

**DESIGNING INTERACTIVE LEARNING MULTIMEDIA FOR
*SCAFFOLDING ENGLISH FOR JUNIOR HIGH SCHOOL
STUDENTS GRADE VIII***

A THESIS

Presented as Partial Fulfillment of the Requirements
to Attain the Degree of *Sarjana Pendidikan* in English Education



By:

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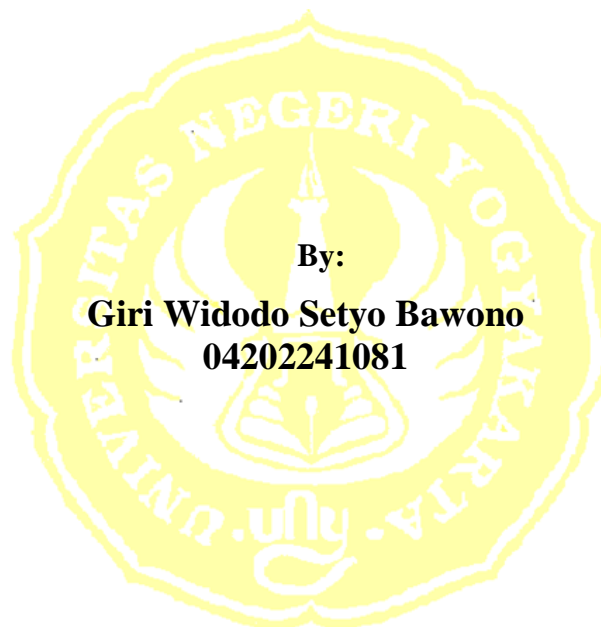
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2012

APPROVAL

**DESIGNING INTERACTIVE LEARNING MULTIMEDIA FOR
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GRADE VIII**

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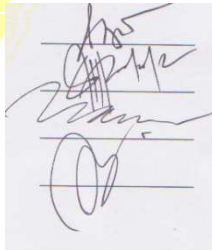
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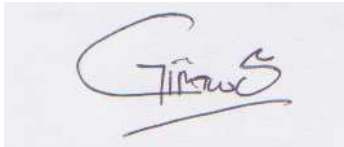
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang yang ditulis oleh orang lain sebagai persyaratan penyelesaian studi di perguruan tinggi ini maupun diperguruan tinggi lain kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila terbukti pernyataan tersebut tidak benar, maka hal itu menjadi tanggung jawab penulis sepenuhnya.

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Penulis



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DEDICATION

This thesis is dedicated to:

- **The Greatest Lord, Allah SWT,**
- **My parents, my sister, my wife, my son and my parents-in-law. Thanks for all your prayers, patience, supports, and encouragement in doing this research.**

MOTTOS

**How excellent is a useful human being to other
human beings**

Do the best, All the time (ESQ 165 Ways')

ACKNOWLEDGEMENTS

All praises be to Allah, the Almighty, the most beneficent and the Most Merciful. Without His blessings and miracle, I would never have finished this thesis.

In accomplishing this study, I felt indebted to a lot of people for the supports, guidance, assistance, and help without which this thesis would never have been finished. It is hardly possible, however, to mention all those people by name.

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At last, needless to say that this thesis is far from being perfect even though it is a result of hard work. I hope that this thesis will give some contributions to the improvement of the English teaching and learning in the junior high school.

Yogyakarta, January 2012

A handwritten signature in black ink, appearing to read 'Giri Widodo Setyo Bawono', enclosed in a light gray rectangular box.

Giri Widodo Setyo Bawono

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Abstract

This study aims at designing appropriate interactive learning multimedia by using tutorials for teaching reading and writing to grade VIII students of junior high schools.

This research was Research and Development type. This interactive learning multimedia was developed from Scaffolding English for grade VIII and it was implemented in Junior High School 10 Muhammadiyah of Yogyakarta. The procedures used in developing this interactive learning multimedia were the needs assessment, designing, development and implementation, and evaluation and revision of the interactive learning multimedia. The instrument for collecting the data was questionnaire (*Likert-Scale*). The data were collected by means of questionnaire. Then, the data were analyzed to evaluate the second product. The second product was then revised and integrated to be packaged into CD, and it was called by the final product.

Based on the evaluation of the interactive learning multimedia product, it was found out that the mean score of the respondents' agreements on the statements of the questionnaire range from 3.80 to 4.30. The score indicates that the respondents agree with the interactive learning multimedia product. Therefore, it can be concluded that the interactive learning multimedia product can be used appropriately to teach writing and reading for grade VIII junior high schools students. There are some characteristics of the appropriate interactive learning multimedia, they are the good content aspect, screen design aspect, navigation, interactivity, audio, and the variative feedback aspect.

CHAPTER I INTRODUCTION

A. Background of the Problem

Language is a means of communication. People use language for various purposes. In relation to this, English is an international language. Since long time ago, people needed English for many purposes. Beside for communication, English is needed for developing many fields. It is due to the fact that many important books are written in English. Therefore, to develop science, technology, commerce, etc, many students learn English.

English is a compulsory subject which must be learnt from elementary schools since grade four until senior high schools of grade twelve. English is also tested in *Ujian Akhir Nasional* (Final Examination); so the students who want to graduate from the schools must reach the passing grade determined by the government.

Unfortunately, though students have learnt English for many years, most of them do not master what they have learnt. Even, they cannot apply English skills in the real world after they have graduated from their school. As a result, they cannot compete in jobs.

There are some factors of the failure of studying English. One of the factors is the usage of dominant conventional methods in the learning process, which still relies on the teacher role, it only emphasizes on the explanation from the teacher. According to Sofa (2008), there are some disadvantages of the conventional learning method. In conventional method, the teacher lets the

students dominate or rely on the group, so the individual accountability is sometimes underestimated and many tasks are just done by one student of the group and the others just go along with his/her success. It also creates the homogenous study group and the stress of the study is just to finish the tasks.

The field of education faces various new challenges in meeting with the demands of teaching and learning for the 21st century. One of the new challenges is the call for the integration of ICT (Information and communication technologies) in teaching and learning as an alternative mode of instruction delivery. Multimedia technology, for instance, has the potential in transforming traditional classrooms into a world of unlimited imaginary environment.

Thus, improving the teaching and learning of English is one of the teacher's challenges for the present decade. The teaching of English within the ICT context implies dealing with difficulties such as lack of enough English teachers which can maximize the use of ICT for teaching and learning activities, and lack of language teaching materials using multimedia technology, such as interactive CDs.

Actually, there are many research studies that have been done in designing interactive learning multimedia for teaching English in junior and senior high schools, but most of them only design their interactive learning multimedia from the tasks designed by themselves without any reference from textbooks standardized by the government, so there is a possibility of incompatibility of their tasks with the standard competency in each level in the teaching and learning process. To solve the problems, this research is aimed at helping teachers in

designing the interactive learning multimedia using one of the textbooks recommended by the government in the English teaching and learning process.

B. Identification of the Problem

Interactive multimedia is a new technology with the potential to change the way to learn, the way to acquire information, and the way to entertain. In this case, interactive multimedia is discussed as the new way to learn and it is more popular called as instructional multimedia.

Usage of multimedia technology as one of instructional media in learning can be as one of alternatives to assist in resolving the student learning problems. By using multimedia technology (such as interactive CD), it can generate students' self-learning easily and conveniently and learn as according to his ability.

There are some terms used to describe the educational use of computer and each has a different meaning. Computer Assisted Learning (CAL) is an all encompassing term to describe any educational use of computers. Such uses can be divided into three main groups: (1) when the computer is used as a tool (word processor, data base, spread sheet, and graphics application); (2) when the student 'teaches' the computer, for example, by issuing a set of instructions to the computer through a programming language such as Logo, and (3) when the computer delivers some instructional material (Taylor: 1980). This latter situation is termed Computer Based Instruction (CBI) or Computer Assisted Instruction (CAI) which is an older term than CBI.

Computer Based Instruction has traditionally been composed of five main approaches, namely Drill and Practice, Tutorials, Games, Simulation and Problem Solving. Drill and Practice was probably the most extensively used CBI applications in the early days of the educational use of computers. According to Brown (1997), there were two main reasons for this; (1) it was comparatively easy to program, which was important as there was little available commercial software and so teachers who wished to use computers had often to write much of the software themselves; (2) the programs could show off effectively the capabilities of the computer and this was important for the computer-enthusiast teachers as it could help to win over colleagues to the cause, and hopefully, result in more money being spent on computers in schools.

A Drill and Practice program typically deals with material that has already been taught. The student is presented with a task, often selected randomly, and feedback is offered immediately after it is completed. A well-constructed program of this type should be able to keep pace with the students by offering remedial or advanced level if it is necessary (Taylor: 2004). There is a place for Drill and Practice mainly for the beginners or for students who are experiencing learning problems. Its use, however, should be kept to situations where the teacher is certain that it is the most appropriate form of instruction.

Tutorials are one of the most common types of computer-assisted instruction. In their simplest form, tutorials are “page-turners” similar to textbooks, interspersed with predetermined questions and responses. Tutorials attempt to teach new materials. Typically they present information and then

question the user to determine the level of learning achieved. The program should be able to monitor the student's progress and to present remedial or advanced levels if and when required.

A variety of computer games may be used as learning tools. Games typically are used to teach content, such as medical terminology. Occasionally, they also involve the learning processes such as decision-making and communication skills.

A computer simulation attempts to reproduce real-life situations and asks the student to provide data that may correct the outcome of the procedure. In the health professions, allowing a student to attempt patient care without “experimenting” on actual patients is ideal. Simulations can bridge the gap from abstract knowledge presented in class to actual performance by letting the student learn the difference between good and bad decisions in patient care. Simulations also can bring about higher-order synthesis and analysis skills. Most simulations feature a combination of text and graphics, using dialogue and inquiry to guide the student through a situation. In addition to text-based simulations, the potential is great for videodisc technology to provide more “realistic” simulations.

In problem solving, programs designed for general use by the public also can be used in the learning process. Spreadsheet programs, because of their ability to provide “what if” situations, sometimes are used to teach management processes; database management programs can be used to collect information; and word-processing programs can be used to help students become more effective writers.

C. Limitation of the Problem

As mentioned in the identification of the problem, there are some components of interactive learning multimedia which need to be explored. Those are drill and practices, tutorials, games, simulation, and problem solving. And in line with the topic, the study focuses on designing interactive learning multimedia by using tutorials for teaching reading and writing skills.

D. Formulation of the Problem

What is the appropriate interactive learning multimedia by using tutorials for teaching reading and writing to grade VIII students of junior high schools like?

E. Objective of the Study

In line with the formulation of the problem, the research objective of the study is to design appropriate interactive learning multimedia by using Tutorials for teaching reading and writing by the grade VIII students of junior high schools.

F. Significance of the Study

This study is hopefully will give contributions to the following these groups:

1. Grade VIII Students of Junior High Schools

The researcher expects that the results of this research can help them in improving their reading and writing skills. They also can learn English in more fun way and will be more motivated to learn English.

2. English Teachers

The researcher expects that this research can give the information for the teacher of the media that can be used as a reference in the learning process, especially for teaching reading and writing skills. It is also expected to be an alternative way to provide suitable media for designing any other English skills.

3. English Education Students

The researcher hopes that this research will motivate English education students to be more creative in designing the materials based on the students' needs so that the materials can create the good impressions for the students that studying English is a fun activity.

4. Other Researchers

This research is expected to give some ideas to other researchers to conduct research studies based on the problem. They are also expected to design the interactive learning multimedia English materials.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Interactive learning Multimedia

a. Definition of Multimedia

Elsom-Cook in Mishra and Sharma (2004: vi) state that multimedia is the combination of a variety of communication channels into a coordinated communicative experience for which an integrated cross-channel language of interpretation does not exist.

Ivers and Barron (2004: 2) state that multimedia is the use of several media to present information. Combinations may include text, graphics, animation, pictures, video, and sound.

Reddi and Mishra (2003: 4), define that multimedia is an integration of multiple media elements such as audio, video, graphics, text, animation, into one medium that gives more benefits for the user than the media elements provided individually.

From the definitions above, it can be concluded that multimedia is a combination of multiple media such as text, audio, video, animation and graphics which is used to create interactive presentation.

b. Definition of Interactive learning Multimedia

According to Mishra and Sharma (2004: vii), multimedia is characterized by the presence of text, pictures, sound, animation and video which are organized

into a coherent program while interactive refers to the process which allows users to control the program.

England and Finney (2002: 2) state that interactive multimedia is the integration of digital media, including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerized (program) which allows user to interact with the data for appropriate purposes.

From the definitions, it can be concluded that interactive learning multimedia is an integration of multimedia components into a program, and it is used to create interactive presentations for the educational purposes.

c. Strength and Weakness of Using Interactive Learning Multimedia in Learning Activities

According to Ayub, et al. (2004: 10) there are some advantages of learning activities by using interactive multimedia in learning activities. Those are:

- Interactive multimedia allows students to learn the individual learning process. By this, students can control all the contents and the materials by themselves.
- Interactive multimedia contents involve students' activeness in learning process. By interactive multimedia, students tend to be active learners to learn the materials.
- Interactive multimedia offers fast feedback. Students could get their progress through the immediate feedback, presentation, and achievement summaries.

- Students are allowed to review previous instruction or continue to the next activities.
- Interactive multimedia helps teachers to do their job to be more efficient.
- Interactive multimedia reduces times to get the difficult concepts to be understood.
- Interactive multimedia helps students to review the prior materials for them.

In addition, Miarso (2007: 458) states that there are some advantages of the usage of interactive multimedia in an educational system: (1) Give the varieties stimulant to the brain; (2) Solve the experience limitation of students; (3) study anywhere, not only in class; (4) Allow the direct interaction between students and their environments; (5) Produce the same observation; (6) Growing new wants and interests; (7) Grow motivation and stimulate to study; (8) Give the whole experience from something both concrete and abstract; (9) Give the opportunity to students to self-study; (10) Increase the ability of the new reading method; (11) Increase the socialization effect; (12) Increase self-expressions ability both teacher and students.

Moreover, according to Sudjana and Rivai (2010: 2) there are some advantages of using learning multimedia in learning process: (1) Learning will pay attention of students' interest; (2) Learning material will be understood by students easily; (3) Teaching method is more varieties; (4) Enable students to do other activities in learning process, like observing, demonstrating, and doing (action).

Besides, According to Reddi and Mishra (2003: 5), there are some disadvantages of using interactive learning multimedia in the educational systems, those are: (1) Lack of knowledge among the educators of how to use the computer effectively in an educational setting; (2) Require high-end computer systems; (3) The users must possess a minimum level of computer literacy in order to exploit the capabilities of this medium for learning; (4) Takes time and cost to develop effective multimedia. In line with Kumaat (2007: 4) there were some disadvantages of using interactive multimedia: (1) Hardware and software are expensive and out of date fast; (2) Technology moves fast, and it enables the hardware or software we buy will out of date for few years later; (3) It is difficult to design the program because of the complexity and for the first use it needs an explanation of how to use.

d. The Models of Multimedia Products Presentation

1) Tutorial

Sudjana and Rivai (2009: 139) state that in tutorial, the learning model is done by giving materials in small units and then it is followed by questions. After that, students response is analyzed by using computers (compare students answer and computer answer) then the feedback of the response is given.

Hamalik in Nurhalim (2009: 81) states that tutorial is the guidance of learning in the form of guiding, helping, instructing, encouraging, and motivating to get the effective and efficient learning. By giving the guidance, it helps students to solve their learning problem. Then, by giving help, it helps them to study about

program. By giving instructions, it teaches them how to study effectively and efficiently. In encouragement, students are encouraged to achieve objectives of the learning. Next, in motivation, it gives motivation to follow the materials.

Rusman in Nurhalim (2009: 82) states that tutorial in computer based learning means learning with qualified instructors by using computer software and contains learning materials aimed at giving mastery learning to students about the materials.

In tutorial, it is assumed that students have no previous knowledge of the content being taught. The present of the material is done in a sequence to help students' understanding faster. In tutorial, the teacher or tutor of the material is the tutorial software itself. It will often includes such elements as animations, musical examples (audio & midi), video and graphic elements and may have a degree of evaluation or Drill and Practice built in, along with the capacity for forward and backward movement, and the ability to search for specific text. (Mishra & Sharma, 2004: 291).

2) Drills and Practice

Heinich, et al. (1996: 238) state that Drill and Practice program is aimed at training students to have skills or to enhance learning mastery. This program is usually designed to give the student repeated practice on lower level cognitive skills, e.g. note-reading programs, aural training software. The underlying learning model is behaviorist (stimulus, response, and reinforcement), i.e. the computer selects and presents a problem, the student responds, the computer

evaluates the student's response and provides positive or negative feedback based on the student's response. The procedure is then repeated until the set of tasks is completed.

The aim of this approach is to take over the main responsibility for developing the student's skill in the use of a given concept. This involves leading the student through a series of examples where he can practice the material he has already learned or can have it repeated for him. The assumption with a Drill and Practice system is that the student has already had the concept presented to him that the material has been seen before, and the purpose now is to gain familiarity and develop some familiarity with the ideas. Since the purpose of the Drill and Practice is to increase learning effectiveness through repeated practice based on a stimulus-response (S-R) theory of behaviorism, the frequency of repetition should have a direct effect on achievement (Ayub, et al., 2004: 9). The results of the study suggest that Drill and Practice-based lessons can be an effective means of teaching students of varying learning styles.

3) Simulation

Heinich, et al. (1996: 239) state that simulation software attempts to set up an environment in which the student may manipulate the various elements on the computer screen, thereby discovering aspects of the real world domain from which these elements are drawn. Educational content is usually implicit rather than overtly stated.

4) Games

Game software introduces some element of scoring or competition into the learning process. Students must indicate their understanding of some educational content but in competition with either the computer or another student. Points or scores are awarded and frequently a time limit is used to encourage the student to respond quickly (Heinich, et al., 1996: 239). Game software, like drill and practice software, usually assumes some previous knowledge of the content being taught.

5) Problem Solving

Ayub, et al. (2004: 10) state that problem-solving approach is based on the hypothesis that the thought required to write a computer program aids the development of general problem solving skills. It differs from simulation in that the activity of programming, rather than the specific subject of the program, is considered central. In simulation, the student is given the programmed model to use, not asked to write or change this program. The underlying educational philosophy of the problem solving is a belief in what may be summarized as “learning by doing”, as opposed to simulation’s “learning by seeing”. Problem solving is an important high-level skill and regarded by some to be the most complex of learning activities (Gagne in Ayub, et al, 2004: 10). In general, students are expected to develop these by some ill defined process involving illustration and performance. The role that programming might play in this is that computers enable to develop, investigate and experiment with their own ideas and theories in relatively enjoyable and informative fashion.

Among all the models of presentations, the writer decides on the Tutorial model in designing the interactive learning multimedia in reading and writing for junior high school students. In Tutorial model, it presents new material which is suitable for the students of the second grade of junior high school, where they have not got English in previous study, but a little. In this model, there will be an instructional sequence with frequent opportunities for practice and review that could guide the students in learning the new material they do not get yet.

e. The Characteristics of Interactive Learning Multimedia Product

Hackbarth (1996: 228-230) states that there are five characteristics of interactive learning multimedia compared to other media:

1. Flexible, multimedia gives the opportunity to select what lesson or material want to learn, also the variation and place to be accessed. Moreover, multimedia is also flexible in the usage. It can be used in classroom activity, individual, or in small group. Time flexibility is also the prominent characteristic that can be suitable to all learners.
2. Self-pacing, that is can serve the individual learning speed. It means that the usage of the time depends on the ability and the readiness of the learners itself. The advance learners can learn as optimal as they can. Otherwise, for the beginner learners, they have much time to repeat and learn the materials.
3. Content-rich, it means that the program provides many information about the materials, even there is an enrichment and more specific information on the

content, or elaborate the materials. The content-rich is also supported by the using of some models of the materials, conveyed in some models of the media.

4. Interactive, two-way communication. It means that this program/multimedia gives the opportunity to the learners to give respond, and do many activities and then it is responded by the multimedia program by using feedback. Interactivity is the most prominent characteristic from the multimedia program. The interactivity is one of the parameter to assess the quality of the interactive multimedia program.
5. Individual, that is serve the individual learning speed. It means that the multimedia program is designed and provided to fulfill learners' needs and interests.

Warsita (2008: 36) states that interactive learning multimedia has some characteristics. Those are: (1) can be used randomly, but can be used also in linier; (2) can be used as learners wants and as the designer design and develop; (3) the materials are showed based on learners experience, relevant with learners condition, and learners control; (4) apply cognitive and constructivism learning theories in developing and using as a materials; (5) organize and centralize learning based on cognitive knowledge so that the knowledge is formed when learners use it; (6) the materials show the good interactivity with the learners; (7) the materials integrate many words and examples from many sources.

Based on some explanations of the characteristics of interactive learning multimedia, it can be concluded that interactive learning multimedia must be able to record, save and reconstruct an object or material to be delivered anytime

without concerning with the time, serve the individual learning level, give the learners access to select the materials they want to study, and give any other activity and then given the feedback from the multimedia program.

f. The Supporting Theories

Miarso (Padmo, et al., 2003: 117) state that multimedia development in learning process will need instructional technology. The instructional technology is developed from a theory and practice where the process, source, and learning system of the person is designed, developed, managed, used, and valuated.

Heinich et al. (1996: 16) state that learning process by using media can be observed from some perspective of learning theories, those are behaviorism, constructivism and cognitive. Those learning theories are the commonly used in educational theories today. Those three learning theories have implications for instructional design. The explanations of each theory are explained as follows:

1) Theory of Behaviorism

Behaviorism is based upon a stimulus-response-reinforcement concept. They view the teachers or instructors' role as one of modifying behavior, by setting up situations whereby learning is reinforced by the desired responses being exhibited (Heinich et al., 1996: 16). Based on this theory, the best thing of learning is input (stimulus) and output (response).

In behaviorism, the activities of stimulus and response are regarded as unimportant activities because it can not be observed and can not be measured.

Another important factor in behaviorist is reinforcement. Reinforcement is anything can reinforce the response. If there is a positive reinforcement, so the response is getting stronger. And if there is a negative reinforcement, so the response is also must be kept strong (Budiningsih, 2005: 20).

Skinner in Alessi and Trollip (2001: 18) demonstrates some behaviour law, as follows:

1) Behaviour that is followed by positive environmental effects (known as positive reinforcement, or reward) increases in frequency; (2) Behaviour that is followed by the withdrawal of negative environmental effects (known as negative reinforcement) also increases in frequency; (3) Behaviour that is followed by a negative environmental effects (punishment) decreases in frequency; (4) when behaviour that was previously increased in frequency through reinforcement is no longer reinforced, it decreased in frequency (known as extinction).

2) Theory of Cognitivism

Based on this theory, learning process is more important part than result. The most well-known experts of cognitive psychologists like Piaget, Bruner and Ausubel contend that learning is an internal process that cannot be observed directly. Learners first remember and then retrieve information from the memory. Cognitivists emphasize on how the human mind works. They put particular emphasis on memory (Reddi & Mishra, 2003: 30). The implication of this theory for the instructional designers is that they could use various techniques like

chunking, mnemonics and meaningful organization of content and give practice for storing and retrieving information. Practice implies provision of increased opportunities to the learners for reward and reinforcement. Cognitive structures are created through practice, which leads to an efficient use of long-term memory. For example, instructional designers include pictures used in video programmes or practice exercises in the self-learning material that offer opportunities for practice. Practice is important in learning cognitive tasks as well as motor skills.

3) Theory of Constructivism

Constructivism theory have a notion that learning is not only memorizing, but also processing knowledge construction through experience. (Sanjaya, 2008: 246). Moreover, Budiningsih (2005: 58) states that learning is a process of knowledge formation. This formation must be done by learners. Learners must be active to do the activities, active to think, create the concept, and give the meaning on what they are learning.

