C
7. A	17. E	27. D
8. C	18. C	28. B
9. A	19. A	29. A
10. B	20. E	30. E

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MINI DICTIONARY

absorbent [əb'zɔ:bənt] (ks)	: menyerap
abuse [ə'bjʊ:s] (kb)	: penyalahgunaan
accomplice [ə'kʌmplɪs] (kb)	: kaki tangan
achievement [ə'tʃi:vmənt] (kb)	: prestasi
active ['æktɪv] (ks)	: aktif
adjudicator [ə'dʒʊ:dɪkətə] (kb)	: penilai
allegation [æli'geɪʃn] (kb)	: dugaan
alleged [ə'ledʒd] (ks)	: diduga sebagai
announcement [ə'naʊnsmənt] (kb)	: pengumuman
annoy [ə'noɪ] (kkt)	: mengganggu; menjengkelkan
anxious ['æŋkʃəs] (ks)	: gelisah
apprehend [æprɪ'hend] (kkt)	: menahan
arrested [ə'restɪd] (kkt)	: menangkap
attainment [ə'teɪnmənt] (kb)	: pencapaian
attend [ə'tend] (kkt)	: menghadiri
audience ['ɔ:diəns] (kb)	: penonton
award [ə'wɔ:d] (kb)	: penghargaan
bald [bɔ:ld] (ks)	: botak
barn [bɑ:n] (kb)	: gudang
battle ['bætl] (kb)	: peperangan
bay leaf [beɪ li:f] (kb)	: daun salam
beat [bi:t] (kkt)	: mengalahkan
benefit ['benɪfɪt] (kki)	: mengambil keuntungan
black magician [blæk mæ'dʒɪʃn] (kb)	: dukun jahat
boil [bɔɪl] (kkt)	: didihkan
bout [baʊt] (kb)	: pertandingan
bride [braɪd] (kb)	: pengantin wanita
bridegroom ['braɪdgru:m] (kb)	: pengantin laki - laki
budget ['bʌdʒɪt] (kb)	: anggaran
campaign [kæm'peɪn] (kb)	: kampanye
candlenut ['kændlnʌt] (kb)	: kemiri
careful ['keəfʊl] (ks)	: hati- hati; teliti
careless ['keələs] (ks)	: sembrono
cart [kɑ:t] (kb)	: kereta
cattle ['kætl] (kb)	: ternak
ceremony ['serɪməni] (kb)	: upacara
champion ['tʃæmpiən] (kb)	: juara
chant [tʃɑ:nt] (kb)	: nyanyian
charcoal ['tʃɑ:kəʊl] (kb)	: arang
cheerful ['tʃi:əfʊl] (ks)	: ceria

cheese [tʃi:z] (kb)	: keju
chop [tʃɒp] (kkt)	: memotong
cloak [kləʊk] (kb)	: mantel; jubah
clog [klɒg] (kb)	: tekelek; bakiak
clove [kləʊv] (kb)	: butir; siung
club [klʌb] (kb)	: klub; perkumpulan
coffin ['kɒfɪn] (kb)	: peti mati
commotion [kə'məʃən] (kb)	: keributan
competition [kəmpe'tɪʃn] (kb)	: perlombaan
compliment ['kɒmplɪmənt] (kkt)	: memuji
confident ['kɒnfɪdənt] (ks)	: percaya diri
congratulate [kən'grætʃuleɪt] (kkt)	: memberi selamat
content [kən'tent] (ks)	: bahagia
coriander seed [kɒrɪ'ændə si:d] (kb)	: ketumbar
corpse [kɔ:ps] (kb) :	jenazah
costume ['kɒstju:m] (kb)	: kostum
couple ['kʌpl] (kb)	: pasangan
coy [kɔɪ] (ks)	: malu
crisp [krɪsp] (ks)	: renyah
cruel ['kruəl] (ks)	: kejam
crypt [krɪpt] (kb)	: ruang bawah tanah
cuddle ['kʌdl] (kkt)	: memeluk
curse [kɜ:s] (kb)	: kutukan
dealer ['di:lə] (kb)	: pedagang
decorate ['dekəreɪt] (kkt)	: menghias
defence [dɪ'fens] (kb)	: pertahanan diri
deformity [dɪ'fɔ:mɪti] (kb)	: kelainan bentuk
delicious [dɪ'lɪʃəs] (ks)	: lezat; enak
delighted [dɪ'laɪtɪd] (ks)	: gembira
desire [dɪ'zaɪə] (kb)	: hasrat
determined [dɪ'tə:mɪnd] (ks)	: tegas
diligent ['dɪlɪdʒənt] (ks)	: rajin
discharge [dɪs'tʃɑ:dʒ] (kkt)	: meninggalkan
dissolve [dɪ'zɒlv] (kkt)	: melarutkan
distressed [dɪ'strest] (ks)	: sedih
dominate ['dɒmɪneɪt] (kkt)	: mendominasi
dough [dəʊ] (kb)	: adonan
drain [dreɪn] (kkt)	: tiriskan
drug [drʌg] (kb)	: obat-obatan
elaborate [ɪ'læbəreɪt] (ks)	: rumit
enchant [ɪn'tʃɑ:nt] (kkt)	: memikat
encounter [ɪn'kaʊntə] (kb)	: pertemuan
energetic [enə'dʒetɪk] (ks)	: enerjik
enthusiastic [ɪnθju:zi'æstɪk] (ks)	: antusias
estranged ɪ'streɪndʒd] (ks)	: sudah tidak akrab
eventual [ɪ'ventʃuəl] (ks)	: akhir

extracurricular [ˈɛkstrəkəˈrɪkjʊlə:] (ks)	: ekstrakurikuler
extrovert [ˈɛkstrəvɜ:t] (ks)	: ekstrovet
faint [feɪnt] (kkt)	: pingsan
fairy [ˈfeəri] (kb)	: peri
feast [fi:st] (kb)	: pesta
fierce [ˈfiəs] (ks)	: galak
flour [ˈflaʊə] (kb)	: tepung
foil [fɔɪl] (kkt)	: mengagalkan
fork [fɔ:k] (kb)	: garpu
fortitude [ˈfɔ:tɪtju:d] (kb)	: ketabahan
frantic [ˈfræntɪk] (ks)	: tergesa-gesa
friendly [ˈfrendli] (ks)	: ramah
fry [fraɪ] (kkt)	: menggoreng
funeral [ˈfju:nərəl] (kb)	: pemakaman
fur [fə:] (kb)	: rambut binatang
galangal (kb) [ˈgæləŋgeɪl]	: laos
garlic [ˈgɑ:lɪk] (kb)	: bawang putih
generous [ˈdʒenərəs] (ks)	: dermawan; murah hati
grate [greɪt] (kkt)	: memarut
graveyard [ˈgreɪvjɑ:d] (kb)	: makam
gravy [ˈgreɪvi] (kb)	: kuah daging
green jack fruit [ɡri:n dʒæk fru:t] (kb)	: nangka muda
host [həʊst] (kb)	: tuan rumah
humble [ˈhʌmbəl] (ks)	: rendah hati
humorous [ˈhju:mərəs] (ks)	: humoris
hut [hʌt] (kb)	: pondok
icon [ˈaɪkən] (kb)	: lambang
impatient [ɪmˈpeɪʃnt] (ks)	: tidak sabar
intelligent [ɪnˈtelɪdʒənt] (ks)	: pintar
introduce [ɪntrəˈdju:s] (kkt)	: memperkenalkan
introvert [ˈɪntrəvɜ:t] (ks)	: introvet
investigation [ɪnvestɪˈgeɪʃn] (kb)	: penyelidikan
involve [ɪnˈvɒlv] (kkt)	: melibatkan
itch [ɪtʃ] (kb)	: gatal
join [dʒɔɪn] (kkt)	: mengikuti
jurisdiction [dʒʊərəsˈdɪkʃn] (kb)	: yuridiksi
jury [ˈdʒʊəri] (kb)	: juri
kin [kɪn] (kb)	: sanak; famili
knight [naɪt] (kb)	: ksatria
lazy [ˈleɪzi] (ks)	: malas
lone [ləʊn] (ks)	: satu-satunya
lumberjack [ˈlʌmbədʒæk] (kb)	: penebang pohon
marinate [ˈmærɪneɪt] (kkt)	: mengasinkan
marking [ˈmɑ:kɪŋ] (kb)	: tanda
marriage [ˈmærɪdʒ] (kb)	: pernikahan
marvelous [ˈmɑ:vələs] (ks)	: bagus sekali

