APPENDICES
APPENDIX A
UNIT 10
CHARACTERISTICS OF LIVING THINGS

Tujuan Pembelajaran
Pada akhir pembelajaran ini Anda diharapkan mampu:
1. melafalkan kata-kata kunci dalam teks bacaan;
2. menggunakan kata-kata kunci dalam kalimat;
3. mencari pokok pikiran dan informasi penunjang dalam teks;
4. mengidentifikasi dan menggunakan bentukan kata dengan benar;
5. menggambarkan kegiatan yang sedang dilakukan menggunakan "present progressive";
6. menggunakan ekspresi untuk menanyakan pelajaran sebelumnya;
7. menggunakan ekspresi untuk mengungkapkan tujuan belajar;
8. menulis apa yang didiktekan dengan benar; dan
9. menuliskan sebuah paragraf berdasarkan gambar berseri.

A. READING

1. Listen and repeat.

   characteristic
   organism
   breathe
   development
   reproduction
   stimulus
   recognize

2. Match the words in Column A with the meaning in Column B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. characteristics</td>
<td>a. becoming bigger</td>
</tr>
<tr>
<td>2. organism</td>
<td>b. signs</td>
</tr>
<tr>
<td>3. breathe</td>
<td>c. producing next generation</td>
</tr>
<tr>
<td>4. development</td>
<td>d. know</td>
</tr>
<tr>
<td>5. reproduction</td>
<td>e. living things</td>
</tr>
<tr>
<td>6. stimulus</td>
<td>f. take in air</td>
</tr>
<tr>
<td>7. recognize</td>
<td>g. attractor</td>
</tr>
</tbody>
</table>
3. Look at the figures and answer the questions.

1. What things are shown in Figure 1 and Figure 2?
2. Which one is a living thing? Why is it alive?
3. Which one is a non-living thing? Why is it not alive?

4. Read the text silently.

Characteristics of Living Things

1. Doing Respiration
   All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living processes.

2. Moving
   Moving is another characteristic of organisms. A plant grows toward the sunlight. Birds fly, snakes slither, and horses walk. We walk and run. Flying, slithering, walking and running are ways of moving. So, all organism move.

3. Receiving and Responding to Stimulus
   What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimulus in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a response is a plant growing towards the light.

4. Growing and Developing
   Notice a palm or banana tree. You will see that this plant grows and produces flowers. Growing is a process of increasing size and number of cells. Human beings grow from infants to adults. So is the activity in a chicken egg shell. You are also the result of a growth and development. You come from one cell. The number of cells of your body increases and you get bigger.
5. Reproduction
All living things reproduce which means that they produce young generations (offspring). Animals like cows and deer reproduce by giving birth, while others like turtles and chickens reproduce by laying eggs. Amoeba, a one-celled-organism, divides itself into two organisms. Reproduction is necessary for organisms so that they are not extinct.

5. Combine the statements in A and B to make sentences based on the text.

<table>
<thead>
<tr>
<th>No.</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The respiration process</td>
<td>a. produce young generations (offspring)</td>
</tr>
<tr>
<td>2</td>
<td>Flying, slithering, walking and running</td>
<td>b. responds to something in its surrounding</td>
</tr>
<tr>
<td>3</td>
<td>All living things</td>
<td>c. process of increasing size and number of cells</td>
</tr>
<tr>
<td>4</td>
<td>An organism</td>
<td>d. by growing toward it</td>
</tr>
<tr>
<td>5</td>
<td>Growing is a changing</td>
<td>e. produces energy, water vapor and carbon dioxide</td>
</tr>
<tr>
<td>6</td>
<td>Bacteria reproduce by</td>
<td>f. are ways of moving</td>
</tr>
<tr>
<td>7</td>
<td>A plant responds to light</td>
<td>g. division</td>
</tr>
</tbody>
</table>

6. Listen and read the text.

7. Identify if the following things are living things based on the characteristics of living things.

<table>
<thead>
<tr>
<th>Things</th>
<th>Living</th>
<th>Non-living</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. mouse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. wooden table</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. shell</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. mango fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. moulds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. fungus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. virus</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. LANGUAGE FOCUS
Grammar

1. Now look at the following pictures and their description
A. The rabbits are standing.

B. The elephant is eating.

C. The fish is swimming.

D. The tiger is walking.

<table>
<thead>
<tr>
<th>Verb</th>
<th>verb+ing</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>eating</td>
<td>The rabbits are standing.</td>
</tr>
<tr>
<td>run</td>
<td>running</td>
<td>The elephant is eating.</td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
<td>The fish is swimming.</td>
</tr>
<tr>
<td>walk</td>
<td>walking</td>
<td>The tiger is walking.</td>
</tr>
</tbody>
</table>

2. Change the verb into be+V-ing as the example.
   1. The birds (drink) in the lake.
      The birds are drinking in the lake.

   2. The butterfly (suck) the nectar
      ................................................

   3. Some dogs (bark) to some cats.
      ................................................

   4. The cat (sleep) on the mat.
      ................................................

   5. The eggs (hatch).
      ................................................

Vocabulary

1. Pay attention to the following words that have –ing form
   1. Mimosa pudica is an interesting flower.
   2. Some animal performances in the zoo are boring.
   3. Rocks are non living things.
   4. A dancing elephant is in the zoo.
5. A tiger is also a swimming cat.

2. **Now use the following V-ing as adjectives in a sentence.**
   1. (interesting) ........................................
   2. (sleeping) ........................................
   3. (crying) ........................................
   4. (flying) ........................................
   5. (talking) ........................................

C. CLASSROOM LANGUAGE

1. **Listen and repeat.**
   Where did we stop the last time?
   Right, who can remember what we did in the last lesson?
   Can anyone tell me what we talked about last time?
   Let’s go over it again, shall we?
   Let’s do it once more, shall we?
   How about doing it again quickly, OK!
   What about having another practice, alright?

2. **Listen and read.**

   **Dialogue 1**
   Teacher : Can anyone tell me what we talked about last time?
   Ss : We talked about expansion, Sir.
   Teacher : Good. How about doing it again quickly, OK? Then we’ll learn the characteristics of living things.
   Ss : Ok, Sir.

   **Dialogue 2**
   Teacher : Right, who can remember what we did in last lesson? OK, Andre.
   Andre : We did experiment with eggs, Ma’am.
   Teacher : Good. Today we’ll learn how a frog reproduces, and we’ll do experiment with frog too. Are you ready?
   Ss : Ok, Ma’am.

3. **Complete the following dialogues and practice with your friend.**

   **Dialogue 1**
   Teacher : ____________ tell me what we talked about last time?
   Ss : We talk about ____________, Ma’am.
   Teacher : Good, ________________, OK?
   Ss : Ok, Sir.

   **Dialogue 2**
   Teacher : Right. Who can ________________ last lesson? OK, James.
   James : ________________ living things, Sir.
Teacher: Good. Today we’ll learn________________. Are you ready?
Ss: ____________.

D. LISTENING
Listen and write down what you hear.
1. ………………………………………………………………………………………
2. ………………………………………………………………………………………
3. ………………………………………………………………………………………
4. ………………………………………………………………………………………
5. ………………………………………………………………………………………
6. ………………………………………………………………………………………
7. ………………………………………………………………………………………

E. WRITING
Based on the pictures below, write the process of frog metamorphosis. Use the keywords below, and write your sentences in the spaces provided.

A frog lives in some phases. First, a frog egg hatches to be a tadpole. Then…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
A tadpole
Develop lungs and back legs
Develop front legs
Lose tail
Grown up frog

PROCESS OF FROG METAMORPHOSIS
A frog lives in some phases. First, a frog egg hatches to be a tadpole. Then…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

A. __________________
B. __________________
C. __________________
D. __________________
E. __________________
F. __________________
G. __________________
F. ASSESSMENT
Answer the question.

1. What are the characteristics of living things?

Circle the correct answer.

2. Some plants respond to light by (growing/grow) toward it.
3. A (bird is swimming/bird swimming).
4. When an egg (is hatching/are hatching), the chick breaks the shell.

Complete the dialogue.

5. Teacher: Can anyone tell me what we talked about last time?
   Ss : _____________________, Sir.

G. GLOSSARY

breathe : bernapas
characteristic : (n). ciri-ciri, karakteristik
development : (n). perkembangan
organism : (n). mahluk hidup, organisme
recognize : (v). mengenal
reproduction : (n). perkembangbiakan, reproduksi
stimulus : (n). rangsangan
A. READING
1. Listen and repeat

organization /ɔrəɡənəˈzaʃən/
properties /ˈprəpətiz/
cells /sels/
/systematic /ˈsɪstəmætɪk/
/microscope /ˈmaɪkrəskəʊp/
zooming /ˈzuːmɪŋ/
nucleus /ˈnjuːklɪəs/
cytoplasm /ˈsɪtəplæzm/
membrane /ˈməmbrem/

2. Fill in the blanks with the words in the box

In the life organization, cells have a very .....(1)..... role, but you cannot .....(2)..... it clearly with your .....(3)..... eyes. You need the help of a .....(4).....

microscope organization naked important see
3. Look at the picture and try to answer the following question

![Image of plant cells]

As seen in the picture, plant cells can be clearly seen with a microscope.

1. What does the picture show?
2. What does the picture look like?
3. How is the cell composed?

4. Read the following text and answer the following questions

**Organization of cell**

Notice how your body is composed? You will know that it is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. It is called multi cellular organisms.

In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all living things. It is the smallest part of a living thing which is fully alive.

Scientists have agreed that based on the existence nucleus membrane, there are two kinds of cells. A cell without the nucleus membrane is called prokaryotic cell. The examples of this type of organism are bacteria and blue algae. Whereas a cell that has a membrane protecting the nucleus material is called eukaryotic cell. The examples are animals and green plant cells.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery process of substances coming in and out the cell. Cell membrane helps to maintain the chemical balance inside and outside the cell. Food and oxygen are carried into the cell through the membrane, while the remains are cast outside through the membrane.
Cytoplasm is a gel-like material inside a cell membrane. Most of the material inside cytoplasm is water and several chemical substances that support the life of a cell. Cytoplasm always moves and flows.

**Questions**

1. What is the name of a small unit which composes our body?
2. What is the instrument to see a tiny cell?
3. How many kinds of cells are there based on the existence of nucleus membrane?
4. What is the name of a cell without the nucleus membrane?
5. What are the examples of a cell without nucleus membrane?
6. What is the name of a cell with a nucleus membrane?
7. What are the examples of a cell with a nucleus membrane?
8. What are the functions of the cell membrane?
9. What is the name of a material inside a cell membrane?
10. What are the materials inside the cytoplasm?

5. Listen and read the text

6. Mention the parts of a cell and their functions

**B. LANGUAGE FOCUS**

1. **Formation of words (Suffix derivation)**

Pay attention to the following words:

- organization
- projection
- ability
- existence
- reaction
- instruction

All the words above belong to NOUN. Through the derivational process, all the words above become noun.

- organize + tion = organization
- project + ion = projection
- able + ity = ability
- exist + ence = existence
- react + ion = reaction
- instruct + ion = instruction
- generate + ion = generation
- observe + tion = observation
- determine + tion = determination
- compose + tion = composition
2. Change the following words.

develop + ment ------------
company + ion ------------
product + tion ------------
evaluate + ion ------------
calculate + ion ------------

3. Put a tick (V) to a verb or a noun.

<table>
<thead>
<tr>
<th>No</th>
<th>Words</th>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Determine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Classify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Projection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Instruct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Organize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Exist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Production</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. CLASSROOM LANGUAGE

1. Listen and repeat. Yes, alright.
Certainly.
Well, I ….
Do you still remember?
Do you understand the material we have just discussed.
Please do the exercises …………………………
Is there anybody who doesn’t understand…
Do you know what …. is?
Will you show me the examples of ….?

2. Listen and repeat the following dialogue.

Teacher : OK students, do you still remember what we have just talked about?
Students : Certainly, it was about the classification of living things.
Teacher : Good, clever students.
Student 1 : Well, you explained it clearly.
Student 2 : I am sorry, I still don’t understand. Would you like to explain it again?
Teacher : Well, the classification of living things include the kingdom of plant and animal according to Aristotle. While Linnaeus divided the classification based on the
similar properties.
Student 2 : OK. I get it now.
Teacher : Alright, if you have understood, please make the Classification and also give the example.
Students : Certainly.

3. Complete the following dialogues

Dialogue 1
Teacher : Well students, please do …………………. in your LKS
Students : …………………., what number?
Teacher : Number …….., about the classification system.
Students : OK.

Dialogue 2
Teacher : Alright students, now do the exercises!
Student : But, I ………………………………….
Teacher : OK. You can read your textbook again.
Student : …………………………………..

D. LISTENING
Listen and repeat the following utterances.
1. Schleiden stated that all plants are composed of cells.
2. Van Leeuwenhoek first saw a single cell organism and called it ‘small animal’.
3. Hooke mentioned ‘cell’ to describe a box of cork like structure.
4. Using ‘Transmission Electron Microscope’ (TEM), scientists are able to observe the inner part of a cell very clearly.
5. A scientist could observe a very small bacterium.

E. WRITING

Change the verbs in brackets into the correct forms.

The biggest organelle in the cytoplasm of eukaryotic cell (be) nucleus. It (control) all chemical reactions in the cell and (contain) chromosome. The chromosome (contain) chemical instructions. The chromosome (pass down) the chemical instructions from one generation to the next generation. The chemical instructions (be) important to (build) and (control) the cell.
F. ASSESSMENT

Match the words in Column A with their definition in Column B

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A cell</td>
<td>a. stores food and other chemical material.</td>
</tr>
<tr>
<td>2. Cell membrane</td>
<td>b. has a gel-like form (thick).</td>
</tr>
<tr>
<td>3. Cell wall</td>
<td>c. controls all cell activities and contain chromosome.</td>
</tr>
<tr>
<td>4. Chloroplast</td>
<td>d. has the function of protecting cell content.</td>
</tr>
<tr>
<td>5. Chromosome</td>
<td>e. is an energy reactor for cells.</td>
</tr>
<tr>
<td>6. Cytoplasm</td>
<td>f. is the basic unit of all living things.</td>
</tr>
<tr>
<td>7. Mitochondrion</td>
<td>g. is a part which protects the nucleus.</td>
</tr>
<tr>
<td>8. Nucleus membrane</td>
<td>h. exists inside the nucleus.</td>
</tr>
<tr>
<td>9. Nucleus</td>
<td>i. only exists in plants.</td>
</tr>
<tr>
<td>10. Vacuole</td>
<td>j. is an organelle that can only be found in plant cells.</td>
</tr>
</tbody>
</table>

G. GLOSSARY

cell : /sel/ (n). sel

cytoplasm : /ˈstɪpləsm/ (n). sitoplasma

invisible : /ɪnˈvɪzəbl/ (adj). tidak dapat dilihat

membrane : /ˈmembrən/ (n). membrane (selaput)

microscope : /ˌmaɪkrəskəʊp/ (n). mikroskop

nucleus : /ˈnjuːklɪəs / (n). nucleus (inti sel)

organization : /əˈɔrganɪzaʃən/ (n). struktur

property : /ˈprəpəti / (n). ciri-ciri

systematic : /sɪstəˈmætɪk/ (adj). sistimatis

zooming : /ˈzuːmɪŋ/ (adj). pembesaran
UNIT 14
COMPONENTS OF AN ECOSYSTEM AND THEIR INTERACTION

Tujuan pembelajaran
Pada akhir unit ini Anda diharapkan mampu:
1. melafalkan kata-kata kunci dalam teks bacaan;
2. menggunakan kata-kata kunci dalam kalimat;
3. mencari pokok pikiran dan informasi penunjang dalam teks;
4. mengidentifikasikan dan menggunakan ‘derivitional prefix’ dengan benar;
5. merespon dan menggunakan tindak tutur dengan benar;
6. menuliskan kalimat yang disimak dengan benar; dan
7. membuat ringkasan teks bacaan.