Constructivists promote an open ended learning experience where methods and results of learning are not easily measured and are different for each learner. The implication of constructivism for the instructional designer is that the learners should attach themselves to the content domains. Constructivists believe that learning occur when it is situated, contextual, problem-based, social and authentic (Reddi & Mishra, 2003: 30).

2. Computer Programming Software

In designing the interactive learning multimedia material, the writer uses Articulate Studio 09' Pro, where this software is one of the famous software which is used to make some tools in presentations, animations, webs, also the supporting other applications. Articulate Studio Photo is the professional animation graphic program which is used to make creative interactive learning multimedia. It has the faster access and looks like softly in any layer resolution and has the ability to import the video, picture, sound, and any other application. There are four main components of Articulate Studio, namely Articulate Presenter, Articulate Engage, Articulate Quizmaker, and Articulate Video Encoder.

In Articulate Presenter, all designs and materials from Articulate Engage, Quizmaker, and Video Encoder can be merged into a packet of presentations and then compiled into an application program (CD package) that can be accessed by the students.

In Articulate Engage, all the materials can be designed in any models the designer wants to create. There are some features of designing materials in Articulate Engage. There are Process Models, Labeled Graphic, Tabs, Circle Diagram, Timeline, Media Tour, FAQ, Pyramid, Guided Image, Glossary and Community Interaction. The designer can create the presentation by using one of those models in one or more scenes. After designed the materials, it can be published into a CD or integrated into Articulate Presenter.

In Articulate Quizmaker, it is divided into two main menu, Graded Quiz and Survey. In Graded Quiz menu, there are some facilities of designing the materials or quiz, those are: True/False, Multiple Choice, Multiple Response, Fill in the Blank, Word Bank, Matching Drag and Drop, Matching Drop-Down, Sequence Drag and Drop, Numeric, And Hotspot. While in Survey menu, there are some features like Likerts Scale, Pick One, Pick Many, Which Word, Short Answer, Essay, Ranking Drag and Drop, Ranking Drop-Down, and How Many. In the end of designing the materials or quiz, it can be published directly into a CD or integrated into Articulate Presenter.

In Articulate Video Encoder, there are two main menu, Import a Video File and Record Your Webcam. Articulate Video Encoder is used to create a video in learning materials, and after the video is attached or taken, the video can be published directly into a CD or integrated into Articulate Presenter.

3. Designing Interactive Learning Multimedia Materials

a. Technology Choices of Designing Interactive learning Multimedia Materials

Educational gains can be maximized for every situation when the most appropriate tools are used. In such cases, it is important to keep in mind the infrastructure or pedagogical constraints that may impede effective use of such multimedia. Below, the focus is on the use of video, sound, graphics, animation, and color.

1) Video

Motion video, including commercial tapes, movies, and home videos, is often a major element of interactive learning multimedia software, but computers need special hardware and software to display video. Video presentations are generated from video files that consume a lot more storage space than simple animations.

Taylor (2004) has recognized that video is not an ideal medium for presenting detailed material, but is better used for broader, abstract material, possibly with an emotional appeal. An abstract video segment may serve well as the medium for an advance organizer, and, similarly, for a lesson summarization.

Videos motivate students by showing real-life situations, in ways that are often superior to a teacher narrating them or a text describing them. Videos can be used when introducing a new theme to motivate and contextualize learning, after a topic has been addressed in a few class periods to aid students in applying the knowledge they acquired, or after an entire material is completed to show connections to other subjects and disciplines.

It can be effective to integrate time-sensitive information—such as news, student work, and so on—with large media resources, such as videos, distributed on fixed media.

2) Sound

Orr, Golas, and Yao (1994) state that research data indicate that students find it easier to complete lessons which use sound or audio extensively to present information. The combination of visual presentation with audio explanation

delivers information in an easily understood format. For example, audio can be used as the media to give the motivation. Audio could also be used to explain further the findings from statistics screens that present a range of data in bar charts and graphs. Audio could also help learners to focus on the materials because learners could only listen to without doing any other activities take much concentration (Pramono, 2008: 13). Audio should be designed so that the learner can interrupt the audio at any time and continue the program. Whenever audio is used to support text, it is important to provide a way for the learner to pause or repeat the sound. Poor readers may want to go through a text passage more than once, or may want to pause the audio to study an unfamiliar word.

3) Graphics

Multimedia software can easily present information in either text mode or graphics mode, but, when possible, both should be used. Students who do not understand information delivered by text quite often will understand it if it is presented or augmented by various visuals. In particular, difficult topics sometimes become easier to understand when augmented by graphic displays (Orr, Golas, and Yao, 1994).

There are some benefits of using graphics in learning activities. By using graphics it is easier to identify and classify objects. Graphics can be used also to help explaining the abstract concept to be the concrete concept (Pramono, 2008: 13).

4) Animations

Most graphics or pictures can be animated to illustrate points, teach facts or concepts, motivate students, and demonstrate procedures. Animation can serve motivational and attention getting functions, but no extra learning effects can be attributed to the use of animation (Pramono, 2008: 13)

It is generally recognized that the use of the appropriate animation can offer many benefits such as highlighting key information, heightening student interest, and facilitating recall. Animations can be used also to motivate learning, demonstrate concepts, and, as tools, emphasize particular details or aspects of complex phenomena (Chee & Wong, 2003: 138). Animations often may be the best tools for highlighting the path between modeling and reality. It is possible to create a sequence of visualizations with increasing degrees of sophistication, enabling student understanding to go far beyond crude and simple models.

5) Color

The use of color in multimedia materials can be effective, but also should be considered carefully. Color should be used sparingly, because the more color that is used, the less effective it becomes. So, the color choices must be careful and adjusted by the target whether they are still young or older. Color is most effective when used consistently for cueing and highlighting; it direct student attention to important points or relationships.

A consistent color scheme should be used for the entire presentation (Chee & Wong, 2003) have recommended specific guidelines for using color. These

recommendations include (a) using a maximum of three to six colors per screen; (b) being consistent in color choices within a program; (c) using the brightest colors for the most important information; (d) using a neutral gray or pastels as a background, since it recedes optically; (e) using significant contrast between text and a background color to provide a higher degree of text readability; (f) always using dark letters on a light background for text; (g) avoiding the use of complementary colors (e.g., blue/orange, red/green, violet/yellow); and (h) using commonly accepted colors for particular actions (e.g., red for stop or warning, yellow for pause or consider, green for go or proceed). Very hot colors (such as pink and magenta) should be avoided since they may appear to pulsate on the screen.

b. Stages of Designing Interactive Learning Multimedia Materials

Although many instructional design models exist, they all contain five generic phases. These are 1. Analyze, 2. Design, 3. Develop, 4. Implement, and 5. Evaluate. These phases provide dynamic and flexible guidelines which are used for effective and efficient instruction. This is also known as the ADDIE Model (Taylor, 2004).

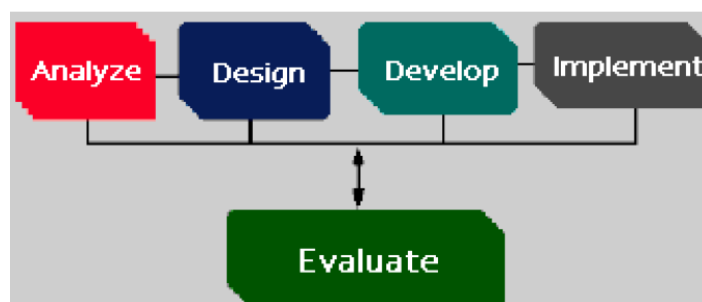


Figure 2.1: Instructional Design Phases

Analysis is the phase where the problem is identified, defined and solutions posed. In the context of Tutorial, the purpose of this phase is to determine what the learner or participant must know or do in the clinical setting.

The design phase uses the information gained from analysis and allows for a plan or strategy to take place. The goals determined during the analysis phase are expanded upon. The purpose of this phase is to define the information from which the instruction is developed. In other words what do we want the participant accomplish during their time in the simulator room.

Development expands upon the analysis and design stages. It is during this phase that the lesson plans and lesson materials are generated. The methods of instruction including all media which will be used are chosen. Any supporting documentation required is also generated.

Implementation is the actual delivery of the instruction to the learners. It is during this phase that effective and efficient delivery of the material must support the learning outcomes and promote the transfer of knowledge and associated skills to the learner or participant.

The final phase of the ADDIE involves evaluation. Evaluation measures the efficiency, effectiveness, value and worth of the instruction. Evaluation must also occur during the instructional design process, as well as following the implementation phase. A formative evaluation takes place between each phase and a summative evaluation measures the overall effectiveness of the instruction. The formative evaluations allow the instruction to be improved before the final version is implemented.

c. Models of Instructional Multimedia Design

Taylor (2004) proposes some models of instructional design that are suitable for various instructional purposes and by differing levels of expertise of instructional designers. Each model will also be discussed for its relevance for use in Tutorial.

1) Dick and Carey Design Model

Dick and Carey Model involves all of the phases described previously in the ADDIE model, commencing with identification of instructional goals and finishes with summative evaluation. This model is suitable for a variety of context areas including primary and secondary schools as well as business and government uses. It is also adaptable for a variety of users ranging from novice to expert, as the step by step descriptions aid with progress through the model.

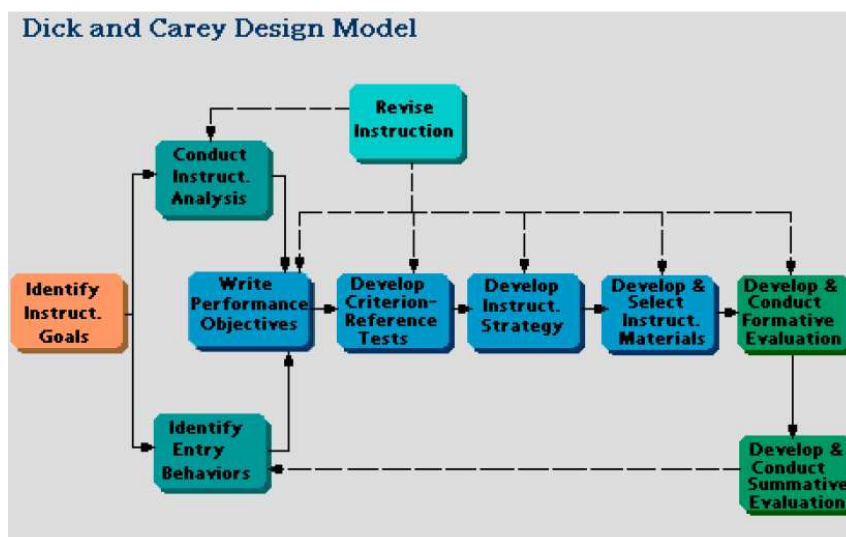


Figure 2.2: Dick and Carey Design Model

Dick and Carey model is one which would be suitable for use in the tutorial environment. It is a straight forward linear process which allows a

structured flow to the development of instruction. By identifying entry behaviors and skills of participant's detailed scenarios are able to be developed. This model does not require a formal needs analysis to be performed, but instead allows for the knowledge and skills of particular attending group to be analyzed.

2) Hannafin and Peck Design Model

The Hannafin and Peck Design Model differs from that of the Dick and Carey model in that it uses a three phase approach. Phase one involves a needs assessment being performed. This is followed by a design phase in second phase, and phase three where the development and implementation of the instruction are performed. All phases include a process of evaluation.

This is suitable for Tutorial. The needs analysis defines the goals and objectives of the program. The design of the program is based upon the findings from the needs analysis. The development part of stage three involves how the program will be undertaken and implementation is the actual running of the program. Evaluation and revision are a continual process. This model is one that can be used by an experienced or beginning instructional designer. The model of Hannafin and Peck can be seen in Figure 2.3.

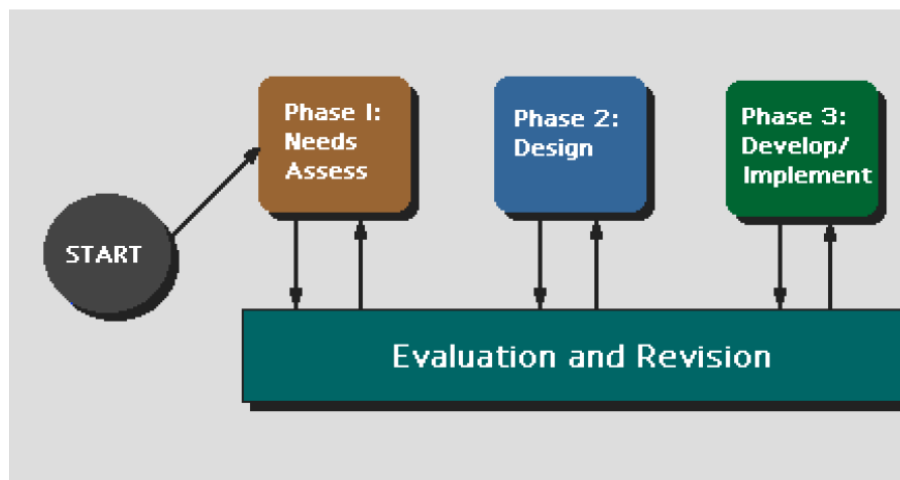


Figure 2.3: **Hannafin and Peck Design Model**

3) 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 of objectives and strategy specifications are included in the design stage. Development is where the materials are developed.

This model differs from the three stages Hannafin and Peck model in that there are individual processes or steps involved with each stage. This model is also good for tutorial use, in particular that of scenario development as the stages lend themselves to that of software development. Again it is a model which can be used by novices or expert designers.

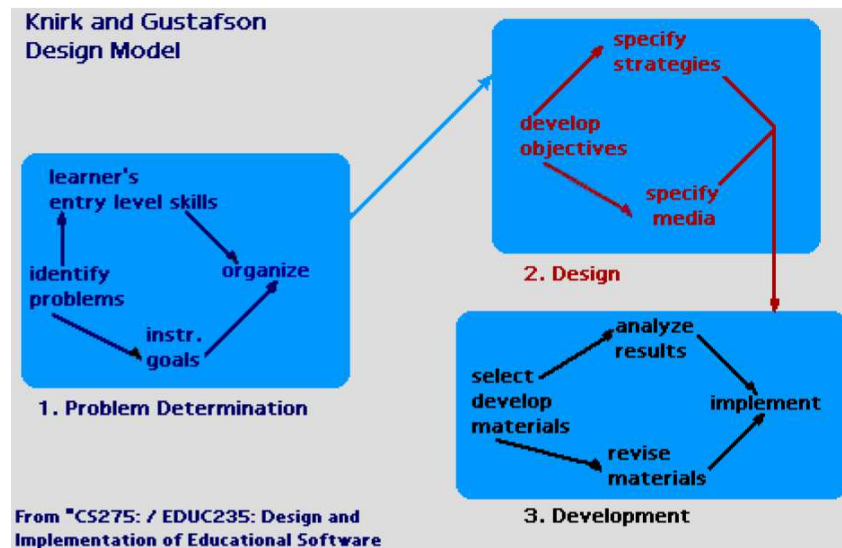


Figure 2.4: **Knirk and Gustafson Design Model**

4) Jerold-Kemp Design Model

The fourth model discussed is the Jerold-Kemp Model. This model takes a holistic approach to instructional design which focuses on analogies and discovery type learning. Kemp utilizes all factors in the learning environment including subject analysis, the learners characteristics earning objectives teaching activities, recourses which will be utilized, support services requires as well as evaluation. This model allows for constant revision to occur.

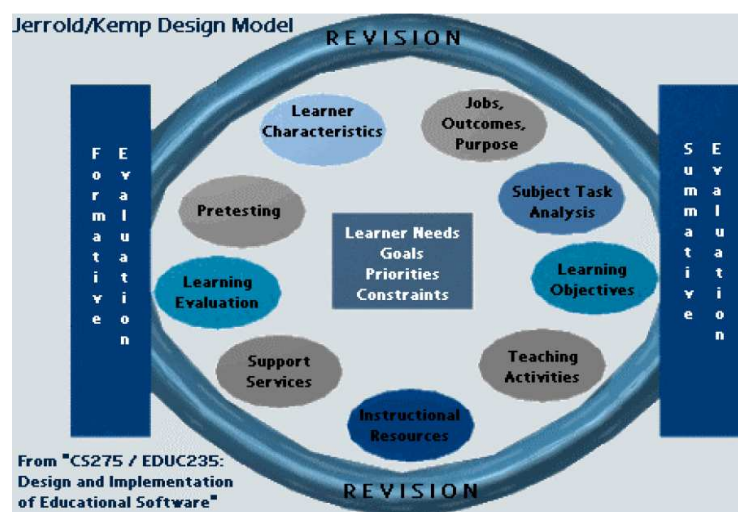


Figure 2.5: **Jerold Kemp Design Model**

5) Gerlach-Ely Design Model

Gerlach-Ely Design Model is a prescriptive model that is well suited to primary, secondary and higher education sectors. The model includes strategies for selecting and including multimedia during instruction. It is a model that is suitable for beginning instructional designers who have subject matter and expertise in a context specific area. It is prescriptive in the way that it outlines how a learning environment can be changed.

Because it is a procedural model, it is suited to tutorial as it allows for focus on examples and practice to occur. This may be the way in which part task trainers are utilized within the instruction. It is also suited to small scale nodular type instruction which is also suited to the tutorial environment.

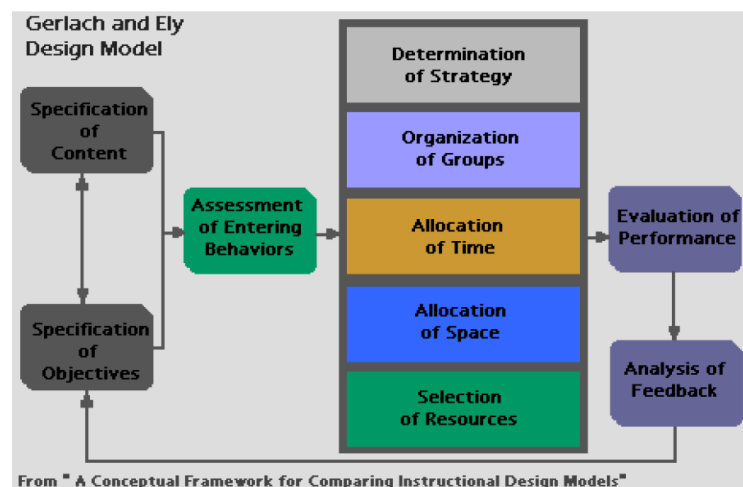


Figure 2.6: Gerlach-Ely Design Model

Among all the models proposed by Taylor, all of them are appropriate to be used for the tutorial model, because all the models use the ADDIE model, that all models have analysis, design, development, implementation and evaluation phase. Hannafin and Peck design model is chosen as the model of designing

interactive learning multimedia because the phase is quite simple, that is by using three phases approach.

d. Relevant Studies

Some studies are relevant to the designing of English materials in the form of Interactive learning multimedia.

Dewanti (2011) conducted the study in a vocational high school. The research tried to develop interactive learning multimedia for the elementary level students of SMK Muhammadiyah 1 Wonosari, Gunung Kidul. In her findings, she stated the characteristics of developed interactive learning multimedia that were suitable for students. She developed her interactive learning multimedia based on Effective Communication English Textbook and combined the activities involve all four skills.

Meanwhile, Ari (2010) focused his research on the developing Scaffolding English Textbook of class VIII to be interactive learning multimedia. He focused his research on the oral cycle, listening and speaking skills. The research findings explained the characteristics of the interactive learning multimedia that were developed.

B. Conceptual Framework

As stated in the background of the problem that interactive learning multimedia is needed to be designed. The purpose of this study is designing the interactive learning multimedia for teaching reading and writing for grade VIII

students of SMP Muhammadiyah 10 Yogyakarta. One of the instructional multimedia design models that will be applied in this research is the theory of instructional multimedia design proposed by Hannafin and Peck.

In the first phase of designing the interactive learning multimedia, a needs assessment must be conducted to know the activities and tasks used in English instruction, especially in the reading and writing English teaching. But, in this case, the needs assessment is not needed because the writer designs the interactive learning multimedia from an electronic textbook from *Buku Standar Elektronik (BSE)* that is *Scaffolding English for Junior High School Students*, so the needs assessment had been conducted before the book was designed.

Then the next phase is designing the interactive learning multimedia product. In this phase, interactive learning multimedia is designed based on the theory of characteristics of the interactive learning multimedia.

After that, the next phase is developing/implementing the product. The product is developed by consulting to the material expert and multimedia expert. Then the product is revised based on the feedback got from the expert. After that, the product is implemented by trying out to the students to get the revisions.

Then the product is evaluated and revised. The feedback from the students then to be used to revise the product again and after that the product is packaged to be the final product of the interactive learning multimedia.

CHAPTER III RESEARCH METHOD

A. Type of Study

Based on the purpose of this study, that is designing the appropriate interactive learning multimedia that can be applied and used in the educational program, this study is classified into Research and Development (Gay: 1987). Gay states that Research and Development is a process used in developing and validating educational products. Moreover, he also states that the major purpose of Research and Development is not to formulate or to test theory but to develop products that can appropriately be used in the educational program. Based on Gay's theory, products are developed to fill a specific need and according to detailed specification. The completed products must also be tested in the field and revised until the specific level of effectiveness is achieved.

B. Setting of the Research

The research was conducted at SMP Muhammadiyah 10 Yogyakarta Grade VIII. It is located at Sagan, GK V/1046, Yogyakarta. There are three classes of grade VIII; those are classes 8A, 8B, and 8C. The researcher took 20 students of class 8A as the respondents.

C. Research Procedure

The procedures used to design the interactive learning multimedia for *Scaffolding English for Junior High School Students Grade VIII* in this research

were proposed by Hannafin and Peck design model, those were need assess, design the interactive learning multimedia, develop and implement the interactive learning multimedia, and evaluate and revise the interactive learning multimedia. Each of the steps is described below.

1. Needs Assessment

In Hannafin and Peck model, the first step to design the interactive learning multimedia was by conducting the need assessment. But in this case, because the interactive learning multimedia was developed from one of the electronic books (BSE), that is Scaffolding English for Junior High School Grade VIII, so the need assessment was not needed because the need assessment had been conducted before the book was designed.

2. Design

In this step, the interactive learning multimedia was designed. In the process of designing the product, the tasks from Scaffolding were modified. In this step, the product was called the first product of interactive learning multimedia.

3. Develop and Implement

In the next step, the interactive learning multimedia product was developed and tried out to the learners. The first product was evaluated by materials and multimedia experts and then after revising, it became the second product of interactive learning multimedia. After the second product was developed, the next step was trying out the product to the students of grade VIII of SMP Muhammadiyah 10 Yogyakarta. The purpose of this step was to get information whether the product developed met the learners' needs or not. Then the second

product was revised based on the feedback obtained from the questionnaire distributed during the try-out. This revised product then became the final product.

D. Instrument of the Research

The instrument used to gather the data in this research was the questionnaires. The questionnaire was distributed to get the evaluation from the students during the try-out. The questionnaire used to collect the data consisted of six main aspects. There were the content of the interactive learning multimedia, screen design, navigation, interactivity, audio, and feedback aspects of the interactive learning multimedia. The organization of the questionnaire was presented in the table below.

Table 3.1: The organization of the try-out questionnaire

Questions Numbers	The Purposes of the Questions
Part A No. 1-4	To find some information about the content aspect of the interactive learning multimedia
Part B No. 5-12	To find some information about the screen design aspect of the interactive learning multimedia
Part C No. 13-22	To find some information about the navigation aspect of the interactive learning multimedia
Part D No. 23-26	To find some information about the interactivity aspect of the interactive learning multimedia
Part E No. 27-32	To find some information about the audio aspect of the interactive learning multimedia
Part F No. 33-36	To find some information about the feedback aspect of the interactive learning multimedia

E. Data Collection

The data of this research were collected through questionnaire. The data from students' questionnaire were used to get the feedback. Feedback and comments were collected and analyzed to validate and support those data.