mash [mæʃ] (kkt)	: melenyehkan
massive ['mæsɪv] (ks)	: raksasa
meditate ['medɪteɪt] (kki)	: bersemedi
mince [mɪns] (kkt)	: menghaluskan
mingle ['mɪŋɡl] (kki)	: berbaur
miracle ['mɪrəkl] (kb)	: keajaiban
misdemeanor [mɪsdɪ'mi:nə] (kb)	: pelanggaran hukum (yang ringan)
mix [mɪks] (kkt)	: mencampurkan
murmur ['mɜ:mə] (kki)	: berbisik
muscular ['mʌskjʊlə] (ks)	: berotot
mystical ['mɪstɪkl] (ks)	: gaib; mistik
nervous ['nɜ:vəs] (ks)	: gugup
noble ['nəʊbl] (ks)	: mulia
notable ['nəʊtəbl] (ks)	: terkenal
occasion [ə'keɪʒən] (kb)	: acara
offset [ɒf'set] (kkt)	: mengimbangi
onion ['ʌnjən] (kb)	: bawang merah
palace ['pæləs] (kb)	: istana
participant [pɑ:'tɪsɪpənt] (kb)	: peserta
pass away s (kki)	: meninggal dunia
peculiar [pɪ'kju:liə] (ks)	: aneh
pellet ['pelɪt] (kb)	: butiran
performance [pə'fɔ:məns] (kb)	: pertunjukan; pertunjukan
pile up ['paɪlʌp] (kkt)	: menumpuk
pity ['pɪvət] (kb)	: kasihan
pleased [pli:zd] (ks)	: senang
podium ['pəʊdiəm] (kb)	: podium
pole [pəʊl] (kb)	: tiang
pond [pɒnd] (kb)	: kolam
poodle ['pu:dl] (kb)	: anjing pudel (berambut keriting)
possession [pə'zeʃn] (kb)	: kepemilikan
pound spaund] (kkt)	: memukul-mukul
pour s(kkt)	: tuang
preparation [prepə'reɪʃn] (kb)	: persiapan
pressure ['preʃə] (kb)	: tekanan
prosperous ['prɒspərəs] (ks)	: sejahtera
psychiatric [saɪkɪ'ætrɪk] (ks)	: berhubungan dengan kejiwaan
pug [pʌg] (kb)	: jenis anjing kecil berhidung pesek
punch [pʌnʃ] (kkt)	: memukul, menjotos
puppet ['pʌpɪt] (kb)	: golek; boneka
puppy ['pʌpi] (kb)	: anak anjing
quot t)	: mengutip
rag [ræg] (kb)	: kain lap
raid [reɪd] (kb)	: razia
rattle ['rætɪl] (kkt)	: menderak-derakkan
realizes(kki)	: menyadari

reception [rɪ'sepʃn] (kb)	: resepsi
recipe ['resɪpi] (kb)	: resep
rein [reɪn] (kb)	: tali kekang
relative ['relatɪvli] (kb)	: kerabat
repeatedly [rɪ'pi:tɪdli] (kk)	: berkali-kali
represent [reprɪ'zent] (kki)	: mewakili
request [rɪ'kwest] (kb)	: permintaan
restraining order [rɪ'streɪnɪŋ] ['ɔ:də] (kb)	: perintah penahanan
revolt [rɪ'vəʊlt] (kki)	: memberontak
roast [rəʊst] (kki)	: terpanggang
rumour ['ru:mə] (kb)	: rumor
sacred ['seɪkrəd] (ks)	: suci
sauce [sɔ:s] (kb)	: saus
saucepan ['sɔ:spæn] (kb)	: panci bergagang
sauté ['səuteɪ] (kkt/kki)	: tumis
scabies ['skeɪbi:z] (kb)	: kudis
scrap [skræp] (kb)	: sisa-sisa makanan
sensitive ['sensɪtɪv] (ks)	: sensitif
shepherd ['ʃepəd] (kb)	: anjing gembala
shred [ʃred] (kkt)	: memarut
shrimp cracker [ʃrɪmp 'krækə] (kb)	: kerupuk udang
shrimp paste [ʃrɪmp peɪst] (kkt)	: terasi udang
shy [ʃaɪ] (ks)	: malu
simmer ['sɪmə] (kkt)	: didihkan (dengan api kecil)
skewer ['skjuə] (kb)	: tusuk sate
skinny ['skɪni] (ks)	: kurus
slanting ['slɑ:ntɪŋ] (ks)	: sipit
slaughter ['slɔ:tə] (kkt)	: menyembelih
slice [slaɪs] (kb)	: irisan, potongan
slice [slaɪs] (kki)	: mengiris
slipper ['slɪpəz] (kb)	: sandal; selop
smoothly ['smu:ðli] (kk)	: dengan lancar
soothe [su:ð] (kkt)	: menenangkan
spear ['spɪə] (kb)	: tombak
squeeze [skwi:z] (kkt)	: memeras
stalk [stɔ:k] (kkt)	: mengikuti
staple ['steɪpl] (ks)	: pokok
steep [sti:p] (kki)	: merendam
stingy ['stɪndʒi] (ks)	: pelit
stinky [stɪŋki] (ks)	: bau tidak enak (busuk)
stir [stə:] (kkt)	: aduk
stubble ['stʌbl] (kb)	: jerami
stubborn ['stʌbən] (ks)	: keras kepala
stupid ['stju:pɪd] (ks)	: bodoh
surgery ['sə:dʒəri] (kb)	: operasi
suspicious [sə'spɪʃəs] (ks)	: curiga

tamarind [təməˈrɪnd] (kb)	: asam
tender [ˈtendə] (ks)	: lunak
testimony [ˈtestɪməni] (kb)	: kesaksian
topping [ˈtɒpɪŋ] (kb)	: cream, keju, dll yang diletakkan di atas makanan
tournament [ˈtuːnəmənt] (kb)	: turnamen; pertandingan
trivialized [ˈtrɪviəlaɪzd] (kkt)	: meremehkan
trophy [ˈtrəʊfi] (kb)	: piala
ulcer [ˈʌlsə] (kb)	: bisul
upset [ʌpˈset] (kkt)	: mengganggu
useless [ˈjuːsləs] (ks)	: sia-sia
vow [vaʊ] (kb)	: janji
wedding [ˈwedɪŋ] (kb)	: pernikahan
well [wel] (kb)	: sumur
whip [wɪp] (kb)	: cemeti; cambuk
wicked [ˈwɪkɪd] (ks)	: jahat
win [wɪn] (kkt)	: memenangkan
wrinkle [ˈrɪŋkl] (ks)	: keriput

GLOSSARY

adjective	: word which describes a noun
adverb	: word which modifies a verb, an adjective, another adverb or a whole sentence
advertisement	: announcement which tries to make sure that people know that something is for sale, that something is going to happen, or that a show is on
announcement	: statement made in public
appointment	: agreed time for a meeting
approving	: agreeing to something
attention	: careful thinking on something
background events	: elaborate what happened, to whom, and in what circumstances
cancelling	: stopping something which has been planned
character	: person in a play or a novel
characteristics features	: features that include physical appearance, qualities, and habitual behaviour
chronological order	: arrangement of events in order of the dates
compliment	: remark which praises someone or something
congratulations	: good wishes on someone who has done well
conjunction	: word which links different sections of a sentence
declining	: refusing something (an offer/invitation)
descriptive	: (text)
dialogue	: conversation between two people
disbelief	: not being able to believe something
drama	: serious performance in a theatre
evaluative remark	: comment that values something
excitement	: being excited
folktale	: story passed down from one generation to the next
greeting	: words said in meeting or welcoming someone
instructions	: indication of how something is to be done or used
introducing	: presenting someone to another person or to people who did not know him or her previously
invitation	: letter or card asking someone to do something
legend	: story from the past which may not be based on the fact
monologue	: speech by a person alone
myth	: ancient story about gods or something untrue commonly believed
narrative	: a spoken or written account of connected events; a story
news item	: spoken or written information about what has happened, an event
newsworthy event	: recounts the event in summary form
noun	: (in grammar) word which can be the subject of a verb and is used to refer to a person or thing
offer	: thing which is proposed


procedure	: way in which something ought to be carried out
pronoun	: word used instead of a noun, such as 'i', 'you', 'he', 'she', and 'it'
recipe	: instructions for cooking food
recount	: (text) to tell a story based on a sequence of events
sequence of events	: series of things which happen or follow one after the other
sources	: comments by participants in, witnesses to and authorities expert on the event
surprise	: feeling when something happens which you did not expect to happen
syllable	: a whole word or part of a word which has one single sound
sympathy	: feeling or understanding for someone else's problems, or after someone's death
thanking	: saying or doing something showing you are grateful to someone for doing something for you
verb	: (grammar) word which shows an action, being or feeling, etc.
vowel letter	: a letter used to represent such a sound, e.g. a, e, i, o, u

Interlanguage:

English for Senior High School Students X

Interlanguage adalah seri bahan ajar Bahasa Inggris untuk siswa SMA. Bahan ajar ini didesain untuk membuat pembelajar secara bertahap mencapai kompetensi berbahasa yang lebih tinggi. Materi-materi dan kegiatan-kegiatan yang ada dalam buku ini disampaikan melalui beberapa tahapan, yaitu pembuka, pajakan terhadap bahasa target, penjelasan mengenai unsur-unsur kebahasaan, latihan berkomunikasi dalam bahasa target, evaluasi, dan refleksi.