A. READING

1. Listen and repeat.

   components / kəmˈpɑːnənt/
   ecosystem / ˈɪkəsəstəm/
   organism / ˈɔɡənɪzm/
   community / ˈkəmjuˈnɪti/
   interact / ɪntəˈrækt/
   environment / ɪnˈvaiərənmənt/
   ecology / ɪˈkɔlədʒi/
   conduct / ˈkəndəkt/
   stream water / stri:m wɔtə/

2. Use the word in the box to complete the following sentences.

   components; community; biology; interact; stream water; conduct; ecosystem

   1. The non living ............ protect the living things from dangers.
   2. Insects and soil are members of a .................. which.................. to form an ecosystem
   3. A person cannot directly drink .................. without processing it first.
   4. If a student studies ...... he has to ....... experiments.
   5. Moss which sticks to rocks is a living component of an ........
3. Look at the two figures below and answer the questions.

![Figure 1](image1.png) ![Figure 2](image2.png)

Questions:
1. Which one is called an ecosystem?
2. Why?

4. Read the text carefully and answer the questions that follow.

Components of an Ecosystem, Their roles and Interactions

Try to take a walk and observe your surroundings. What do you see? Trees? Roads? If you observe a certain place carefully you will see organisms living there. At the backyard, for example, you may find rats, birds, insects, grass, and bushes. They get support from non-living things such as soil, air, and light to live. Together, the living and non-living things of the community interact to make up an ecosystem. So, an ecosystem always consists of living organisms and non-living things.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and touch it? It will jump to the pond protecting itself from dangers. So, the frog as a living thing and water as a non-living thing interact to make up an ecosystem.

When you learn interactions in an ecosystem you also learn ecology. It is branch of biology that studies interactions among organisms and environments in ecosystems. Ecologists spend most of their time observing and conducting research concerning the habits of living things and their relation to their environment. The ecologists, for example, conducted an experiment to analyze stream water.

Questions:
1. What is an ecosystem?
2. What are the components of an ecosystem?
3. Could non-living things interact with the living things? Explain with examples.
4. Is there any interaction occurring among living things? Clarify your answer.

5. Listen and read the text.

6. Rearrange the following sentences to form the summary of the passage.

a. Living and non-living things interact to form an ecosystem.
b. An ecologist concerns with investigating the habits of living things in relation to their environment.
c. Whereas a frog in danger who jumps into a pond is an example of an interaction between living and non-living organisms which forms an ecosystem.
d. The event in which a frog catches an insect is an example of interaction between two living organisms.

B. LANGUAGE FOCUS

Grammar
1. Study the following chart.

<table>
<thead>
<tr>
<th>BASIC ARTICLE USAGE</th>
<th>1. Using a or the: Generic Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR COUNT NOUN</td>
<td>(a) A banana is yellow</td>
</tr>
<tr>
<td>PLURAL COUNT NOUN</td>
<td>(b) Bananas are yellow</td>
</tr>
<tr>
<td>NONCOUNT NOUN</td>
<td>(c) Fruit is good for you</td>
</tr>
<tr>
<td></td>
<td>A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, bananas is general. In (c), the speaker is talking about any and all fruit, fruit in general.</td>
</tr>
</tbody>
</table>

| 2. Using a or some: Indefinite Nouns |
| SINGULAR COUNT NOUN | (d) I ate a banana |
| PLURAL COUNT NOUN   | (e) I ate some bananas |
| NONCOUNT NOUN       | (f) I ate some fruit |
| Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to “this banana” or “that banana” you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f): some is often used with indefinite plural count |
nouns and indefinite noncount nouns.

### III. Using the: Definite Nouns

<table>
<thead>
<tr>
<th>Category</th>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SINGULAR COUNT NOUN</td>
<td>(g) The banana is ripe</td>
<td>A noun is definite when both the speaker and the listener are thinking about the same specific thing.</td>
</tr>
<tr>
<td>PLURAL COUNT NOUN</td>
<td>(h) The bananas are ripe</td>
<td></td>
</tr>
<tr>
<td>NONCOUNT NOUN</td>
<td>(i) The fruit is ripe</td>
<td>In (g): The speaker uses the because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker. Notice that the is used with both singular and plural count nouns and with noncount nouns.</td>
</tr>
</tbody>
</table>

### IV. Using the: Singular Generic Count Noun

<table>
<thead>
<tr>
<th>Context</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>First mention: some dogs, a cat, a mouse, a tree.</td>
<td>Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.</td>
</tr>
<tr>
<td>Second mention: the dogs, the cat, the mouse, the tree</td>
<td></td>
</tr>
</tbody>
</table>

### V. The is sometimes used with a singular generic count noun

<table>
<thead>
<tr>
<th>Generic ‘the’ is commonly used with</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Species of animals: the whale is the largest mammal on earth</td>
<td>(1)Species of animals: the whale is the largest mammal on earth</td>
</tr>
<tr>
<td>(2) Inventions: who invented the microscope</td>
<td>(2) Inventions: who invented the microscope</td>
</tr>
<tr>
<td>(3) Musical instruments: A whale can play the guitar</td>
<td>(3) Musical instruments: A whale can play the guitar</td>
</tr>
</tbody>
</table>

2. In the following dialogues, try to decide whether the speakers will use *a/an, some or the*.  
   1. A: I have …… idea. Let’s go to …….. zoo on Saturday.  
      B: Okay  
   2. A: Did you have fun at ……… zoo on Saturday?  
      B: Sure I did. I saw……. varieties of fish.  
   3. A: I ran into….. barking dog, when I swerved to avoid……cat  
      B: What happened to……dog and ………cat.  
   4. A: Have you seen my microscope?  
      B: It is in …….drawer in ……laboratory.
3. Complete the sentences with a, an, the or 0.

(1)……mutualism is (2)………relationship between two different organisms in which neither is harmed. (3)……….relationship is mutually beneficial that is, each helps (4)……….other. (5)…………lichens are good examples of mutualism. They appear to be (6)…………single organisms. However, when you look at (7)…………structure of (8)…………lichen under (9)…………microscope, you will find it is made of two quite different partners. One of these is (10)…………alga, which contains chlorophyll.

1. Complete the following sentences using appropriate word form the box

community, interfere, reproduce, non-smoking, surroundings, surname

1. Any ……………. is only a part of a larger system.
2. When humans …………… the environment, they tend to destroy it.
3. The ……………. compartment is free from smokers.
4. All living organisms ……… to keep on their existence.
5. ……………. is a field of study focusing on flora and fauna.
6. Smith is the ……………. of Alex.

1. Listen and repeat.

That’s good, Ali.
Excellent.
Good job, Ron.
That wasn’t good.
That wasn’t right, Tina. Try again.
Not to worry, it will improve.
Yes, that’s very good.

2. Listen and read the following dialogues

Dialogue 1
Teacher : Good job, Ali. You did it well.
Student (Ali) : Thank you.

Dialogue 2
Teacher : It wasn’t right, Ali. You shouldn’t have dropped the beaker.
Student (Ali) : I’m sorry, Sir. It won’t happen again.

3. Complete the following dialogues.

Dialogue 1
Teacher : ______. You have done the experiment well.
Students : Thank you, Ma’am.
Teacher : After 10 days, how tall are the plants in glass A compared to those in the other glasses?

Dialogue 2
Teacher : So, why are more natural resources being used up? Andy, do you know why?
Student (Andy): Perhaps because we have lots of natural resources.
Teacher : ______
Student (Andy) : I’m sorry, Ma’am. I don’t know.

D. LISTENING 📞
Listen to the following sentences and write them down

1. ..........................................................
2. ..........................................................
3. ..........................................................

E. WRITING
Answer the following questions. Then rewrite the answers using appropriate conjunctions (whereas, when.)

1. What do you see when you observe a certain place?
2. How do the organisms support each other?
3. What are the examples of organisms which interact with each other?
4. What example shows an interaction between organisms and non-living things?

F. ASSESSMENT
Listen to the text. It will be read three times. While listening, fill in the missing word.

Why do (1)…human…… beings and (2)………. organisms depend (3)……………….. plants to (4)………………? The sun (5)………………the main (6) …………. of energy (7)……………. all ecosystems. (8)……………. plants can (9)………. their energy (10) …………. food in (11)…………….process of (12)……………

G. GLOSSARY
components : / kəmˈpɹənuənt/ (n). bagian
ecosystem : / ˈiːkəsɪstəm/ (n). semua tanaman dan makhluk dengan lingkungannya.
organism : / ˈɔːɡənɪzm/ (n). organisme
community: /kəˈmjuːnəti/ (n). masyarakat
interact: /ɪnˈtækt/ (v). berinteraksi
environment: /ɪnˈværənmənt/ (n). lingkungan
ecology: /ɪˈkɒlədʒi/ (n). pola dan keseimbangan hubungan antara tanaman, binatang, manusia dan lingkungannya di suatu daerah tertentu.
conduct: /kənˈdʌkt/ (v). melakukan
stream water: /strɪm wɔtə (n). air sungai
APPENDIX B
WELCOME PAGE

Welcome to Interactive Learning Multimedia of 'English for Year VII Science Teachers'

CONTENTS

UNIT 1 --> The Characteristics of Living Things
Learn about how to pronounce technical terms in this unit. You will also learn how to ask your students what the last lesson was about in English. Reading passages are also provided so that you can understand the topic in English much better. The language focus you can learn is about present continuous/progressive tense.

UNIT 2 --> Organization of Life
Learn about how to pronounce technical terms in this unit. You will also learn some expressions that can be used for reviewing the lesson in English. Reading passages are also provided so that you can understand the topic in English much better. You will also understand how nouns can be formed through the derivational process.

UNIT 3 --> Components of An Ecosystem And Their Interaction
Learn about how to pronounce technical terms in this unit. You will also learn some expressions that you can use for giving comments to your students' work in English. Reading passages are also provided so that you can understand the topic in English much better. You will also know about some prefixes in English that can be useful for you.

Developed by Cebho Bwandi 2012
UNIT 1

A. SPOKEN CYCLE

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Characteristic [kærək'tərstɪk]
2. Stimulus [ˈstɪmjʊləs]
3. Environment [ɪnˈvaɪərənt]n
4. Possess [pəˈziːz]
5. Energy [ˈenədʒi]
6. Immediate [ɪˈmiːdʒɪt]
7. Oxygen [ˈɔksɪdʒən]
8. Produce [prəˈdjuːs]
9. Waste [weɪst]
10. Ability [əˈbɪləti]
Unit 1 The Characteristics of Living Things

Spoken Cycle  Let's Listen

Watch the video again, and answer the questions by clicking on the options.

3. There are _______ characteristics of living things.
   a. seven
   b. eight

4. Which is NOT TRUE according to the video?
   a. Living things are made from cells.
   b. Plants cannot reproduce.

---

Watch the video again, you will find the following expressions:

How are you?
   This expression is used for asking how the students are feeling.

Who still remember what we talked about last time?
   This expression is used for asking what the last lesson was about.
Watch this video. You will find the following expressions:

- How's life?
- How's life?
- How are you doing?
- How's everything?

Some expressions that can be used for asking how the students are feeling are:

- Great.
- Fine.
- Good.
- Very well.
- I'm not well.
- Not good.
Unit 1 The Characteristics of Living Things

**Spoken Cycle** Let's Study Further.

**Study the following expressions.**

Some expressions that can be used for asking about what the last lesson was about are:

- Who still remember what we talked about last time?
- Who can tell us what we did in the last lesson?
- What did we discuss last time?
- What did you learn last meeting?

Some responses from the students can be:

- We talked about...
- We discussed...
- We learned...
- We studied...

**Spoken Cycle** Let's Speak Up.

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you? 
- How's life? 
- How are you doing? 
- How's everything? 
- Great. 
- Fine. 
- Good. 
- Very well. 
- I'm not well. 
- Not good. 
- Who still remember what we talked about last time? 
- Who can tell us what we did in the last lesson? 
- What did we discuss last time? 
- What did you learn last meeting? 
- We talked about... 
- We discussed... 
- We learned... 
- We studied...
Unit 1 The Characteristics of Living Things

1. Teacher: Good morning students.
   Students: Good morning, Ms. Thia.
   Teacher: __________
   Students: Fins, thank you.

   Teacher:
   a. How's your life?
   b. How's life?

   Check
   Next

2. Teacher: Good afternoon students.
   Students: Good afternoon, Ms. Thia.
   Teacher: __________
   Students: Very well, thank you.

   Teacher:
   a. How are you all?
   b. How well are you?

   Check
   Next
Unit 1 The Characteristics of Living Things

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

3. Teacher: ____________________________
   Students: We talked about the characteristics of living things.

Teacher:

a. What are we talking about last meeting?
   b. What did we talk about last meeting?

Check

Next

4. Teacher: ____________________________
   Students: We discussed the characteristics of living things.

Teacher:

a. What did we discuss last Monday?
   b. Did we discuss about it last Monday?

Check

Next
Unit 1 The Characteristics of Living Things

Spoken Cycle: Let's Speak Up.

Complete and practice the dialogue. You say the teacher's part.

Teacher: ........................................?  
Student: Fine, Mam.
Teacher: Good, excellent.
..................................................?
Student: We learned about the characteristics of living things, Mam.

Supplementary activity.

Situation:

You are starting the class and you want to make sure whether the students still remember what the topic of the previous meeting was. What expression(s) will you use?
B. WRITTEN CYCLE

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Breathe [briːð]
2. Recognize [rɪˈkɒn.aɪz]
3. Development [dɪˈvər.əmənt]
4. Vapor [ˈvepər]
5. Grow [ɡrəʊ]
6. Respond [rɪˈspɒnd]
7. Increase [ɪnˈkriːs]
8. Divide [dɪˈvaɪd]
9. Necessary [ˈnesəsəri]
10. Extinct [ɪkˈstɪŋkt]

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.
Read the text carefully, and then answer the questions.

Characteristics of Living things

1. Doing Respiration
   All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living processes.

   1. What is the aim of respiration?
      a. To gain oxygen.
      b. To get energy.

   2. Which is FALSE according to the text?
      a. Water vapor is produced in respiration.
      b. Some living things do not move.

3. Receiving and Responding to Stimulus
   What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimuli in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism. Including other organisms, weather, temperature, soil, sound and light. An example of such a response is a plant.
1. Ada delapan ciri makhluk hidup.
   English: 

   Keywords: characteristic, eight, living thing.

2. Proses respirasi menghasilkan energi.
   English: 

   Keywords: respiration, produce, energy.
3. Semua makhluk hidup terbuat dari sel-sel.

English:

Keywords: living thing, made from, cell.

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis.
5. Semua makhluk hidup disebut organisme.

English:

Keywords: living thing, call, organism.
C. LANGUAGE FOCUS

Now, look at the following pictures. Pay attention to their description.

The rabbits are standing.
The elephant is eating.
The fish is swimming.
The tiger is walking.

From the descriptions of the pictures, we can see that the sentences have the same pattern.

Verb | Verb + ing | Sentence
---|---|---
Eat | Eating | The rabbits are standing.
Run | Running | The elephant is eating.
Swim | Swimming | The fish is swimming.
Walk | Walking | The tiger is walking.

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/progressive tense sentences.
Present Continuous/ Progressive Tense

When do we use Present Cont. Tense?