F. Data Analysis Technique

After the data were collected and selected, they were analyzed. By using the descriptive quantitative approach, the data were analyzed. The collected data were in the form of numbers rather than in the form of words.

This research used central tendency measures in analyzing the data of the responses from the learners. Further, Selinger and Shohamy (1989: 215) say central tendencies provide information about the coverage and the typical behavior of subject in respect to a specific phenomenon. Central tendencies consist of mean, mode, and median.

As stated in the previous part, the data were collected through the interview and the questionnaire. Therefore, the *Likert scale* was used over the statements mentioned in the questionnaire. Each indication of the responses to the statements was weighted with the score. The score was five points for *Strongly Agree* (SA), four points for *Agree* (A), three points for *Undecided* (U), two points for *Disagree* (D), and one point for *Strongly Disagree* (SD) (Dornyei, 2003). To make the data easier to read, the questionnaire were conversed into a scale of 1 to 5.

Table 3.2: Quantitative data conversion

Scale	Categories	Interval of Mean Values	
		Formula	Computation
5	Very Good	$X > \bar{X}_i + (1.8 \times S_{\bar{x}_i})$	$X > 4.2$
4	Good	$\bar{X}_i + (0.6 \times S_{\bar{x}_i}) < X \leq \bar{X}_i + (1.8 \times S_{\bar{x}_i})$	$3.4 < X \leq 4.2$
3	Fair	$\bar{X}_i - (0.6 \times S_{\bar{x}_i}) < X \leq \bar{X}_i + (0.6 \times S_{\bar{x}_i})$	$2.6 < X \leq 3.4$
2	Poor	$\bar{X}_i - (1.8 \times S_{\bar{x}_i}) < X \leq \bar{X}_i - (0.6 \times S_{\bar{x}_i})$	$1.8 < X \leq 2.6$
1	Very Poor	$X \leq \bar{X}_i - (1.8 \times S_{\bar{x}_i})$	$X \leq 1.8$

Proposed by Sudijono, 2003: 339

Table 3.2 above presents the scales and the categories of the quantitative data conversion. It also presents the formula of the interval of mean values and the computation of the formula. It is known that X is the average mean values of each aspect, \bar{X}_i is the ideal average mean values, and $S_{\bar{x}_i}$ is the ideal standard deviation.

The ideal average mean values can be obtained by the following formula:

$$\bar{X}_i = \frac{1}{2} (\text{maximum score} + \text{minimum score})$$

Here the maximum score = 5 and the minimum score = 1, then

$$\begin{aligned} \bar{X}_i &= \frac{1}{2} (5 + 1) \\ &= 3 \end{aligned}$$

Moreover, the ideal standard deviation can be obtained by the following formula:

$$S_{\bar{x}_i} = \frac{1}{6} (\text{maximum score} - \text{minimum score}), \text{ then}$$

$$\begin{aligned} S_{\bar{x}_i} &= \frac{1}{6} (5 - 1) \\ &= 0.67 \end{aligned}$$

After that, the researcher consulted the result of the average mean values of each aspect in the questionnaire to decide whether the product of the developed multimedia was good and met the learners' needs or not. The results of the

interactive learning multimedia are called effective and possible to apply if the obtained mean is more than 3 and on the contrary it is ineffective if the mean is less than 3.

G. Validity

Validity in research data refers to whether the data give a description of the topic being studied (Charles, 1998). The research used construct validity, content validity, and item validity in this research. There are many ways to measure the validity. In regard with the construct validity, it can be examined whether the data collection procedure was consistent with theories underlying the variable measured. In regard with the content validity, it can be identified whether the interactive learning multimedia developed was suitable with the students' needs and interest. Finally, item validity was measured through Product Moment Correlation Formula by using SPSS 16 for Windows. Based on the computation results, all the items of questionnaire were valid, with the value of r were more than 0.219. The complete computation can be seen in Appendix A.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

As stated in the previous chapter, the objective of the study is designing the appropriate interactive learning multimedia. So this chapter will discuss the designing of the appropriate interactive learning multimedia.

A. The Description of Scaffolding Coursebook

1. General Description

Scaffolding English for Grade VIII Students is one of the Electronic Text-Books (BSE) which can be used in the learning process. Scaffolding, as one of the BSE text-books, can be accessed, downloaded, copied, and also modified in other media freely.

The objective of this book is to give students reference to study English by using standart of content 2006, especially for Grade VIII students. Scaffolding can be used as a main book or as a guided book.

This book uses the communicative approach to develop the tasks and the materials which is divided into four micro skills; listening, speaking, reading, and writing. This approach helps students to develop their life-skill and to learn integrative materials and tasks.

Scaffolding for Grade VIII contains the materials for two semesters. There are five units in the first semester and four units in the second semester. In the first semester, Unit 1 – 3 are about Descriptive text and in Unit 4 – 5 are about

Recount text. Then, in the second semester, there are two functional texts; those are Recount text in Unit 6 and Narrative text in Unit 7 – 9.

2. Unit Description

In each unit of Scaffolding for Grade VIII, there are two cycles, the oral cycle and the written cycle. In the oral cycle, it is about speaking and listening skills while in written cycle, it is about reading and writing skills. After that, there is a “Lesson Proper” which is divided into two cycles, the oral cycle and the written cycle. In both cycles, there are some tasks used to develop students’ activities related to the cycles. After that, there is “Homework” to give more practice for students about the materials that have been learnt. Then, there is “Evaluation” to evaluate students’ understanding of the materials. After that, there is “Reflection” to know how much students’ understanding is. After reflection, there is “Summary” to summarize all the materials from its unit. To end the unit, there is “Vocabulary Lists” to list the difficult words students need to know.

Learning activities and materials on this book are developed to encourage students to learn English. The learning activities are done individually, in pairs, and in small groups. This is aimed at students’ activeness in understanding and expressing by using English naturally. Teachers’ roles in this book are to facilitate, give feedback, and encourage students in order that they can get much exposure in English. By this kinds of activities and also teachers’ role, hopefully through this Scaffolding English Book, students can practice to express themselves and they can communicate well in English.

There are two units of this Scaffolding English Book which are developed into the interactive multimedia product, that is Unit One and Unit Two. Those two units discuss Descriptive text.

In Unit One, in the written cycle, it is started with advertisements about 'lost and found'. There are 9 tasks in this unit, started from the easiest tasks until the complex ones. In almost each task, there is a model of how it can be done, so it can minimize the difficulty of doing the tasks. After all tasks have been done, there is Homework and Evaluation which are used as feedback to test students' understanding. There is also Reflection and Summary of Unit One. There is a Vocabulary List of some difficult words in Unit One.

In Unit Two, in the written cycle, the activities are almost same as Unit One. it is started with the description of a hollywood actor. In this description, there are some missing words that students must fill in. There are 10 tasks in this unit, and they are started from the easier tasks until the complex ones. In almost each task, there is a model of doing the tasks, so it can minimize the difficulty of doing the tasks. After all tasks have been done, there is Homework and Evaluation which are used as feedback to test students' understanding. There is also Reflection and Summary of Unit Two. There is a Vocabulary Lists of some difficult words in Unit Two.

B. The Design of Interactive Learning Multimedia

1. General Description

This interactive learning multimedia is divided into two modes; they are the full screen mode and the navigation mode. The full screen mode is chosen to make the students focus on the materials.



Figure 4.1: Main Menu

The figure above is known as Main Menu. In main menu, there are some buttons that can be selected. Those were Unit One, Unit Two, Learning Games and How to Use.

a. How to Use

In starting this interactive learning multimedia, the users should go to this page first to know how to use this product.

There are some buttons in How to Use, they are sound button, play/pause, back and next, zoom, and exit buttons.

- 1) Sound button: this button is used to control the volume of the sound by dragging the volume from 0 – 100%
- 2) Play/Pause button: this button is used to play or to pause the product.
- 3) Back and Next button: this is used to go to the previous slide and to go to the next slide.
- 4) Zoom: it is used to control the view of the page into full screen or navigation screen.
- 5) Exit: it is used to close and to exit from the interactive learning multimedia product.



Figure 4.2: How to Use Page

b. Unit One

The next button in the Main Menu is Unit One: *Describing Things and Animals*. It consists of the materials such as Tasks, Language Focus and Evaluation. If the button is clicked, the page is seen as follows.

SCAFFOLDING FOR GRADE VIII STUDENTS

DICTIONARY EXIT

Unit 1

Describing Things and Animals

Objectives

What comes to your mind when you hear the words "lost and found advertisement?"

The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance of objects. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.

articulate
powered presentation

SLIDE 3 OF 30 CLICK NEXT TO ADVANCE 00:13 / 00:13

Figure 4.3: Unit One Page

c. Unit Two

The next button is Unit Two: *The Gorgeous Idol*. It consists of reading and writing materials with various activities. There are Tasks, Language Focus, and Evaluation. Unit Two page can be seen in Figure 4.4.

SCAFFOLDING FOR GRADE VIII STUDENTS

DICTIONARY EXIT

Unit 2

Gorgeous Idol

Objectives

Do you have someone that you adore and he/she becomes your idol? Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about his/her physical appearance? You can learn how to describe people in this unit. It contains descriptive texts about people.

articulate
powered presentation

SLIDE 23 OF 30 CLICK NEXT TO ADVANCE 00:05 / 00:05

Figure 4.4: Unit Two Page

d. Learning Games

This button is used as the enrichment by providing kinds of games used to support the materials. There are four games in this page: Sequence, Short Sequence, Synonym, and Antonym. The figure can be seen as follows.



Figure 4.5: Games Page

2. Unit Description

Each unit of this interactive learning multimedia was developed based on the coursebook. There were two units which had been developed, *Describing Things and Animals* and *The Gorgeous Idol*. They are developed into three sections, *Tasks*, *Language Focus*, and *Evaluation*. Besides, there is also *Learning Games* to enrich the materials.

a. Unit One: Describing Things and Animals

1) Language Focus

The main activities on language focus are Adjectives and Descriptive text. In Adjectives, the users are asked to study the adjective phrase and how to use it.

Then, in Descriptive text, the users are asked to study Descriptive text through lost and found advertisements. The figures can be seen as follows.

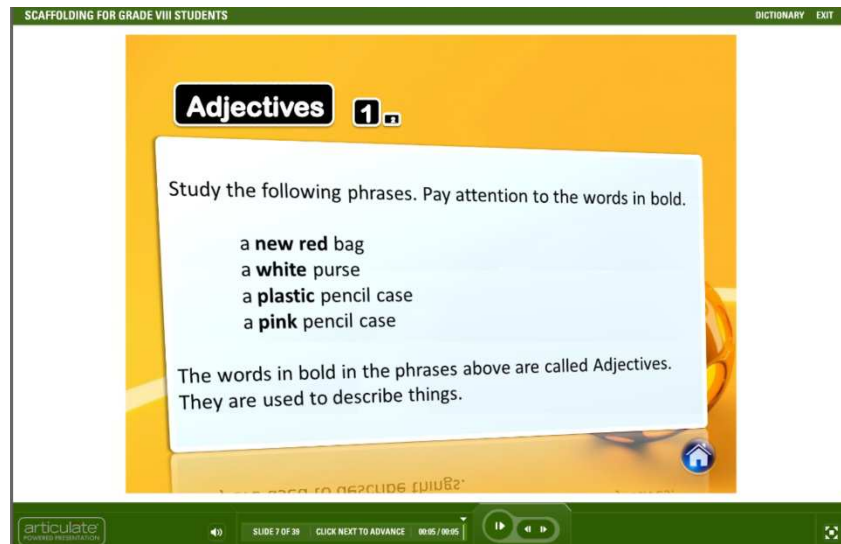


Figure 4.6: Adjectives Page

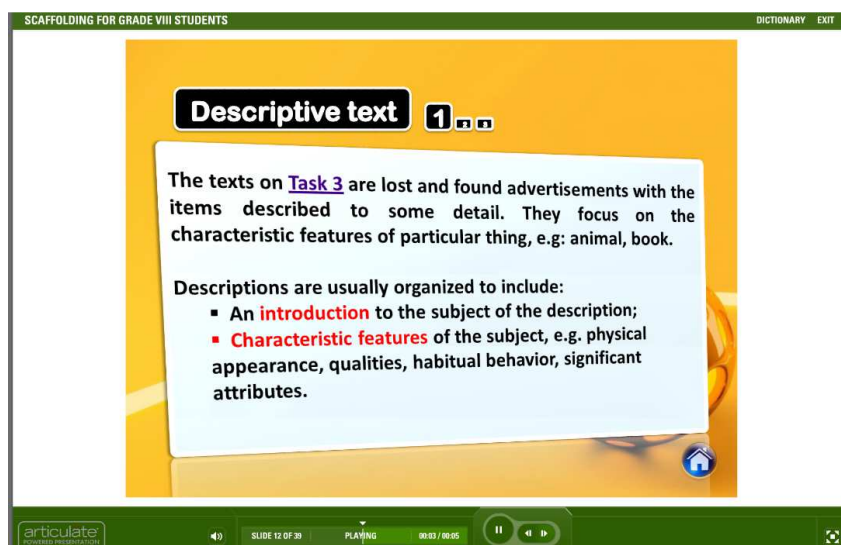


Figure 4.7: Descriptive text page

2) Tasks

The main activities are reading and writing. The users are asked to read, match, and to describe about Things and Animals in some different tasks. The figures can be seen as follows.

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 1
Question 1 of 3

Study the following objects carefully. Write the description of each object. Number 1 is done for you.



It is a funny cat

(1)



(2)

SUBMIT

articulate
POWERED PRESENTATIONS

SLIDE 9 OF 30 PLAYING 00:00 /

Figure 4.8: Describing Task Page

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 2 Point Value: 100
Question 1 of 1

Match the following words with the meanings.

contact	dengan segera
immediately	tanda
leather	menghubungi
marking	dompet
wallet	bulu

www.ahatrong.com

Score so far: 0 points out of 0 SUBMIT

articulate
POWERED PRESENTATIONS

SLIDE 10 OF 30 PLAYING 00:00 /

Figure 4.9: Match Task Page

The screenshot shows a slide titled "task 4" with the instruction: "Read the following statements. Choose 'true' if the statement is true and 'false' if the statement is false." Below the instruction is a progress bar with numbers 1 through 6, where '1' is highlighted. The statement to be evaluated is: "There is Rp. 55,500,00 in Dyar Taradwipa's wallet." Below the statement are two radio button options: "True" and "False". To the right of the options is a small image of a wallet. At the bottom of the slide, it says "Score so far: 0 points out of 0" and has a "SUBMIT" button. The slide is part of an "articulate" presentation, as indicated by the logo and "SLIDE 15 OF 30" in the footer.

Figure 4.10: True/False Page

3) Evaluation

In the end of Unit One, there will be Evaluation page. It is used to know the users understanding about the materials.

The screenshot shows a slide titled "Evaluation" with the instruction: "Describe objects and animals that you find in your house. Look at the example." Below the instruction is a table with three columns: "Room", "Objects", and "Description". The table contains the following data:

Room	Objects	Description
• bedroom	• a cupboard • a blanket • a pillow • a table • a mat	• It is a blue plastic cupboard. • It is a red wooden blanket. • It is a pink pillow. • It is a brown wooden table. • It is a white mat.

Below the table is a text input area with a "1." label, indicating the first question. At the bottom right of the slide is a "SUBMIT" button. The slide is part of an "articulate" presentation, as indicated by the logo and "SLIDE 22 OF 30" in the footer.

Figure 4.11: Evaluation Task Page

b. Unit Two

1) Language Focus

There are two activities in language focus; they are Descriptive text page and Word Order page. Figure 4.12 and Figure 4.13 illustrate the language focus on Unit Two.

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

NOTES

As explained in UNIT 1, a descriptive text focuses on the characteristic features of particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description; characteristic features of the subject, e.g. *physical appearance, qualities, habitual behavior, significant attributes.*

articulate SLIDE 26 OF 39 CLICK NEXT TO ADVANCE 00:11 / 00:11

Figure 4.12: Descriptive Text Page

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 4

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

articulate SLIDE 29 OF 39 CLICK NEXT TO ADVANCE 00:05 / 00:05

4.13: Word Order Page

2) Tasks

There are various tasks on Unit Two. There are Match task, True/False, Drag and Drop, and Writing tasks. Those kinds of tasks are used to drill the users in comprehending the reading skill and describing their idols in the form of writing. The illustrations of the tasks can be seen in the following figures.

The screenshot shows a slide titled "Unit 2 - task 1" with a point value of 10. The instruction is "Match the celebrities and the description." There are six numbered blue circles (1-6) on the left, each with a small celebrity photo. To the right are six "Select" dropdown menus. A large, glowing orange sphere is on the right side of the slide. At the bottom, it says "Score so far: 0 points out of 0" and has a "SUBMIT" button. The footer includes the "articulate" logo and navigation controls for slide 24 of 30.

4.14: Match Task Page

The screenshot shows a slide titled "Task 3 - Unit 2" with a point value of 10. The instruction is "Question 1 of 6" and the text is "Tobey Maguire is an English actor." Below the text are two radio buttons labeled "True" and "False". On the right, there is a box titled "Tobey Maguire" containing a small photo of him and a paragraph of text with numbered blanks (1-8) for a matching task. At the bottom, it says "Score so far: 0 points out of 0" and has a "SUBMIT" button. The footer includes the "articulate" logo and navigation controls for slide 28 of 30.

Figure 4.15: True/False Task Page

The screenshot shows a slide titled "Task 5 - Unit 2" with a point value of 10. The instruction reads: "Look at the celebrity and choose the correct physical appearances based on the picture." A small image of a man with dark hair is shown. Below the instruction is a text input field labeled "1." and five multiple-choice options, each in a rounded rectangular button:

- He has brown hair, bald, and an oval face.
- He has slanted eyes, straight black hair and an oval face.
- He has muscular body, black skin and an oval face.
- He has beautiful eyes, short straight hair and an oval face.

At the bottom of the slide, it says "Score so far: 0 points out of 0" and has a "SUBMIT" button. The presentation interface at the bottom shows "SLIDE 30 OF 30" and "PLAYING" status.

Figure 4.16: Drag and Drop Task Page

The screenshot shows a slide titled "Task 8 - Unit 2" with a point value of 0. The instruction reads: "Find two texts about some actors or actress which contain their physical appearances. Rewrite the texts in your own words." Below the instruction is a large text input field labeled "1." for writing the answer. At the bottom of the slide, it says "Score so far: 0 points out of 0" and has a "SUBMIT" button. The presentation interface at the bottom shows "SLIDE 33 OF 30" and "PLAYING" status.

Figure 4.17: Writing Task Page

3) Evaluation

In the end of Unit Two, there will be Evaluation page to evaluate whether the users have understood the materials or not.

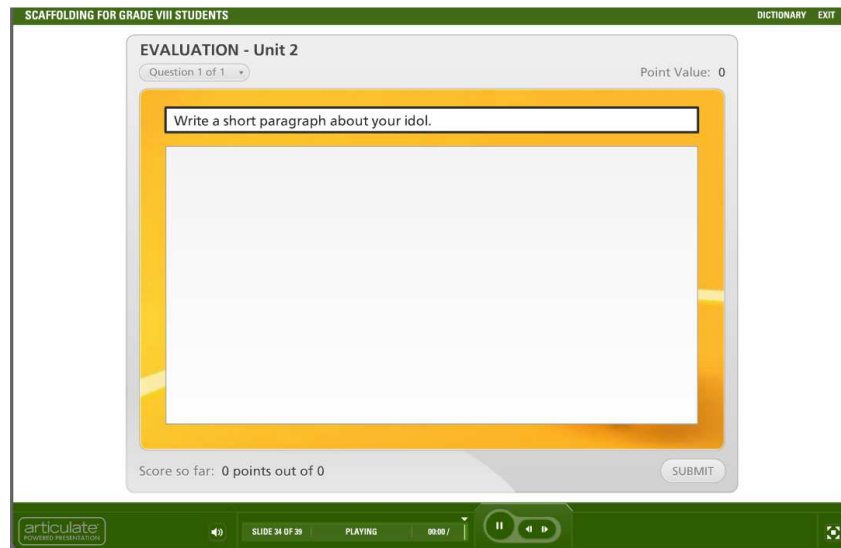


Figure 4.18: Evaluation Page

c. Learning Games

There are four Learning Games in this interactive learning multimedia. Those are: Sequence, Short-Sequence, Synonym, and Antonym. In Sequence game, the users are asked to rearrange the jumble sentence to be the correct one. Then, in Short Sequence game, there will be jumble words and the users are asked to drag and drop to make a good sentence. The following figures can be seen as follows.

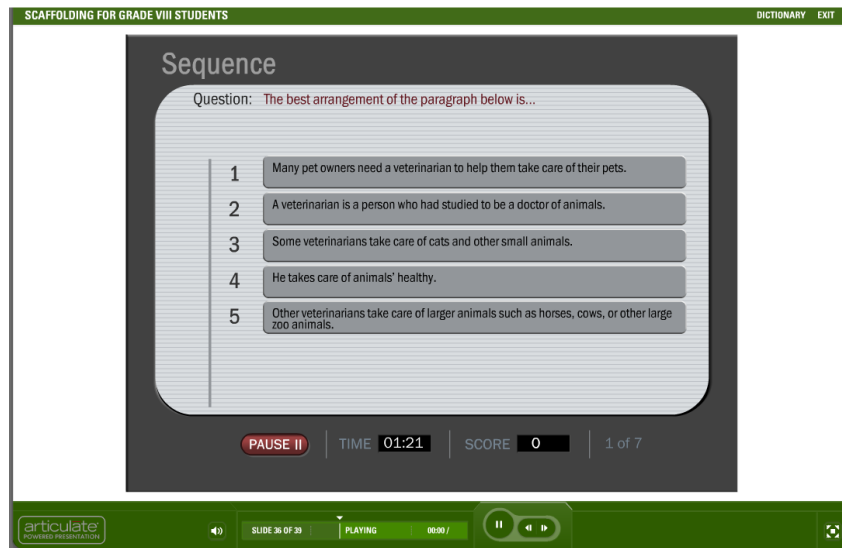


Figure 4.19: Sequence game

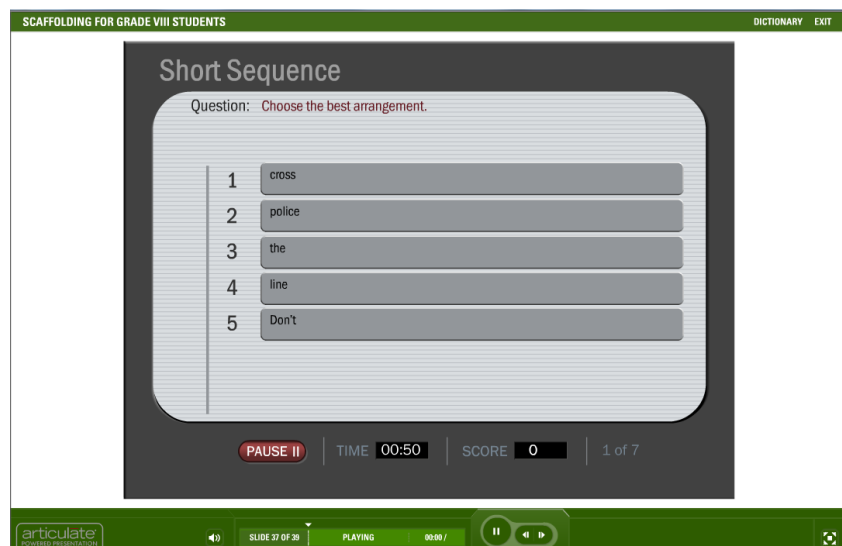


Figure 4.20: Short-Sequence game

Figure 4.19 and Figure 4.20 are about Synonym and Antonym game. In the Synonym and Antonym game, the words used as games are related to the topics in Unit One and Unit Two, so it can enrich students' mastery on vocabulary.