Materi yang dikembangkan dalam bahan ajar ini diorganisasikan ke dalam dua (2) siklus pembelajaran, yaitu siklus lisan dan siklus tulis yang disampaikan secara terintegrasi. Masing-masing siklus mengembangkan ketrampilan berbahasa yang berbeda, yaitu menyimak dan berbicara (siklus lisan) dan membaca dan menulis (siklus tulis). Kegiatan dalam siklus lisan membantu siswa dalam memahami berbagai ungkapan dalam konteks kehidupan sehari-hari, seperti bagaimana berkenalan, menyetujui ajakan/tawaran/undangan, memuji, mengucapkan selamat dan lain-lain. Sedangkan kegiatan dalam siklus tulis membantu siswa memahami berbagai jenis teks seperti *recount*, *narrative*, *procedure*, dan lain-lain.

Hak Cipta buku ini dibeli oleh Departemen Pendidikan Nasional dari Penerbit PT Grasindo .

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Buku ini telah dinilai oleh Badan Standar Nasional Pendidikan (BSNP) dan telah dinyatakan layak sebagai buku teks pelajaran berdasarkan Peraturan Menteri Pendidikan Nasional Nomor 34 Tahun 2008 tanggal 10 Juli 2008 tentang Penetapan Buku Teks yang Memenuhi Syarat Kelayakan untuk Digunakan dalam proses pembelajaran.

HET (Harga Eceran Tertinggi) Rp 11.907,-

APPENDIX II

(The Course Grid)

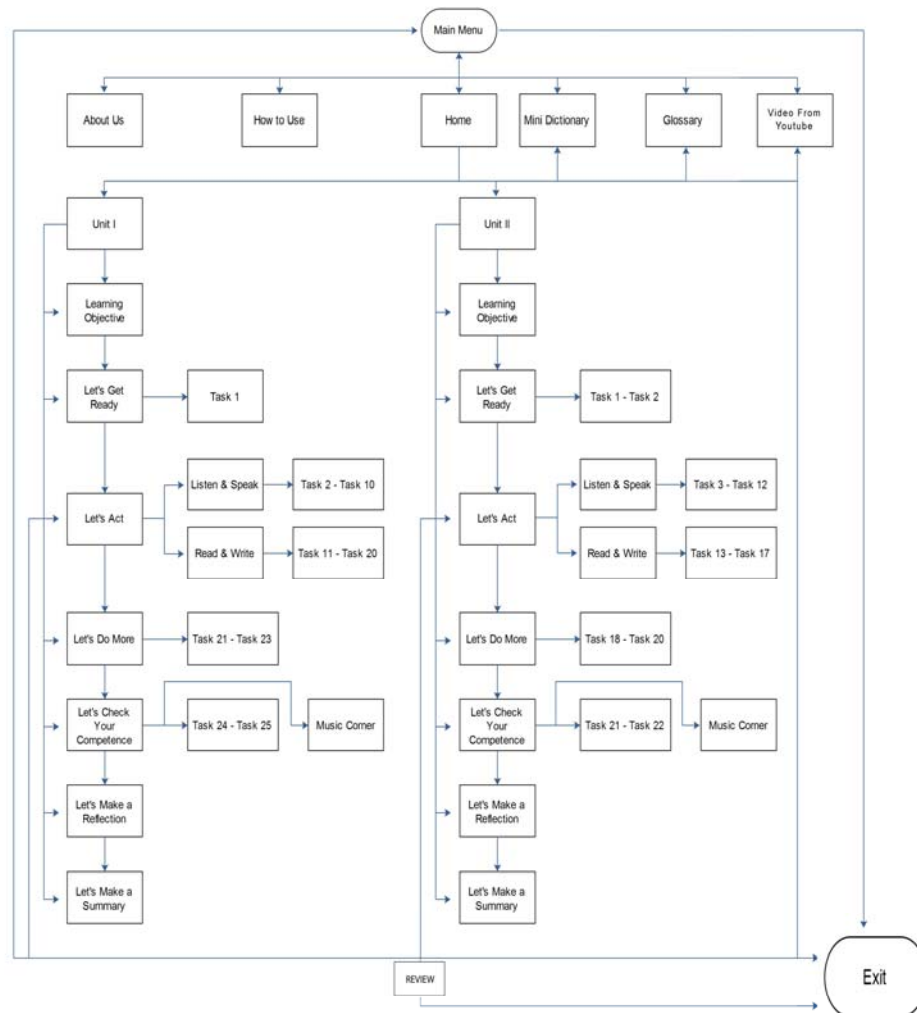
Appendix 2

Table : Course Grid

Unit	Video Listening	Vocabulary	Speaking	Grammar	Listening	Pronunciation	Reading	Writing
I. Let me introduce my self	Watching the video of Adib, Arnys and Retno talk about	<ul style="list-style-type: none"> Focus on meaning in context exam: ceremony, club, join Finding the synonym 	Introduction myself and introducing someone	Positive form and negative form of simple past tense	Listening to the conversation between Andi, Denias, and Adib as a new student	The vowel letter 'a' is pronounced 'æ' when followed by – ss.-st,-sk.	Reading the text about "Joining the Traditional Dance Competition (Recount Text)"	Make a recount text
II. I'm sorry to hear that	Watching the video between Denias and Retno talking about the expression of showing attention/sympathy	Fixing the synonym Focus on the meaning in context ex : balcony, coffin, marriage	Expressing sympathy, attention,	Simple Past Tense in interrogative sentences	<ul style="list-style-type: none"> Listening to the story about 'Our Holiday in Greece' Listening to the dialogue between Denias and Retno 	The letter 't'	Recount text (My Grandpa's Funeral in Toraja)	Make a recount text

APPENDIX III

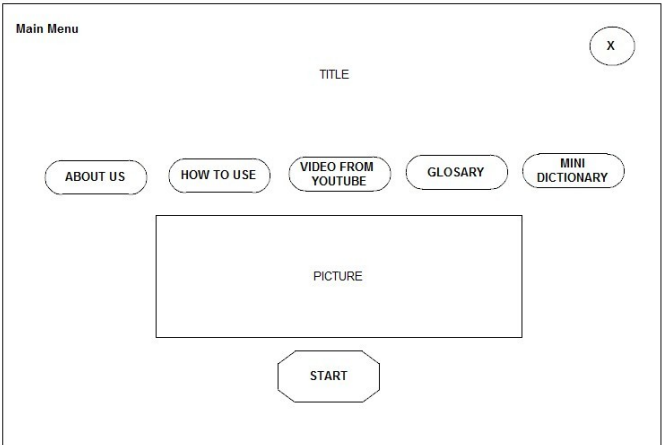
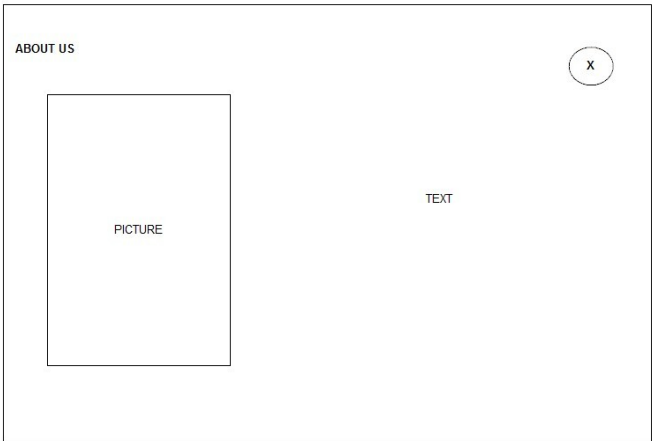
(Flowchart)