1. We use the Present Continuous Tense to talk about activities happening now.

Examples

- The students are doing their task.
- I am teaching the students about photosynthesis now.
- I am not learning German, I am learning English.
- Who are the students waiting for?

Change the verb into be + V-ing.

1. The birds (drink) in the lake.

The birds ________ in the lake.
D. ASSESSMENT

1. The birds are drinking in the lake.
2. The butterfly is sucking the nectar.
3. Some dogs are barking to some cats.
4. The bee and the bug are flying in the garden.
5. The eggs are hatching.

This is the end of the language focus section. Go on to the other sections.
2. Teacher: __________________________

Student: Fine, thank you Ms. Thia.

a. What are you?
b. How is your life?
c. How’s life?
d. How’s your lifetime?

3. These are the characteristics of living things except...

a. All living things can grow.
b. All living things make noises.
c. All living things respond to stimuli.
d. All living things can move.
4. The number of cells of your body increases and you get bigger. The word 'increase' in the sentence above has the closest meaning to...

a. Bertambah
b. Kenaikan
c. Naik
d. Banyak

5. The plants in the school yard __________ bigger and higher.

a. getting
b. are getting
c. is getting
d. gets
E. SUMMARY

In this unit, you have learned:
1. how to pronounce some words related to the unit 'Components of An Ecosystem and Their Environment',
   - the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
   - I want you to hand in your homework, please submit your homework, etc.
3. how to give feedback to your students' work,
   - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. to translate some sentences with the help of some keywords,
7. about the basic articles.
   - a, an, the

F. GLOSSARY

1. Ability --(noun)-- kemampuan
2. Breathe --(verb)-- bernafas
3. Characteristic --(noun)-- ciri
4. Development --(noun)-- perkembangan
5. Divide --(verb)-- membagi
6. Energy --(noun)-- energi
7. Environment --(noun)-- lingkungan
8. Extinct --(adjective)-- punah
9. Grow --(verb)-- tumbuh
10. Immediate --(adjective)-- segera
11. Increase --(verb)-- bertambah
12. Necessary --(adjective)-- perlu
13. Oxygen --(noun)-- oksigen
14. Possess --(verb)-- mempunyai
15. Produce --(verb)-- menghasilkan
16. Recognize --(verb)-- mengakui
17. Respond --(verb)-- menanggapi
18. Stimuli --(noun)-- rangsangan
19. Vapor --(noun)-- uap air
20. Waste --(noun)-- sisa
A. SPOKEN CYCLE

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Although
   [ə'ləʊθə]
2. Certainly
   ['sərtəntli]
3. Classify
   ['klæsifai]
4. Fit
   [fit]
5. Fungi
   ['fʌŋɡi] or ['fʌŋɡi]
6. Main
   [mɛn]
7. Mixture
   [ˈmɪkstʃə]
8. Mushroom
   ['maʃrəm]
9. Use
   [jʊz]
10. Variation
    [ˌvɛrɪˈeɪʃən]
Unit 2 Organization of Life

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Although (conj.)</td>
<td>1. Fungi</td>
<td>1. Fungi</td>
</tr>
<tr>
<td>2. Certainly (adv)</td>
<td>2. Cocok/pus</td>
<td>2. Cocok/pus</td>
</tr>
<tr>
<td>5. Fungi (n)</td>
<td>5. Utama</td>
<td>5. Utama</td>
</tr>
<tr>
<td>7. Mixture (n)</td>
<td>7. Variasi</td>
<td>7. Variasi</td>
</tr>
</tbody>
</table>

This video is about a biology teacher reviewing the lesson and explaining about the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.

1. Basically, the basic structure of cells is .......
   - a. the same
   - b. different from each other

2. Living things are classified by...
   - a. the cell structure difference
   - b. the variations of the design
Unit 2 Organization of Life

Let’s Listen

Watch the video again, and answer the questions by clicking on the options.

3. The example of a plant belonging to the fungi kingdom is...
   a. fungus
   b. mushroom

4. Algae and protozoans are examples of...
   a. prokaryote organisms
   b. protista organisms

Let’s review today’s lesson.

This expression is used for telling the students that you will review today’s lesson.

Is anybody who doesn’t understand about ...

This expression is used for asking whether the students understand or not.
Unit 2 Organization of Life

Let's Study Further.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Okay Students, _________________.
   Students: Yes, Ms. Thia.
   Teacher: So, what did we just talk about?
   Students: We talked about the characteristics of living things, Ms. Thia.

Teacher:

   a. let's review today's lesson
   b. let us reviewing the lesson

Check

Next

2. Teacher: _________________.
   Students: Very well, Ms. Thia.
   Teacher: How many kingdoms of life are there?
   Students: There are five, Ms. Thia.

Teacher:

   a. Let me glance at the lesson
   b. Let's take a glance at today's lesson

Check

Next
Unit 2 Organization of Life

3. Teacher: What did we just talk about everyone?
   Students: The organization of life, Ms. Thia.
   Teacher: Good.
   Students: Sure, Ms. Thia.

Teacher:

a. Let's go over it again, shall we?
   b. Let's go above it again.

Check

Next

4. Teacher: Is this the five kingdoms of life?
   Students: No, Ms. Thia.
   Teacher: Good. Let's continue.

Teacher:

a. Is there anybody who doesn't understand
   b. Is everyone understanding

Check

Next
Unit 2 Organization of Life

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

5. Student: Can you please explain about protista again, Ms. Thin?
Teacher: Sure, protista is a mixture of organisms that do not fit into other kingdoms. For example, algae and protozoans.
Student: Yes, I get it, Ms. Thin.

Teacher:

a. Are you getting it?
b. Do you get it?

Check
Next

You are going to review today’s lesson. Complete and practice the dialogue. You say the teacher’s part.

Teacher: ................................?
Student: Yes, Mam.
Teacher: ................................?
Student: Yes, I got it.
B. WRITTEN CYCLE

In this reading section, you will read texts about the organization of life. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Allowed  [əˈlaʊd]
2. Composed  [kəmˈpəʊzd]
3. Existence  [ɪɡˈzɪstəns]
4. Flow  [flɔː]
5. Maintain  [mɛnˈteɪn]
6. Particular  [pəˈtɪkjʊlər]
7. Protect  [prəˈtekrt]
8. Substances  [ˈsʌbstənsz]
9. Tiny  [ˈtaɪni]
10. Without  [wɪðˈaʊt]
Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. Allowed (conj.)
2. Composed (adv.)
3. Existence (n)
4. Flow (v)
5. Maintain (v)
6. Particular (adj.)
7. Protect (v)
8. Substance (n)
9. Tiny (adj.)
10. Without (prep/adv.)

C
- Mempertahankan
- Mengalir
- Sangat kecil
- Diperbolehkan
- Tertentu
- Zat kimia
- Tanpa
- Terdiri dari
- Keberadaan/ adanya
- Melindungi

---

Read the text carefully, and then answer the questions.

**Organization of cell**

Notice how your body is composed? You will know that it is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. It is called multi cellular organisms. In general, tiny cells can only be seen with a

1. What is the name of a small unit which composes our body?
   a. Nucleus.
   b. Cell.

2. Which is TRUE according to the text?
   a. Bacteria has nucleus membrane.
   b. Animals have nucleus membrane.
Let's Read.

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with a 24-hour operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery.

3. Each cell in our body has...
   a. a factory
   b. a certain duty

4. Which is NOT TRUE about cytoplasm?
   a. It is alive.
   b. It helps the cell to live.

Let's Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-the-are-kingdoms-life-of-

Answer:
C. LANGUAGE FOCUS

Pay attention to the following words.

- organization
- projection
- ability
- existence
- reaction
- instruction
- attendance
- density

What do they have in common?

They end with:
- -ion,
- -ity, or
- -ence
Unit 2 Organization of Life

Language Focus

Let's Learn More

All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize + tion --> organization
2. project + ion --> projection
3. able + ity --> ability
4. exist + ence --> existence
5. react + ion --> reaction
6. instruct + ion --> instruction
7. generate + ion --> generation
8. observe + tion --> observation
9. composo + tion --> composition
10. determine + tion --> determination

What do you want to learn?

Spoken Cycle
Written Cycle
Language Focus
Assessment
Summary
Glossary

Change the verb into be+V-ing as the example.

1. Today, we are going to talk about the (organize) of life.

2. Today, we are going to talk about the ______________ of life.

Check

Next
D. ASSESSMENT

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: _______________________
   
   Student: Yes, Mom.
   
   a. Let us reviewing the book.
   
   b. Let us review today’s lesson together.
   
   c. Let’s have a reviewing about today’s lesson.
   
   d. Let’s have a reviewer together.
2. These expressions can be used for complimenting the students except...

a. Well done.
b. Good, that's right.
c. My goodness.
d. Terrific.

3. The following statements are TRUE about cytoplasm except...

a. It is not soft.
b. It consists of water and chemical substances.
c. It is important for the cells.
d. It always flows.
4. Which of the following words is not a NOUN?

a. Composition
b. Maintenance
c. Protection
d. Beauty

5. Which of the following suffixes can make a NOUN?

a. -ion and -onion
b. -ion and attention
c. -ence and attention
d. -ion and -ity
E. SUMMARY

1. how to pronounce some words related to the unit 'Organization of Life';
   -> the words are provided in the glossary.
2. how to review today's lesson;
   -> Let's review today's lesson.
3. how to ask your students whether they understand or not;
   -> is there anybody who doesn't understand about...?
   -> do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
   -> -ion, -tion, -ity, -ence.

F. GLOSSARY

1. Allowed-(adj) - diperbolehkan
2. Although-(conj) - walaupun
3. Certainly-(advverb) - tentu/pasti
4. Classify-(verb) - menggolongkan
5. Composed-(verb) - terdiri dari
6. Existence-(noun) - keberadaan
7. Fit-(verb) - cocok/pas
8. Flow-(verb) - mengalir
9. Fungi-(noun) - fungi
10. Main-(adjective) - utama
11. Maintain-(verb) - menjaga
12. Mixture-(noun) - campuran
13. Mushroom-(noun) - jamur
14. Particular-(adj) - tertentu
15. Protect-(verb) - melindungi
16. Substances-(noun) - zat
17. Tiny-(adj) - kecil sekali
18. Use-(verb) - menggunakan
19. Variation-(noun) - variasi
20. Without-(prep/adv) - tanpa
UNIT 3

A. SPOKEN CYCLE

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Backyard  [bækˈjɑːrd]
2. Bush  [bʊʃ]
3. Community  [kəˈmjuːniθi]
4. Interact  [ɪntərˈækt]
5. Light  [laɪt]
6. Road  [rɔːd]
7. Soil  [soʊl]
8. Support  [ˈsəpərt]
9. Surrounding  [sərˈroʊndɪŋ]
10. Together  [təˈɡeðər]
Unit 3 Components of an Ecosystem and Their Interaction

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. Backyard (n)
2. Bush (n)
3. Community (n)
4. Interact (v)
5. Light (n)
6. Road (n)
7. Soil (n)
8. Support (n)
9. Surrounding (n)
10. Together (adv)

B

C

- Cahaya
- Berinteraksi
- Sekitar/sekaliang
- Kebun belakang
- Jalan
- Dukungan
- Bersama-sama
- Semak
- Komunitas
- Tanah

Let's Listen

This video is about a biology teacher explaining about components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.

1. Which one is the living thing?
   a. Light
   b. Tree

2. An ecosystem always consists of...
   a. soil, water, and animals
   b. living and non-living things

Developed by Cahya Berani 2012
Watch the video again, and answer the questions by clicking on the options.

3. Non-living things _______ with the living things.
   a. support
   b. interact

Watch the video again, you will find the following expressions:

I want you to hand in your homework.

This expression is used for asking the students to submit their homework.

Good job. - It’s already good, but...
- It’s nice. - You did a good effort...
- Well done. - but please.

These expressions are used for giving feedback to the students’ work.
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle  Let's Listen

Watch this video. You will find the following expressions:

- Can you please tell me...
- What is/are...

These expressions can be used for asking the students' questions.

- Our time is running out.

These expressions can be used for telling the students that the class will end in a moment.

Developed by Clinics Berwin 2012

---

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle  Let's Study Further

Study the following expressions:

Some expressions that can be used for asking the students to submit their homework/work are:

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.

Some expressions that can be used for giving feedback to the students' work are:

- Good job.
- It's nice.
- Well done.
- It's already good, but....
- You did a good effort, but....

Developed by Clinics Berwin 2012
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Study Further.

Study the following expressions.

Some expressions that can be used for asking questions about the topic to the students are:

- Can you please tell me...?
- What is/are...?
- Why...?
- How...

Some expressions that can be used for ending the class are:

- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.

Developed by Celtic Revenant 2012

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let's Speak Up.

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.
- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don't have much time left.
- We don't have any time anymore.
- Good job.
- It's nice.
- Well done.
- It's already good, but....
- You did a good effort, but....
- Can you please tell me...?
- What is/are...?
- Why...?
- How...?

Developed by Celtic Revenant 2012
Unit 3 Components of an Ecosystem and Their Interaction

Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Very well students, before we start our next topic, _____________________.
   Students: Yes, Ms. Thia.

   Teacher:
   a. please submit your homework
   b. your homework are submitted

   Check

   Next

2. Teacher: Tom, where is your homework?
   Student: Here it is, Ms. Thia.
   Teacher: (checking Tom’s homework) __________., you did a good job.
   Student: Thank you, Ms. Thia.

   Teacher:
   a. Good done
   b. Well done

   Check

   Next

Developed by Cithic Bureau 2012
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

3. Teacher: Venna, ___________ some living organisms at your house?
   Student: Plants, cats, rabbits, and birds.
   Teacher: Good.

4. Teacher: Okay students, ___________. Pack up your things.
   Students: Very well, Ms. Thia.

Teacher:

- a. can you please tell me
- b. can you say

Check
Next
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

5. Teacher: ____________________________
   Students: Sure, Ms. Thia.

Teacher:

a. Please hand in your assignment.

b. Where is your assignment?

Check

Next

ANSWER

1. Please submit your homework
2. Well done
3. Can you please tell me
4. Time is over
5. Please hand in your assignment.
You are going to end the lesson. Complete and practice the dialogue. You say the teacher’s part.

Teacher: .........................................
Student: Okay, Mam. See you tomorrow.
Teacher: See you.

Supplementary activity.

Situation.

You are going to end the class. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.
B. WRITTEN CYCLE

In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. Among [əˈmʌŋ]
2. Approach [əˈprɑːf]
3. Branch [breŋk]
4. Conduct [ˈkəndʌkt]
5. Itself [ɨtˈself]
6. Moss [mɒs]
7. Pond [pɒnd]
8. Stick [stɪk]
9. Stream [strɛm]
10. Spend [spend]

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.
1. What are the components of an ecosystem?
   a. Trees and animals.
   b. Living and non-living things.

2. Which is FALSE according to the text?
   a. Living things interact with each other.
   b. Biology is a branch of ecology.
Unjumble the words to make a good sentence. (Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:

Check
Next

ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle. Go on to the other sections.
C. LANGUAGE FOCUS

1. Using *a* or *the* Generic Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>PLURAL COUNT NOUN</th>
<th>NONCOUNT NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) A banana is yellow</td>
<td>(b) <em>a</em> bananas are yellow</td>
<td>(c) <em>a</em> fruit is good for you</td>
</tr>
</tbody>
</table>

A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b), the speaker is talking about any bananas, *bananas* is general. In (c), the speaker is talking about any and all fruit, *fruit* in general.