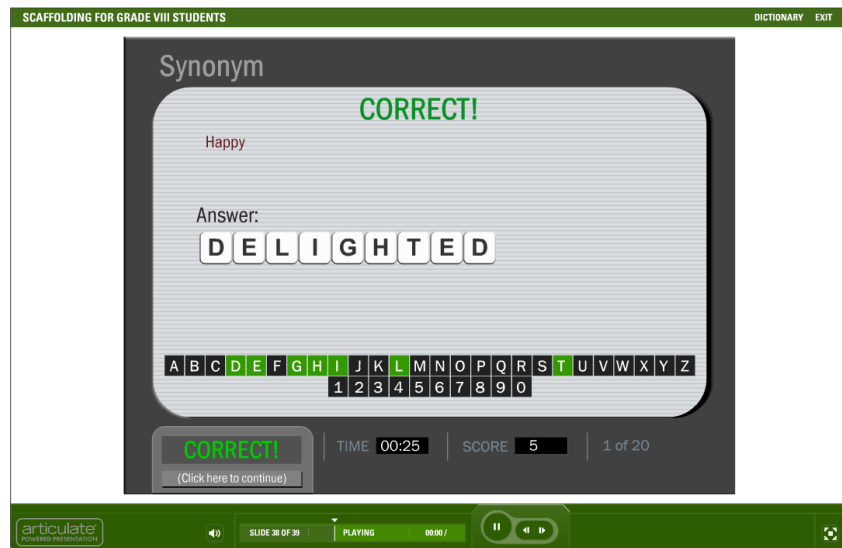


Figure 4.21: Synonym game

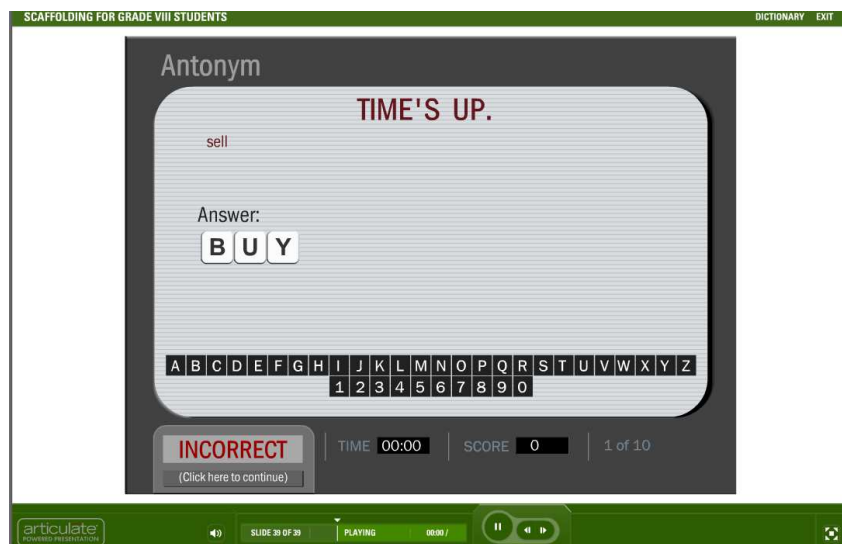


Figure 4.22: Antonym game

C. The First Product of the Interactive Multimedia

In designing the first product, there were two main parts of the interactive multimedia contents designed; they were main menu and unit description of Unit One and Unit Two.

In main menu, there are some menus that can be selected, those are 'profile' menu, 'home' menu, 'games' menu, 'Unit One – describing things and animals' menu, 'Unit Two – The Gorgeous Idol' and 'reference' menu.

In the 'profile' menu, it can be seen about the detail information of the author of this interactive multimedia and the contact for further information about the interactive multimedia product.

In the 'games' menu, there are four educational games related to Unit One, those are 'Sequence', 'Short Sequence', 'Synonym', and 'Antonym'. 'Sequence' part contains a game to arrange jumble sentence of a Descriptive text within limited time given to make it into a good paragraph. In 'Short Sequence' part, it is almost the same with the 'Sequence' part, but it is aimed to arrange jumble words within limited time given to make it into a good sentence. In 'synonym' part, the similar meaning of the words have to be guessed in the available box, while in 'antonym' part, the opposite words given by the computer have to be guessed correctly.

In the Unit One and Unit Two menu are divided into some learning parts, they are the objectives of the study, the tasks which are integrated both reading and writing activity, evaluation of the task that has been learnt, then reflection of how much it had been mastered, and some vocabulary lists to find some difficult words.

In the 'reference' menu, it can be seen some educational links that can be used as further study if need more information about Unit One and Unit Two.

D. Evaluation and Revision of the First Product

1. The Evaluation of the First Product

In evaluating the first product of the interactive learning multimedia, it was presented to a material and multimedia expert that was Mrs. Suciati, M.Ed. The feedback obtained from her was used to revise the interactive multimedia product. Below is the description of the feedback from the expert.

a) Layout of the interactive multimedia product

There were two ways of the layout of this interactive multimedia. The first model was full screen mode and the other was navigation screen mode. In the first product, the navigation screen mode that was used was able to see all the navigations, button, and outline of the materials. But it was not effective because the concentration would not fully direct to the content of the materials, so the expert suggested changing it into the full screen mode where it only focused on the content.

b) Content of the interactive multimedia product

There were some suggestions from the expert related to the content of the interactive multimedia product. First, almost all the instructions of the tasks were not ended by full stop mark. Then there were some contents in the main menu needed to be omitted because they did not represent the whole interactive multimedia product, so it should not be located on main menu. The contents should be omitted were '*profile*' menu, '*reference*' menu, and '*home*' menu.

c) The button of the interactive multimedia product

There were some buttons that actually not needed in this interactive multimedia product. And in all the tasks, there were no button directed to go back to main menu, so it should be added with the button that linked to the main menu in all tasks.

d) The setting of the interactive multimedia product

On the first product, it did not allow to continue or to execute to the next materials if all the previous materials were not be learnt. It was because the previous materials needed to be learnt and understood first before continuing to the next materials, so it would be difficult to study the next material if the previous materials were not mastered yet. But the expert gave another insight that actually one of the concepts of interactive multimedia was students self-access. It meant that the users could access any materials that they wanted to study. It was also difficult for the users that it was not the first time for them to study this interactive multimedia, so whenever they wanted to continue their materials they should repeat all the materials from the beginning.

2. The Revision of the First Product

As described in the previous part, the expert's suggestion became the important inputs to improve the interactive multimedia product. The revision done is described below.

The first revision was related to the layout of the interactive multimedia product. In the first product, the layout still used the navigation screen mode in default, so all the navigations, buttons, and outlines of the interactive multimedia product still can be seen. In the second product, the layout had been changed into full screen mode so the materials can be learnt more focus on the content. The layout before and after the revision can be seen in Figure 4.23 and 4.24.

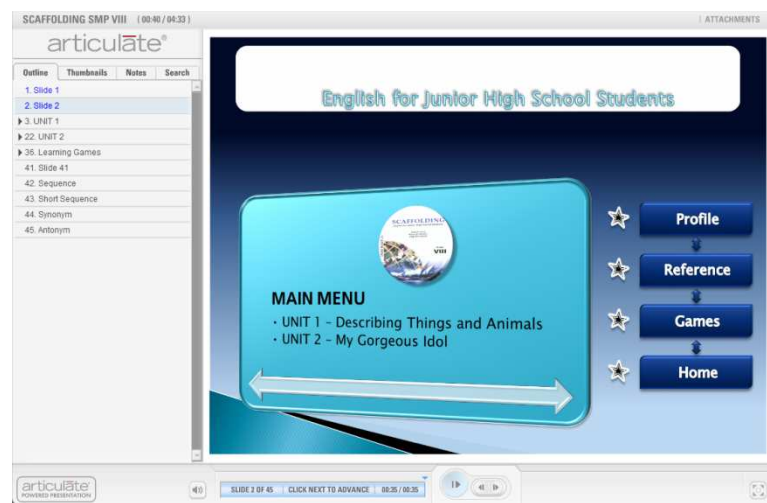


Figure 4.23: The lay out before revision



Figure 4.24: The lay out after revision

The second revision was related to the content of the interactive multimedia product. In the first product, there were no full stop marks in almost all the instruction of the tasks. The page of the incomplete instruction of the task can be seen as follow:



Figure 4.25: Task before revision (no full stop marking)

As a result, it was added the full stop mark and added the “home” button to go back to the main menu. The revision of the page can be seen as follow:



Figure 4.26: Task after revision

Then, there were some contents in the main menu that should be omitted and added. As a result, there were only four menus in the main menu page; ‘Unit

One’ menu, *Unit Two*’ menu, *learning games*’ menu, and added by *how to use*’ menu.

Main menu before revision and after revision can be seen in Figure 4.27 and Figure 4.28

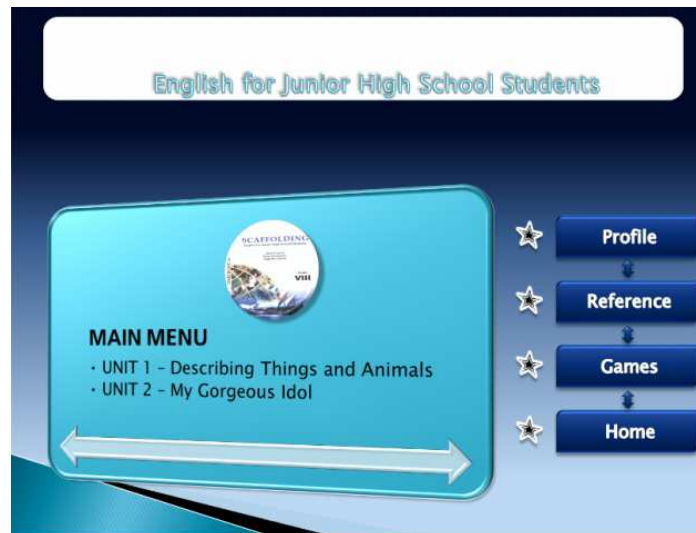


Figure 4.27: Main menu before revision



Figure 4.28: Main menu after revision

The next revision dealt with the buttons. In the first product, there was no ‘home’ button that linked to the main menu. In the second product, all the tasks contained ‘home’ button.

The part of the material before revision can be seen in Figure 4.29 and the part of the material after revision can be seen in Figure 4.30.

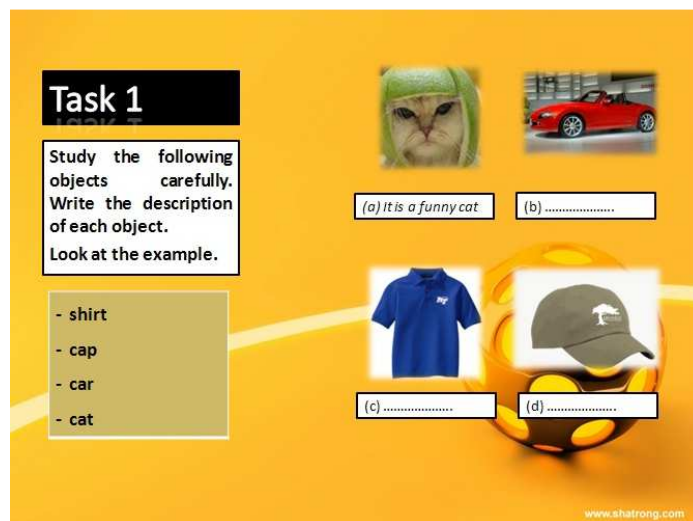


Figure 4.29: The part of the materials before revision (no home button)

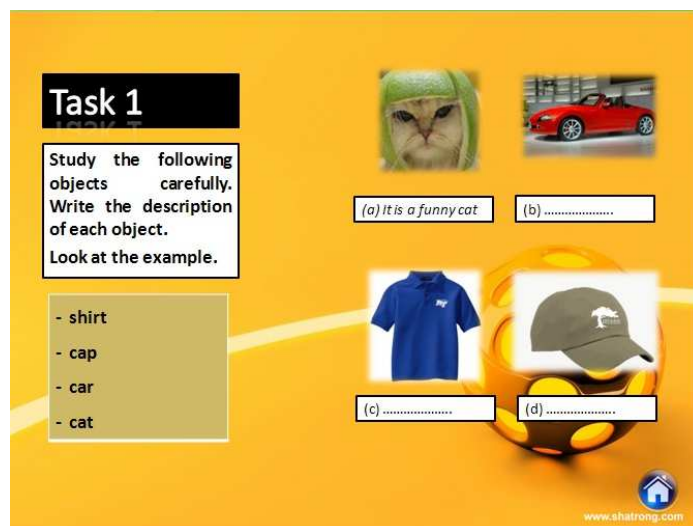


Figure 4.30: The part of the materials after revision

The next revision was about the setting of the Objectives of the Unit. In Objectives of the Unit, there was no “objectives” word on the page. The page before revision can be seen as follow:



Figure 4.31: The setting of the Objectives of the Unit before revision

Then, it was added with the word “objectives” on the page and also changed the color of the page into black. This was done to emphasize that the page was an important part of the unit. It was also added the “home” button to make it easier to go back to the main menu. The page after revision can be seen as follow:



Figure 4.32: The setting of the Objectives of the Unit after revision

The next revision was about the setting of the interactive multimedia product. In the first product, the next material could not be accessed before all the previous materials had been learnt and it was needed to finish studying the previous materials first. In the second product, all the materials needed to be learnt could be accessed anytime.

The complete revision of the first product can be seen in Appendix C, and the summation of the first product revision are presented in the following table.

Table 4.1: The Revision of the First Product

	The First Product	The Revision
Main menu	there were some menu the users can select; 'Profile' menu, 'Home' menu, 'games' menu, 'Unit One – Describing Things and Animals' menu, 'Unit Two – My Gorgeous Idol' menu and 'Reference'	There were some omissions of the menu: 'Profile' menu, 'Home' menu, and "Reference" menu. The revision menu were: 'learning games' menu, 'Unit One – Describing Things and Animals' menu, 'Unit Two –

	menu.	<i>My Gorgeous Idol</i> menu, and <i>'How to Use'</i> menu.
	The layout was navigation screen mode.	The layout was full screen mode.
Colour	The background of the product was mainly green.	The background of the product was mainly orange.
Objectives	There was no 'objectives' word	There was 'objectives' word
Unit 1-Task 2	There was no full stop mark at the end of the sentence " <i>Match the following words with the sentence</i> ".	Full stop mark was added at the end of the sentence " <i>Match the following words with the sentence</i> ".
Unit 1-Task 3	There was no full stop mark at the end of the sentence " <i>Read the advertisements below to know some information about them</i> ".	Full stop mark was added at the end of the sentence " <i>Read the advertisements below to know some information about them</i> ".
	The position of Task 3 should be replaced with task 4.	The position had been replaced between Task 3 and Task 4.
Unit 1-Task 5	There was no full stop mark at the end of the sentence " <i>Study the rule below</i> ".	Full stop mark was added at the end of the sentence " <i>Study the rule below</i> ".
Unit 1-Task 6	There was no full stop mark at the end of the sentence " <i>Look at the example</i> ".	Full stop mark was added at the end of the sentence " <i>Look at the example</i> ".
Unit 1-Task 9	There was no full stop mark at the end of the sentence " <i>Rewrite them in your own words</i> ".	Full stop mark was added at the end of the sentence " <i>Rewrite them in your own words</i> ".
Animation	The animation used was so slowly so that it took a lot of	The animation of the movement text was speeding

	time to access the material	up.
Setting of the material	The users could not access the next material if they did not finish studying all the previous materials.	The users could access all the material they wanted to learn and they could access the material and did not need to finish the previous material first.

E. The Try-Out

As stated in Chapter 3, the interactive multimedia that had been designed would be tried-out to the learners to examine whether the learners could engage with the designed interactive multimedia or not.

There were two units developed in this set of interactive multimedia product for junior high school grade VIII. The discussions of the interactive multimedia product took one meeting. The instructor of this program was the researcher. The duration of the meeting was for about 80 minutes in each meeting.

The try-out was held on December 9th, 2010 from 08.30 – 09.50 a.m. The topic being tried was Unit One, about “Describing Things and Animals” and Unit Two “The Gorgeous Idol”. The try out was held in the computer laboratory of SMP Muhammadiyah 10 Yogyakarta. There were 20 computers for students in the room, and one computer for teacher. The seats were arranged into horse shape formation. There were 20 students who attended the try out.

Before starting the lesson, the researcher introduced himself to the students. Then the lesson was started. At first, the researcher asked all the students to open the interactive multimedia product that had been copied in the computer.

Before the students accessed the interactive multimedia product, the researcher gave the explanation to them that the interactive multimedia product they would learn was about the written activity; reading and writing activity. The students were also reminded that it would be better for them to learn “how to use” menu first before they tried to access the interactive multimedia product to make them easier in executing all the menu and buttons they would study. After they studied “how to use” menu and they have understood how to use the interactive multimedia product, the researcher let them to go back to the main menu by clicking “back” or “next” button.

The next section, the researcher asked the students to start to study Unit One and Unit Two and then to do the tasks on their own computers. The researcher went around guiding some students which were still confused of what they will do in their interactive learning multimedia product. Then, because some students still did not know what they had to do, the researchers guided all the students to open Task One, and then conveyed that in Task One they had to explain about the picture they got in Task One, and number one was done for them as an example. If the students did not know what the terms of the pictures in English were, they were asked to open the mini dictionary provided in the end of Unit One, by changing their full screen mode into the navigation screen mode, so they could select the mini-dictionary in the navigation panel. Then if they wanted to go back to Task One, they only needed to choose and click Task One in the navigation panel. And automatically, they would be brought back into Task One. After they had finished to do the Task One, there were some options in the end of

Task One, there were “send to email”, “save”, and “print out”. Then the researcher asked the students to submit their work by clicking send to email by writing their name and class as the subject, so the researcher could evaluate the students’ sheet. But if they studied the product as the self-access students, they could check the model of the right answer in the review. If they had finished in doing Task One, the researcher asked them to continue the next task and did task as they did in previous task.

During this activity, the researcher’s role was only to guide the students who still had difficulties in accessing the interactive multimedia product.

When the time was almost up, the researcher gave the questionnaire and asked the students to evaluate the First and Second Unit of the interactive multimedia product to know whether it was good or still needed more revisions.

F. Evaluation and Revision of the Second Product

1. The Evaluation of the Second Product

The second product of the interactive multimedia product was evaluated by the students of SMP Muhammadiyah 10 Yogyakarta who attended the try-out. The purpose of this step was to obtain the general opinion and suggestions of the students of SMP Muhammadiyah 10 Yogyakarta toward the materials being tried-out. The evaluation was done by distributing questionnaire to the students. The questionnaire given covered all the aspects and elements of an effective interactive multimedia product. The results of the data lead to a new final product of the interactive multimedia.

The questionnaire results analysis was done by using the Microsoft Office Excel software. Since the questionnaire used the five point Likert scale, the results show the Mean of each questionnaire item. The detail of content analysis result is illustrated in Tables 4.2. Table 4.2 shows the analysis of the content in the Scaffolding English Interactive Multimedia.

Table 4.2: **The Result of Content Aspect**

No	Statements	Mean	Explanation
1.	The contents are formed clearly and understandable.	4.00	Good
2.	There are various activities.	4.05	Good
3.	Interactive multimedia product can be accessed freely and students can move to different units they want.	4.35	Very good
4.	The interactive multimedia product allows students to study the material, repeat, or explore another unit.	4.3	Good

The mean values the statements in the questionnaire range from 4.00 (statement 1) to 4.35 (statement 3). They could be classified into “*Very Good and Good*” category. In general, the respondents stated same opinion that the material was clear and understandable. The activities was also various for reading and writing activities. The interactive multimedia also allowed them to freely move in which unit they liked; beside they can study, repeat or explore the materials.

Table 4.3 shows the analysis of screen design aspect of the interactive multimedia.

Table 4.3: **The Result of Screen Design Aspect**

No	Statements	Mean	Explanation
1.	Screen is designed clearly and understandable.	4.00	Good
2.	The material presentation can attract students.	4.10	Good
3.	The material presentation can stimulate students' memory.	3.95	Good
4.	Font designs are effective both in style and in size.	4.05	Good
5.	The text is clear and easy to read.	4.15	Good
6.	The use of color is appropriate.	4.05	Good
7.	The use of color is consistent in all materials.	4.00	Good
8.	The presentation integration is well organized.	4.00	Good

Based on table 4.3, the mean values ranges from 3.95 (statement 3) to 4.15 (statement 5). They could be classified into "Good" category. Most of the students agreed that the screen design aspect was designed as their needs so the material which was presented could attract students to study English. Through the combination of designs, color, and fonts' style, it could also stimulate students' memory and interest in learning English.

Then, table 4.4 shows the analysis of navigation aspect.

Table 4.4: **The Result of Navigation Aspect**

No	Statements	Mean	Explanation
1.	The navigational system is consistent and in the right place.	4.05	Good
2.	Button and link are easy to understand.	4.10	Good
3.	The navigational system has consistency structure.	4.20	Good
4.	"How to use" button is used to gain the information of how to use.	4.00	Good
5.	"Submit" button is used to collect/check the students' answer.	4.05	Good
6.	"Content map" button is used to observe the available material list.	4.10	Good
7.	"Home" button is used to go back to the main menu.	4.15	Good

8.	“Exit” button is used to go back to the main menu.	4.00	Good
9.	“There are buttons to access the material in series”	3.90	Good
10.	There are buttons to go to previous or next material.	3.90	Good

The table shows that the result of the mean values of each statement ranges from 3.90 (statement 9 and 10) to 4.20 (statement 3). Their category was “*Good*”. This result shows that the students agreed with the navigation aspect. They agreed that the navigational system of the interactive multimedia is functional. The navigation system was also consistent in structure and location. Every key button on the interactive multimedia also worked well.

The following table is the analysis of interactivity aspect of interactive multimedia:

Table 4.5: The Result of Interactivity Aspect

No	Statements	Mean	Explanation
1.	Interactive multimedia interactivity is proper to students’ capability.	3.95	Good
2.	This interactive multimedia interactivity is likely to have the interaction by using standard icon or button.	3.75	Good
3.	Interactive multimedia lets students to practice what they have learnt, not only memorize it.	3.85	Good
4.	This interactive multimedia lets the students to gain the information by exploring it actively.	4.05	Good

From the table, it shows that the result of the mean values of each statement ranges from 3.75 (statement 2) to 4.05 (statement 4). Their category was “*Good*”. This result shows that the students agreed to the interactivity of the interactive multimedia. The interactive multimedia let students to be the active learners by exploring the interactive multimedia actively. It also let students to

learn English by practicing, not only memorizing, and it could stimulate their minds to study in effective way.

Table 4.6 shows the result of video and audio aspect of interactive multimedia product.

Table 4.6: The Result of Video and Audio Aspect

No	Statements	Mean	Explanation
1.	The quality of texts, pictures, sounds, and graphics is good.	3.95	Good
2.	The pictures used are relevant to the materials.	3.90	Good
3.	The using of pictures support the materials.	4.05	Good
4.	The quality of the sound is good.	3.90	Good
5.	The sound is an alternative tool used to present the materials, it can be used or not.	3.80	Good

From the table, it shows that the result of the mean values of each statement ranges from 3.80 (statement 5) to 4.05 (statement 3). Their category was “*Good*”. This result shows that the students agreed that the pictures, sounds, and graphics used was appropriate to support learning activities. The sound was also optional and the volume could be controlled by them whether they wanted to listen it loudly or not, even if they wanted to turn off the sounds they just needed to decrease the volume into 0 percent.