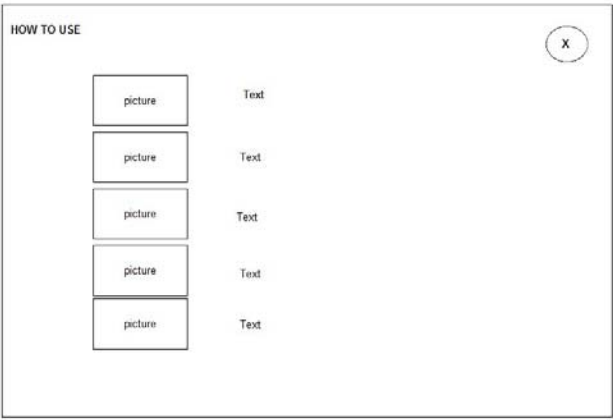
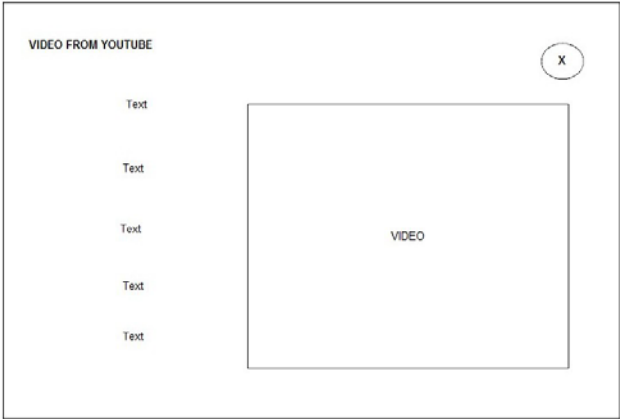



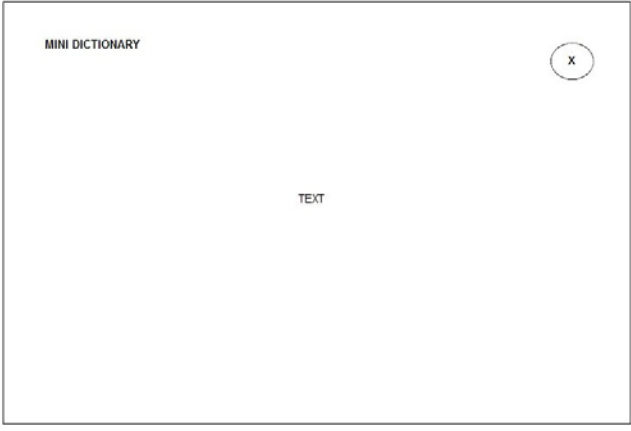
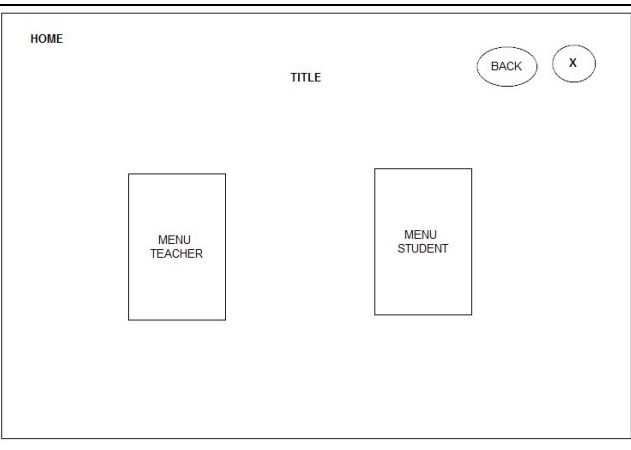
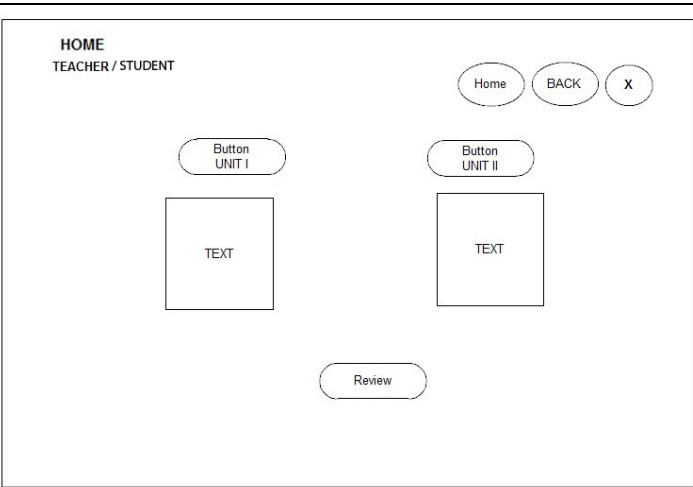
APPENDIX IV

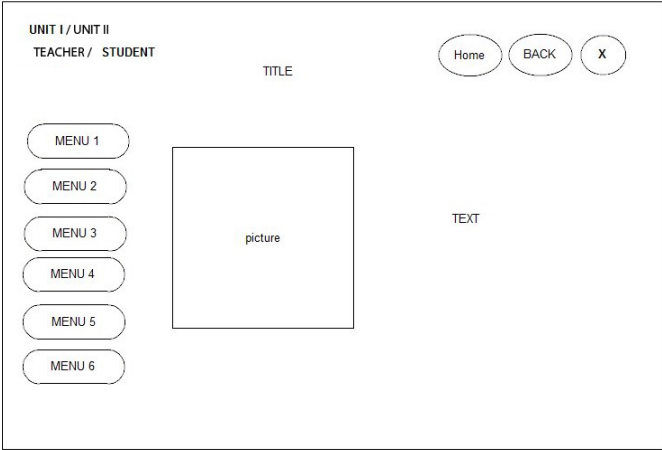
(Storyboard)

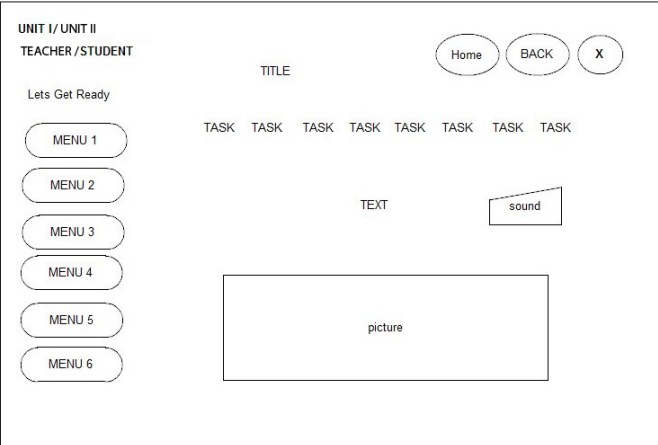
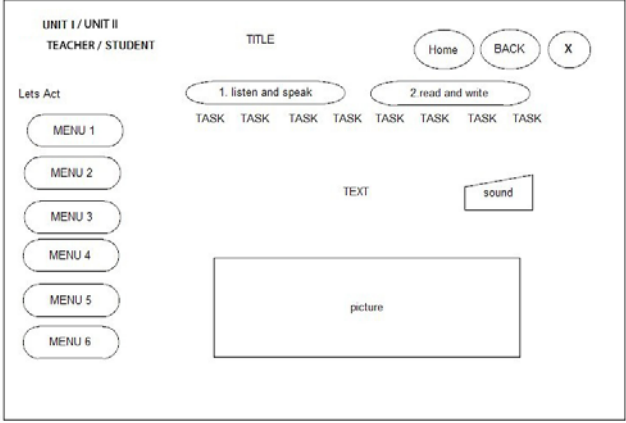
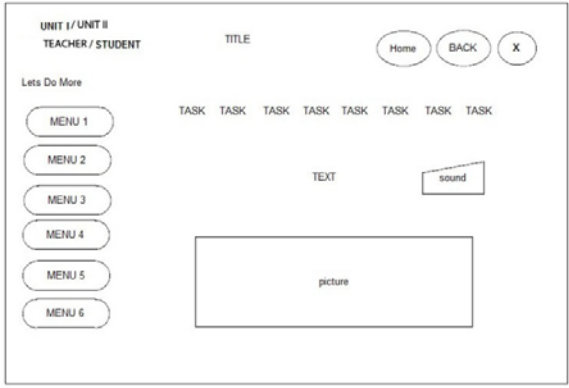
Storyboard