2. Using *a* or *some* Indefinite Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>PLURAL COUNT NOUN</th>
<th>NONCOUNT NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) I ate a banana</td>
<td>(e) I ate some bananas</td>
<td>(f) I ate some fruit</td>
</tr>
</tbody>
</table>

Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f): *some* is often used with indefinite plural count nouns and indefinite noncount nouns.
BASIC ARTICLE USAGE

III. Using the: Definite Nouns

A noun is definite when both the speaker and the listener are thinking about the same specific thing.

In (g): The speaker uses the because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker.

Notice that the is used with both singular and plural count nouns and with noncount nouns.

(g) The banana is ripe
(h) The bananas are ripe
(i) The fruit is ripe

IV. Using the: Singular Generic Count Noun

Generic ‘the’ is commonly used with:

1. Species of animals: the whale
2. Inventions: who invented the microscope
3. Musical instruments: A whale can play the guitar

Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.

First mention: some dogs, a cat, a mouse, a tree.
Second mention: the dogs, the cat, the mouse, the tree.
Complete the sentence with a/an, or the.

1. Mutualism is _____ relationship between two different organisms in which neither is harmed.

2. _____ relationship is mutually beneficial that is, each helps other.
Complete the sentence with a/an, or the.

3. When you look at ____ structure of lichen under the microscope, you will find it is made of two quite different partners.

4. Living and non living things interact to form ____ ecosystem
Complete the sentence with a/an, or the.

5. ___ ecologist concerns with investigating the habits of living things in relation to their environment.

Answer:
1. a
2. A
3. the
4. an
5. An

This is the end of the language focus section. Go on to the other sections.
D. ASSESSMENT

1. Teacher: ________________
   Student: Here it is, Sir.
   a. What is your homework?
   b. What are your assignments?
   c. Please tell me your homework.
   d. I want you to hand in your homework.

2. Teacher: Let’s go home now. See you everyone.
   Student: See you too, Ms. Thia.
   a. Time is up.
   b. Times is up.
   c. The clock is over.
   d. Times over.
3. What is the Indonesian of the word 'moss'?
   a. binatang.
   b. lumut.
   c. inseko.
   d. lembut.

4. An ecosystem always consists of ____________________.
   a. living and non-living organisms
   b. animals and plants
   c. living organisms only
   d. many kinds of plants
E. SUMMARY

In this unit, you have learned:

1. how to pronounce some words related to the unit ‘Components of an Ecosystem and Their Environment’,
   - the words are provided in the glossary.
2. how to ask your students to submit their homework / work,
   - I want you to hand in your homework, please submit your homework, etc.
3. how to give feedback to your students’ work,
   - good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class.
6. to translate some sentences related to a topic.
7. about the basic articles.
   - a, an, the
F. GLOSSARY

In this unit, you have learned:
1. how to pronounce some words related to the unit "Components of An Ecosystem and Their Environment",
   => the words are provided in the glossary.
2. how to ask your students to submit their homework/ work,
   => I want you to hand in your homework, Please submit your homework, etc.
3. how to give feedback to your students' work,
   => good, great, well done, excellent, etc.
4. how to ask your students questions related to a topic.
5. how to end the class
6. to translate some sentences with the help of some keywords,
7. about the basic articles.
   => a, an, the
A. INTRODUCTION

WELCOME TO INTERACTIVE LEARNING MULTIMEDIA OF
'ENGLISH FOR YEAR VII SCIENCE TEACHERS'

B. CONTENTS PAGE

UNIT 1 --> The Characteristics of Living Things
Learn about how to pronounce technical terms in this unit. You will also learn how to ask your students what the last lesson was about in English. Reading passages are also provided so that you can understand the topic in English much better. The language focus provided in this unit is about the present continuous/progressive tense.

UNIT 2 --> Organization of Life
Learn about how to pronounce technical terms in this unit. You will learn some expressions that can be used for reviewing the lesson in English. Reading passages are also provided so that you can understand the topic in English much better. You will understand how nouns can be formed through the derivational process as well.

UNIT 3 --> Components of an Ecosystem and Their Interaction
Learn about how to pronounce technical terms in this unit. You will also learn some expressions that you can use for giving comments to your students' work in English. Reading passages are also provided so that you can understand the topic in English much better. You will also know about some prefixes in English that can be useful for you.
C. USER GUIDE

User Guide
These are the icons that you will find in the software:

1. home icon
2. user guide icon
3. next icon
4. back icon
5. exit icon
6. audio icons

D. UNIT 1

Unit 1 The Characteristics of Living Things

Objectives

By the end of the unit, you are expected to be able to:
1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in asking the students about the previous topic they discussed; and
4. explain activities that are happening using the present continuous tense.

1. Is the komodo dragon a living thing?
2. If it is, why is it classified so?
3. How are you going to explain it to your students in English?

Let's find the answer in this unit.
1. SPOKEN CYCLE

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. characteristic
2. stimulus
3. environment
4. possess
5. energy
6. immediate
7. oxygen
8. produce
9. waste
10. ability

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.
Unit 1 The Characteristics of Living Things

Let's Listen

This video is about a biology teacher starting the lesson and explaining the characteristics of living things. Watch the video carefully, and then answer the questions by clicking on the options.

1. Which one is the characteristic of komodo dragons?
   a. They have poisonous saliva.
   b. They can only eat certain things.

2. All living things ...
   a. can move by themselves
   b. can respond to stimuli

Watch the video again, and answer the questions by clicking on the options.

3. There are ______ characteristics of living things.
   a. seven
   b. eight

4. Which is NOT TRUE according to the video?
   a. Living things are made from cells.
   b. Plants cannot reproduce.
Unit 1 The Characteristics of Living Things

Spoken Cycle: Let's Listen

Watch the video again, you will find the following expressions:

- **How are you?**
  - This expression is used for asking how the students are feeling.

- **Who still remember what we talked about last time?**
  - This expression is used for asking about what the last lesson was about.

- **How's life?**
  - This expression is used for asking how the students are feeling.

- **Who can tell us what we did in the last lesson?**
  - This expression is used for asking about what the last lesson was about.
Unit 1 The Characteristics of Living Things

Spoken Cycle Let’s Speak Up

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you?
- How’s life?
- How are you doing?
- How’s everything?
- Great
- Fine
- Good
- Very well
- I’m not well
- Not good
- Who still remember what we talked about last time?
- Who can tell us what we did in the last lesson?
- What did we discuss last time?
- What did you learn last meeting?
- We talked about ...
- We discussed ...
- We learned ...
- We studied ...

Developed by ClinicTea Reuters 2012

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Good morning students.
   Students: Good morning, Ms. Thia.
   Teacher: ___________________
   Students: Fine, thank you.

   Teacher:  
   a. How’s your life?  
   b. How’s life?

   Check
   Next

Developed by ClinicTea Reuters 2012
Unit 1 The Characteristics of Living Things

2. Teacher: Good afternoon students.
   Students: Good afternoon, Ms. Thie.
   Teacher: ________________________________________
   Students: Very well, thank you.

Teacher:

- a. How are you all?
- b. How well are you?

Check

Next

3. Teacher: ________________________________________
   Students: We talked about the characteristics of living things.

Teacher:

- a. What are we talking about last meeting?
- b. What did we talk about last meeting?

Check

Next
Unit 1 The Characteristics of Living Things

Spoken Cycle: Let's Speak Up

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

4. Teacher:
Students: We discussed the characteristics of living things.

Teacher:

- a. What did we discuss last Monday?
- b. Did we discuss about it last Monday?

Check
Next

Developed by Clinico Resources 2012

Unit 1 The Characteristics of Living Things

Spoken Cycle: Let's Speak Up

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

5. Teacher:
Students: We learned about the characteristics of living things.

Teacher:

- a. What did you learn in our last meeting?
- b. What did you have learned last meeting?

Check
Next

Developed by Clinico Resources 2012
Unit 1 The Characteristics of Living Things

Spoken Cycle | Let's Speak Up

ANSWER

1. How's life?
2. How are you all?
3. What did we talk about last meeting?
4. What did we discuss last Monday?
5. What did you learn in our last meeting?

---

Complete and practice the dialogue. You say the teacher’s part.

Teacher: ........................................
Student: Fine, ma'am.
Teacher: Good, excellent.
........................................
Student: We learned about the characteristics of living things, ma'am.
2. **WRITTEN CYCLE**

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. breathe  
   pronunciation: [briːθ]
2. recognize  
   pronunciation: [rɪˈkɒnəz]  
3. development  
   pronunciation: [dɪˈvɛləmpənt]
4. vapor  
   pronunciation: [ˈveɪpər]
5. grow  
   pronunciation: [ɡrəʊ]
6. respond  
   pronunciation: [rɪˈspɒnd]
7. increase  
   pronunciation: [ɪkˈzɛns]  
8. divide  
   pronunciation: [dɪˈvaɪd]
9. necessary  
   pronunciation: [ˈnesəsərɪ]  
10. extinct  
    pronunciation: [ɪkˈsɪŋkt]
Unit 1 The Characteristics of Living Things

Written Cycle: Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. breathe (v)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. recognize (v)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. development (n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. vapor (n)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. grow (v)</td>
<td></td>
<td></td>
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<td>6. respond (v)</td>
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<td>7. increase (v)</td>
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<tr>
<td>8. divide (v)</td>
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<td></td>
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<td>9. necessary (adj)</td>
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<td>10. extinct (adj)</td>
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<td>punah</td>
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<td>mengennai</td>
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<td>perkembangan</td>
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<td>bertambah</td>
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</tr>
</tbody>
</table>

Read the text carefully, and then answer the questions.

Characteristics of Living Things

1. Doing Respiration
   All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor, and carbon dioxide. The energy produced during the respiration is used for living processes.

   1. What is the aim of respiration?
   a. To gain oxygen.
   b. To get energy.

   2. Which is FALSE according to the text?
   a. Water vapor is produced in respiration.
   b. Some living things do not move.
Read the text carefully, and then answer the questions.

3. Receiving and Responding to Stimulus
What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimuli in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a response is a plant.

1. Mimosa Pudica is mentioned in the text as ....
   a. an example of a plant
   b. an example that living things respond to stimuli

2. Which is TRUE according to the text?
   a. Human beings and animals come from one cell.
   b. There are two ways of how organisms reproduce.

Translating the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Ada delapan ciri makhluk hidup.

   English:

   Keywords: characteristic, eight, living thing
2. Proses respirasi menghasilkan energi.

English:

Keywords: respiration, produce, energy

3. Semua makhluk hidup terbuat dari sel-sel.

English:

Keywords: living thing, made from, cell
Unit 1 The Characteristics of Living Things

Let's Write.

Translate the following sentences into English. (Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

Check

Next

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis

5. Semua makhluk hidup disebut organisme.

English:

Check

Next

Keywords: living thing, call, organism
3. LANGUAGE FOCUS

Now, look at the following pictures. Pay attention to their description.

- The rabbits are standing.
- The elephant is eating.
- The fish is swimming.
- The tiger is walking.
From the descriptions of the pictures, we can see that the sentences have the same pattern.

<table>
<thead>
<tr>
<th>Verb</th>
<th>verb+ing</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>eating</td>
<td>The rabbits are standing.</td>
</tr>
<tr>
<td>run</td>
<td>running</td>
<td>The elephant is eating.</td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
<td>The fish is swimming.</td>
</tr>
<tr>
<td>walk</td>
<td>walking</td>
<td>The tiger is walking.</td>
</tr>
</tbody>
</table>

The pattern is:
Subject + to be + V-ing

This is the pattern of present continuous/progressive tense sentences.
Change the verb into be + V-ing.

1. The birds (drink) in the lake.

1. The birds ________ in the lake.
2. The butterfly (suck) the nectar

2. The butterfly _________ the nectar.

Check  
Next

3. Some dogs (bark) to some cats.

3. Some dogs _________ to some cats.

Check  
Next
4. The bee and the bug (fly) in the garden.

5. The eggs (hatch).
4. ASSESSMENT

1. Teacher: __________

Student: We discussed the characteristics of living things, Sir.

a. What did we discuss soon?

b. What are we discussing last week?

c. What were we discussing later?

d. What did we discuss last meeting?
2. Teacher: _______________________
      Student: Fine, thank you Ms. Thia.
      a. What are you?
      b. How are your life?
      c. How’s life?
      d. How’s your lifetime?

3. These are the characteristics of living things except...
   a. All living things can grow.
   b. All living things make noises.
   c. All living things respond to stimuli.
   d. All living things can move.
Unit 1 The Characteristics of Living Things

Assessment: Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

4. The number of cells of your body increases and you get bigger. The word 'increase' in the sentence above has the closest meaning to...

   a. bertambah
   b. kenaikan
   c. naik
   d. banyak

5. The plants in the school yard __________ bigger and higher.

   a. getting
   b. are getting
   c. is getting
   d. gets
5. SUMMARY

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Characteristics of Living Things',
   -> the words are provided in the glossary.

2. how to ask your students about what the last lesson was about,
   -> What did we talk about in the last lesson?
   -> What did we discuss last time?
   -> what have you learned last week?

3. how to ask your students about how they feel,
   -> how are you?
   -> how's life?

4. to translate some sentences,

5. about the present continuous/progressive tense,
   -> Subject + to be + V-ing

6. GLOSSARY
E. UNIT 2

Unit 2 Organization of Life

Objectives

By the end of the unit, you are expected to be able to:
1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in reviewing today’s lesson;
4. use expressions in asking whether the students understand or not; and
5. indentify nouns through the derivational process.

1. How many kingdoms of life are there?
2. What are they?
3. How are you going to explain them to your students in English?

Let’s find the answer in this unit.
1. **SPOKEN CYCLE**

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>although</td>
<td>[əlˈðoʊ]</td>
</tr>
<tr>
<td>certainly</td>
<td>[ˈsɛrsənli]</td>
</tr>
<tr>
<td>classify</td>
<td>[ˈklæsɪfaɪ]</td>
</tr>
<tr>
<td>fit</td>
<td>[fɪt]</td>
</tr>
<tr>
<td>fungi</td>
<td>[ˈfʌŋɡi] or [ˈfæŋɡi]</td>
</tr>
<tr>
<td>mean</td>
<td>[miːn]</td>
</tr>
<tr>
<td>mixture</td>
<td>[ˈmɪkstʃə]</td>
</tr>
<tr>
<td>mushroom</td>
<td>[ˈmaʊ̯ʃəm]</td>
</tr>
<tr>
<td>use</td>
<td>[juːz]</td>
</tr>
<tr>
<td>variation</td>
<td>[vərəˈeɪʃən]</td>
</tr>
</tbody>
</table>
Unit 2 Organization of Life

Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. although (conj.)
2. certainly (adv.)
3. classify (v)
4. fit (v)
5. fungi (n)
6. main (adj.)
7. mixture (n)
8. mushroom (n)
9. use (v)
10. variation (n)

B

C
1. fungi
2. cocok/pan
3. menggunakan
4. walaupun
5. utama
6. jamur
7. variasi
8. pasti/tentu
9. menggolongkan
10. campuran

Let's Listen

This video is about a biology teacher reviewing the lesson and explaining the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.

1. Basically, the basic structure of cells is ...
   a. the same
   b. different from each other

2. Living things are classified by...
   a. the cell structure difference
   b. the variations of the design
Unit 2 Organization of Life

Let’s Listen

Watch the video again, and answer the questions by clicking on the options.

3. An example of a plant belonging to the fungi kingdom is...
   a. fungus
   b. mushroom

4. Algae and protozoans are examples of...
   a. prokaryote organisms
   b. protoista organisms

Watch the video again, you will find the following expressions:

Let’s review today’s lesson.

This expression is used for telling the students that you will review today’s lesson.

Is the anybody who doesn’t understand about...?