Table 4.7 shows the analysis of feedback aspect of interactive multimedia product.

Table 4.7: **The Result of Feedback Aspect**

No	Statements	Mean	Explanation
1.	The feedback given in this interactive multimedia is varies.	4.20	Good
2.	There is a feedback after students finished to do the task.	4.10	Good
3.	For the wrong answers, there is an option of the correct answer or if they want to try the task again.	4.05	Good
4.	Students can print the answers, send it to email, and save it into .txt (notepad).	4.05	Good

From the table, it shows that the result of the mean values of each statement ranges from 4.05 (statement 3 and 4) to 4.20 (statement 1). Their category was “*Good*”. This result shows that the students agreed that the feedback given in this interactive multimedia product was varied. The students got feedback after they submitted their works, and before they finally submitted their works, there was an option to recheck their work in case they still wanted to correct it. For the wrong answer, there was also an option of the correct option if they wanted to know the correct one, or they wanted to try to do the task again. For the writing task, the students could save their work into notepad (.txt) or they could print their answer. Another option, they could send it to email if they wanted to submit the work via network.

2. The Revision of the Second Product

The result of the evaluation of the second product showed that the respondents agreed to the interactive multimedia product. It means that the interactive multimedia product developed had fulfilled the requirement for appropriate interactive multimedia product for the students.

In this research, the respondents' suggestions and opinions were used as the inputs to revise the materials. However, there was no significant revision on the second product of the interactive multimedia product except for the vocabulary lists. At first, the vocabulary lists was located on the last of the page of Unit One and Unit Two. But they got difficulties in accessing the vocabulary, because anytime they wanted to see the vocabulary lists they had to go to the last page of the unit. Based on that problem, the researcher changed the position of the vocabulary lists. It was not located on the last page of each unit, but it was located beside exit button, so anytime they wanted to access the vocabulary lists, they had no more difficulties.

G. Final Product of the Interactive Multimedia

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

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The objective of this research is to design the appropriate interactive learning multimedia for *Scaffolding: English for Junior High School Students Grade VIII*. Based on the research findings and the discussions of the research study, the conclusions are as follows:

1. The Appropriate Design of Interactive Learning Multimedia

Based on the research findings and discussions, the appropriate design of the interactive learning multimedia for Scaffolding in written activity has the following features:

a. Learning objectives

This section presents the objectives that student must achieve in each units.

b. Reading

This section offers the students to read some text types such as descriptive texts. It also provides exercises to check students' understanding of main ideas and important details in the reading activity.

c. Writing

This section allows the students to rewrite the texts in reading activity with their own words in the blank square.

d. Evaluation

This section allows the students to evaluate what they have learnt in the activity.

e. Language Focus

This section gives students an opportunity to learn the grammatical language.

f. Dictionary

This section can help students to find the meaning of some difficult words in each unit.

2. The characteristics of an effective interactive multimedia

The researcher concluded that there are six features of multimedia affect the effectiveness of interactive multimedia, namely, screen design, learner control and navigation, use of feedback, student interactivity, and video and audio elements.

a. Content

- The content should be organized in a clear and understandable manner.
- The activities should be varied.

b. Screen design

- The screen design should captivate students' attention.
- The color should be used well on the screen
- The text should be clear and easy to read.

c. Navigation

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

d. Interactivity

- It should provide opportunities for interaction with standardized icons.
- It should develop active learning by allowing them to be active learners.

e. Audio

- It should have good quality of the sound
- The use of sound could support meaningfully the text provided.

f. Feedback

- The feedback should be varied.
- There should be feedback as soon as the students answer the questions.
- There should be options to retry the tasks and to print the result and the feedbacks.

B. Suggestion

This research study is significant for the attempt of designing an appropriate interactive learning multimedia for *Scaffolding: English for Junior High School grade VIII*. There are some suggestions for this kind of research that can be addressed to students and English teachers of junior high school, the students of English Education and other researchers.

1. Grade VIII Students of Junior High Schools

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 materials presentation in this program based on their needs. They are able to acquire knowledge of the subject matter presented in different views, interesting ways and fun so that it can enhance their motivation and learning outcomes.

2. English Teachers

Teachers can develop their own interactive learning multimedia based on students' needs. Interactive learning multimedia should be used and optimized as additional sources and as supplement for the students. English teachers 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 will much more meaningful for the students.

3. English Education Students

It would motivate English Education students to be more creative in designing the materials based on the students' need so it can make a good impression for the students that studying English is an interesting activity.

4. Other Researchers

Designing an appropriate interactive learning multimedia is a tedious and complex task. It requires multiple levels of design and development efforts and skills. There are challenges with the task of selecting content, appropriate screen designs, commonly accepted user-interfaces, clear directions for access and system and application software that are appropriate for interactive learning multimedia development, as well as appropriate multimedia elements. It should also be based on educational theory, instructional design theory and an understanding of multimedia. A team approach may be the most appropriate way to develop appropriate interactive learning 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 will be other researchers test this interactive learning multimedia using action research approach to check its appropriateness in the teaching and learning process.

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APPENDICES

Appendix A

Computation Result

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation
VAR00001	137.05	7.418	0.255
VAR00002	137.00	7.368	0.276
VAR00003	136.70	6.958	0.249
VAR00004	136.75	6.513	0.343
VAR00005	137.05	8.471	-0.315
VAR00006	136.95	7.839	-0.255
VAR00007	137.10	7.989	-0.258
VAR00008	137.00	7.684	0.255
VAR00009	136.90	8.516	-0.379
VAR00010	137.00	7.895	-0.284
VAR00011	137.05	7.839	0.264
VAR00012	137.05	7.839	0.275
VAR00013	137.00	6.211	0.338
VAR00014	136.95	7.524	-0.267
VAR00015	136.85	8.239	-0.221
VAR00016	137.05	8.050	-0.272
VAR00017	137.00	7.789	-0.258
VAR00018	136.95	8.155	-0.397
VAR00019	136.90	7.568	0.268
VAR00020	137.05	8.682	-0.350
VAR00021	137.15	8.029	-0.263
VAR00022	137.15	6.871	0.266
VAR00023	137.10	7.674	-0.274
VAR00024	137.30	6.747	0.246
VAR00025	137.20	7.432	-0.262
VAR00026	137.00	7.474	0.258
VAR00027	137.10	8.411	-0.318
VAR00028	137.15	6.661	0.306
VAR00029	137.00	8.421	-0.284

VAR00030	137.15	6.976	0.291
VAR00031	137.25	6.829	0.296
VAR00032	136.85	7.818	-0.264
VAR00033	136.95	7.945	-0.225
VAR00034	137.00	7.263	0.298
VAR00035	137.00	7.474	0.258

Statistics

		VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		4.00	4.05	4.35	4.30	4.00	4.10	3.95
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4

Statistics

		VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		4.05	4.15	4.05	4.00	4.00	4.05	4.10
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4

Statistics

		VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		4.20	4.00	4.05	4.10	4.15	4.00	3.90
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4

Statistics

		VAR00022	VAR00023	VAR00024	VAR00025	VAR00026	VAR00027	VAR00028
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		3.90	3.95	3.75	3.85	4.05	3.95	3.90
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4

Statistics

		VAR00029	VAR00030	VAR00031	VAR00032	VAR00033	VAR00034	VAR00035
N	Valid	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0
Mean		4.05	3.90	3.80	4.20	4.10	4.05	4.05
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		4	4	4	4	4	4	4

Appendix B

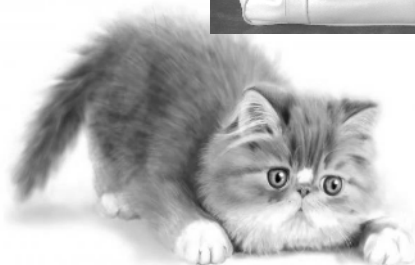
Scaffolding
Coursebook

DESCRIBING THINGS AND ANIMALS

In communicating with others we sometimes have to describe thing/s in order to give more information to the person we are talking with. Usually we describe something by mentioning its particular characteristics with adjectives. Do you know how to describe your things or your pets?

When you need somebody's help, you use some expressions of asking for goods and services. On the other hand, sometimes you have to respond to someone who asks you to do something for him/her. How do you say that?

What comes to your mind when you hear the words "lost and found advertisement"? The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.



A. Lead-in



Task 1

Study the following objects carefully. Write the description of each object. Look at the example.

a bucket
a chair
a comb
a dustbin
a helmet
a wardrobe



Picture 1.1

(a) *It is a purple bucket.*



Picture 1.2

(b) ...



Picture 1.3

(c) ...



Picture 1.4

(d) ...



Picture 1.5

(e) ...



Picture 1.6

(f) ...



B. Lesson Proper



Focus on Listening and Speaking



Task 2

Listen carefully to the monologue on "Things in My Bag" (the listening script is in the Appendix). Then, answer the following questions.

1. Who is Putri?
2. What colour is her new bag?
3. What items has she got in her bag?
4. What is her pencil case like?
5. How many lessons will she have today?



Task 3

Listen to the monologue in Task 2 once again. Then, study the following explanation.

In the monologue in **Task 2** you find the following phrases. Pay attention to the words in bold.

- a **new red** bag
- a **white** purse
- a **plastic** pencil case
- a **pink** pencil case




The words in bold in the phrases above are called Adjectives. They are used to describe things. You can put Adjectives to describe things in the following order.




Adjectives				Thing
Size	Age	Colour	Material	
big small large	old new	black white silver green red yellow blue purple	wooden plastic aluminium iron	table basket box chair



Task 4

Describe the following objects. Look at the example.

No.	Picture	Description
1.	 <p>Picture 1.7</p>	It is <i>an antique red lantern.</i>
2.	 <p>Picture 1.8</p>	It is
3.	 <p>Picture 1.9</p>	It is

4.	 Picture 1.10	It is
5.	 Picture 1.11	It is
6.	 Picture 1.12	It is



Task 5

Ask three of your classmates to describe things they have in their bags. Look at the example.

Your classmate's name	Things in his/her bag	Description
<i>Adi</i>	<ul style="list-style-type: none"> • a book • a hat • a wallet 	<ul style="list-style-type: none"> • It is a thick grey book. • It is a new white hat. • It is an old black wallet.



Task 6

Study and practise the following phone conversation between Laila and her brother. Then, answer the questions.

Situation:

Laila is at school. She left her English book at home. She calls her brother and asks him to take it.

- Laila's Brother : Hello, who's there?
Laila : Hi, it's me, Laila. Can you help me?
Laila's Brother : Sure. What can I do for you?
Laila : Would you take my English book to school for me, please?
Laila's Brother : Okay, which one is it?
Laila : It's the green one. There is a sunflower picture on it.
Laila's Brother : Where did you leave it?
Laila : I left it on the red couch. Could you come before 10.30?
Laila's Brother : All right. Is there anything else?
Laila : No, thank you. See you later.
Laila's Brother : See you.



Picture 1.13

Questions

1. Why does Laila call her brother?
2. How does she ask for her brother's help? What expression does she use?
3. How does her brother answer when Laila asks for help?
4. What book did Laila leave at home?
5. How does Laila ask her brother to take the book?
6. What does Laila say when she asks her brother to come before 10.30?



Task 7

Study the dialogue in Task 6 once again. Then, pay attention to the following explanation.

In the dialogue 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">• Can you help me?• Would you take my English book to school for me, please?• Could you come before 10.30?	Asking for goods/services
<ul style="list-style-type: none">• Sure.• Okay.• All right.	Giving goods/services
<ul style="list-style-type: none">• No, thank you.	Refusing goods and services

Here are some other examples.

Expressions	Functions
<ul style="list-style-type: none">• Could you do me a favour?• Would you bring me my book, please?	Asking for goods/services
<ul style="list-style-type: none">• Yes. What do you want me to do?• Yes, sure.	Giving goods/services
<ul style="list-style-type: none">• No, thanks.• No, I can do it myself.	Refusing goods and services



Task 8

Study the explanation below.

In the dialogue in **Task 6** you find the word “book”. How do you pronounce it?

book [buk]

The vowel letter ‘o’ is pronounced /ʊ/ when spelt -oo-.

Here are some other examples.

wood [wʊd]

good [gʊd]

look [lʊk]

took [tʊk]

foot [fʊt]



Task 9

In pairs, have a dialogue with your classmate. Ask him/her to do something for you. Look at the example.

- 1) Ask your classmate to help you do the painting.

Wayan Legawa : Adi, could you help me do this painting?

Adi : Yes, of course.

- 2) Ask your classmate to lend you his/her Biology book.
- 3) Ask your classmate to lend you his/her camera.
- 4) Ask your classmate to accompany you to the internet café.
- 5) Ask your classmate to help you clean the classroom.
- 6) Ask your classmate to help you do your homework.



Task 10

Think of five things that you need from your classmates. Then, ask them if they can help you. Write down their responses in the table below.

No.	Things I need	Asking	Responding



Focus on Reading and Writing




Task 11


Read the following advertisements on lost and found and discuss the meanings of the following words in small groups of four.

contact ['kɒntækt] (<i>kkt</i>)	: ...
immediately ['ɪmiːdiətli] (<i>kk</i>)	: ...
leather ['leðə] (<i>kb</i>)	: ...
marking ['mɑ:kɪŋ] (<i>kb</i>)	: ...
wallet ['wɒlɪt] (<i>kb</i>)	: ...

- I have lost my wallet. It is a black leather wallet with "D" initial. Its size is 10 x 7 cm. Inside the wallet are my Student Card (ID: Dyar Taradwipa), Rp 55,000.00 and my ATM Card. If you find it, please contact me immediately on 0274-547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.

2.	<p>I have lost my shepherd. His name is Rumble. He is a 4-year-old male. He is a long-haired German Shepherd. The colour of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865 PLEASE-ANYTIME DAY OR NIGHT!</p> <p style="text-align: right;"><i>(Adapted from: www.globalspan.net)</i></p>
----	---

3.	<div style="display: flex; align-items: center;">  <div style="flex-grow: 1;"> <p>A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled <i>Perfume</i> by Patrick Süskind. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7655675) at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya.</p> </div> </div> <p>Picture 1.14</p>
----	--

4.	<p>A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. She has a white ribbon around her neck. Please contact Christina Wulandari (024-5456111).</p> <div style="text-align: right;">  </div> <p style="text-align: right;">Picture 1.15</p>
----	---



FUN SPACE: JOKE

Fred : I've just lost my dog.

Eddy : Why don't you put an advertisement in the "Lost and Found" column in the newspaper?

Fred : What for? My dog can't read!



Notes:

The texts above are lost and found advertisements with the items described to some detail. They focus on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:

- use of particular nouns, e.g. *my wallet, my shepherd, a cat*
- use of detailed noun groups to provide information about the subject, e.g. *Its size is 10 x 7 cm; The colour of his hair is black, with brown markings; It is a cute white Persian female*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He is 90 cm tall*



Task 12

Study the advertisements in Task 11 once again. Then, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No	Statements	T/F	Corrections
1.	There is Rp 55,500.00 in Dyar Taradwipa's wallet.	F	There is Rp 55,000.00 in Dyar Taradwipa's wallet.
2.	There are Student Card, ATM card, and a photograph in Taradwipa's wallet.		
3.	The lost shepherd has black markings.		
4.	Teguh Prayitno found a bottle of perfume at Strawberry Café.		
5.	Christina Wulandari found a cat of 40 Kg.		
6.	The lost Persian cat has a ribbon around its neck.		



Task 13

Study the rule below.

In the text in **Task 11** you find the following sentences:

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



We use 'a novel/a cat' because this is the first time we talk about them. Then we use '**the** novel/**the** cat' because now we know which 'novel/cat' that we are talking about. Remember, using 'a' or 'an' depends on the sound that begins the next word. Here are some more examples:





- My parents have **a** cat and **a** dog. **The** dog never bites **the** cat but **the** cat often scratches **the** dog.
- I bought **an** umbrella yesterday. **The** umbrella is very nice.



Task 14

You have lost the following pets. How do you describe them? In groups of three, write the descriptions beside the pets. Look at the example.

<ul style="list-style-type: none"> • <i>It's a Dalmatian.</i> • <i>It has a red ribbon around its neck.</i> 	 <p>Picture 1.16</p>
	 <p>Picture 1.17</p>

	 <p>Picture 1.18</p>
	 <p>Picture 1.19</p>
	 <p>Picture 1.20</p>
	 <p>Picture 1.21</p>



Task 15

Choose one of the lost animals in Task 14. Then, make an advertisement based on the animal you choose. Look at Task 11 as the model.



FUN SPACE: RIDDLE

"What has two heads, four eyes, six legs, and a tail?"

Answer:
A horse and its rider.



C. Homework



Task 16

Complete the following dialogue with the suitable expressions in the box.

Yes, of course
Can you help me
Sure

Would you help me take that book
No, thank you
Would you lend me this book

Situation:

Elizabeth is doing her homework with Fredy at Fredy's house.

- Elizabeth : Fred, (1) ...?
Fredy : (2) What can I do for you?
Elizabeth : (3) ...? I cannot reach it.
Fredy : Which one do you mean?
Elizabeth : It is the one with the blue cover.
Fredy : Here you are.
Elizabeth : Thank you. 4) ...?
Fredy : 5) Do you want to borrow another book?
Elizabeth : 6)



Task 17

Read the following text and complete the table with the correct information according to the text.

My lovely puppies

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

Name	Description



Task 18

Find two texts which contain information about animals' descriptions. Rewrite them in your own words and present them to the class.



Task 19

Find five pictures of animals, and then describe them. Stick the pictures on this table.

No.	Pictures of animals	Descriptions
1.		
2.		
3.		
4.		
5.		



D. Evaluation



Task 20

Describe objects and animals that you find in your house. Look at the example.

- bedroom
- garage
- dining room
- garden

Room	Objects	Description
<ul style="list-style-type: none"> • <i>bedroom</i> 	<ul style="list-style-type: none"> • <i>a cupboard</i> • <i>a blanket</i> • <i>a pillow</i> • <i>a table</i> • <i>a mat</i> 	<ul style="list-style-type: none"> • <i>It is a blue plastic cupboard.</i> • <i>It is a red woolen blanket.</i> • <i>It is a pink pillow.</i> • <i>It is a brown wooden table.</i> • <i>It is a white mat.</i>



Task 21

In pairs, have a dialogue with your classmates to ask for, give and refuse goods and services according to the following situations.

1. You need sports shoes to join a football match. Ask your classmate to lend you his sports shoes.
2. You cannot do your English homework. Ask your classmate to help you do your homework.
3. You need more jasmine to finish your bouquet. Ask your classmate to give you some.



FUN SPACE: RIDDLE

What has teeth but can't bite?



Answer:
A Comb

E. Reflection

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

Aspects	Very much	Much	Little
Asking for services and goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Giving services and goods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refusing goods and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Summary

In this unit you learn:

1. How to describe things, for example:

Adjectives				Thing
Size	Age	Colour	Material	
big small large	old new	black white silver green red yellow blue purple	wooden plastic aluminium iron	table basket box chair

2. How to ask for, give, and refuse goods and services, for example:

Asking for	Giving	Refusing
<ul style="list-style-type: none">• Can you help me, please?• Would you bring me my book, please?	<ul style="list-style-type: none">• Yes, sure.• Okay.	<ul style="list-style-type: none">• No, thank you.• No, I can do it myself.

3. The vowel letter 'o'

The vowel letter 'o' is pronounced /ʊ/ when spelt -oo-.

4. Descriptive texts

A descriptive text is a text which focuses on the characteristic features of particular thing, e.g. animal, book. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

5. The article a/an

The article **a** in 'a cat/an umbrella' is used when we talk about them in the first time. Then we use article **the** in 'the cat/the umbrella' after we know which 'cat/umbrella' that we are talking about.



G. Vocabulary List

advertisement [əd'vɜ:tɪzmənt] (<i>kb</i>)	: iklan
author ['ɔ:θə] (<i>kb</i>)	: pengarang
borrow ['bɒrəʊ] (<i>kkt</i>)	: meminjam
ceiling ['si:lɪŋ] (<i>kb</i>)	: langit-langit
comb [kəʊm] (<i>kb</i>)	: sisir
comfortable ['kʌmfɪəbl̩] (<i>ks</i>)	: nyaman
contact ['kɒntækt] (<i>kkt</i>)	: menghubungi
couch [kaʊtʃ] (<i>kb</i>)	: sofa
curtain ['kɜ:tən] (<i>kb</i>)	: tirai
decorate ['dekəreɪt] (<i>kkt</i>)	: menghias
desk [desk] (<i>kb</i>)	: meja
dustbin ['dʌstbɪn] (<i>kb</i>)	: tempat sampah
fan [fæn] (<i>kb</i>)	: kipas angin
hero ['hɪərəʊ] (<i>kb</i>)	: pahlawan (pria)
heroine ['herəʊn] (<i>kb</i>)	: pahlawan (wanita)
immediately [ɪ'mi:diətli] (<i>kk</i>)	: dengan segera
initial [ɪ'nɪʃl] (<i>kb</i>)	: inisial
large [lɑ:dʒ] (<i>ks</i>)	: besar
leather ['leðə] (<i>kb</i>)	: kulit binatang
lend [lend] (<i>kkt</i>)	: meminjami
marking ['mɑ:kɪŋ] (<i>kb</i>)	: tanda
neighbour ['neɪbə] (<i>kb</i>)	: tetangga
overload [əʊvə'ləʊd] (<i>kb</i>)	: penuh
pencil case ['pensəlkeɪs] (<i>kb</i>)	: kotak pensil
pillow ['pɪləʊ] (<i>kb</i>)	: bantal
purse [pɜ:s] (<i>kb</i>)	: dompet wanita
reach [ri:tʃ] (<i>kkt</i>)	: menjangkau
ribbon ['rɪbn] (<i>kb</i>)	: pita
stripe [straɪp] (<i>kb</i>)	: garis
suitcase ['su:tkeɪs] (<i>kb</i>)	: koper

tidy ['tɑɪdi] (<i>ks</i>)	: rapi
towel ['taʊəl] (<i>kb</i>)	: handuk
t-shirt ['ti:ʃə:t] (<i>kb</i>)	: kaos
vase [vɑ:z] (<i>kb</i>)	: vas
wallet ['wɒlɪt] (<i>kb</i>)	: dompet
wide [waɪd] (<i>ks</i>)	: lebar
wooden ['wʊdən] (<i>ks</i>)	: dari kayu
wristwatch ['rɪstwɒtʃ] (<i>kb</i>)	: jam tangan

MY GORGEOUS IDOL

Do you have someone that you adore and he/she becomes your idol? Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about your idol? Can you tell others about his/her physical appearance? You can learn how to describe people in this unit. It contains descriptive texts about people.

We sometimes congratulate someone when he/she did something good, such as winning a competition. We also like to compliment someone when he/she looks great. How do you do that? Sometimes we also receive congratulations and compliments from others. How do you respond to them?



A. Lead-in



Task 1

Look at the following celebrities. Do you know them? Who and what are they? Write your answers in the table. Look at the example. Work in pairs.



Picture 2.1

a.



Picture 2.2

b.



Picture 2.3

c.



Picture 2.4

d.



Picture 2.5

e.



Picture 2.6

f.

a.	Hillary Duff	actress, singer
b.	...	...
c.	...	...
d.	...	...
e.	...	...
f.	...	...

B. Lesson Proper



Focus on Listening and Speaking



Task 2

Listen carefully to the dialogue between Ida and Laila. Then, answer the questions. Compare your answers with a classmate's. The listening script is in the Appendix.

Situation:

Ida and Laila are talking about Sherina.



Picture 2.7

1. Who is Sherina?
2. How did Sherina look on TV last night?
3. How was her hair like?
4. What did she wear?
5. Why does Laila call Sherina the real idol?