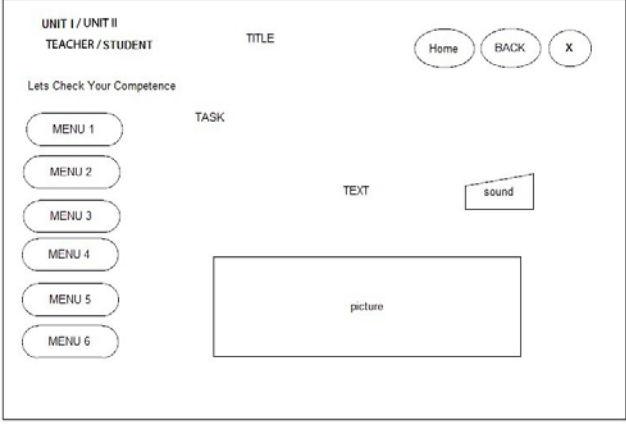
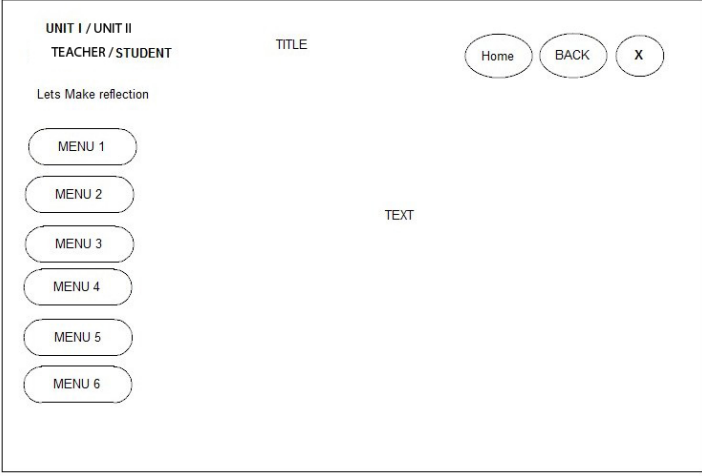
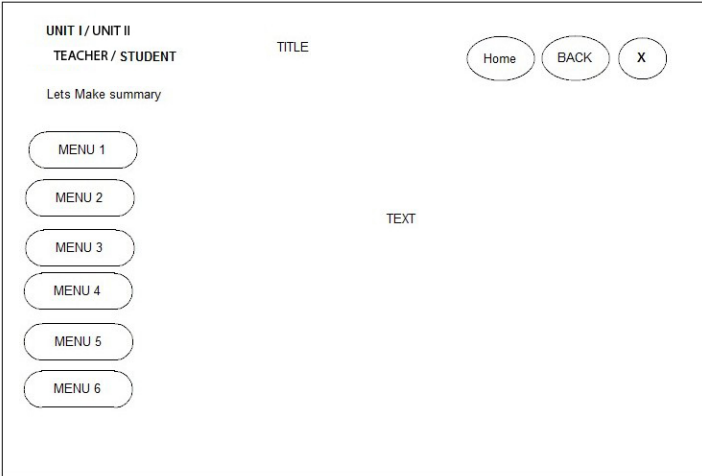
Module and Lesson Name Screen Number (Unique Identifier)	Visual description or sketch goes here	Interactions, branching, and programming notes go here
Main Menu S1	 <p>The sketch for the Main Menu screen (S1) shows a rectangular frame. In the top-left corner is the text 'Main Menu'. In the top-right corner is a circular button labeled 'X'. Centered near the top is the text 'TITLE'. Below this are five rounded rectangular buttons arranged horizontally: 'ABOUT US', 'HOW TO USE', 'VIDEO FROM YOUTUBE', 'GLOSARY', and 'MINI DICTIONARY'. Below these buttons is a large rectangular area labeled 'PICTURE'. At the bottom center is an octagonal button labeled 'START'.</p>	<p>- If user clicks About Us, go to screen S2.</p> <p>If user clicks How to Use, go to screen S3.</p> <p>If user clicks Video From Youtube, go to screen S4.</p> <p>If user clicks Glosary, go to screen S5.</p> <p>If user clicks Mini Dictionary, go to screen S6.</p> <p>If user clicks START, go to screen S7.</p>
About Us S2	 <p>The sketch for the About Us screen (S2) shows a rectangular frame. In the top-left corner is the text 'ABOUT US'. In the top-right corner is a circular button labeled 'X'. On the left side, there is a vertical rectangular area labeled 'PICTURE'. On the right side, there is the text 'TEXT'.</p>	<p>If user click Button X, back to screen S1.</p>

How to Use S3		If user clicks Button X ,back to screen S1
Video From You Tube S4		If user clicks Button X ,back to screen S1
Glossary S5		If user click Button X ,back to screen S1

Mini Dictionary S6		If user click Button X ,back to screen S1
HOME S7		<p>If user click Teacher , go to screen S8.1 (user as Teacher)</p> <p>If user click Teacher , go to screen S8.2 (user as Student)</p>
Home Unit Teacher or Student S8.1 or S8.2		<p>If user click UNIT I, go to screen U1S8.1 or U1S8.2</p> <p>If user clicks UNIT II, go to screen U2S8.1 or U2S8.2</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X ,back to screen close from application</p>

<p>Preview UNIT</p>		<p>If user clicks Menu 1 go to screen M1.1 (side of Teacher) or M1.2 (side of Student)</p> <p>If user clicks Menu 2 go to screen M2.1 (side of Teacher) or M2.2 (side of Student)</p> <p>If user clicks Menu 3 go to screen M3.1 (side of Teacher) or M3.2 (side of Student)</p> <p>If user clicks Menu 4 go to screen M4.1 (side of Teacher) or M4.2 (side of Student)</p> <p>If user clicks Menu 5 go to screen M5.1 (side of Teacher) or M5.2 (side of Student)</p> <p>If user clicks Menu 6 go to screen M6.1 (side of Teacher) or M6.2 (side of Student)</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>
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<p>UNIT I or II Teacher or student</p> <p>M1.1 OR M1.2</p> <p>Let's Get Ready</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>
<p>UNIT I or II Teacher or student</p> <p>M2.1 OR M2.2</p> <p>Lets Act</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>
<p>UNIT I or II Teacher or student</p> <p>M3.1 OR M3.2</p> <p>Lets Act</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>

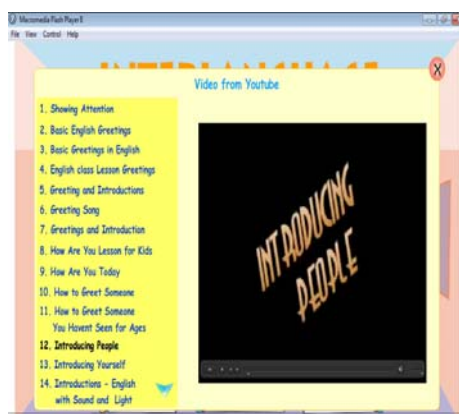
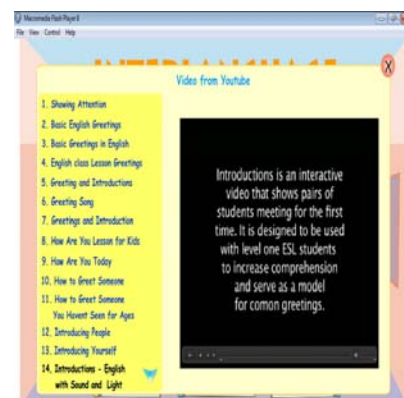
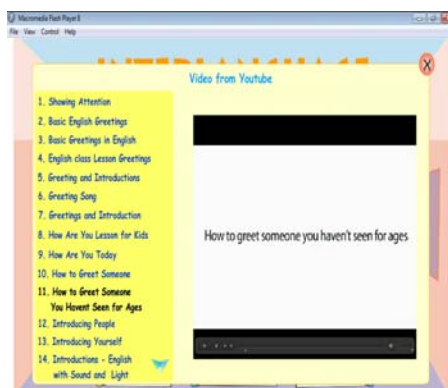
<p>UNIT I or II Teacher or student</p> <p>M4.1 OR M4.2</p> <p>Let's Check Your Competence</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>
<p>UNIT I or II Teacher or student</p> <p>M5.1 OR M5.2</p> <p>Let's Make Reflection</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>
<p>UNIT I or II Teacher or student</p> <p>M6.1 OR M6.2</p> <p>Let's Make Summary</p>		<p>If user clicks Task go to screen for example T1.1 etc or T1.12 etc</p> <p>If user clicks HOME, go to screen S1.</p> <p>If user clicks Back, go to screen S7.</p> <p>If user clicks Button X, back to screen close from application</p>