This expression is used for asking whether the students understand or not.
Unit 2 Organization of Life

Spoken Cycle Let's Listen

Study the following expressions.

Some expressions that can be used for reviewing the lesson are:

- Let's review today's lesson.
- Let's go over it again.
- Let's take a glance at today's lesson.

Some expressions that can be used for asking the students whether they understand or not are:

- Is there anybody who doesn't understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?

Click on the audio icon. Listen and repeat the expressions until you can say the correctly.

- Let's review today's lesson.
- Let's go over it again.
- Let's take a glance at today's lesson.
- Is there anybody who doesn't understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?
Unit 2 Organization of Life

Let's Study Further.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Okay Students, ___________________________.
   Students: Yes, Ms. Thia.
   Teacher: So, what did we just talk about?
   Students: We talked about the characteristics of living things, Ms. Thia.

Teacher:

a. let's review today's lesson
b. let us reviewing the lesson

Check
Next

Developed by Clichic Resources 2012

Unit 2 Organization of Life

Let's Study Further.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

2. Teacher: ____________________________.
   Students: Very well, Ms. Thia.
   Teacher: How many kingdoms of life are there?
   Students: There are five, Ms. Thia.

Teacher:

a. Let we glance at the lesson
b. Let's take a glance at today's lesson

Check
Next

Developed by Clichic Resources 2012
Unit 2 Organization of Life

Spoken Cycle: Let’s Study Further.

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

3. Teacher: What did we just talk about everyone?
   Students: The organization of life, Ms. Thia.
   Teacher: Good.
   Students: Sure, Ms. Thia.

Teacher:

   a. Let’s go over it again, shall we?
   b. Let’s go above it again.

Check
Next

4. Teacher: ____________________the five kingdoms of life?
   Students: No, Ms. Thia.
   Teacher: Good. Let’s continue.

Teacher:

   a. Is there anybody who doesn’t understand
   b. Is everyone understanding

Check
Next
2. Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

3. Student: Can you please explain protista again, Ms. Thia?
   Teacher: Sure, protista is a mixture of organisms that do not fit into other kingdoms.
           For example, algae and protozoans.
   Student: Yes, I get it, Ms. Thia.

   Teacher: 
   a. Are you getting it?
   b. Do you get it?

   Check
   Next
Unit 2 Organization of Life

Spoken Cycle Let's Study Further.

ANSWER

1. Let's review today's lesson.
2. Let's take a glance at today's lesson.
3. Let's go over it again, shall we?
4. Is there anybody who doesn't understand?
5. Do you get it?

Spoken Cycle Let's Speak Up.

You are going to review today's lesson. Complete and practice the dialogue. You say the teacher's part.

1. Teacher: ........................................
   Student: Yes, ma'am.

2. Teacher: ........................................
   What did we talked about today?
   Student: We talked about the organization of life, ma'am.
2. WRITTEN CYCLE
Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. allowed (conj.)
2. composed (adv.)
3. existence (n)
4. flow (v)
5. maintain (v)
6. particular (adj.)
7. protect (v)
8. substance (n)
9. tiny (adj.)
10. without (prep/adv.)

B

C
mempertahankan
menyalir
sangat kecil
di/perbolehkan
tertentu
zat kimia
tanpa
terdar dari
beberapa/an adanya
melindungi

Let's Read.

Read the text carefully, and then answer the questions.

Organization of cell

Your body is composed of lots of small units and they cannot be seen by naked eyes. These small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. They are called multi cellular organisms.

In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all

1. What is the name of a small unit which composing our body?
   - a. nucleus.
   - b. Cell.

2. Which is TRUE according to the text?
   - a. Bacteria has nucleus membrane.
   - b. Animals have nucleus membrane.
Unit 2 Organization of Life

Let’s Read.

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with a 24-hour operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to a factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the delivery.

3. Each cell in our body has ...
   a. a factory
   b. a certain duty

4. Which is NOT TRUE about cytoplasm?
   a. it is alive.
   b. it helps the cell to live.

Let’s Write.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-there-are-kingsoms-life-of.

   Answer:
2. two-there-cells-of-kinds-are.

English:

Check

3. fungi-example-mushroom-the-of-is.

English:

Check

Next
4. duty-each-body-cell-in-has-particular-a-your.

5. water and chemical substances-the-cytoplasm-in-support-cell-life-a-of-the.
3. LANGUAGE FOCUS

Pay attention to the following words.
- organization
- projection
- ability
- existence
- reaction
- instruction
- density

What do they have in common?
They end with:
- ion,
- ity, or
- ence
All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize + tion → organization
2. project + ion → projection
3. able + ity → ability
4. exist + ence → existence
5. react + ion → reaction
6. instruct + ion → instruction
7. generate + ion → generation
8. observe + tion → observation
9. compose + tion → composition
10. determine + tion → determination

Change the verb into be+V-ing as the example.

1. Today, we are going to talk about the (organize) of life.

1. Today, we are going to talk about the __________ of life.

Check
Next
2. Let us study the (compose) of cells.

3. Based on the (exist) of the nucleus membrane, there are two kinds of cells.
Change the verb into be+V-ing as the example.

4. You can do a cell (observe) with a microscope.

5. Cell membranes have the (able) to maintain the chemical balance inside and outside the cell.
4. ASSESSMENT
2. These expressions can be used for complimenting the students except...

a. Well done.
b. Good, that's right.
c. My goodness.
d. Terrific.

3. The following statements are TRUE about cytoplasm except...

a. It is not soft.
b. It consists of water and chemical substances.
c. It is important for the cells.
d. It always flows.
4. Which of the following words is not a NOUN?

a. composition
b. maintenance
c. protection
d. beauty

5. Which of the following suffixes can make a NOUN?

a. -ion and -onion
b. -ion and -tion
c. -ence and -tion
d. -ion and -ity
5. SUMMARY

In this unit, you have learned:
1. how to pronounce some words related to the unit "Organization of Life;
   -> the words are provided in the glossary.
2. how to review today’s lesson,
   -> - Let's review today’s lesson.
3. how to ask your students whether they understand or not,
   -> - is there anybody who doesn’t understand about…?
   -> - do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
   -> -ien, -tion, -ity, -ence.

6. GLOSSARY

1. allowed-(adj.)-diperbolehkan
2. although-(conj.)-walau pun
3. certainly-(adverb)-tentu/pasti
4. classify-(verb)-menggolongkan
5. composed-(verb)-terdiri dari
6. existance-(noun)-keberadaan
7. fit-(verb)-cocok/pas
8. flow-(verb)-mengalir
9. fungi-(noun)-fungi
10. main-(adjective)-utama
11. maintain-(verb)-menjaga
12. mixture-(noun)-campuran
13. mushroom-(noun)-jamur
14. particular-(adj.)-tertentu
15. protect-(verb)-melindungi
16. substances-(noun)-zat
17. tiny-(adj.)-kecil sekali
18. use-(verb)-menggunakan
19. variation-(noun)-variasi
20. without -- (prep/adv)-tanpa
F. UNIT 3

1. SPOKEN CYCLE
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle: Let's Say Them Correctly

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. backyard  [bæk'jɔrd]
2. bush  [bʊʃ]
3. community  [kəˈmju:nɪti]
4. interact  [ɪnˈterækt]
5. light  [laɪt]
6. road  [rɔd]
7. soil  [soʊl]
8. support  [suːpɔrt]
9. surrounding  [səˈraʊndɪŋ]
10. together  [təˈgeðə]

Spoken Cycle: Let's Check Your Vocabulary

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.
Unit 3 Components of an Ecosystem and Their Interaction

Let's Listen

This video is about a biology teacher explaining components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.

1. Which one is a living thing?
   - a. Light
   - b. Tree

2. An ecosystem always consists of...
   - a. soil, water, and animals
   - b. living and non-living things

3. Non-living things _______ with the living things.
   - a. support
   - b. interact
Unit 3 Components of an Ecosystem and Their Interaction

Let's Listen

Watch the video again, you will find the following expressions:

- I want you to hand in your homework.
  This expression is used for asking the students to submit their homework.
- Good job. - It's already good, but...
  - It's nice. - You did a good effort...
  - Well done, but please...
  These expressions are used for giving feedback to the students' work.

Watch this video. You will find the following expressions:

- Can you please tell me...
  These expressions can be used for asking the students questions.
- Our time is running out.
  These expressions can be used for telling the students that the class will end in a moment.
Study the following expressions.

Some expressions that can be used for asking the students to submit their homework/work are:
- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.

Some expressions that can be used for giving feedback to the students’ work are:
- Good job.
- It’s nice.
- Well done.
- It’s already good, but...
- You did a good effort, but...

Some expressions that can be used for asking questions about the topic to the students are:
- Can you please tell me...
- What is/are...
- Why...
- How...

Some expressions that can be used for ending the class are:
- Our time is running out.
- Time is over.
- Time is up.
- It’s time to go home.
- We don’t have much time left.
- We don’t have any time anymore.
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle: Let's Speak Up

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.
- Our time is running out.
- Time is over.
- Time is up.
- It’s time to go home.
- We don’t have much time left.
- We don’t have any time anymore.

- Good job.
- It's nice.
- Well done.
- It’s already good, but....
- You did a good effort, but....
- Can you please tell me...?
- What is/are...?
- Why...?
- How...?

Written Cycle: What do you want to learn?

Spoken Cycle: Let's Speak Up

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Very well students, before we start our next topic, ____________.
   Students: Yes, Ms. Thia.

   Teacher:
   a. please submit your homework
   b. your homework are submitted

   Check
   Next
2. Teacher: Roy, where is your homework?
   Student: Here it is, Ms. Thia.
   Teacher: (checking Roy’s homework) __________, you did a good job.
   Student: Thank you, Ms. Thia.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

Teacher: 

   a. Good done
   b. Well done

Check
Next
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

4. Teacher: Ok. students, ____________. Pack up your things.
   Students: Very well, Ms. Thia.

   Teacher:
   a. no more time
   b. time is over

   Check

   Next

5. Teacher: ________________
   Students: Sure, Ms. Thia.

   Teacher:
   a. Please hand in your assignment.
   b. Where is your assignment?

   Check

   Next
***Unit 3 Components of an Ecosystem and Their Interaction***

**Spoken Cycle** Let’s Speak Up.

**ANSWER**

1. please submit your homework
2. Well done
3. can you please tell me
4. time is over
5. Please hand in your assignment.

---

**Spoken Cycle**

You are going to end the lesson. Complete and practice the dialogue. You say the teacher’s part.

Teacher : ................................................?
Student : Okay, ma’am. See you tomorrow.
Teacher : See you.
2. WRITTEN CYCLE
Unit 3 Components of an Ecosystem and Their Interaction

Let's Say Them Correctly

In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. among [əˈmʌŋ]
2. approach [əˈprəʊʃ]
3. branch [breq]
4. conduct [kənˈdʌkt]
5. itself [ɪtˈself]
6. mass [mæs]
7. pond [pɒnd]
8. stick [stɪk]
9. stream [streɪm]
10. spend [spend]

Let's Check Your Vocabulary

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. among (prep.)
2. approach (v)
3. branch (n)
4. conduct (v)
5. itself (pron.)
6. mass (n)
7. pond (n)
8. stick (v)
9. stream (n)
10. spend (v)

B
C
- dirinya sendiri
- melaksanakan
- aliran
- di antara
- lumut
- menempel
- menghabiskan
- mendekati
- cabang
- kalam
Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living in the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach and...
Unit 3 Components of an Ecosystem and Their Interaction

Written Cycle Let's Write.

Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:

English:

Check
Next

2. Living organisms and non-living things - ecosystem - consists - always - an - of.

Check
Next
Unit 3 Components of an Ecosystem and Their Interaction

Let's Write.

Unjumble the words to make a good sentence.
(Use a capital letter or the beginning of the sentence and a full stop at the end of the sentence.)


English:

Check

Next

4. non-living things - get - living things - support - from.

English:

Check

Next
Unjumble the words to make a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

5. branch - ecology - biology - is - a - of.

**English:**

ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle. Go on to the other sections.
3. LANGUAGE FOCUS

BASIC ARTICLE USAGE

1. Using a or a: Generic Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>(a) A banana is yellow</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL COUNT NOUN</td>
<td>(b) a banana are yellow</td>
</tr>
<tr>
<td>NONCOUNT NOUN</td>
<td>(c) a fruit is good for you</td>
</tr>
</tbody>
</table>

A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b): The speaker is talking about any bananas, *banana* is general. In (c), the speaker is talking about any and all fruit, fruit in general.

2. Using a or some: Indefinite Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>(d) I ate a banana</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLURAL COUNT NOUN</td>
<td>(e) I ate some bananas</td>
</tr>
<tr>
<td>NONCOUNT NOUN</td>
<td>(f) I ate some fruit</td>
</tr>
</tbody>
</table>

Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d): the speaker is not referring to “this banana” or “that banana” you gave me. The speaker is simply saying that he/she ate one banana. In (e) and (f): *some* is often used with indefinite plural count nouns and indefinite noncount nouns.
III. Using the: Definite Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>A noun is definite when both the speaker and the listener are thinking about the same specific thing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) The banana is ripe</td>
<td>In (g): The speaker uses <em>the</em> because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker. Notice that <em>the</em> is used with both singular and plural count nouns and with noncount nouns.</td>
</tr>
<tr>
<td>(h) The bananas are ripe</td>
<td></td>
</tr>
</tbody>
</table>

IV. Using the: Singular Generic Count Noun

Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.

First mention: some dogs, a cat, a mouse, a tree.

Second mention: the dogs, the cat, the mouse, the tree.

V. *The* is sometimes used with a singular generic count noun

Generic *the* is commonly used with

1. Species of animals: *the whale is the largest mammal on earth*
2. Inventions: *the microscope*
3. Musical Instruments: *A whale can play the guitar*
Complete the sentence with a/an, or the.

1. Mutualism is __________ relationship between two different organisms in which neither is harmed.

Check

Next

2. __________ relationship is mutually beneficial, that is, each helps other.

Check

Next
Complete the sentence with a/an, or the.

3. When you look at _____ structure of lichen under the microscope, you will find it is made of two quite different partners.

4. Living and non-living things interact to form _____ ecosystem
Complete the sentence with a/an, or the.

5. ___________ ecologist investigates the habits of living things in relation to their environment.

**Answer**

1. a
2. A
3. the
4. an
5. An

This is the end of the language focus section. Go on to the other sections.
4. ASSESSMENT

1. Teacher: __________________________
   Student: Here it is, ma'am.
   a. What is your homework?
   b. What are your assignments?
   c. Please tell me your homework.
   d. I want you to hand in your homework.

2. Teacher: ________________Let's go home now. See you everyone.
   Student: See you too, Ms. Thia.
   a. Time is up.
   b. Times is up.
   c. The clock is over.
   d. Times over.
Unit 3 Components of an Ecosystem and Their Interaction

Let's Check Your Understanding

Choose the correct answer by clicking a, b, c, or d.

3. What is the Indonesian of the word ‘moss’?
   a. binatang
   b. lumut
   c. insekta
   d. lembut

4. An ecosystem always consists of ____________________.
   a. living and non-living organisms
   b. animals and plants
   c. living organisms only
   d. many kinds of plants
5. SUMMARY

In this unit, you have learned:

1. how to pronounce some words related to the unit 'Components of an Ecosystem and Their Interaction',
   -> the words are provided in the glossary.

2. how to ask your students to submit their homework: work,
   -> I want you to hand in your homework., Please submit your homework., etc.

3. how to give feedback to your students' work,
   -> good, great, well done, excellent, etc.

4. how to ask your students' questions related to a topic.