Task 3

Study the explanation below.

In the dialogue in **Task 2** you find the words “gown” and “gorgeous”. How do you pronounce them?

gown [gaʊn]

gorgeous [ˈɡɔːdʒəs]

The letter ‘g’ is pronounced /g/ when followed by ‘o’. Here are some other examples.

ago [əˈɡəʊ]

go [gəʊ]

good [gʊd]

gossip [ˈɡɒsɪp]



Task 4

Listen carefully to the monologue about Daniel Radcliffe. While listening, complete the following text. Look at the example. The listening script is in the Appendix.

The Adorable Daniel Radcliffe

My idol is Daniel Radcliffe. His 1) *full* name is Daniel Jacob Radcliffe. His 2) ... name is Dan. He was 3) ... in Fulham, London, 23 July 1989. Dan has dark 4) ... hair. The 5) ... of his eyes are blue. His 6) ... is about 168 cm. He is an 7) ... and a humorous person. I 8) ... him since his first appearance in "Harry Potter and The Sorcerer Stone". I think he is a 9) ... actor.



Task 5

Study and pronounce the following words. Then study and practise the conversation and answer the questions.

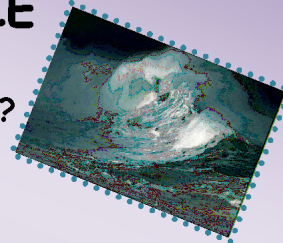
- | | |
|---|------------------|
| 1. congratulations [kɒŋgrætʃu:'leɪʃnz] (kb) | : ucapan selamat |
| 2. charming ['tʃɑ:mɪŋ] (ks) | : mempesona |
| 3. gown [gaʊn] (kb) | : gaun |
| 4. gorgeous ['gɔ:dʒəs] (ks) | : menawan |
| 5. cute [kju:t] (ks) | : imut; manis |
| 6. suit [su:t] (kkt) | : cocok |
| 7. competition [kɒmpə'tɪʃn] (kb) | : kompetisi |
| 8. captain ['kæptən] (kb) | : kapten |



FUN SPACE: RIDDLE

What has a wave but no sea?

Answer:
My Hair



Situation:

Elizabeth is celebrating her birthday with her classmates in her house.

- Putri : Congratulations on your 13th birthday.
Elizabeth : Thank you.
Angelina : You look charming in that white gown.
Elizabeth : Thank you for saying so. You look sweet with that yellow hat.
Angelina : Thanks. Look, Fredy is coming! What a gorgeous boy!
Putri : He looks so cute with his new hair cut.
Elizabeth : Yes, you're right.
Fredy : Hi, Elizabeth. Congratulations on your birthday.
Elizabeth : Thank you. By the way, congratulations on winning the basketball competition. You're the best captain we have.
Fredy : Oh, not really.
Elizabeth : Anyway, let's start the party.



Picture 2.8

Questions

1. What does Putri say to congratulate Elizabeth on her 13th birthday?
2. What does Elizabeth say to respond Putri's congratulations?
3. How does Angelina compliment Elizabeth's gown?
4. What does Angelina say about Fredy?
5. What does Elizabeth say to congratulate Fredy?



FUN SPACE: PROVERB

"Knowledge is power"





Task 6

Study the conversation in Task 5 once again. Then, pay attention to the following explanation.

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

Expressions	Functions
<ul style="list-style-type: none">• Congratulations on your 13th birthday.• Congratulations on your birthday.• Congratulations on winning the basketball competition.	Congratulating someone
<ul style="list-style-type: none">• You look charming in that white gown.• You look sweet with that yellow hat.• What a gorgeous boy!• He looks so cute with his new hair cut.• You're the best captain we have.	Complimenting someone
<ul style="list-style-type: none">• Thank you.• Thank you for saying so.• Thanks.• Oh, not really.	Responding to congratulations and compliments

Here are some other expressions.

Expressions	Functions
<ul style="list-style-type: none">• Congratulations!• Congratulations on ...• Well done.	Congratulating someone
<ul style="list-style-type: none">• What a ...!• That's a very nice dress.• You look so sweet.	Complimenting someone
<ul style="list-style-type: none">• It's nice of you to say so.	Responding to congratulations and compliments



Task 7

Study the rule below.

In the conversation in **Task 5**, you find the following sentences:

- You **look** charming in that white gown.
- He **looks** so cute with his new hair cut.

Those sentences use the **Present Simple** tenses. We use the present simple to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general. Here is the pattern:

I/we/you/they	look
He/she/it	looks

Here are some other examples:

- I study in the Junior High School. My sister studies in the Senior High School.
- Sherina sings very well.



FUN SPACE: PROVERB

"Variety is the spice of life."





Task 8

Work in pairs. Complete the following short dialogues, and then practise with your partner. Look at the examples.

1)



Picture 2.9

Elizabeth : That's a very nice pair of shoes.
Ida : *Thanks for saying so.*

2)



Picture 2.10

Putri : *Congratulations on winning the Math competition.*
Fredy : Thank you.

3)



Picture 2.11

Elizabeth :
Asep : Thank you very much.

4)



Picture 2.12

Putri :
Adi : Thank you.

5)



Picture 2.13

Laila : You look gorgeous in that green jacket.
Sanusi :

6)



Picture 2.14

Putri :
Ida : Thank you.

7)



Picture 2.15

Laila :
Ketut Tantri : Thanks.

8)



Picture 2.16

Ketut Tantri : Look at this, Dad. I got 10 for my English.
Dad :

9)



Picture 2.17

Putri :
Elizabeth : Thank you.



FUN SPACE: JOKE

Q : What's a teacher's favourite nation?
A : Expla-nation.





Focus on Reading and Writing

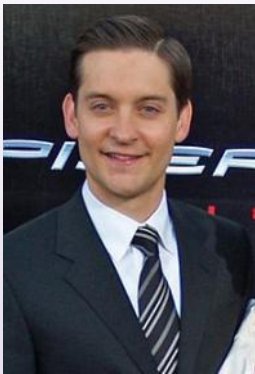


Task 9

Study and pronounce the following words. Then, in pairs use the words to fill in the blanks. Look at the example.

actor ['æktə] (*kb*)
appearance [ə'pi:ərəns] (*kb*)
eye [aɪ] (*kb*)
friendly ['frendli] (*ks*)
full [fʊl] (*ks*)
muscular ['mʌskjʊlə] (*ks*)
role [rəʊl] (*kb*)
straight [streɪt] (*ks*)

Tobey Maguire



Picture 2.18

Tobey Maguire is an American 1) *actor*. His 2) ... name is Tobias Vincent Maguire. He is known for his 3) ... as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) ... body that can really figure a super hero. He has big round 5) ... and black 6) ... hair. His physical 7) ... really supports his role as a super hero. Moreover, he is very 8) ... that makes him loveable.

Notes:

As explained in **UNIT 1**, a descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

The common grammatical patterns of a description include:

- use of particular nouns, e.g. *an actor*
- use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
- use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*



Task 10

After you complete the text on Tobey Maguire, read the following statements. Write T if the statement is true and F if the statement is false. Correct the false statements. Look at the example.

No.	Statement	T/F	Correction
1.	Tobey Maguire is an English actor.	F	He is an American actor.
2.	Maguire's real name is Peter Parker.		
3.	Maguire's height is 172 cm.		
4.	Maguire has slanted eyes.		
5.	Maguire has black curly hair.		
6.	Maguire is very cute.		

**Task 11**

Study the following explanation.

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

**Task 12**

Look at the following celebrities. Work in groups of three and describe their physical appearances. Look at the example.



Picture 2.19
Rain

- He has slanted eyes.
- He has straight black hair.
- Has an oval face.

Pictures

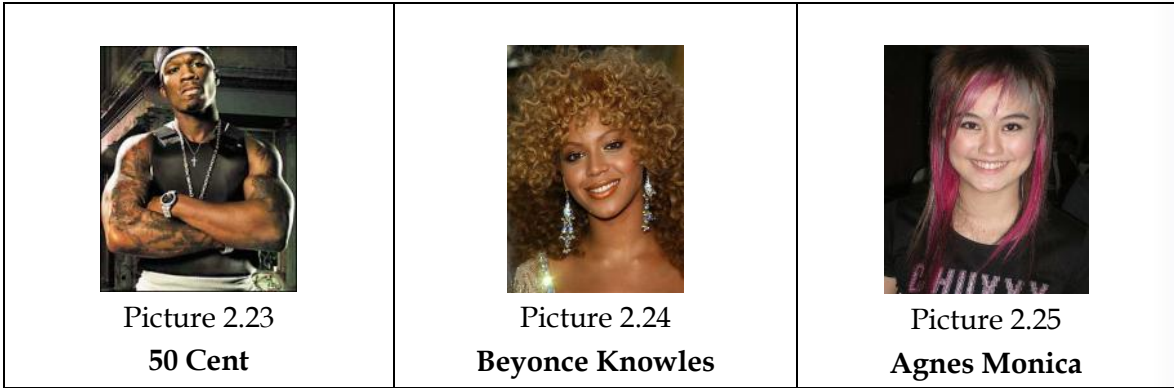
Picture 2.20
Avril Lavigne



Picture 2.21
Shahrukh Khan



Picture 2.22
David Beckham



Task 13

Find the antonyms of the following words. Look at the example.

No.	Word	Antonym
1.	big	small
2.	tall	
3.	fat	
4.	strong	
5.	old	



Task 14

Ask five of your classmates to describe the physical appearance of their idols. Then, write the result in the table.

No.	Your classmates	Their idols	Physical appearances
1.			
2.			
3.			
4.			
5.			



Task 15

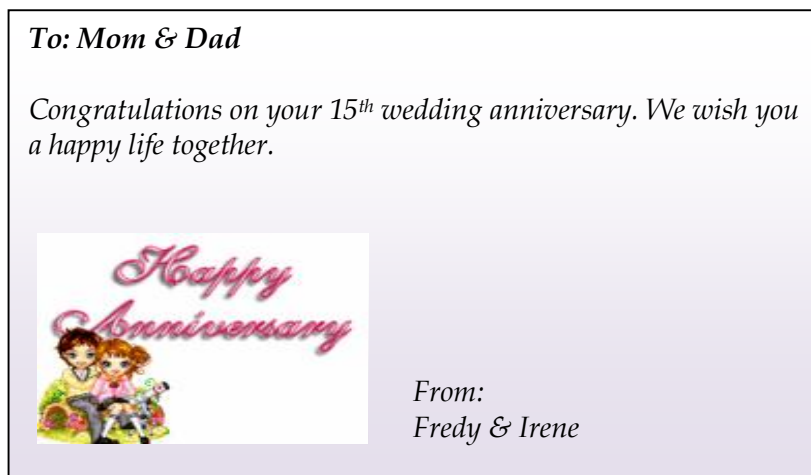
Report to the class the physical appearance of your idol.



Task 16

Work in groups of three. Create greeting cards according to the situations given. Look at the example.

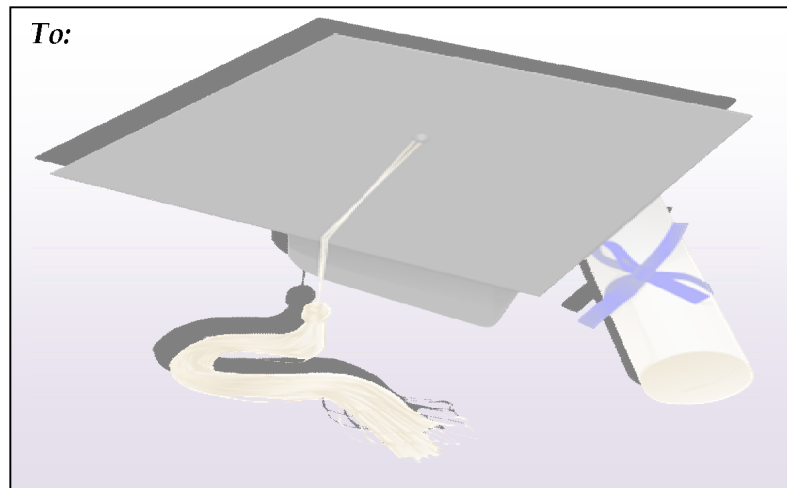
- 1) Fredy's parents are celebrating their 15th wedding anniversary. He and his little sister would like to make a greeting card.



- 2) Ketut Tantri is celebrating her 13th birthday. You would like to make her a greeting card.



- 3) Sanusi's bother has graduated from the university. You would like to congratulate him by writing a greeting card.



- 4) Your classmate won the speech contest. You would like to congratulate him/her.



C. Homework



Task 17

Complete the following conversation with the suitable expressions in the box.

You also look nice in that vest
Wow, you look so cute in that yellow skirt
Bye
Thank you for saying so
Congratulations

Situation:

Ida won two free tickets to see Gita Guttawa's live performance in her town. She asked Laila to accompany her. Now, Ida is in Laila's house to pick her up.

Ida : Laila, are you ready?
Laila : Yes. 1)
Ida : Thank you. Actually, this is my sister's skirt. Anyway,
2)
Laila : 3)
Laila's sister : Where are you going? A birthday party?
Laila : No, actually we are going to see Gita Guttawa's performance. Ida won two free tickets and she gave one to me.
Laila's sister : 4) ...!
Ida : Thank you. By the way, we have to leave now.
Laila's sister : Okay. Have fun!
Laila & Ida : Bye!
Laila's sister : 5) ...!



Task 18

Find two texts about some actors or actress which contain their physical appearances. Rewrite the texts in your own words and present them to the class.



Task 19

Work in groups of three. Watch a movie and pick five actors/actresses who play in it. Then, describe their physical appearances.

Movie title : ...

No.	Names of actors/actresses	Physical appearances
1.		
2.		
3.		
4.		
5.		



D. Evaluation



Task 20

Work in pairs and have a dialogue with your classmate according to the following situation.

1. Congratulate him/her on getting the leading role in the school drama.
2. Compliment his/her new look.



Task 21

Write a short paragraph about your idol.



E. Reflection

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

Aspects	Very much	Much	Little
Congratulating someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complimenting someone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to congratulations and compliments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing descriptive texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Summary

In this unit you learn:

1. How to express congratulations and compliments and responses to congratulations and compliments, for example:

Congratulating	Complimenting	Responding to congratulations and compliments
<ul style="list-style-type: none"> • Congratulations! • Well done. 	<ul style="list-style-type: none"> • What a ...! • That's a very nice dress. 	<ul style="list-style-type: none"> • Thank you. • Oh, not really.

2. The letter 'g'

The letter 'g' is pronounced /g/ when followed by 'o'.

3. How to describe people:

Height	Body	Age	Hair	Face	Eyes
tall short	slim thin fat muscular	young old teenager	long short bald straight curly wavy black red brown	round oval square wrinkles pale bearded shaved	big round blue brown green hazel bright slanting

4. Present Simple Tense

We use the Present Simple tense to talk about things in general. We are not thinking only about the present. We use it to say that something is true in general.

5. Descriptive texts

A descriptive text focuses on the characteristic features of a particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. physical appearance, qualities, habitual behaviour, significant attributes.

G. Vocabulary List


bearded ['bi:ədɪd] (<i>ks</i>)	: berjenggot
captain ['kæptən] (<i>kb</i>)	: kapten
charming ['tʃɑ:mɪŋ] (<i>ks</i>)	: mempesona
competition [kəmpe'tɪʃn] (<i>kb</i>)	: kompetisi
compliment ['kɒmplɪmənt] (<i>kkt</i>)	: memuji
confident ['kɒnfɪdənt] (<i>ks</i>)	: percaya diri
congratulate [kən'grætʃuleɪt] (<i>kkt</i>)	: memberi selamat
cute [kjut] (<i>ks</i>)	: imut; manis
energetic [enə'dʒetɪk] (<i>ks</i>)	: enerjik
friendly ['frendli] (<i>ks</i>)	: ramah
gorgeous ['gɔ:dʒəs] (<i>ks</i>)	: menawan
gown [gaʊn] (<i>kb</i>)	: gaun
lively ['laɪvli] (<i>ks</i>)	: aktif

muscular [ˈmʌskjʊlə] (ks)	: berotot
performance [pəˈfɔ:məns] (kb)	: penampilan
role [rəʊl] (kb)	: peran
slim [slɪm] (ks)	: ramping
suit [su:t] (kkt)	: cocok
vest [vest] (kb)	: rompi
wavy [ˈweɪvi] (ks)	: bergelombang
wrinkle [ˈrɪŋkl] (kb)	: keriput

Appendix C

The First Product

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (00:40 / 04:19) | ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anyo R. Karyadi
Virga Rentasari

Grade
VIII

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 20. TASK 9
- 21. Evaluation
- 22. Reflection
- 23. GAMES
- ▶ 24. UNIT 2 - Home
- ▶ 38. Learning Games

English for Junior High School Students



MAIN MENU

- UNIT 1 - Describing Things and Animals
- UNIT 2 - My Gorgeous Idol



- ★ Profile
- ↓
- ★ Reference
- ↓
- ★ Games
- ↓
- ★ Home

articulate POWERED PRESENTATION | SLIDE 2 OF 42 | CLICK NEXT TO ADVANCE | 00:35 / 00:35

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (00:59 / 04:19) | ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anyo R. Karyadi
Virga Rentasari

Grade
VIII

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 3. UNIT 1 - Home
- ▼ 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2

SCAFFOLDING
English for Junior High School Students



UNIT 1 - Describing Things and Animals



Grade VIII

- ★ Games
- ↓
- ★ Home

articulate POWERED PRESENTATION | SLIDE 3 OF 42 | CLICK NEXT TO ADVANCE | 00:19 / 00:19

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:11 / 04:19) | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students
Grade VIII

Joko Priyana
Anyta R. Kijayanti
Yings R. Rintiasari

Giri Widodo Setyo Bawono

Bio | Email

Outline | Thumbnails | Notes | Search

- 3. UNIT 1 - Home
- 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2

Unit 1 Describing Things and Animals

Objektivas

What comes to your mind when you hear the words "lost and found advertisement?"

The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance of objects. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.

articulate POWERED PRESENTATION | SLIDE 4 OF 42 | CLICK NEXT TO ADVANCE | 00:13 / 06:13

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:14 / 04:19) | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students
Grade VIII

Joko Priyana
Anyta R. Kijayanti
Yings R. Rintiasari

Giri Widodo Setyo Bawono

Bio | Email

Outline | Thumbnails | Notes | Search

- 3. UNIT 1 - Home
- 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2

How to use this interactive multimedia

SCAFFOLDING SMP VIII (00:01 / 06:25)

SCAFFOLDING
English for Junior High School Students

MAIN MENU

- UNIT 1 - Describing Things and Animals
- UNIT 2 - My Gorgeous Idol
- UNIT 3 - Wonderful Places

author's biography

sound

Play/pause

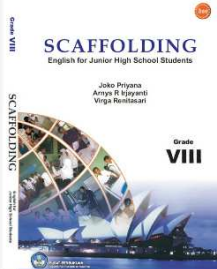
Back/next

notes

zoom

articulate POWERED PRESENTATION | SLIDE 5 OF 42 | PLAYING | 00:03 / 06:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:21 / 04:19) | ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anisa R. Izzayani
Virga Restiantari

Grade VIII

Giri Widodo Setyo Bawono

Bio Email






Outline Thumbnails Notes Search

- 3. UNIT 1 - Home
- 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2

articulate POWERED PRESENTATION

Navigation

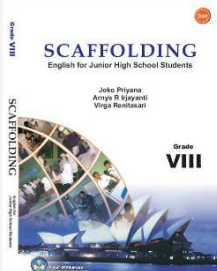
Show text in Indonesia

-  **Sound button.** Click on the button and drag the volume from 0 – 100%.
-  **Play/Pause button.** In default, the button is on “play”, click on the button again to “Pause” the Interactive Multimedia Product. Otherwise, click on the button to “play” again.
-  **Back and next button.** Click on the right button to continue to the next page and click on the left button to go back to the previous page.
-  **Zoom.** It is used to set the lay out of the interactive multimedia product.
-  **EXIT.** It is used to close and exit from the interactive multimedia product.

HOME

SLIDE 6 OF 42 | CLICK NEXT TO ADVANCE | 00:05 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:26 / 04:19) | ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anisa R. Izzayani
Virga Restiantari

Grade VIII

Giri Widodo Setyo Bawono

Bio Email






Outline Thumbnails Notes Search

- 3. UNIT 1 - Home
- 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2

articulate POWERED PRESENTATION

Navigasi

Teks Bahasa Inggris

-  **Tombol sound** (pengaturan suara). Cara menggunakannya, klik pada tombol tersebut dan geser volume yang diinginkan dari 0 – 100 %.
-  **Tombol play/pause.** Dalam keadaan default, tombol tersebut dalam keadaan play, apabila ingin menge-pause CD Interaktif, cukup tekan pada tombol. Sebaliknya apabila ingin melanjutkan kembali, tekan kembali tombol tersebut.
-  **Tombol back dan next.** Klik tombol sebelah kanan untuk melanjutkan ke halaman selanjutnya dan klik tombol sebelah kiri untuk melihat ulang halaman sebelumnya.
-  **Zoom.** Digunakan untuk mengatur tampilan CD Interaktif.
-  **Exit** digunakan untuk keluar dari multimedia interaktif

HOME

SLIDE 7 OF 42 | CLICK NEXT TO ADVANCE | 00:05 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) | 01:26 / 04:19 | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students
Grade VIII

Joko Priyana
Anyta R. Ropyanti
Winda Rimbawan

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 3. UNIT 1 - Home
- 4. UNIT 1
 - 5. How to use this interactive multimedia
 - 6. Navigation
 - 7. Navigation
 - 8. Task 1
 - 9. Task 2

Task 1

Question 1 of 3

Task 1

Study the following objects carefully. Write the description of each object. Number 1 is done for you.



It is a funny cat

(1)



[]

(2)

www.shatrong.com

SUBMIT

articulate POWERED PRESENTATION | SLIDE 8 OF 42 | PLAYING | 00:00 /

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) | 01:26 / 04:19 | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students
Grade VIII

Joko Priyana
Anyta R. Ropyanti
Winda Rimbawan

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 3. UNIT 1 - Home
- 4. UNIT 1
 - 5. How to use this interactive multimedia
 - 6. Navigation
 - 7. Navigation
 - 8. Task 1
 - 9. Task 2

Task 2

Question 1 of 1 | Point Value: 10

Match the following words with the meanings.

contact	menghubungi
immediately	bulu
leather	dompet
marking	tanda
wallet	dengan segera

www.shatrong.com

SUBMIT

articulate POWERED PRESENTATION | SLIDE 9 OF 42 | PLAYING | 00:00 /

Score so far: 0 points out of 0

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:28 / 04:19) | ATTACHMENTS

Giri Widodo Setyo Bawono
Bio Email

Outline Thumbnails Notes Search

- 4. UNIT 1
- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2
- 10. Task 3

Task 3

Read the advertisements below to know some information about them.