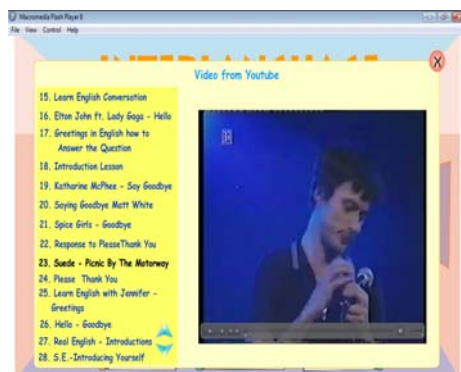
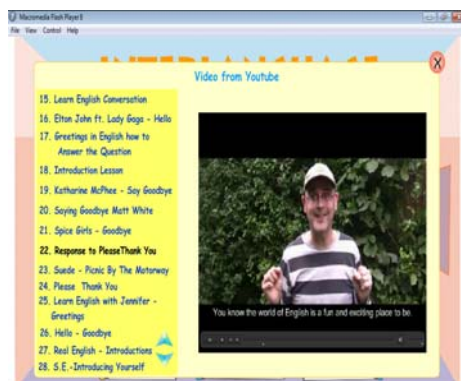
<p>REVIEW S9</p>	<div data-bbox="451 323 1109 768"><p>REVIEW</p><div data-bbox="532 411 794 613"><p>1. QUESTION</p><p>a. answer b. answer c. answer d. answer</p></div></div>	<p>Click multiple choice A,B,C, or D to choose the correct answer</p>
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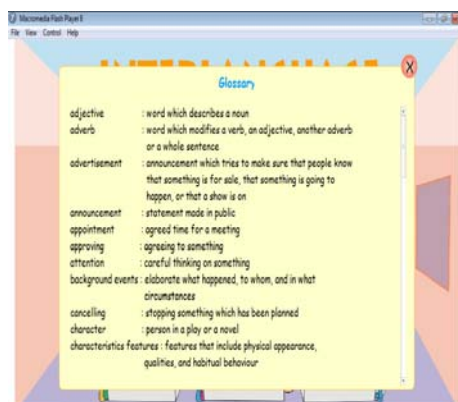
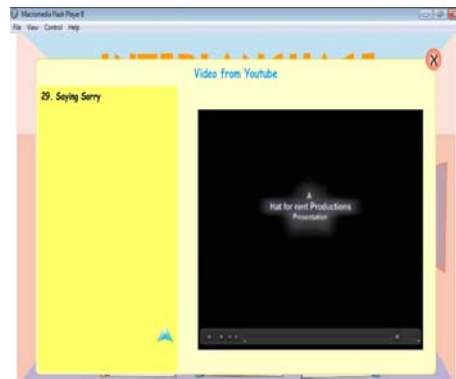
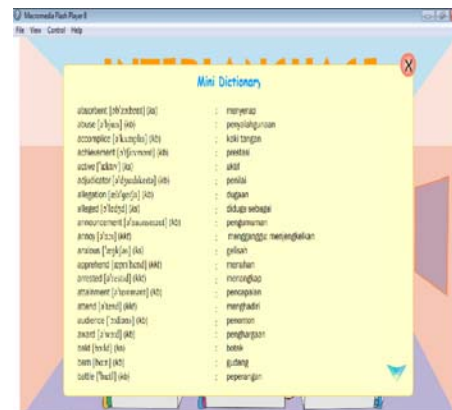
APPENDIX V

(The Print screen of the First Draft)









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UNIT 1
LET ME INTRODUCE MYSELF

CONCEPT MAP

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check Your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

In your daily life you often meet new people and you need to introduce yourselves to them or possibly introduce your friends to others. You may also need to respond to others who introduce themselves to you. Do you know how to do them very well?

When you meet others you usually greet them, ask them how they are, say goodbye, etc. Do you like reading and writing, don't you? The texts that you read may include recurrent texts such as experiences in joining extracurricular activities and competitions. Can you read and write such texts appropriately? Learn those and



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UNIT 1
LET ME INTRODUCE MYSELF

1. Listen and Speak 2. Read and Write

Task 2 Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 10

Study the following expressions. Work in pairs. In the dialogues in Task 2 you find expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions
- Good morning	Greeting someone
CURIOUS TIE Meeting and Greeting in Australia	
- Shake hands with everyone present upon meeting and before leaving.	
- Allow women to offer their hands first.	
- Women generally do not shake hands with other women.	
Taken from http://www.adapt.com	
Try to write a short text about meeting new people	
- Not so bad, thanks.	
- Good bye.	
- See you soon/ later/ tomorrow.	Saying good bye



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UNIT 1
LET ME INTRODUCE MYSELF

Task 1

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check Your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

In pairs, discuss the following activities with your classmates. The following words may help you.

summary / (nəˈsʊməri) (N)	- summary
classroom / (ˈklɑːsrʊm) (N)	- using ideas
and / (ənd) (N)	- use pen/pencil
extracurricular / (ˌekstrəkʊˈrɪkjʊlə) (N)	- extracurricular
join / (dʒɔɪn) (N)	- join/club



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UNIT 1
LET ME INTRODUCE MYSELF

1. Listen and Speak 2. Read and Write

Task 2 Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 10

Complete the dialogues below with correct expressions.

1) Amy: ...
Rubi: Very well, thank you.
2) Amy: ... Good evening.
Rubi: ...
3) Amy: ... How are you doing?
Rubi: ...
4) Amy: ... See you tomorrow.
Rubi: ...
5) Amy: ... Take care.
Rubi: ...



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UNIT 1
LET ME INTRODUCE MYSELF

1. Listen and Speak 2. Read and Write

Task 2 Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 10

Listen to the following short dialogues. Then, complete the missing expressions. The listening script is in the Appendix.

Dialogue 1

1) Amy: Good morning.
Rubi: ...
Amy: Do you know when the class meeting starts?
Rubi: ...
Amy: It starts at 9 a.m. today.
Rubi: ...
Amy: I was. Thanks for telling.
Rubi: ...
Amy: You're welcome.

Dialogue 2

2) Amy: How are you, Dee?
Dee: ...
Amy: Well, you look different today.
Dee: Really? How do I look?
Amy: You look great.
Dee: Thanks. You do too.

Dialogue 3

3) Amy: I think we need to discuss our plan for next month.
Rubi: You're right.
Amy: What if we meet at the cafeteria this afternoon?
Rubi: Sure.
Amy: So, ...
Rubi: See you.
Amy: See you.

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UNIT 1
LET ME INTRODUCE MYSELF

1. Listen and Speak 2. Read and Write

Task 2 Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 10

Let's say it right.
In the dialogue between Amy and Andi in Task 2 you find the word 'class'. How do you pronounce it? (class /klaːs/)

Notes:
The vowel letter 'i' is pronounced 'a' when followed by -ss, -st, -st, or -sk. Here are some other examples:

class /klaːs/	grass /grɑːs/
pass /pɑːs/	last /lɑːst/
ask /ɑːsk/	ask /ɑːsk/
ask /ɑːsk/	ask /ɑːsk/



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UNIT 1
LET ME INTRODUCE MYSELF

Task 21 Task 22

Read the text and then choose the right statements by circling the letter a, b, c, or d.

Summary

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 yards 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 got 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 water or rode towards the beach on top of them until we were tired and hungry.

Adapted from L.A. Hill, 1983

1. a. The boy's home was near the sea.
b. The boy and his home was near the sea.
c. The boy and his home was a long way from the water.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Macromedia Flash Player 8

UNIT 1
LET ME INTRODUCE MYSELF

Task 21 Task 22

Read the text and then choose the right statements by circling the letter a, b, c, or d.

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1. a. The boy's home was near the sea.
b. The boy and his home was near the sea.
c. The boy and his home was a long way from the water.

A. Let's Get Ready
B. Let's Act
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F. Let's Make a Summary

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UNIT 1
LET ME INTRODUCE MYSELF

Task 23

Work in groups of two or three. Have a conversation based on the following situations.

• You meet an old friend at a singing contest.
- greet him/her
- ask how he/she is
- say good bye

• You are at a student's orientation activity. You do not know any one there. Try to find someone and have a talk with him/her. Introduce yourself.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Macromedia Flash Player 8

UNIT II
I'M GLAD TO MEET

CONCEPT MAP

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Macromedia Flash Player 8

UNIT 1
LET ME INTRODUCE MYSELF

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Macromedia Flash Player 8

UNIT II
I'M GLAD TO MEET

1. Listen and Speak
2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 7 Task 8 Task 9 Task 10

Listen carefully to the dialogue between Denise and Retro. Complete the missing

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

1. Listen and Speak 2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 8 Task 10

Write T if the statement is true and F if the statement is false according to the dialogue.

No.	Statements	T/F	Correction
1	Beth will be absent for two days.	F	Beth was absent for two days.
2	Beth plans to go to her cousin's wedding party.		
3	Beth went to Surabaya for five days.		
4	There was an accident after the party.		
5	The bride fainted before the party was over.		
6	The bride was not sick.		