5. how to end the class

6. to translate some sentences with the help of some keywords,

7. about the basic articles.
   -> a, an, the
6. GLOSSARY

Unit 3 Components of an Ecosystem and Their Interaction

Glossary

1. among -- (prep.) -- diantara
2. approach -- (verb) -- mendekat
3. backyard -- (noun) -- halaman belakang
4. branch -- (noun) -- cabang
5. bush -- (noun) -- samak-samak
6. community -- (noun) -- komunitas
7. conduct -- (verb) -- melakukkan
8. interact -- (verb) -- berinteraksi
9. itself -- (pron.) -- dirinya sendiri
10. light -- (noun) -- cahaya
11. mess -- (noun) -- lumut
12. pond -- (noun) -- kolam
13. road -- (noun) -- jalan
14. soil -- (noun) -- tanah
15. spend -- (verb) -- menghabiskan
16. stick -- (verb) -- menempel
17. stream -- (noun) -- aliran
18. support -- (noun) -- dukungan
19. surrounding -- (a) -- sekitar
20. together -- (adv.) -- bersama-sama
WELCOME TO INTERACTIVE LEARNING MULTIMEDIA OF

'ENGLISH FOR YEAR VII SCIENCE TEACHERS'

Contents

UNIT 1 --> The Characteristics of Living Things
Learn about how to pronounce technical terms in this unit. You will also learn how to ask your students what the last lesson was about in English. Reading passages are also provided so that you can understand the topic in English much better. The language focus provided in this unit is about the present continuous/progressive tense.

UNIT 2 --> Organization of Life
Learn about how to pronounce technical terms in this unit. You will learn some expressions that can be used for reviewing the lesson in English. Reading passages are also provided so that you can understand the topic in English much better. You will understand how nouns can be formed through the derivational process as well.

UNIT 3 --> Components of an Ecosystem and Their Interaction
Learn about how to pronounce technical terms in this unit. You will also learn some expressions that you can use for giving comments to your students’ work in English. Reading passages are also provided so that you can understand the topic in English much better. You will also know about some prefixes in English that can be useful for you.
UNIT 1

User Guide
These are the icons that you will find in the software:

1. home icon
2. user guide icon
3. next icon
4. back icon
5. exit icon
6. audio icons

By the end of the unit, you are expected to be able to:
1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in asking the students about the previous topic they discussed; and
4. explain activities that are happening using the present continuous tense.

1. Is the komodo dragon a living thing?
2. If it is, why is it classified so?
3. How are you going to explain it to your students in English?

Let’s find the answer in this unit.
In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. characteristic  [ˈkærəktərɪstɪk]
2. stimulus  [ˈstɪmjʊləs]
3. environment  [ɪnˈvaɪrənmənt]
4. possess  [pəˈzens]
5. energy  [ˈenədʒi]
6. immediate  [ɪˈmɪdʒiət]
7. oxygen  [ˈɒksɪdʒən]
8. produce  [prəˈdjuːs]
9. waste  [weɪst]
10. ability  [əˈbɪləti]

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.
Unit 1 The Characteristics of Living Things

1. Which one is the characteristic of komodo dragons?
   a. They have poisonous saliva.
   b. They can only eat certain things.

2. All living things ...
   a. can move by themselves
   b. can respond to stimuli

3. There are _______ characteristics of living things.
   a. seven
   b. eight

4. Which is NOT TRUE according to the video?
   a. Living things are made from cells.
   b. Plants cannot reproduce.

Developed by Claire Reeswar 2012
Unit 1 The Characteristics of Living Things

Let's Listen.

Watch the video again, you will find the following expressions:

**How are you?**
This expression is used for asking how the students are feeling.

**Who still remember what we talked about last time?**
This expression is used for asking about what the last lesson was about.

Watch this video. You will find the following expressions:

**How’s life?**
This expression is used for asking how the students are feeling.

**Who can tell us what we did in the last lesson?**
This expression is used for asking about what the last lesson was about.
Study the following expressions.

Some expressions that can be used for asking how the students are feeling are:
- How are you?
- How's life?
- How are you doing?
- How's everything?

Some responses from the students can be:
- Great.
- Fine.
- Good.
- Very well.
- I'm not well.
- Not good.

Some expressions that can be used for asking about what the last lesson was about are:
- Who still remember what we talked about last time?
- Who can tell us what we did in the last lesson?
- What did we discuss last time?
- What did you learn last meeting?

Some responses from the students can be:
- We talked about ...
- We discussed ...
- We learned ...
- We studied...
Unit 1 The Characteristics of Living Things

Spoken Cycle Let’s Speak Up.

Click on the audio icon. Listen and repeat the expression until you can say them correctly.

- How are you?  ➤
- How’s life?  ➤
- How are you doing?  ➤
- How’s everything?  ➤
- Great.  ➤
- Fine.  ➤
- Good.  ➤
- Very well.  ➤
- I’m not well.  ➤
- Not good.  ➤
- Who still remember what we talked about last time?  ➤
- Who can tell us what we did in the last lesson?  ➤
- What did we discuss last time?  ➤
- What did you learn last meeting?  ➤
- We talked about ... ➤
- We discussed ... ➤
- We learned ... ➤
- We studied ... ➤

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Good morning students.  
   Students: Good morning, Ms. Thia.  
   Teacher: ____________________________  
   Students: Fine, thank you.

Teacher:

- a. How’s your life?  ➤
- b. How’s life?  ➤

Check

Next
2. Teacher: Good afternoon students.
   Students: Good afternoon, Ms. Thia.
   Teacher: ________________________________
   Students: Very well, thank you.

Teacher:

a. How are you all?
b. How well are you?

Check

Next

3. Teacher: ________________________________
   Students: We talked about the characteristics of living things.

Teacher:

a. What are we talking about last meeting?
b. What did we talk about last meeting?

Check

Next
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

4. Teacher: ____________
   Students: We discussed the characteristics of living things.

Teacher:

a. What did we discuss last Monday?
b. Did we discuss about it last Monday?

Check
Next

5. Teacher: ____________
   Students: We learned about the characteristics of living things.

Teacher:

a. What did you learn in our last meeting?
b. What did you have learned last meeting?

Check
Next
Unit 1 The Characteristics of Living Things

Let's Speak Up.

**ANSWER**

1. How's life?
2. How are you all?
3. What did we talk about last meeting?
4. What did we discuss last Monday?
5. What did you learn in our last meeting?

---

Complete and practice the dialogue. You say the teacher's part.

**Teacher:** ................................................?

**Student:** Fine, ma'am.

**Teacher:** Good, excellent.

................................................?

**Student:** We learned about the characteristics of living things, ma'am.
Supplementary activity.

Situation:
You are starting the class and you want to make sure whether the students still remember what the topic of the previous meeting was. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.

In this reading section, you will read texts about the characteristics of living things. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. breathe
2. recognize
3. development
4. vapor
5. grow
6. respond
7. increase
8. divide
9. necessary
10. extinct

[brið] [rɪˈkɒɡnaɪz] [ˈdɪˈvəlpment] [ˈveəpə] [grəʊ] [rɪˈspɒnd] [ɪŋˈkris] [dɪˈvɑɪd] [ˈnɛsəsə] [ɪkˈstɪŋkt]
1. The Characteristics of Living Things

**Let's Check Your Vocabulary.**

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. breathe (v)</td>
<td></td>
</tr>
<tr>
<td>2. recognize (v)</td>
<td></td>
</tr>
<tr>
<td>3. development (n)</td>
<td></td>
</tr>
<tr>
<td>4. vapor (n)</td>
<td></td>
</tr>
<tr>
<td>5. grow (v)</td>
<td></td>
</tr>
<tr>
<td>6. respond (v)</td>
<td></td>
</tr>
<tr>
<td>7. increase (v)</td>
<td></td>
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<tr>
<td>8. divide (v)</td>
<td></td>
</tr>
<tr>
<td>9. necessary (adj)</td>
<td></td>
</tr>
<tr>
<td>10. extinct (adj)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>tumbuh</td>
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<td>uap air</td>
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<td>perlu</td>
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<td>membagi</td>
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<td>punah</td>
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<td>mengenali</td>
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<tr>
<td>perkembangan</td>
<td></td>
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<tr>
<td>bertambah</td>
<td></td>
</tr>
</tbody>
</table>

**Let's Read.**

Read the text carefully, and then answer the questions.

**Characteristics of Living Things**

1. **Doing Respiration**
   - All living things carry on respiration. Respiration is the process of breaking up food to gain energy. In respiration, oxygen is needed; therefore living things take oxygen for respiration. The respiration process produces energy, water vapor and carbon dioxide. The energy produced during the respiration is used for living.

1. **What is the aim of respiration?**
   - a. To gain oxygen.
   - b. To get energy.

2. **Which is FALSE according to the text?**
   - a. Water vapor is produced in respiration.
   - b. Some living things do not move.
Read the text carefully, and then answer the questions.

3. Receiving and Responding to Stimulus
   What do you do to find out that Mimosa pudica is alive? Maybe you will touch and see what might happen. One characteristic of an organism is to respond to stimuli in its surrounding. When you touch Mimosa pudica, you will see its ability to react to its surrounding. The environment is everything around an organism including other organisms, water, weather, temperature, soil, sound and light. An example of such a

2. Mimosa Pudica is mentioned in the text as:
   a. an example of a plant
   b. an example that living things respond to stimuli

2. Which is TRUE according to the text?
   a. Human beings and animals come from one cell
   b. There are two ways of how organisms reproduce.

---

Translate the following sentences into English.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Ada delapan ciri mahluk hidup.

   English:

   Check

   Next

Keywords: characteristic, eight, living thing
2. Proses respirasi menghasilkan energi.

**English:**

Keywords: respiration, produce, energy

---

3. Semua makhluk hidup terbuat dari sel-sel.

**English:**

Keywords: living thing, made from, cell
Translate the following sentences into English.

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.

English:

5. Semua makhluk hidup disebut organisme.

English:

Keywords: plant, need, carbon dioxide, water, energy, photosynthesis
1. Ada delapan ciri makhluk hidup.
   -> There are eight characteristics of living things.

2. Proses respirasi menghasilkan energi.
   -> The respiration process produces energy.

3. Semua makhluk hidup terbuat dari sel-sel.
   -> All living things are made from cells.

4. Tumbuhan perlu karbon dioksida, air, dan energi untuk fotosintesis.
   -> Plants need carbon dioxide, water, and energy for photosynthesis.

5. Semua makhluk hidup disebut organisme.
   -> All living things are called organisms.

This is the end of the written cycle.
Go on to the other sections.

Now, look at the following pictures. Pay attention to their description.

- The rabbits are standing.
- The elephant is eating.
- The fish is swimming.
- The tiger is walking.
Unit 1 The Characteristics of Living Things

Language Focus: Let's Learn More.

From the descriptions of the pictures, we can see that the sentences have the same pattern.

<table>
<thead>
<tr>
<th>Verb</th>
<th>verb+ing</th>
<th>sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>eating</td>
<td>The rabbits are standing.</td>
</tr>
<tr>
<td>run</td>
<td>running</td>
<td>The elephant is eating.</td>
</tr>
<tr>
<td>swim</td>
<td>swimming</td>
<td>The fish is swimming.</td>
</tr>
<tr>
<td>walk</td>
<td>walking</td>
<td>The tiger is walking.</td>
</tr>
</tbody>
</table>

The pattern is: Subject + to be + V-ing

This is the pattern of present continuous/progressive tense sentences.

Present Continuous/Progressive Tense

When do we use Present Continuous Tense?

1. We use the Present Continuous Tense to talk about activities happening now.

Examples
The students are doing their task.
I am teaching the students photosynthesis now.
I am not learning German, I am learning English.
Who are the students waiting for?
Change the verb into be+V-ing.

1. The birds (drink) in the lake.

1. The birds ________ in the lake.

2. The butterfly (suck) the nectar

2. The butterfly ________ the nectar.
Change the verb into be+V-ing.

3. Some dogs (bark) to some cats.

3. Some dogs ___________ to some cats.

Check
Next

4. The bee and the bug (fly) in the garden.

4. The bee and the bug ___________ in the garden.

Check
Next
5. The egg (hatch).

5. The egg _________.

Change the verb into be+V-ing.

1. The birds are drinking in the lake.
2. The butterfly is sucking the nectar.
3. Some dogs are barking to some cats.
4. The bee and the bug are flying in the garden.
5. The eggs are hatching.

This is the end of the language focus section. Go
Unit 1 The Characteristics of Living Things

Assessment Let’s Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: ____________________________
   Student: We discussed the characteristics of living things, Sir.
   a. What did we discuss soon?
   b. What are we discussing last week?
   c. What were we discussing later?
   d. What did we discuss last meeting?

2. Teacher: ____________________________
   Student: Fine, thank you Ms. Thia.
   a. What are you?
   b. How is your life?
   c. How’s life?
   d. How’s your lifetime?
3. These are the characteristics of living things except...

- a. All living things can grow.
- b. All living things make noises.
- c. All living things respond to stimuli.
- d. All living things can move.

4. The number of cells of your body increases and you get bigger. The word 'increase' in the sentence above has the closest meaning to...

- a. bertambah
- b. kenaikan
- c. naik
- d. banyak
Unit 1 The Characteristics of Living Things

Assessment Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

5. The plants in the school yard __________ bigger and higher.

a. getting
b. are getting
c. is getting
d. gets

This is the end of the assessment section. Go on to the other sections.

Summary Let's Review This Unit.

In this unit, you have learned:
1. how to pronounce some words related to the unit 'Characteristics of Living Things', -> the words are provided in the glossary.
2. how to ask your students about what the last lesson was about, -> What did we talk about in the last lesson?
   -> What did we discuss last time?
   -> what have you learned last week?
3. how to ask your students about how they feel, -> how are you?
   -> how's life?
4. to translate some sentences,
5. about the present continuous/progressive tense.
   -> Subject + to be + V-ing
UNIT 2

Unit 2 Organization of Life

By the end of the unit, you are expected to be able to:
1. pronounce keywords in the texts;
2. use the keywords in sentences;
3. use expressions in reviewing today’s lesson;
4. use expressions in asking whether the students understand or not; and
5. indentify nouns through the derivational process.

1. How many kingdoms of life are there?
2. What are they?
3. How are you going to explain them to your students in English?

Let’s find the answer in this unit.
### Unit 2 Organization of Life

**Spoken Cycle**  
Let's Say Them Correctly.

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. although [ɔlˈðəʊ]  
2. certainly [səˈtərni]  
3. classify [ˈklɑːsɪfaɪ]  
4. fit [fɪt]  
5. fungi [ˈfʌŋɡi] or [ˈfʌŋɡɪ]  
6. main [mɪn]  
7. mixture [ˈmɪkstʃə]  
8. mushroom [ˈmʌʃrəm]  
9. use [juːz]  
10. variation [veəriˈeɪʃən]

---

### Unit 2 Organization of Life

**Spoken Cycle**  
Let's Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

**A**

1. although (conj.)  
2. certainly (adv.)  
3. classify (v)  
4. fit (v)  
5. fungi (n)  
6. main (adj.)  
7. mixture (n)  
8. mushroom (n)  
9. use (v)  
10. variation (n)

**B**

- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]
- [ ]

**C**

- fungi  
- cocok/pas  
- menggunakan  
- walaupun  
- utama  
- jamur  
- variasi  
- pasti/tentu  
- menggolongkan  
- campuran
Unit 2 Organization of Life

Let’s Listen.

This video is about a biology teacher reviewing the lesson and explaining the organization of life. Watch the video carefully, and then answer the questions by clicking on the options.

1. Basically, the basic structure of cells is...
   a. the same
   b. different from each other

2. Living things are classified by...
   a. the cell structure difference
   b. the variations of the design

Watch the video again, and answer the questions by clicking on the options.