<p>I have lost my wallet. It is black leather wallet with "D" initial. Its size is 10 x 7 cm inside my wallet are my student card (ID: Dgar Taradwipa), Rp. 55,000.00 and my ATM card. If you find it, please contact me immediately on 0274-547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.</p>	<p>I have lost my shepherd. His name is Rumble. He is 4-year-old male. He is a long-haired German shepherd. The colour of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865. PLEASE-ANYTIME DAY OR NIGHT!</p>	<p>A novel was found at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya. The novel is entitled <i>Perfume</i> by Patrick Suskind. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7652675) at Strawberry Internet Café, Jalan Tentara Pelajar No.116 Surabaya.</p>	<p>A cat was found at Rumah Makan Padang Nanrimbun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm she has a white ribbon around her neck. Please contact Christina Wulandari (024-5456111).</p>
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articulāte POWERED PRESENTATION | SLIDE 10 OF 42 | PLAYING | 00:02 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:33 / 04:19) | ATTACHMENTS

Giri Widodo Setyo Bawono
Bio Email

Outline Thumbnails Notes Search

- 5. How to use this interactive multimedia
- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2
- 10. Task 3
- 11. Notes

NOTES 1

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

Descriptions are usually organized to include:

- An introduction to the subject of the description;
- Characteristic features of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

articulāte POWERED PRESENTATION | SLIDE 11 OF 42 | PLAYING | 00:02 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:39 / 04:19) ATTACHMENTS

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 6. Navigation
- 7. Navigation
- 8. Task 1
- 9. Task 2
- 10. Task 3
- 11. Notes
- 12. Notes

NOTES 2

The common grammatical patterns of a description include:

- Use of particular noun, e.g. *my wallet, my shepherd, a cat*
- Use of detailed noun groups to provide information about the subject, e.g. *Its size is 10 x 7 cm; The colour of his hair is black, with brown markings; It is a cute white Persian female*
- Use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- Use of relating verbs to provide information about the subject, e.g. *He is 90 cm tall*

articulate POWERED PRESENTATION SLIDE 12 OF 42 PLAYING 00:03 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:44 / 04:19) ATTACHMENTS

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 7. Navigation
- 8. Task 1
- 9. Task 2
- 10. Task 3
- 11. Notes
- 12. Notes
- 13. Task 4

Task 4

Study the advertisements in **Task 3** once again. Then, read the following statements. Choose "true" if the statement is true and "false" if the statement is false.

articulate POWERED PRESENTATION SLIDE 13 OF 42 PLAYING 00:03 / 00:11

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:52 / 04:19) | ATTACHMENTS

Giri Widodo Setyo Bawono

Bio | Email

Outline | Thumbnails | Notes | Search

- 8. task 1
- 9. Task 2
- 10. Task 3
- 11. Notes
- 12. Notes
- 13. Task 4
- 14. task 4

task 4

Question 1 of 6 | Point Value: 10

1 2 3 4 5 6

There is Rp. 55,500,00 in Dyar Taradwipa's wallet.

• True

• False

Score so far: 0 points out of 0

SUBMIT

articulate POWERED PRESENTATION | SLIDE 14 OF 42 | PLAYING | 00:00 /

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (01:57 / 04:19) | ATTACHMENTS

Giri Widodo Setyo Bawono

Bio | Email

Outline | Thumbnails | Notes | Search

- 9. task 2
- 10. Task 3
- 11. Notes
- 12. Notes
- 13. Task 4
- 14. task 4
- 15. Task 5

Task 5

Study the rule below.

In the text in **Task 3**, you find the following sentences:

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

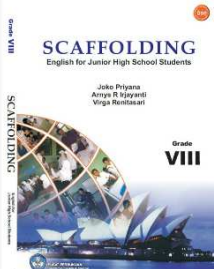
articulate POWERED PRESENTATION | SLIDE 15 OF 42 | CLICK NEXT TO ADVANCE | 00:05 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02:02 / 04:19) | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anissa R. Eggyawati
Virga Rendlesari

Grade **VIII**



Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 10. Task 3
- 11. Notes
- 12. Notes
- 13. Task 4
- 14. Task 4
- 15. Task 5
- 16. Task 5

We use 'a novel/a cat' because this is the first time we talk about them. Then we use 'the novel/the cat' because now we know which 'novel/cat' that we are talking about. Remember, using 'a' or 'an' depends on the sound that begins the next word. Here are some more examples:

- ▶ My parents have a cat and a dog. The dog never bites the cat but the cat often scratches the dog.
- ▶ I bought an umbrella yesterday. The umbrella is very nice.

articulāte POWERED PRESENTATION

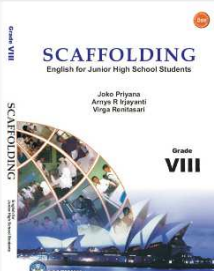
SLIDE 16 OF 42 | CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02:06 / 04:19) | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students

Joko Priyana
Anissa R. Eggyawati
Virga Rendlesari

Grade **VIII**



Giri Widodo Setyo Bawono


Bio Email

Outline Thumbnails Notes Search

- 13. Task 4
- 14. Task 4
- 15. Task 5
- 16. Task 5
- 17. Task 6
- 18. Task 7
- 19. Task 8

Task 7

Choose one of the lost animals in Task 6. Then, make an advertisement based on the animal you choose. Look at **Task 3** as the model.



articulāte POWERED PRESENTATION

SLIDE 18 OF 42 | PLAYING 00:04 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02:12 / 04:19) ATTACHMENTS

Grade VIII

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 13. task 4
- 14. task 4
- 15. Task 5
- 16. Task 5
- 17. Task 6
- 18. Task 7
- 19. Task 8

Task 8

My lovely puppies

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

Name	Description

articulate POWERED PRESENTATION SLIDE 19 OF 42 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02:12 / 04:19) ATTACHMENTS

Grade VIII

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

- 14. task 4
- 15. Task 5
- 16. Task 5
- 17. Task 6
- 18. Task 7
- 19. Task 8
- 20. Task 9

Task 9

Question 1 of 2 Point Value: 0

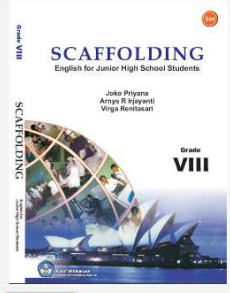
Find two texts which contain information about animals' description. Rewrite them in your own words.

Text 1

Score so far: 0 points out of 0

articulate POWERED PRESENTATION SLIDE 20 OF 42 PLAYING 00:00 /

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02-12 / 04-19) ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Grade VIII

Joko Priyana
Anya R. Rizyanti
Virga Rimbawati

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

15. Task 5
16. Task 6
17. Task 7
18. Task 8
19. Task 9
20. Task 9
21. Evaluation

Evaluation

Question 1 of 3

Describe objects and animals that you find in your house.
Look at the example.

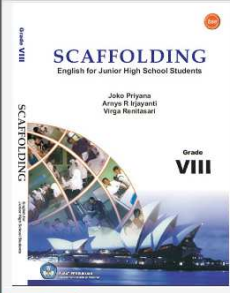
Room	Objects	Description
<ul style="list-style-type: none"> bedroom garage dining room garden 	<ul style="list-style-type: none"> a cupboard a blanket a pillow a table a mat 	<ul style="list-style-type: none"> It is a blue plastic cupboard. It is a red wooden blanket. It is a pink pillow. It is a brown wooden table. It is a white mat.

1.

SUBMIT

articulate POWERED PRESENTATION SLIDE 21 OF 42 PLAYING 00:00 /

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02-12 / 04-19) ATTACHMENTS



SCAFFOLDING
English for Junior High School Students

Grade VIII

Joko Priyana
Anya R. Rizyanti
Virga Rimbawati

Giri Widodo Setyo Bawono

Bio Email

Outline Thumbnails Notes Search

16. Task 5
17. Task 6
18. Task 7
19. Task 8
20. Task 9
21. Evaluation
22. Reflection

Quiz1

Question 1 of 1 Point Value: 0

How much do you learn from this unit? Choose in the right box according to how much you have learnt.

	Very much	Little
Reading descriptive texts	<input type="radio"/>	<input type="radio"/>
Writing descriptive texts	<input type="radio"/>	<input type="radio"/>
Vocabulary	<input type="radio"/>	<input type="radio"/>

Score so far: 0 points out of 0

SUBMIT

articulate POWERED PRESENTATION SLIDE 22 OF 42 PLAYING 00:00 /

SCAFFOLDING ENGLISH FOR GRADE VIII STUDENTS (FIRST PRODUCT) (02:17 / 04:19) | ATTACHMENTS

SCAFFOLDING
English for Junior High School Students
Grade **VIII**
Joko Priyana
Anissa R. Karyanti
Yings Nentisanti

GAMES

- SEQUENCE
- SHORT SEQUENCE
- SYNONYM
- ANTONYM

Giri Widodo Setyo Bawono
Bio Email

Outline | Thumbnails | Notes | Search

- 18. Task 7
- 19. Task 8
- 20. Task 9
- 21. Evaluation
- 22. Reflection
- 23. GAMES

articulate POWERED PRESENTATION

SLIDE 23 OF 42 | CLICK NEXT TO ADVANCE | 00:05 / 00:05

Sequence

Welcome

Choose the best order of the following paragraphs.

Continue

Appendix D

The Second Product



Navigation

Show text in Indonesia

- Sound button.** Click on the button and drag the volume from 0 – 100%.
- Play/Pause button.** In default, the button is on “play”, click on the button again to “Pause” the Interactive Multimedia Product. Otherwise, click on the button to “play” again.
- Back and next button.** Click on the right button to continue to the next page and click on the left button to go back to the previous page.
- Zoom.** It is used to set the lay out of the interactive multimedia product.
- EXIT.** It is used to close and exit from the interactive multimedia product.

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Navigasi

Teks Bahasa Inggris

- Tombol *sound* (pengaturan suara). Cara menggunakannya, klik pada tombol tersebut dan geser volume yang diinginkan dari 0 – 100 %.
- Tombol *play/pause*. Dalam keadaan *default*, tombol tersebut dalam keadaan *play*, apabila ingin menge-*pause* CD Interaktif, cukup tekan pada tombol. Sebaliknya apabila ingin melanjutkan kembali, tekan kembali tombol tersebut.
- Tombol *back* dan *next*. Klik tombol sebelah kanan untuk melanjutkan ke halaman selanjutnya dan klik tombol sebelah kiri untuk melihat ulang halaman sebelumnya.
- Zoom*. Digunakan untuk mengatur tampilan CD Interaktif.
- Exit* digunakan untuk keluar dari multimedia interaktif

articulate POWERED BY PHETSIM.COM SLIDE 6 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Unit 1

Describing Things and Animals

Objectives

What comes to your mind when you hear the words "lost and found advertisement?"

The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance of objects. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.

articulate POWERED BY PHETSIM.COM SLIDE 3 OF 41 PLAYING 00:08 / 00:13

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Adjectives 1

Study the following phrases. Pay attention to the words in bold.

- a **new red** bag
- a **white** purse
- a **plastic** pencil case
- a **pink** pencil case

The words in bold in the phrases above are called Adjectives. They are used to describe things.

articulate POWERED BY PHETSIM.COM SLIDE 7 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Adjectives 2

You can put Adjectives to describe things in the following order.

Adjectives				Thing
Size	Age	Colour	Material	
big	old	black	wooden	table
small	new	white	plastic	basket
large		silver	aluminium	box
		green	iron	chair
		red		
		yellow		
		blue		
		purple		


articulate POWERED PRESENTATION

SLIDE 8 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT


Task 1
Question 1 of 3

Study the following objects carefully. Write the description of each object. Number 1 is done for you.



It is a funny cat

(1)



(2)

articulate POWERED PRESENTATION

SLIDE 9 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 2
Question 1 of 1 Point Value: 100

Match the following words with the meanings.

contact	dompet
immediately	bulu
leather	tanda
marking	dengan segera
wallet	menghubungi

www.ehatrong.com

Score so far: 0 points out of 0





articulate POWERED PRESENTATION

SLIDE 10 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 3

Read the advertisements below to know some information about them.

 <p>I have lost my wallet. It is black leather wallet with "D" initial. Its size is 10 x 7 cm. Inside my wallet are my student card (ID: Dyar Taradwipa), Rp. 55,000.00 and my ATM card. If you find it, please contact me immediately on 0274-547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.</p>	 <p>I have lost my shepherd. His name is Rumble. He is 4-year-old male. He is a long-haired German shepherd. The colour of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 540-377-9865, PLEASE-ANYTIME DAY OR NIGHT!</p>	 <p>A novel was found at Strawberry Internet Cafe, Jalan Tentara Pelajar No.16 Surabaya. The novel is entitled <i>Perfume</i> by Patrick Suskind. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7655675) at Strawberry Internet Cafe, Jalan Tentara Pelajar No.16 Surabaya.</p>	 <p>A cat was found at Rumah Makan Padang Nanrimban Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. She has a white ribbon around her neck. Please contact Christina Wulandari (024-545601).</p>
---	--	--	--

articulate POWERED PRESENTATION SLIDE 11 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Descriptive text 1

The texts on [Task 3](#) are lost and found advertisements with the items described to some detail. They focus on the characteristic features of particular thing, e.g.: animal, book.

Descriptions are usually organized to include:

- An **introduction** to the subject of the description;
- **Characteristic features** of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

articulate POWERED PRESENTATION SLIDE 12 OF 41 PLAYING 00:02 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Descriptive text 2

The common grammatical patterns of a description include:

- Use of particular noun.
e.g. *my wallet, my shepherd, a cat*
- Use of detailed noun groups to provide information about the subject.
e.g. *Its size is 10 x 7 cm; The colour of his hair is black, with brown markings; It is a cute white Persian female*

articulate POWERED PRESENTATION SLIDE 13 OF 41 PLAYING 00:02 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Descriptive text 3

The common grammatical patterns of a description include:

- Use of a variety of types of adjectives.
e.g. *describing, numbering, classifying*
- Use of relating verbs to provide information about the subject
e.g. *He is 90 cm tall*

articulate SLIDE 14 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

task 4 Point Value: 10

Question 1 of 6

Read the following statements. Choose "true" if the statement is true and "false" if the statement is false.

1 2 3 4 5 6

There is Rp. 55,500,00 in Dyar Taradwipa's wallet.

True

False

Score so far: 0 points out of 0 SUBMIT

articulate SLIDE 15 OF 41 PLAYING 00:00 / 00:00

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 5

Study the rule below.


In the text in [Task 3](#), you find the following sentences:

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

articulate SLIDE 16 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

128

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT






We use 'a novel/a cat' because this is the first time we talk about them.

Then we use '**the** novel/**the** cat' because now we know which 'novel/cat' that we are talking about. Remember, using 'a' or 'an' depends on the sound that begins the next word. Here are some more examples:

- My parents have a cat and a dog. **The** dog never bites **the** cat but **the** cat often scratches **the** dog.

I bought **an** umbrella yesterday. **The** umbrella is very nice.




articulate powered presentation SLIDE 17 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05  

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 6 Point Value: 0

Question 1 of 4


you have lost the following pets. How do you describe them? write the descriptions beside the pets. Look at the example.



- It's a dalmatian.
- It has a red ribbon around its neck.



Score so far: 0 points out of 0 SUBMIT



articulate powered presentation SLIDE 18 OF 41 PLAYING 00:00 /  

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT


task 7 Point Value: 0

Question 1 of 1

Choose one of the lost animals in Task 6. Then, make an advertisement based on the animal you choose. Look at Task 3 as the model.

Score so far: 0 points out of 0 SUBMIT

articulate powered presentation SLIDE 19 OF 41 PLAYING 00:00 /  

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 8 Point Value: 100

Question 1 of 1

Read the following text and complete the table with the correct information according to the text.

My lovely puppies

My dog, Rocky, gave birth to four puppies last month ago. The first is a female, she is a big one. Her hair is brown with black markings. I put a black ribbon on his neck. The second is a male too. I named him Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The third puppy is a female, she is a big one. Her hair is brown with black markings. I put a black ribbon on his neck. The fourth puppy is a male too. I named him Opal. He has brown hair with white markings. He has a white ribbon around his neck. They are lovely. They are both very cute. I like them all very much. I hope they will be a good addition to my family. I love them all.

Name	Description
Robin	<input type="text"/>
Oscar	<input type="text"/>
Ruby	-- Select --
Opal	-- Select --

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 20 OF 41 PLAYING 00:00

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 9 Point Value: 0

Question 1 of 2

Find two texts which contain information about animals' description. Rewrite them in your own words.

Text 1

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 20 OF 41 PLAYING 00:00

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Evaluation Question 1 of 3

Describe objects and animals that you find in your house. Look at the example.

Room	Objects	Description
<ul style="list-style-type: none"> bedroom garage dining room garden 	<ul style="list-style-type: none"> bedroom a cupboard a blanket a pillow a table a mat 	<ul style="list-style-type: none"> It is a blue plastic cupboard. It is a red wooden blanket. It is a pink pillow. It is a brown wooden table. It is a white mat.

1.

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 22 OF 41 PLAYING 00:00

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

VOCABULARY LIST

<table border="0"> <tr><td>immediately</td><td>: dengan segera</td></tr> <tr><td>initial</td><td>: inisial</td></tr> <tr><td>large</td><td>: besar</td></tr> <tr><td>leather</td><td>: kulit binatang</td></tr> <tr><td>lend</td><td>: meminjam</td></tr> <tr><td>marking</td><td>: tanda</td></tr> <tr><td>neighbour</td><td>: tetangga</td></tr> <tr><td>overload</td><td>: penuh</td></tr> <tr><td>pencil case</td><td>: kotak pensil</td></tr> <tr><td>pillow</td><td>: bantal</td></tr> <tr><td>purse</td><td>: dompet wanita</td></tr> <tr><td>reach</td><td>: menjangkau</td></tr> </table>	immediately	: dengan segera	initial	: inisial	large	: besar	leather	: kulit binatang	lend	: meminjam	marking	: tanda	neighbour	: tetangga	overload	: penuh	pencil case	: kotak pensil	pillow	: bantal	purse	: dompet wanita	reach	: menjangkau	<table border="0"> <tr><td>ribbon</td><td>: pita</td></tr> <tr><td>stripe</td><td>: garis</td></tr> <tr><td>suitcase</td><td>: koper</td></tr> <tr><td>tidy</td><td>: rapi</td></tr> <tr><td>towel</td><td>: handuk</td></tr> <tr><td>t-shirt</td><td>: kaos</td></tr> <tr><td>vase</td><td>: vas</td></tr> <tr><td>wallet</td><td>: dompet</td></tr> <tr><td>wide</td><td>: lebar</td></tr> <tr><td>wooden</td><td>: dari kayu</td></tr> <tr><td>wristwatch</td><td>: jam tangan</td></tr> </table>	ribbon	: pita	stripe	: garis	suitcase	: koper	tidy	: rapi	towel	: handuk	t-shirt	: kaos	vase	: vas	wallet	: dompet	wide	: lebar	wooden	: dari kayu	wristwatch	: jam tangan
immediately	: dengan segera																																														
initial	: inisial																																														
large	: besar																																														
leather	: kulit binatang																																														
lend	: meminjam																																														
marking	: tanda																																														
neighbour	: tetangga																																														
overload	: penuh																																														
pencil case	: kotak pensil																																														
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purse	: dompet wanita																																														
reach	: menjangkau																																														
ribbon	: pita																																														
stripe	: garis																																														
suitcase	: koper																																														
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vase	: vas																																														
wallet	: dompet																																														
wide	: lebar																																														
wooden	: dari kayu																																														
wristwatch	: jam tangan																																														

articulate POWERED PRESENTATION SLIDE 23 OF 41 PAUSED 00:02 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Unit 2 Gorgeous Idol

Objectives

Do you have someone that you adore and he/she becomes your idol? Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about his/her physical appearance? You can learn how to describe people in this unit. It contains descriptive texts about people.

articulate POWERED PRESENTATION SLIDE 24 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Unit 2 - task 1 Point Value: 10

Question 1 of 1

Match the celebrities and the description.

1		<input type="text" value="-- Select --"/>
2		<input type="text" value="-- Select --"/>
3		<input type="text" value="-- Select --"/>
4		<input type="text" value="-- Select --"/>
5		<input type="text" value="-- Select --"/>
6		<input type="text" value="-- Select --"/>

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 25 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 2 - Unit 2 Point Value: 10

Question 1 of 1

Use the words to fill in the blanks.

2

3

4

5

6

7

8

-- Select --

-- Select --

-- Select --


-- Select --

-- Select --

-- Select --

-- Select --

Tobey Maguire




Tobey Maguire is an American 1) actor. His 2) name is Tobias Vincent Maguire. He is known for his 3) as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) body that can really figure a super hero. He has big round 5) and black 6) hair. His physical 7) really supports his role as a super hero. Moreover, he is very 8) that makes him loveable.

Score so far: 0 points out of 0 SUBMIT

articulate SLIDE 26 OF 41 PLAYING 00:00

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT



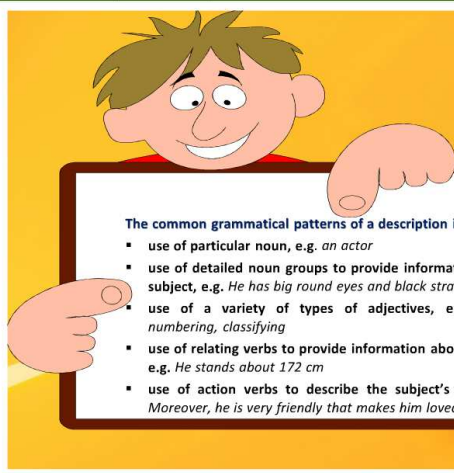
NOTES

As explained in UNIT 1, a **descriptive text** focuses on the characteristic features of particular thing, e.g: a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description; characteristic features of the subject, e.g. *physical appearance, qualities, habitual behavior, significant attributes.*

articulate SLIDE 27 OF 41 PLAYING 00:09 / 00:11

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT



NOTES

The common grammatical patterns of a description include:

- use of particular noun, e.g. *an actor*
- use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
- use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

articulate SLIDE 28 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 4

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

articulate POWERED PRESENTATION SLIDE 30 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 4

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

articulate POWERED PRESENTATION SLIDE 30 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT


Task 5 - Unit 2 Point Value: 10

Question 1 of 6

Look at the celebrity and choose the correct physical appearances based on the picture.

1.

- He has beautiful eyes, short straight hair and an oval face.
- He has slanted eyes, straight black hair and an oval face.
- He has muscular body, black skin and an oval face.
- He has brown hair, bald, and an oval face.



Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 31 OF 41 PLAYING 00:00 /


SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 6 - Unit 2 Point Value: 10

Question 1 of 1

Find the antonyms of the following words.

big	short
tall	weak
fat	thin
strong	small
old	young



Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 32 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 7 - Unit 2 Point Value: 0

Question 1 of 3

Create greeting cards according to the situations given. Look at the example.

To: Mom & Dad

Congratulations on your 15th wedding anniversary. We wish you a happy life together.

From: Fredy & Irene

Ketut Tantri is celebrating her 13 birthday. You would like to make her a greeting card.

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 32 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Task 8 - Unit 2 Point Value: 0

Question 1 of 2

Find two texts about some actors or actress which contain their physical appearances.
Rewrite the texts in your own words.

1.

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 34 OF 41 PLAYING 00:30 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

EVALUATION - Unit 2 Point Value: 0

Question 1 of 1

Write a short paragraph about your idol.

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 35 OF 41 PLAYING 00:30 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

VOCABULARY LIST


<p>Bearded (ks) : berjenggot Captain (kb) : kapten Charming (ks) : mempesona Competition (kb) : kompetisi Compliment (kkt) : memuji Confident (ks) : percaya diri Congratulate (kkt) : memberi selamat Cute (ks) : imut; manis energetic (ks) : enerjik friendly (ks) : ramah</p>	<p>Gorgeous (ks) : menawan Gown (kb) : gaun Lively (ks) : aktif Muscular (ks) : berotot Performance (kb) : penampilan Role (kb) : peran Slim (ks) : ramping Suit (kkt) : cocok Vest (kb) : rompi Wavy (ks) : bergelombang</p>
--	--

articulate POWERED PRESENTATION SLIDE 36 OF 41 PAUSED 00:02 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

GAMES

- ❖ **SEQUENCE**
- ❖ **SHORT SEQUENCE**
- ❖ **SYNONYM**
- ❖ **ANTONYM**



articulate
POWERED PRESENTATION

SLIDE 37 OF 41 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Sequence

Welcome

Choose the best order of the following paragraphs.