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

1. Listen and Speak 2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 8 Task 10

Let's say it right.
In the dialogue between Adb and Ruben in Task 5, you find the word 'Christmas'. How do you pronounce it?

Christmas (Krismas)

Note:
The letter 'Y' in the word 'Christmas' is silent. Here are some other examples.

bouquet (bu'ket)
buffer (bu'fer)
castle (ka'stl)
dance (dan's)
lemon (le'mon)
when (wen)

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

1. Listen and Speak 2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 8 Task 10

Study and practice the following dialogue between Adb and Ruben. They are talking about Ruben's holiday.

Adb: Hi, Ruben. What a nice trip!
Ruben: Oh, hi Adb. Thank you for saying so.
Adb: Is that real?
Ruben: No actually, my grandfather gave me this last Christmas.
Adb: I see. Well, I heard you went to Bales last Christmas.
Ruben: You're right. My family and I spent the holiday with our relatives there.
Adb: How was it?
Ruben: It was a nice gathering. We spent three days there. However, there was something annoying in our way home from Bales.
Adb: What was it?
Ruben: I lost my wallet.
Adb: I'm sorry to hear that. How did it happen?
Ruben: I thought I dropped it in the taxi. However, when I called the taxi company, they said they found nothing in the taxi.
Adb: How upsetting.
Ruben: Moreover, I lost all my identity cards. That's a pity.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

1. Listen and Speak 2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 8 Task 10

Listen to the following monologue. Complete the missing words. The listening script is in the box.

Our Holiday in Greece

Last year, my family and I ... our relatives in Greece. We ... to Athens via Singapore. After two hours of drive from Athens, we ... in Hydra where our relatives were. The interesting thing about Hydra is that no vehicle ... We have to walk to get anywhere. People often get around on horses. After Hydra, we visited Sotirios by ferry. Then we ... a high speed catamaran to Mykonos. At least in Mykonos they have buses and taxis as we ... not have to walk to go everywhere. From Mykonos we flew to the island of Skiofos where we ... a lovely week visiting beaches and eating wonderful Greek food. Finally it ... time to go back to Athens and end our trip. After wandering around the old part of the city and taking lots of photos of the Acropolis and other ancient Greek monuments and statues, we ... to get my taxi to the airport.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

1. Listen and Speak 2. Read and Write

Task 3 Task 4 Task 5 Task 6 Task 8 Task 10

Study the following expressions.
In the dialogue in Task 5 you find some expressions with different functions. Here are the expressions presented in a table.

Expressions	Functions	Expressions	Functions
- I see.	Showing attention	- You're right.	Showing attention
- I'm sorry to hear that.	Showing sympathy	- Right.	
- How upsetting.		- Nice.	
- That's a pity.	Showing sympathy	- Wow.	Showing attention
		- Really?	
		- Is it?	
		- I'm terribly/threatfully sorry about ...	
		- How annoying.	Showing sympathy
		- You must be very upset/annoyed.	

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Micromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

Task 10 Task 10

Complete the following dialogue with the expressions in the box.

You're right. I see. I'm sorry to hear that. Hmm ...

Adb: Ruben, I didn't see you yesterday. Were you absent?
Ruben: Yes. My aunt passed away. I was attending the funeral.
Adb: Oh, I ...
Ruben: Thanks.
Adb: May I know the cause of her death?
Ruben: She got a heart attack. However, nobody knew what made her suddenly get it.
Adb: I ...
Ruben: I think it's just strange for her to get a heart attack without any cause.
Adb: I ... However, you should not think about it any longer. Anyway, how was the funeral?
Ruben: It was well. My family and I arrived there at 7 a.m. and went home at 5 p.m. I followed the whole process. I was involved in the funeral.
Adb: I ... I think you're a good nephew. I'm sure she was proud of you.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

Macromedia Flash Player 8

UNIT II
I'M SORRY TO HEAR.

Task 18 Task 20

Fill in the missing blanks with the suitable words in the box.

attend buy come give
wear tell lose celebrate

1. I couldn't ... my cousin's wedding party because I was at the hospital.
2. I think there were about hundreds of people who ... to his funeral ceremony.
3. Virgo ... her old phone when she was celebrating New Year party with her family in the town square.
4. Rachel ... me that Amy's birthday party cost a lot of money.
5. My sister ... birth to a healthy baby last night.
6. Last year, Marshall ... Christmas Eve with his family in Berlin.
7. Denise ... a nice suit to his parents' wedding anniversary party last night.
8. Ruben ... a novel of the bookstore as a wedding gift for his brother.

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary



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UNIT II
I'M SORRY TO HEAR.

Is this unit you learn

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

1) How to show attention, for example:
• I see.
• Really?
• Right.
• Hmm ...

2) How to show sympathy, for example:
• I'm (very) sorry to hear ...
• How upsetting/sorrying.
• That's a pity.

3) Simple Past Tense (?)
The simple past tense is used to tell actions or situations in the past. In affirmative and negative, here are the patterns:
(?) Did + S + V
(?) Was/Were + S + was + adjective

4) Recount texts
Recount texts tell a series of events and evaluate their significance in some way.

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UNIT II
I'M SORRY TO HEAR.

Task 22

Complete the following dialogue with the appropriate expressions of showing attention or

1) Andi ... I saw a woman crying sadly at my brother's wedding.
Dennis ...
2) Marshall ... My room was empty with me this morning for something that I didn't do.
Arroy ...
3) Rachel ... I visited the National Museum with my brother and my cousins last week.
Anita ...
4) Ruben ... My brother died in a tragic accident five years ago.
Ayo ...
5) Adib ... I went to Bandung yesterday. My sister has a new baby.
Virgo ...

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary




review

Introduction Page

Total Questions	Full Score	Passing Rate	Passing Score
33	150	80%	120

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UNIT II
I'M SORRY TO HEAR.

Reflect on your learning in this unit and write down your reflection in the space below.

What I like best in this unit:

What I don't like in this unit:

The improvement I have made after learning English in this unit:

A. Let's Get Ready
B. Let's Act
C. Let's Do More
D. Let's Check your Competence
E. Let's Make a Reflection
F. Let's Make a Summary

review


Question 1 of 13 Multiple Choice 1/10

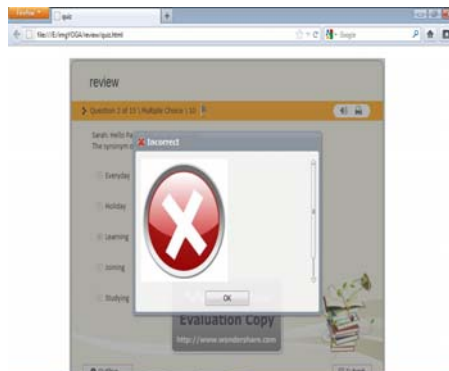
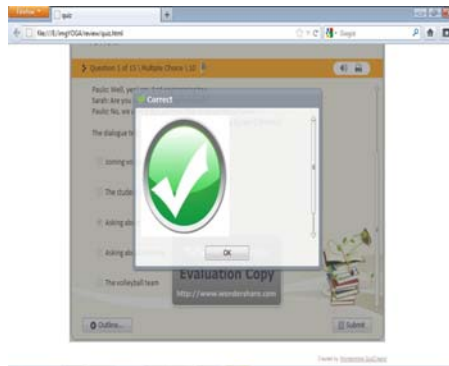
Paulo: Well, yes I am. And engineering too.
Sarah: Are you and Tom in the same class?
Paulo: No, we aren't. But we're on the same volleyball team.
Adapted from new interchange by Jack C Richards

The dialogue tells about...

☐ joining volleyball team
☐ the student from Brazil
☐ asking about someone
☐ asking about studying
☐ the volleyball team

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Evaluation Copy
<http://www.wondershare.com>





APPENDIX VI

(Instrument of the Research)

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Nurhidayanto, P.S.P., M.Pd.
NIP : 198211222006041001
Institusi : Dosen Jurusan Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : *Material Development*

Menyatakan bahwa program interaktif multimedia untuk buku Interlanguage sebagai hasil dari skripsi dengan judul "Developing Interactive Multimedia for Interlanguage : English for Senior High School Students Grade X at SMAN 6 Yogyakarta" dari mahasiswa :

Nama : Yoga Efendi
NIM : 04202244060

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

1. *Pastikan video from YouTube sesuai dengan Objek pembelajaran misalnya Greeting, introduction, dst*
2. *Atur kembali tombol 'Teacher' dan 'Student' karena tidak sesuai dengan isinya.*

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Nurhidayanto, P.S.P., M.Pd.