3. An example of a plant belonging to the fungi kingdom is...
   a. fungus
   b. mushroom

4. Algae and protozoans are examples of...
   a. prokaryote organisms
   b. protista organisms
Watch the video again, you will find the following expressions:

- Let’s review today’s lesson.
- Let’s go over it again.
- Let’s take a glance at today’s lesson.

Let’s review today’s lesson.
This expression is used for telling the students that you will review today’s lesson.

Is the anybody who doesn’t understand about...?
This expression is used for asking whether the students understand or not.

Study the following expressions.

Some expressions that can be used for reviewing the lesson are:
- Let’s review today’s lesson.
- Let’s go over it again.
- Let’s take a glance at today’s lesson.

Some expressions that can be used for asking the students whether they understand or not are:
- Is there anybody who doesn’t understand...?
- Do you understand?
- Do you get it?
- Do you get what I mean?
Unit 2 Organization of Life
Spoken Cycle Let’s Study Further.

Click on the audio icon. Listen and repeat the expressions until you can say the correctly.

- Let’s review today’s lesson.
- Let’s go over it again.
- Let’s take a glance at today’s lesson.
- Is there anybody who doesn’t understand…?
- Do you understand?
- Do you get it?
- Do you get what I mean?

Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

1. Teacher: Okay Students, ________________.
   Students: Yes, Ms. Thia.
   Teacher: So, what did we just talk about?
   Students: We talked about the characteristics of living things, Ms. Thia.

Teacher:

a. let’s review today’s lesson
b. let us reviewing the lesson

Check

Next
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

2. Teacher: ______________________
   Students: Very well, Ms. Thia.
   Teacher: How many kingdoms of life are there?
   Students: There are five, Ms. Thia.

   Teacher:
   a. Let us glance at the lesson
   b. Let us take a glance at today's lesson

3. Teacher: What did we just talk about everyone?
   Students: The organization of life, Ms. Thia.
   Teacher: Good.
   Students: Sure, Ms. Thia.

   Teacher:
   a. Let's go over it again, shall we?
   b. Let's go over it again.
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

4. Teacher: __________________________ the five kingdoms of life?
   Students: No, Ms. Thia.
   Teacher: Good. Let’s continue.

Teacher:
   a. Is there anybody who doesn’t understand
   b. Is everyone understanding

Check
Next

5. Student: Can you please explain protista again, Ms. Thia?
   Teacher: Sure, protista is a mixture of organisms that do not fall into other kingdoms. For example, algae and protozoans.
   Student: Yes, I get it, Ms. Thia.

Teacher:
   a. Are you getting it?
   b. Do you get it?
**Unit 2 Organization of Life**

**Spoken Cycle**  
Let's Study Further.

**ANSWER**

1. Let's review today's lesson
2. Let's take a glance at today's lesson
3. Let's go over it again, shall we?
4. Is there anybody who doesn't understand
5. Do you get it?

---

**Unit 2 Organization of Life**

**Spoken Cycle**  
Let's Speak Up.

You are going to review today's lesson. Complete and practice the dialogue. You say the teacher's part.

1. **Teacher:** ..................  
   **Student:** Yes, ma'am.

2. **Teacher:** .................. What did we talk about today?  
   **Student:** We talked about the organization of life, ma'am.
Unit 2 Organization of Life
Spoken Cycle Let’s Speak Up.

Supplementary activity.

Situation:

You have finished discussing the topic of the lesson. You want to review the lesson. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.

Developed by Clercio Resources 2012

Unit 2 Organization of Life
Written Cycle Let’s Say Them Correctly.

In this reading section, you will read texts about the organization of life. Before reading them, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. allowed [əˈlaʊd]
2. composed [ˈkɒmpəzəd]
3. existence [ɪɡˈzɪstəns]
4. flow [fləʊ]
5. maintain [meɪˈtɛrn]
6. particular [pəˈtɪkjjuːlər]
7. protect [ˈprəktɪk]
8. substances [ˈsʌbstæns]
9. tiny [ˈtɪni]
10. without [ˈwɪðəut]

Developed by Clercio Resources 2012
Unit 2 Organization of Life

Let’s Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

A
1. allowed (conj.)
2. composed (adv.)
3. existence (n)
4. flow (v)
5. maintain (v)
6. particular (adj.)
7. protect (v)
8. substance (n)
9. tiny (adj.)
10. without [prep., adv.]

B

C
mempertahankan
mengalir
sangat kecil
diperbolehkan
tertentu
zat kimia
tanga
terdiri dari
keberadaan/adanya
melindungi

Let’s Read.

Read the text carefully, and then answer the questions.

Organization of cell

Your body is composed of lots of small units and they cannot be seen by naked eyes. Those small units are called cells. Living things may be composed of one cell, but there are others which are composed of millions of cells. They are called multi-cellular organisms.

In general, tiny cells can only be seen with a microscope. A cell is the basic unit of all life.

1. What is the name of a small unit which composes our body?
   a. Nucleus.
   b. Cell.

2. Which is TRUE according to the text?
   a. Bacteria has nucleus membrane.
   b. Animals have nucleus membrane.
Unit 2 Organization of Life

Read the text carefully, and then answer the questions.

Each cell in your body is active and has a particular duty. Activities inside a cell may be compared with 24 hour-operating machine which produces different kinds of products. This process looks like an activity inside the factory. Only materials needed are allowed to enter the factory.

So, the function of a cell is similar to factory. All cell functions take place in a building called the cell membrane. The cell membrane covers the external part of a cell and controls the...

3. Each cell in our body has ...
   a. a factory
   b. a certain duty

4. Which is NOT TRUE about cytoplasm?
   a. It is alive.
   b. It helps the cell to live.

Arrange the words into a good sentence.
(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. five-there-are-kingsdoms-life-of-

Answer:
2. two-there-cells-of-kinds-are.

English:

3. fungi-example-mushroom-the-of-is.

English:
4. duty-each-body-cell-in-has-particular-a-your.

English:

5. water and chemical substances-the cytoplasm-in-support-cell-life-a-of-the.

English:
ANSWER

1. There are five kingdoms of life.
2. There are two kinds of cells.
3. The example of fungi is mushroom.
4. Each cell in your body has a particular duty.
5. Water and chemical substances in the cytoplasm support the life of a cell.

This is the end of the written cycle.
Go on to the other sections.

Pay attention to the following words.

- organization
- projection
- ability
- existence
- reaction
- instruction
- density

What do they have in common?

They end with:
- ion,
- ity, or
- ence
All of the words in the previous page belong to NOUN. Through the derivational process, all of them become noun. Pay attention to the examples below.

1. organize + tion -> organization
2. project + ion -> projection
3. able + ity -> ability
4. exist + ence -> existence
5. react + ion -> reaction
6. instruct + ion -> instruction
7. generate + ion -> generation
8. observe + tion -> observation
9. compose + tion -> composition
10. determine + tion -> determination

Change the word in the bracket into the correct form.

1. Today, we are going to talk about the (organize) of life.

1. Today, we are going to talk about the ________ of life.
2. Let us study the (compose) of cells.

3. Based on the (exist) of the nucleus membrane, there are two kinds of cells.
4. You can do a cell (observe) with a microscope.

5. Cell membranes have the (able) to maintain the chemical balance inside and outside the cell.

5. Cell membranes have the ____________ to maintain the chemical balance inside and outside the cell.
1. We are going to talk about the organization of life.
2. Let us study the composition of cells.
3. Based on the existence of the nucleus membrane, there are two kinds of cells.
4. You can do a cell observation with a microscope.
5. Cell membranes have the ability to maintain the chemical balance inside and outside the cell.

This is the end of the language focus section. Go
Choose the correct answer by clicking a, b, c, or d.

2. These expressions can be used for complimenting the students except...

a. Well done.
b. Good, that’s right.
c. My goodness.
d. Terrific.

3. The following statements are TRUE about cytoplasm except...

a. It is not soft.
b. It consists of water and chemical substances.
c. It is important for the cells.
d. It always flows.
Unit 2 Organization of Life
Assessment

Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

4. Which of the following words is not a NOUN?
   
   a. composition  
   b. maintenance  
   c. protection  
   d. beautify

5. Which of the following suffixes can make a NOUN?
   
   a. -ion and -onion  
   b. -ion and attion  
   c. -ence and attion  
   d. -ion and -ily

This is the end of the assessment section. Go on to the other sections.

Developed by Claria Resware 2012
Unit 2 Organization of Life

Summary

In this unit, you have learned:

1. how to pronounce some words related to the unit ‘Organization of Life’,
   -> these words are provided in the glossary.
2. how to review today’s lesson,
   -> Let’s review today’s lesson.
3. how to ask your students whether they understand or not,
   -> is there anybody who doesn’t understand about...
   -> do you understand?
4. to make good sentences.
5. about the suffix derivation for NOUN.
   -> -on, -tion, -ity, -ence.

What do you want to learn?

Spoken Cycle
Written Cycle
Language Focus
Assessment
Summary
Glossary

Glossary

1. allowed-(adj.)-diperbolehkan
2. although-(conj.)-walau
3. certainly-(adverb)-tentu/pasti
4. classify-(verb)-menggolongkan
5. composed-(verb)-terdiri dari
6. existence-(noun)-keberadaan
7. fit-(verb)-cocok/pas
8. flow-(verb)-mengalir
9. fungi-(noun)-fungi
10. main-(adjective)-utama
11. maintain-(verb)-menjaga
12. mixture-(noun)-campuran
13. mushroom-(noun)-jamur
14. particular-(adj.)-tertentu
15. protect-(verb)-melindungi
16. substances-(noun)-zat
17. tiny-(adj.)-kecil sekali
18. use-(verb)-menggunakan
19. variation-(noun)-variasi
20. without-(prep./adv.)-tanpa
Unit 3 Components of an Ecosystem and Their Interaction

Objectives

By the end of the unit, you are expected to be able to:
1. pronounce keywords in the texts;
2. use expressions in asking students to submit their work; giving feedback to the students’ work; asking the students something about a topic; ending the class;
3. make correct sentences based on the topic; and
4. use articles correctly.

1. What can you see in the picture?
2. Is it an ecosystem?
3. How are you going to explain it to your students in English?

Let’s find the answer in this unit.

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

Let’s Say Them Correctly.

In this listening section, you will watch a video of a biology lesson. Before watching it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. backyard [bekˈjard]
2. bush [bʊʃ]
3. community [ˈkəmjuːnəti]
4. interact [ɪntrəˈrekt]
5. light [laɪt]
6. road [rɔːd]
7. soil [soʊl]
8. support [ˈsəːpɔːt]
9. surrounding [ˈsərərəʊndɪŋ]
10. together [təˈɡeðə]
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let’s Check Your Vocabulary.

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. backyard (n)</td>
<td></td>
<td>cahaya</td>
</tr>
<tr>
<td>2. bush (n)</td>
<td></td>
<td>berinteraksi</td>
</tr>
<tr>
<td>3. community (n)</td>
<td></td>
<td>sekitar/sekeliling</td>
</tr>
<tr>
<td>4. interact (v)</td>
<td></td>
<td>kebun belakang</td>
</tr>
<tr>
<td>5. light (n)</td>
<td></td>
<td>jalan</td>
</tr>
<tr>
<td>6. road (n)</td>
<td></td>
<td>dukungan</td>
</tr>
<tr>
<td>7. soil (n)</td>
<td></td>
<td>borsama-sama</td>
</tr>
<tr>
<td>8. support (n)</td>
<td></td>
<td>semak</td>
</tr>
<tr>
<td>9. surrounding (n)</td>
<td></td>
<td>komunitas</td>
</tr>
<tr>
<td>10. together (adv.)</td>
<td></td>
<td>tanah</td>
</tr>
</tbody>
</table>

Developed by Claricia Rosewar 2012

Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle Let’s Listen.

This video is about a biology teacher explaining components of an ecosystem and their interaction. Watch the video carefully, and then answer the questions by clicking on the options.

1. Which one is a living thing?
   a. Light
   b. Tree

2. An ecosystem always consists of...
   a. soil, water, and animals
   b. living and non-living things

Developed by Claricia Rosewar 2012
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle  Let's Listen.

Watch the video again, and answer the questions by clicking on the options.

3. Non-living things with the living things.
   a. support
   b. interact

Watch the video again, you will find the following expressions:

I want you to hand in your homework.

This expression is used for asking the students to submit their homework.

Good job. It's already good, but...
It's nice. You did a good effort...
Well done, but please...

These expressions are used for giving feedback to the students' work.
Watch this video. You will find the following expressions:

- Can you please tell me...
- What is, are ...

These expressions can be used for asking the students' questions.

Our time is running out.

These expressions can be used for telling the students that the class will end in a moment.

Study the following expressions.

Some expressions that can be used for asking the students to submit their homework/work are:

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.

Some expressions that can be used for giving feedback to the students' work are:

- Good job.
- It's nice.
- Well done.
- It's already good, but....
- You did a good effort, but....
Unit 3 Components of an Ecosystem and Their Interaction

**Spoken Cycle** Let’s Study Further.

Study the following expressions.

Some expressions that can be used for asking questions about the topic to the students are:
- Can you please tell me...?
- What is/are...?
- Why...?
- How...?

Some expressions that can be used for ending the class are:
- Our time is running out.
- Time is over.
- Time is up.
- It's time to go home.
- We don’t have much time left.
- We don’t have any time anymore.

---

**Spoken Cycle** Let’s Speak Up.

Click on the audio icon. Listen and repeat the expressions until you can say them correctly.

- Please hand in your homework.
- Please submit your homework.
- Give your homework to me.
- Show me your homework.
- Our time is running out.
- Time is over.
- Time is up.
- It’s time to go home.
- We don’t have much time left.
- We don’t have any time anymore.
- Good job.
- It’s nice.
- Well done.
- It’s already good, but....
- You did a good effort, but....
- Can you please tell me...?
- What is/are...?
- Why...?
- How...?
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle  Let's Speak Up.

Choose the most suitable expression for the missing part from the options and write it down.
After that, act it out.

1. Teacher: Very well students, before we start our next topic, _____________.
   Students: Yes, Ms. Thia.
   
   Teacher:
   a. please submit your homework
   b. your homework are submitted

   Check
   Next

2. Teacher: Ray, where is your homework?
   Student: Here it is, Ms. Thia.
   Teacher: (checking Ray’s homework) ___________ , you did a good job.
   Student: Thank you, Ms. Thia.
   
   Teacher:
   a. Good done
   b. Well done

   Check
   Next
3. Teacher: Venno, __________________some living organisms at your house?
Student: Plants, cats, rabbits, and birds.
Teacher: Good.

Teacher:

a. can you please tell me
b. can you say

Check

Next

4. Teacher: Okay students, _______________. Pack up your things.
Student: Very well, Ms. Thia.

Teacher:

a. no more time
b. time is over

Check

Next
Choose the most suitable expression for the missing part from the options and write it down. After that, act it out.

5. Teacher: ____________________________
   Students: Sure, Ms. Thia.

Teacher:

a. Please hand in your assignment.

b. Where is your assignment?

ANSWER

1. Please submit your homework
2. Well done
3. Can you please tell me
4. Time is over
5. Please hand in your assignment.
Unit 3 Components of an Ecosystem and Their Interaction

Spoken Cycle

You are going to end the lesson. Complete and practice the dialogue. You say the teacher’s part.

Teacher: ..........................................................
Student: Okay, ma'am. See you tomorrow.
Teacher: See you.

Supplementary activity.

Situation.

You are going to end the class. What expression(s) will you use?