Continue

articulate
POWERED PRESENTATION

SLIDE 38 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Short Sequence

Welcome

Rearrange these jumbled sentences to make a good sentence.

Continue

articulate
POWERED PRESENTATION

SLIDE 39 OF 41 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Synonym

Welcome

Find the synonym of the words.

[Continue](#)

articulate POWERED PRESENTATION SLIDE 40 OF 41 PLAYING 00:00 / [Navigation icons]

SCAFFOLDING FOR GRADE VIII STUDENTS (SECOND PRODUCT) EXIT

Antonym

Welcome

Try yo guest the antonym of the words.

[Continue](#)

articulate POWERED PRESENTATION SLIDE 41 OF 41 PLAYING 00:00 / [Navigation icons]

Appendix E

The Final Product

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

SCAFFOLDING

English for Junior High School Students

Grade VIII

MAIN MENU

[UNIT 1 – Describing Things and Animals](#)
[UNIT 2 – My Gorgeous Idol](#)
 ***** [Learning Games](#) *****

How to use

←————→

articulate SLIDE 2 OF 39 CLICK NEXT TO ADVANCE 00:15 / 00:15

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

How to use this interactive multimedia

articulate SLIDE 4 OF 39 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Navigation

Show text in Indonesia






- 🔊
Sound button. Click on the button and drag the volume from 0 – 100%.
- ▶
Play/Pause button. In default, the button is on “play”, click on the button again to “Pause” the Interactive Multimedia Product. Otherwise, click on the button to “play” again.
- ◀ ▶
Back and next button. Click on the right button to continue to the next page and click on the left button to go back to the previous page.
- 🔍
Zoom. It is used to set the lay out of the interactive multimedia product.
- EXIT
Exit. It is used to close and exit from the interactive multimedia product.


articulate SLIDE 5 OF 39 PLAYING 00:04 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Navigasi

Teks Bahasa Inggris

-  Tombol *sound* (pengaturan suara). Cara menggunakannya, klik pada tombol tersebut dan geser volume yang diinginkan dari 0 – 100 %.
-  Tombol *play/pause*. Dalam keadaan *default*, tombol tersebut dalam keadaan *play*, apabila ingin menge-*pause* CD Interaktif, cukup tekan pada tombol. Sebaliknya apabila ingin melanjutkan kembali, tekan kembali tombol tersebut.
-  Tombol *back* dan *next*. Klik tombol sebelah kanan untuk melanjutkan ke halaman selanjutnya dan klik tombol sebelah kiri untuk melihat ulang halaman sebelumnya.
-  *Zoom*. Digunakan untuk mengatur tampilan CD Interaktif.
-  *EXIT* digunakan untuk keluar dari multimedia interaktif



articulate POWERED PRESENTATION SLIDE 6 OF 30 PLAYING 00:05 / 00:25



SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT


Unit 1 Describing Things and Animals

Objectives

What comes to your mind when you hear the words "lost and found advertisement?"

The advertisement that you read may include a descriptive text such as its characteristic features or the physical appearance of objects. Can you read and write such a text effectively? Learn such a text and more in this unit through challenging tasks.



articulate POWERED PRESENTATION SLIDE 3 OF 30 CLICK NEXT TO ADVANCE 00:13 / 00:13


SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Adjectives 1

Study the following phrases. Pay attention to the words in bold.

- a **n**ew **r**ed bag
- a **w**hite purse
- a **p**lastic pencil case
- a **p**ink pencil case

The words in bold in the phrases above are called Adjectives. They are used to describe things.



articulate POWERED PRESENTATION SLIDE 7 OF 30 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Adjectives 2

You can put Adjectives to describe things in the following order.

Adjectives				Thing
Size	Age	Colour	Material	
big	old	black	wooden	table
small	new	white	plastic	basket
large		silver	aluminium	box
		green	iron	chair
		red		
		yellow		
		blue		
		purple		

articulate POWERED PRESENTATION SLIDE 8 OF 30 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 1

Question 1 of 3

Study the following objects carefully. Write the description of each object. Number 1 is done for you.



It is a funny cat

(1)



(2)

articulate POWERED PRESENTATION SLIDE 9 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 2

Question 1 of 1 Point Value: 100

Match the following words with the meanings.

contact	dengan segera
immediately	tanda
leather	menghubungi
marking	dompet
wallet	bulu

www.shatrong.com

Score so far: 0 points out of 0

articulate POWERED PRESENTATION SLIDE 10 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 3

Read the advertisements below to know some information about them.

 <p>I have lost my wallet. It is black leather wallet with "D" initial. Its size is 10 x 7 cm. Inside my wallet are my student card (ID: Dyar Taradwipa), Rp. 55,000.00 and my ATM card. If you find it, please contact me immediately on 0274-547671. You can also see me at Jalan Diponegoro 28, Yogyakarta.</p>	 <p>I have lost my shepherd. His name is Rumble. He is 4-year-old male. He is a long-haired German shepherd. The colour of his hair is black, with brown markings. He is 90 cm tall. If you find it, please call 340-377-9865. PLEASE-ANYTIME DAY OR NIGHT!</p>	 <p>A novel was found at Strawberry Internet Cafe, Jalan Tentara Pelajar No.16 Surabaya. The novel is entitled <i>Perfume</i> by Patrick Suskind. There is also a photograph inside the pages. Please contact Teguh Prayitno (031-7655973) at Strawberry Internet Cafe, Jalan Tentara Pelajar No.16 Surabaya.</p>	 <p>A cat was found at Rumah Makan Padang Nantrimun Semarang. The cat is a cute white Persian female. Her weight is about 8 kg and her height is 40 cm. She has a white ribbon around her neck. Please contact Christina Wulandari (024-545611).</p>
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articulate SLIDE 11 OF 39 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Descriptive text 1

The texts on [Task 3](#) are lost and found advertisements with the items described to some detail. They focus on the characteristic features of particular thing, e.g. animal, book.

Descriptions are usually organized to include:

- An **introduction** to the subject of the description;
- **Characteristic features** of the subject, e.g. physical appearance, qualities, habitual behavior, significant attributes.

articulate SLIDE 12 OF 39 PLAYING 00:03 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Descriptive text 2

The common grammatical patterns of a description include:

- Use of particular noun.
e.g. *my wallet, my shepherd, a cat*
- Use of detailed noun groups to provide information about the subject.
e.g. *Its size is 10 x 7 cm; The colour of his hair is black, with brown markings; It is a cute white Persian female*

articulate SLIDE 13 OF 39 PLAYING 00:03 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Descriptive text

3

The common grammatical patterns of a description include:

- Use of a variety of types of adjectives.
e.g. *describing, numbering, classifying*
- Use of relating verbs to provide information about the subject
e.g. *He is 90 cm tall*

articulate POWERED PRESENTATION SLIDE 14 OF 30 PLAYING 00:02 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

task 4 Point Value: 10

Question 1 of 6

Read the following statements. Choose "true" if the statement is true and "false" if the statement is false.

1
2
3
4
5
6

There is Rp. 55,500,00 in Dyar Taradwipa's wallet.

True

False

Score so far: 0 points out of 0 SUBMIT

articulate POWERED PRESENTATION SLIDE 15 OF 30 PLAYING 00:00 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 5

Study the rule below.


In the text in **Task 3**, you find the following sentences:

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

articulate POWERED PRESENTATION SLIDE 16 OF 30 CLICK NEXT TO ADVANCE 00:05 / 00:05

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT



We use 'a novel/a cat' because this is the first time we talk about them.

Then we use 'the novel/the cat' because now we know which 'novel/cat' that we are talking about. Remember, using 'a' or 'an' depends on the sound that begins the next word. Here are some more examples:

- My parents have a cat and a dog. **The** dog never bites **the** cat but **the** cat often scratches **the** dog.

I bought **an** umbrella yesterday. **The** umbrella is very nice.

articulate POWERED BY PRESENTATIONS SLIDE 17 OF 39 CLICK NEXT TO ADVANCE 00:35 / 00:35

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT


Task 6 Point Value: 0

Question 1 of 4

you have lost the following pets. How do you describe them? write the descriptions beside the pets. Look at the example.



• It's a dalmatian.
• It has a red ribbon around its neck.



www.shatstrong.com

Score so far: 0 points out of 0 SUBMIT

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

task 7 Point Value: 0

Question 1 of 1

Choose one of the lost animals in Task 6. Then, make an advertisement based on the animal you choose. Look at Task 3 as the model.



Score so far: 0 points out of 0 SUBMIT

articulate POWERED BY PRESENTATIONS SLIDE 19 OF 39 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 8 Question 1 of 1 Point Value: 100

Read the following text and complete the table with the correct information according to the text.

My lovely puppies
 My dog Sam and I had three puppies last month ago. The first is Robin. He is a big male, he has a brown body with black markings. Just a black ribbon on his neck. The second is a male dog named Oscar. He has brown hair with white markings. He has a white ribbon around his neck. The two other puppies are named Ruby and Opal. Ruby has a red ribbon on her neck while Opal has a pink ribbon. Even though they are not exactly the same, they are all so cute. I love them all.

Name	Description
Robin	<input type="text"/>
Oscar	<input type="text"/>
Ruby	-- Select --
Opal	-- Select --

Score so far: 0 points out of 0 SUBMIT

articulate powered presentation SLIDE 20 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 9 Question 1 of 2 Point Value: 0

Find two texts which contain information about animals' description. Rewrite them in your own words.

Text 1

Score so far: 0 points out of 0 SUBMIT

articulate powered presentation SLIDE 21 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Evaluation Question 1 of 3

Describe objects and animals that you find in your house. Look at the example.

Room	Objects	Description
<ul style="list-style-type: none"> • bedroom • garage • dining room • garden 	<ul style="list-style-type: none"> • a cupboard • a blanket • a pillow • a table • a mat 	<ul style="list-style-type: none"> • It is a blue plastic cupboard. • It is a red wooden blanket. • It is a pink pillow. • It is a brown wooden table. • It is a white mat.

1.





Score so far: 0 points out of 0 SUBMIT

articulate powered presentation SLIDE 22 OF 30 PLAYING 00:00 /

Unit 2 Gorgeous Idol

Objectives

Do you have someone that you adore and he/she becomes your idol? Most of us admire someone who is known as a public figure. He/she could be a singer, an actor or an actress. How do you tell others about his/her physical appearance? You can learn how to describe people in this unit. It contains descriptive texts about people.







Unit 2 - task 1

Point Value: 10

Question 1 of 1

Match the celebrities and the description.

1		<input type="text" value="-- Select --"/>
2		<input type="text" value="-- Select --"/>
3		<input type="text" value="-- Select --"/>
4		<input type="text" value="-- Select --"/>
5		<input type="text" value="-- Select --"/>
6		<input type="text" value="-- Select --"/>

Score so far: 0 points out of 0 SUBMIT

Task 2 - Unit 2


Point Value: 10

Question 1 of 1

Use the words to fill in the blanks.

1	<input type="text" value="-- Select --"/>
2	<input type="text" value="-- Select --"/>
3	<input type="text" value="-- Select --"/>
4	<input type="text" value="-- Select --"/>
5	<input type="text" value="-- Select --"/>
6	<input type="text" value="-- Select --"/>
7	<input type="text" value="-- Select --"/>
8	<input type="text" value="-- Select --"/>

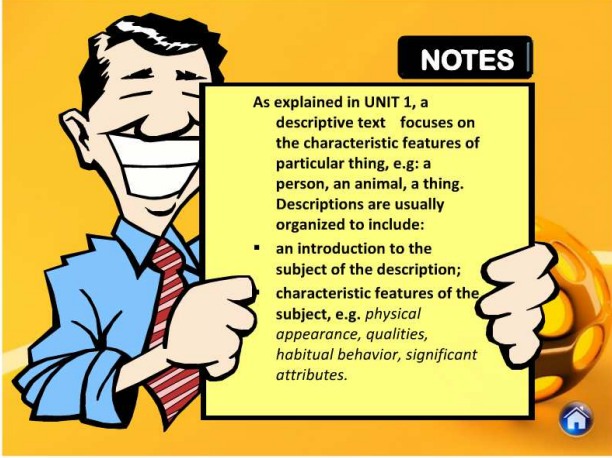
Tobey Maguire



Tobey Maguire is an American 1) actor. His 2) name is Tobias Vincent Maguire. He is known for his 3) as Peter Parker/Spider-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) body that can really figure a super hero. He has big round 5) and black 6) hair. His physical 7) really supports his role as a super hero. Moreover, he is very 8) that makes him loveable.

Score so far: 0 points out of 0 SUBMIT

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT



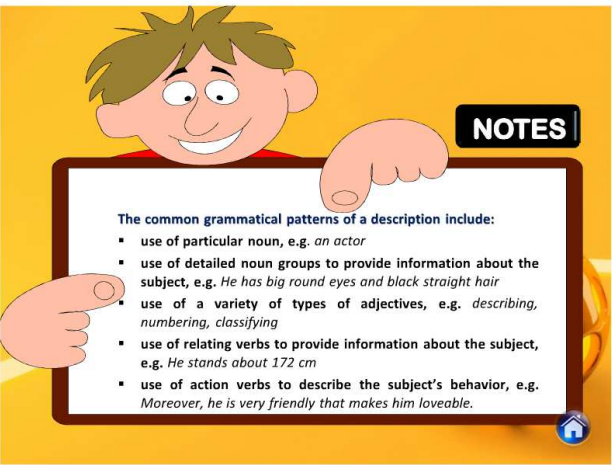
NOTES

As explained in UNIT 1, a descriptive text focuses on the characteristic features of particular thing, e.g. a person, an animal, a thing. Descriptions are usually organized to include:

- an introduction to the subject of the description;
- characteristic features of the subject, e.g. *physical appearance, qualities, habitual behavior, significant attributes.*

articulate POWERED PRESENTATION SLIDE 26 OF 30 CLICK NEXT TO ADVANCE 00:11 / 00:11

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT



NOTES

The common grammatical patterns of a description include:

- use of particular noun, e.g. *an actor*
- use of detailed noun groups to provide information about the subject, e.g. *He has big round eyes and black straight hair*
- use of a variety of types of adjectives, e.g. *describing, numbering, classifying*
- use of relating verbs to provide information about the subject, e.g. *He stands about 172 cm*
- use of action verbs to describe the subject's behavior, e.g. *Moreover, he is very friendly that makes him loveable.*

articulate POWERED PRESENTATION SLIDE 27 OF 30 PLAYING 00:04 / 00:05

Task 3 - Unit 2 Point Value: 10

Question 1 of 6

Tobey Maguire is an English actor.

True

False

Score so far: 0 points out of 0 SUBMIT

Tobey Maguire



Tobey Maguire is an American 1) actor. His 2) ... name is Tobias Vincent Maguire. He is known for his 3) ... as Peter Parker/Spide-Man in the Spider-Man film series. He stands about 172 cm. Besides, he has a 4) ... body that can really fight a super hero. He has big round 5) ... and black 6) ... hair. His physical 7) ... really supports his role as a super hero. Moreover, he is very 8) ... that makes him loveable.

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SCAFFOLDING FOR GRADE VIII STUDENTS

Task 4

You can use the following words to describe a person's physical appearance.

Height	Body	Age	Hair	Face	Eyes
tall	slim	young	long	round	big
short	thin	old	short	oval	round
	fat	teenager	bald	square	blue
	muscular		straight	wrinkles	brown
			curly	pale	green
			wavy	bearded	hazel
			black	shaved	bright
			red		slanting
			brown		

articulate POWERED PRESENTATION

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SCAFFOLDING FOR GRADE VIII STUDENTS



Task 5 - Unit 2

Question 1 of 6 Point Value: 10

Look at the celebrity and choose the correct physical appearances based on the picture.

1.

- He has brown hair, bald, and an oval face.
- He has slanted eyes, straight black hair and an oval face.
- He has muscular body, black skin and an oval face.
- He has beautiful eyes, short straight hair and an oval face.

Score so far: 0 points out of 0 SUBMIT

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SLIDE 30 OF 39 PLAYING 00:00 / 00:00



SCAFFOLDING FOR GRADE VIII STUDENTS

Task 5 - Unit 2

Question 2 of 6 Point Value: 10

2.

- He has beautiful eyes, short straight hair and an oval face.
- He has muscular body, black skin and an oval face.
- He has brown hair, bald, and an oval face.
- He has slanted eyes, straight black hair and an oval face.

Score so far: 10 points out of 10 SUBMIT

articulate POWERED PRESENTATION

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 5 - Unit 2 Point Value: 10

Question 3 of 6

3.

He has muscular body, black skin and an oval face.

He has brown eyes, bald, and an oval face.

He has slanted eyes, straight black hair and an oval face.

He has beautiful eyes, short straight hair and an oval face.




Score so far: 10 points out of 20 SUBMIT

articulate POWERED BY ARTICULATE SLIDE 30 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 5 - Unit 2 Point Value: 10

Question 4 of 6

4.

He has muscular body, black skin and an oval face.

He has beautiful eyes, short straight hair and an oval face.

He has brown hair, bald, and an oval face.

He has slanted eyes, straight black hair and an oval face.




Score so far: 10 points out of 30 SUBMIT

articulate POWERED BY ARTICULATE SLIDE 30 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 5 - Unit 2 Point Value: 10

Question 5 of 6


5.

She has blue eyes, long brown hair and an oval face.

She has brown eyes, curly hair and a round face.

She has brown eyes, wavy hair and a round face.

She has bright eyes, straight red hair and an oval face.

Score so far: 10 points out of 40 SUBMIT

articulate POWERED BY ARTICULATE SLIDE 30 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 5 - Unit 2 Point Value: 10

Question 6 of 6

6.

She has blue eyes, long brown hair and an oval face.

She has black eyes, curly hair and an oval face.

She has black eyes, wavy hair and a round face.

She has bright eyes, straight red hair and an oval face.



Score so far: 10 points out of 50 SUBMIT

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 6 - Unit 2 Point Value: 10

Question 1 of 1

Find the antonyms of the following words.

big	short
tall	thin
fat	young
strong	weak
old	small



Score so far: 0 points out of 0 SUBMIT

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SLIDE 31 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 7 - Unit 2 Point Value: 0

Question 1 of 3

Create greeting cards according to the situations given. Look at the example.

To: Mom & Dad

Congratulations on your 15th wedding anniversary. We wish you a happy life together.

From: Fredy & Irene

Ketut Tantri is celebrating her 13 birthday. You would like to make her a greeting card.

Score so far: 0 points out of 0 SUBMIT

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SLIDE 32 OF 30 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 7 - Unit 2 Point Value: 0

Question 2 of 3

Sanusi's brother has graduated from university. You would like to congratulate him by writing a greeting card.

Score so far: 0 points out of 0 SUBMIT

articulate SLIDE 32 OF 39 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 7 - Unit 2 Point Value: 0

Question 3 of 3

Your classmate won the speech contest. You would like to congratulate him/her.

Score so far: 0 points out of 0 SUBMIT

articulate SLIDE 32 OF 39 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 8 - Unit 2 Point Value: 0

Question 1 of 2

Find two texts about some actors or actress which contain their physical appearances. Rewrite the texts in your own words.

1.

Score so far: 0 points out of 0 SUBMIT

articulate SLIDE 33 OF 39 PLAYING 00:00 /

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Task 8 - Unit 2 Point Value: 0

Question 2 of 2

2.

Score so far: 0 points out of 0 SUBMIT

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

EVALUATION - Unit 2 Point Value: 0

Question 1 of 1

Write a short paragraph about your idol.

Score so far: 0 points out of 0 SUBMIT

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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

GAMES

- ❖ **SEQUENCE**
- ❖ **SHORT SEQUENCE**
- ❖ **SYNONYM**
- ❖ **ANTONYM**



articulate POWERED PRESENTATION SLIDE 25 OF 29 CLICK NEXT TO ADVANCE 00:05 / 00:05

SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Sequence

Welcome

Choose the best order of the following paragraphs.

[Continue](#)

articulate
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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Short Sequence

Welcome

Rearrange these jumbled sentences to make a good sentence.

[Continue](#)

articulate
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SCAFFOLDING FOR GRADE VIII STUDENTS DICTIONARY EXIT

Synonym

Welcome

Find the synonym of the words.

[Continue](#)

articulate
SLIDE 38 OF 39 PLAYING 00:00 /

Appendix F

Questionnaire

Kuesioner untuk Evaluasi Multimedia Interaktif

(Students/ Siswa)

Lembar evaluasi ini dimaksudkan untuk mengetahui kesesuaian materi berbasis multimedia interaktif untuk pengajaran bahasa Inggris bagi siswa kelas VIII SMP.

I. Data Responden

Nama :

Kelas :

Umur :

II. Evaluasi Materi

Petunjuk Pengisian

Berilah tanda centang (✓) pada salah satu kolom jawaban yang sesuai dengan pendapat anda!

Keterangan:

- 1 : sangat kurang baik 4 : baik
2 : kurang baik 5 : sangat baik
3 : cukup baik

No.	Pernyataan	1	2	3	4	5
A. Content aspect						
1.	Materi tersusun secara jelas dan mudah dipahami					
2.	Aktifitasnya bervariasi					
3.	Siswa dapat mengeksplorasi materi secara bebas dari materi satu ke materi yang lainnya					
4.	Siswa dapat melihat contoh materi, mengulang materi atau mempelajari materi yang lainnya					
B. Screen Design Aspect						
5.	Layar/screen dirancang secara jelas dan mudah dipahami					
6.	Penyajian materi dapat menarik perhatian siswa					
7.	Penyajian materi dapat merangsang ingatan					
8.	Desain huruf/font sudah tepat dalam hal gaya dan ukurannya					
9.	Teks jelas dan mudah dibaca					
10.	Warna yang digunakan sudah baik					
11.	Warna yang digunakan sudah konsisten					
12.	Integrasi materi/presentasi terkoordinasi dengan baik					

C. Navigation Aspect						
13.	Sistem navigasi berada di tempat yang konsisten					
14.	Fungsi tombol dan link yang ada mudah dimengerti					
15.	Sistem navigasi memiliki struktur yang konsisten					
16.	Tombol How to use untuk mendapatkan informasi tentang cara penggunaan					
17.	Tombol Submit untuk mengumpulkan/ mengecek jawaban soal					
18.	Tombol Content map untuk melihat list materi yang tersedia					
19.	Tombol Home untuk kembali ke menu utama					
20.	Tombol Exit untuk keluar dari program					
21.	Adanya tombol untuk mengakses materi secara berurutan					
22.	Adanya tombol untuk ke materi selanjutnya dan untuk mengulang materi sebelumnya					
D. Interactivity Aspect						
23.	Interaktivitas multimedia interaktif ini sesuai dengan kemampuan siswa					
24.	Multimedia interaktif ini memberikan kesempatan untuk berinteraksi dengan ikon/tombol yang standar					
25.	Multimedia interaktif meminta siswa untuk menerapkan apa yang telah mereka pelajari daripada menghafalnya					
26.	Multimedia interaktif ini memungkinkan peserta didik untuk menemukan informasi melalui eksplorasi secara aktif					
E. Audio Aspect						
27.	Kualitas teks, gambar, dan suara sudah baik					
28.	Gambar yang disajikan relevan dengan materi					
29.	Penggunaan gambar mendukung materi yang ada					
30.	Suara yang digunakan mendukung penyajian materi					
31.	Kualitas suara sudah baik dan membantu penyajian materi					
32.	Suara merupakan alternatif sarana penyajian materi dan bukan keharusan					
F. Feedback Aspect						
33.	Umpan balik/feedback multimedia interaktif bervariasi					
34.	Adanya umpan balik/feedback segera setelah Anda menjawab					
35.	Untuk jawaban yang tidak benar, informasi diberikan kepada siswa tentang bagaimana memperbaiki jawaban mereka atau petunjuk untuk mencoba lagi					
36.	Anda dapat mencetak hasil jawaban beserta umpan balik/feedback					

----- Terima Kasih -----