NIP 198211222006041001

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Siwi Karmadi Kurniasih, M.Hum.
NIP : 197603052005012001
Institusi : Dosen Jurusan Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : Language Teaching

Menyatakan bahwa program interaktif multimedia untuk buku Interlanguage sebagai hasil dari skripsi dengan judul "Developing Interactive Multimedia for Interlanguage : English for Senior High School Students Grade X at SMAN 6 Yogyakarta" dari mahasiswa :

Nama : Yoga Efendi
NIM : 04202244060

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

1. Ubah fitur (tombol) 'teacher' dan 'student' karena tdk sesuai dengan isinya.
2. Hati-hati dengan pengisian suara, pastikan pengucapan benar, intonasi tepat.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Siwi Karmadi Kurniasih, M.Hum.

NIP 197603052005012001

APPENDIX VII

(The Result of the Questionnaire)

Descriptive Statistics Area 1 CONTENT

Statement	N	Minimum	Maximum	Mean	Std. Deviation
VAR0001	31	3.00	5.00	3.9032	.47292
VAR00002	31	3.00	5.00	3.7742	.56034
VAR00003	31	3.00	5.00	3.9355	.51222
Valid N (list wise)	31				

Descriptive Statistics AREA 2 Screen Design

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	31	3.00	5.00	4.1290	.49946
VAR00002	31	2.00	5.00	3.6774	.70176
VAR00003	31	2.00	5.00	3.8710	.76341
VAR00004	31	2.00	5.00	3.9032	.78972
VAR00005	31	2.00	5.00	3.5806	.76482
VAR00006	31	3.00	5.00	3.8710	.61870
Valid N (list wise)	31				

Descriptive Statistics AREA 3 NAVIGATION

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	31	2.00	5.00	3.6452	.66073
VAR00002	31	3.00	5.00	4.0645	.51222
VAR00003	31	2.00	5.00	3.5484	.72290
VAR00004	31	3.00	5.00	3.9677	.60464
VAR00005	31	3.00	5.00	4.1290	.49946
VAR00006	31	3.00	5.00	4.0000	.63246
VAR00007	31	3.00	5.00	4.1290	.61870
VAR00008	31	3.00	5.00	4.0645	.57361
VAR00009	31	2.00	5.00	4.0000	.77460
VAR00010	31	3.00	5.00	4.2258	.61696
VAR00011	31	4.00	5.00	4.4194	.50161
VAR00012	31	3.00	5.00	4.0645	.62905
VAR00013	31	3.00	5.00	4.1935	.60107
Valid N (list wise)	31				

Descriptive Statistics AREA 4 INTERACTIVITY

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	31	3.00	5.00	3.9032	.53882
VAR00002	31	3.00	5.00	3.8387	.58291
VAR00003	31	3.00	5.00	3.8387	.58291
VAR00004	31	3.00	5.00	3.8065	.70329
VAR00005	31	3.00	5.00	3.6774	.65254
Valid N (list wise)	31				

Descriptive Statistics AREA 5 VIDEO & AUDIO ELEMENT

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	31	3.00	5.00	4.0645	.57361
VAR00002	31	3.00	5.00	3.8065	.47745
VAR00003	31	3.00	5.00	3.9032	.59749
VAR00004	31	3.00	5.00	4.2258	.49730
VAR00005	31	2.00	5.00	3.8710	.80589
Valid N (listwise)	31				

Descriptive Statistics AREA 6 FEEDBACK

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	31	3.00	5.00	3.7742	.61696
VAR00002	31	2.00	5.00	3.5484	.76762
VAR00003	31	2.00	4.00	3.4194	.67202
Valid N (listwise)	31				

APPENDIX VIII

(Letter of Validation)

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Nurhidayanto, P.S.P., M.Pd.
NIP : 198211222006041001
Institusi : Dosen Jurusan Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : *Material Development*

Menyatakan bahwa program interaktif multimedia untuk buku Interlanguage sebagai hasil dari skripsi dengan judul "Developing Interactive Multimedia for Interlanguage : English for Senior High School Students Grade X at SMAN 6 Yogyakarta" dari mahasiswa :

Nama : Yoga Efendi
NIM : 04202244060

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

1. *Pastikan video from YouTube sesuai dengan Objek pembelajaran misalnya Greeting, introduction, dst*
2. *Atur kembali tombol 'Teacher' dan 'Student' karena tidak sesuai dengan isinya.*

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Nurhidayanto, P.S.P., M.Pd.

NIP 198211222006041001

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

Nama : Siwi Karmadi Kurniasih, M.Hum.
NIP : 197603052005012001
Institusi : Dosen Jurusan Pendidikan Bahasa Inggris FBS UNY
Bidang Keahlian : Language Teaching

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Nama : Yoga Efendi
NIM : 04202244060

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

1. Ubah fitur (tombol) 'teacher' dan 'student' karena tdk sesuai dengan isinya.
2. Hati-hati dengan pengisian suara, pastikan pengucapan benar, intonasi tepat.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Siwi Karmadi Kurniasih, M.Hum.

NIP 197603052005012001

SURAT KETERANGAN VALIDASI

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NIM : 04202244060

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1. *Pastikan video from YouTube sesuai dengan Objek pembelajaran misalnya Greeting, introduction, dst*
2. *Atur kembali tombol 'Teacher' dan 'Student' karena tidak sesuai dengan isinya.*

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Nurhidayanto, P.S.P., M.Pd.

NIP 198211222006041001

SURAT KETERANGAN VALIDASI

Yang bertandatangan di bawah ini :

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Nama : Yoga Efendi
NIM : 04202244060

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

1. Ubah fitur (tombol) 'teacher' dan 'student' karena tdk sesuai dengan isinya.
2. Hati-hati dengan pengisian suara, pastikan pengucapan benar, intonasi tepat.

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator



Siwi Karmadi Kurniasih, M.Hum.

NIP 197603052005012001

APPENDIX IX

(Interview Transcript)

Interview Transcript 1

Day/Date : Jumat/4th January 2013

Interviewee : Siwi Karmadi Kurniasih,M.Hum.

Wawancara ini dilaksanakan pada pertemuan kedua dengan Ibu Siwi Karmadi Kurniasih, berkaitan dengan keseluruhan *software* yang telah penulis berikan. Pada pertemuan sebelumnya, penulis memberikan *soft file* multimedia yang harus dievaluasi serta menerangkan secara singkat tujuan dan target penggunaan multimedia tersebut. Berikut hasil rekaman dengan beliau.

Peneliti : Selamat pagi bu

Mrs. Siwi : Ya selamat pagi

Peneliti : Bagaimana bu dengan multimedia yang saya buat?

Mrs. Siwi : Dimana ini letak interaktifnya? Seharusnya ketika saya jawab pertanyaan langsung muncul feedbacknya,

Peneliti : Ada kok bu di bagian review. Jadi nanti ketika siswa menjawab pertanyaan, jika jawabannya benar/salah langsung muncul tanda salah/benar. Dan juga ada tombol submit agar pengguna juga bisa tahu nilainya.

Mrs. Siwi : Oh jadi begitu ya,tapi memang harus pakai browser ya? Tapi ga pakai modem bisa kan ya?

Peneliti : Bisa bu

Mrs. Siwi : Kemudian ini kalo nanti multimedia ini dipake muridnya, itu muridnya jawabnya bagaimana kalau sudah ada kunci jawabannya? Seharusnya yag ada kunci jawabannya itu di bagian teacher saja. Besok tolong dibalik ya tombolnya?

Peneliti : Iya bu.. ada lagi bu?

Mrs. Siwi : Emm ini, ini di bagian Task 1 Unit 2 itu kan ada rekaman suara ya nah model yang cowok itu

seharusnya bilang “ at 9 am” itu harus yang benar pronounciationnya.. harus lebih hati-hati aja mas kalo mau memasukkan suara, supaya lebih bagus ke depannya.

Peneliti : Iya bu.. tapi secara keseluruhan bagaimana bu?

Mrs. Siwi : Sebenarnya secara keseluruhan sudah bagus, animasi dan backsound nya sangat menarik sekali.. Sudah itu saja mas.

Peneliti : Iya bu,, trimakasih bu.

Mrs. Siwi : Iya sama-sama.

APPENDIX X

(Research Permit)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

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

FRM/FBS/33-01
10 Jan 2011

Nomor : 0055/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

9 Januari 2013

Kepada Yth.
Kepala SMUN 6 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Interactive Multimedia for "Interlanguage: Students Grade X" at SMUN 6 Yogyakarta

Mahasiswa dimaksud adalah :

Nama : YOGA EFENDI
NIM : 04202244060
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Januari 2013
Lokasi Penelitian : SMUN 6 Yogyakarta

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

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dekan
Kansubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP. 19670704 199312 2 001