This is the end of the spoken cycle. Go on to the other sections.
In this reading section, you will read a text about Components of an Ecosystem and Their environment. Before reading it, study the words below. Click them and listen to the pronunciation. Repeat the pronunciation until you can pronounce them well.

1. among [əˈmʌŋ]  
2. approach [əˈprəʊʃ]  
3. branch [bræŋk]  
4. conduct [ˈkɒndʌkt]  
5. itself [ɪtˈsɛlf]  
6. moss [mɒs]  
7. pond [pɒnd]  
8. stick [stɪk]  
9. stream [strɪm]  
10. spend [spend]

---

Now, identify the meaning of the words in column A by dragging the words in column C to the boxes in column B:

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. among (prep.)</td>
<td></td>
<td>dirinya sendiri</td>
</tr>
<tr>
<td>2. approach (v)</td>
<td></td>
<td>melaksanakan</td>
</tr>
<tr>
<td>3. branch (n)</td>
<td></td>
<td>aliran</td>
</tr>
<tr>
<td>4. conduct (v)</td>
<td></td>
<td>di antara</td>
</tr>
<tr>
<td>5. itself (pron.)</td>
<td></td>
<td>lumut</td>
</tr>
<tr>
<td>6. moss (n)</td>
<td></td>
<td>menempel</td>
</tr>
<tr>
<td>7. pond (n)</td>
<td></td>
<td>menghabiskan</td>
</tr>
<tr>
<td>8. stick (v)</td>
<td></td>
<td>mendekati</td>
</tr>
<tr>
<td>9. stream (n)</td>
<td></td>
<td>cabang</td>
</tr>
<tr>
<td>10. spend (v)</td>
<td></td>
<td>kolam</td>
</tr>
</tbody>
</table>
Read the text carefully, and then answer the questions.

Living things interact with each other. Moss and plants sticking to rocks are living components of an ecosystem. How does an organism interact with non-living components in an ecosystem? There is an interaction between two organisms living at the same environment when a frog catches an insect.

What about the interactions among living and non-living things? What will the frog do when someone tries to approach it?

1. What are the components of an ecosystem?
   - a. Trees and animals.
   - b. Living and non-living things.

2. Which is FALSE according to the text?
   - a. Living things interact with each other.
   - b. Biology is a branch of ecology.

Unjumble the words to make a good sentence.

(Use a capital letter at the beginning of the sentence and a full stop at the end of the sentence.)

1. Living things and non-living things - form - ecosystem - to - an - interact.

Answer:
2. Living organisms and non-living things - ecosystem - consists - always - an - of.

English:

Check
Next


English:

Check
Next
4. non-living things - get - living things - support - from.

English:

Check

Next

5. branch - ecology - biology - is - a - of.

English:

Check

Next
ANSWER

1. Living things and non-living things interact to form an ecosystem.
2. An ecosystem always consists of living organisms and non-living things.
3. A frog jumps to protect itself from dangers.
4. Living things get support from non-living things.
5. Ecology is a branch of biology.

This is the end of the written cycle.
Go on to the other sections.

BASIC ARTICLE USAGE

I. Using a or an: Generic Nouns

SINGULAR
COUNT NOUN
PLURAL COUNT
NOUN
NONCOUNT
NOUN

(a) A banana is yellow
(b) Bananas are yellow
(c) Fruit is good for you

A speaker uses generic nouns to make generalizations. A generic noun represents a whole class of things; it is not a specific, real concrete thing but rather a symbol of a whole group. In (a) and (b), the speaker is talking about any bananas, bananas is general. In (c), the speaker is talking about any fruit, fruit in general.
BASIC ARTICLE USAGE

II. Using a or some: Indefinite Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>PLURAL COUNT NOUN</th>
<th>NONCOUNT NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(d) I ate a banana</td>
<td>(e) I ate some bananas</td>
<td>(f) I ate some fruit</td>
</tr>
</tbody>
</table>

Indefinite nouns are actual things (not symbols), but they are not specifically identified. In (d); the speaker is not referring to "this banana" or "that banana" you gave me. The speaker is simply saying that she/he ate one banana. In (e) and (f); some is often used with indefinite plural count nouns and indefinite noncount nouns.

III. Using the: Definite Nouns

<table>
<thead>
<tr>
<th>SINGULAR COUNT NOUN</th>
<th>PLURAL COUNT NOUN</th>
<th>NONCOUNT NOUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) The banana is ripe</td>
<td>(h) The bananas are ripe</td>
<td>(i) The fruit is ripe</td>
</tr>
</tbody>
</table>

A noun is definite when both the speaker and the listener are thinking about the same specific thing. In (g); The speaker uses the because the listener knows which specific banana the speaker is talking about, i.e., that particular banana which the listener gave to the speaker. Notice that the is used with both singular and plural count nouns and with noncount nouns.
Basic Article Usage

IV. Using the Singular Generic Count Noun

Yesterday I saw some dogs. The dogs were chasing a cat. The cat was chasing a mouse. The mouse ran up a tree. The tree was very high.

First mention: some dogs, a cat, a mouse, a tree.
Second mention: the dogs, the cat, the mouse, the tree.

V. The is sometimes used with a singular generic count noun

Generic ‘the’ is commonly used with

1. Species of animals: the whale is the largest mammal on earth
2. Inventions: who invented the microscope
3. Musical instruments: A whale can play the guitar
Complete the sentence with a/an, or the.

2. _____ relationship is mutually beneficial, that is, each helps other.

3. When you look at _____ structure of lichen under the microscope, you will find it is made of two quite different partners.
Complete the sentence with a/an, or the.

4. Living **and** non-living things interact to form **an** ecosystem.

5. **The** ecologist investigates the habits of living things in relation to their environment.
Unit 3 Components of an Ecosystem and Their Interaction

Language Focus: Let's Have A Go.

Complete the sentence with a/an, or the.

Answer

1. a
2. A
3. the
4. an
5. An

This is the end of the language focus section. Go on to the next page.

Unit 3 Components of an Ecosystem and Their Interaction

Assessment: Let's Check Your Understanding.

Choose the correct answer by clicking a, b, c, or d.

1. Teacher: __________________________
   Student: Here it is, ma'am.

   a. What is your homework?
   b. What are your assignments?
   c. Please tell me your homework.
   d. I want you to hand in your homework.
2. Teacher: Let's go home now. See you everyone.
   Student: See you too, Ms. Thia.
   
   a. Time is up.
   b. Times is up.
   c. The clock is over.
   d. Times over.

3. What is the Indonesian of the word 'moss'?
   
   a. binatang.
   b. lumut.
   c. insekta.
   d. lembut.
4. An ecosystem always consists of _________________.

- a. living and non-living organisms
- b. animals and plants
- c. living organisms only
- d. many kinds of plants

5. How does ___ organism interact with non-living components in an ecosystem?

- a. same
- b. a
- c. an
- d. any

This is the end of the assessment section. Go on to the other sections.
Unit 3 Components of an Ecosystem and Their Interaction

Summary

Let's Review This Unit.

In this unit, you have learned:

1. how to pronounce some words related to the unit “Components of an Ecosystem and Their Interaction”,
   - the words are provided in the glossary.

2. how to ask your students to submit their homework/work,
   - I want you to hand in your homework, please submit your homework, etc.

3. how to give feedback to your students’ work,
   - good, great, well done, excellent, etc.

4. how to ask your students questions related to a topic.

5. how to end the class

6. to translate some sentences with the help of some keywords,

7. about the basic articles.
   - a, an, the

Glossary

1. among --(prep)-- diantara
2. approach --(verb)-- mendekat
3. backyard --(noun)-- halaman belakang
4. branch --(noun)-- cabang
5. bush --(noun)-- semak-semak
6. community --(noun)-- komunitas
7. conduct --(verb)-- melakukan
8. interact --(verb)-- berinteraksi
9. itself --(pron)-- dirinya sendiri
10. light --(noun)-- cahaya
11. moss --(noun)-- lumut
12. pond --(noun)-- kolam
13. road --(noun)-- jalan
14. soil --(noun)-- tanah
15. spend --(verb)-- menghabiskan
16. stick --(verb)-- menempel
17. stream --(noun)-- aliran
18. support --(noun)-- dukungan
19. surrounding --(n)-- sekitar
20. together --(adv)-- bersama-sama
THE MAIN INSTRUMENT
NEEDS ANALYSIS INTERVIEW GUIDELINE

Below is the list of pointers pertaining to the information that the researcher needs to know from the science teachers for the needs analysis.

1. The English proficiency level of the science teachers.
2. The part of English which is most difficult to be learnt by them. Why?
3. What they think of the training they had joined. Why?
4. What they think of the textbooks and other materials in the training and outside the training.
   • Whether the materials are sufficient or not. Why?
5. What they really want and expect when they learn English especially for their profession requirement.
6. Their preferred way in learning English. Why?
7. What they know about interactive learning multimedia.
8. What they think about interactive learning multimedia as a media in learning English. Why do they think so?
9. What aspects they think should be included in the interactive multimedia.
   • The language skills
   • Examples
   • Exercises
   • Etc.

Note: The instrument guideline is in English. However, the interview will be in Indonesian. Other questions may come up depending on the progress of the interview.
THE MAIN INSTRUMENT
POST-IMPLEMENTATION INTERVIEW GUIDELINE

Below is the list of pointers pertaining to the information that the researcher needs to know from the science teachers for the needs analysis.

1. What the science teachers think about the interactive multimedia in details.
2. Whether the interactive learning multimedia contains the materials they need.
   - If yes, which part(s)?
   - If no, what should be provided in the interactive learning multimedia?
3. Whether the interactive learning multimedia helps them study English better.
   - If yes, why?
   - If no, why?
4. Whether the interactive learning multimedia is easy to be operated and followed.
   - If yes, why?
   - If no, why?
5. Further suggestions from them so that the interactive learning multimedia is better.

Note: The instrument guideline is in English. However, the interview will be in Indonesian. Other questions may come up depending on the progress of the interview.
EVALUATION INSTRUMENT

Title of Software : Interactive Learning Media of ‘English for Year VII Science Teachers’


Date : 7 August 2012

Evaluators :

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Drs. Suharso, M.Pd. (Content &amp; Educational Outcomes)</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Nur Hidayanto P.S.P, M.Pd. (Operation/media)</td>
<td></td>
</tr>
</tbody>
</table>

Directions

• Answer each question with Y for yes, or A for amendments needed, or C for major changes needed.

• Please write down in the space provided amendments or changes that are needed to make the software a more useful learning tool.

Taken from:

Evaluation of CAL software for higher education: a task for three experts by Jeff James*
CONTENT

☐ ☐ ☐ Can specific, appropriate objectives be identified?
   Y    A    C

☐ ☐ ☐ Are the objectives appropriate to the level and nature of study?
   Y    A    C

☐ ☐ ☐ Is the content suitable for the intended users in terms of subject material?
   Y    A    C

☐ ☐ ☐ Is the content suitable for the intended users in terms of degree of difficulty?
   Y    A    C
☐ ☐ ☐ Is the material up-to-date?
Y A C

☐ ☐ ☐ Is the material accurate?
Y A C

☐ ☐ ☐ Is the material arranged in a logical structure?
Y A C

☐ ☐ ☐ Is any documentation/support material which is included useful, necessary, and well presented?

additional comments
EDUCATIONAL OUTCOMES

☑ ☐ ☐ Can specific, appropriate objectives be identified?
Y A C

☑ ☐ ☐ Does it appear that the student will achieve the objectives by using this software?
Y A C

☑ ☐ ☐ Is the program motivating?
Y A C

☑ ☐ ☐ Does this software involve a wide range of the student's higher-level skills?
Y A C
☑ ☐ ☐ Are the student's tasks appropriate?
Y A C

☑ ☐ ☐ Is feedback on performance given to the user/tutor?
Y A C

☑ ☐ ☐ Is there appropriate reinforcement (positive, negative, partial)?
Y A C

additional comments


OPERATION/MEDIA

☑  □  □  Are directions clear and **prompts** (and icons) appropriate?

☑  □  □  Is help available (by request or otherwise)?

☑  □  □  Is the **screen format** clear, attractive, and informative?

☐  ☑  □  Is the program **bug-free** (including spelling/grammar)?
☐ ☑ ☐ ☐ Is there appropriate use of multimedia?
Replay of sound/movies?
Sound option?

☐ ☑ ☐ ☐ Is aid given to the user for difficult/technical words?

☐ ☐ ☑ ☐ Is there any indication that the English language within the program interferes with the student's learning?

Additional comments
SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Nur Hidayanto P.S.P, M.Pd.
NIP : 19821122 200604 1 001
Institusi : FBS UNY
Bidang keahlian : Media

Menyatakan bahwa program interactive learning multimedia sebagai hasil skripsi dengan judul Developing Interactive Learning Multimedia of ‘English for Year VII Science Teachers’ dari mahasiswa:

Nama : Cinthia Reswari
NIM : 082022244023

Telah siap/belum siap* diujicobakan dengan menambahkan beberapa saran berikut.

* Tombol next, back dan home diletakkan di bawah halaman.
* Tombol ketik di klick harus berbeda warnanya.
* Tambahkan tombol exit/quit.
* Judul pilihan diperbesar
* Cek script untuk tombol-tombol yang masih belum berfungsi baik dan diperbaiki.

Demikian surat keterangan ini kami buat untuk dapat digunakan sepernya.

Evaluator/ Validator

[Signature]

Nur Hidayanto P.S.P, M.Pd.
NIP. 19821122 200604 1 001

*Coret yang tidak perlu.
SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Drs. Suharso, M.Pd.
NIP : 195910061984031002
Institusi : FBS UNY
Bidang keahlian : Materi/ Isi

Menyatakan bahwa program interactive learning multimedia sebagai hasil skripsi dengan judul Developing Interactive Learning Multimedia of 'English for Year VII Science Teachers' dari mahasiswa:

Nama : Cinthia Reswari
NIM : 08202244023

Telah siap/belum siap** diujicobakan dengan menambahkan beberapa saran berikut.

_________________________________________________________________________
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_________________________________________________________________________
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_________________________________________________________________________

Demikian surat keterangan ini kami buat untuk dapat digunakan seperlunya.

Evaluator/ Validator,

Drs. Suharso, M.Pd.
NIP. 195910061984031002

*Coret yang tidak perlu.
Kuesioner Hasil *Try-Out Interactive Learning Multimedia*

Tanggal : 

Data Responden
Nama : Tanda tangan
Usia : 
Sekolah : 

Mohon isi kuesioner ini dengan memberi tanda centang (√) pada pilihan yang Anda pilih.

Keterangan:
STS = sangat tidak setuju
TS = tidak setuju
S = setuju
SS = sangat setuju

A. Aspek isi (content aspect)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.</td>
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<tr>
<td>3</td>
<td>Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.</td>
<td></td>
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<tr>
<td>4</td>
<td>Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.</td>
<td></td>
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<tr>
<td>5</td>
<td>Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.</td>
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<tr>
<td>6</td>
<td>Materinya bermanfaat dalam kehidupan saya.</td>
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</tr>
<tr>
<td>7</td>
<td>Umpan balik sudah cukup (respon jawaban salah/benar).</td>
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<td></td>
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</tr>
<tr>
<td>8</td>
<td>Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.</td>
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</tr>
</tbody>
</table>

B. Aspek media (media aspect)

<table>
<thead>
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<th>S</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teks sudah jelas dan mudah dibaca.</td>
<td></td>
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<tr>
<td>2</td>
<td>Komposisi warna dan kombinasi warna sudah baik.</td>
<td></td>
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<tr>
<td>3</td>
<td>Mudah untuk digunakan.</td>
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<tr>
<td>4</td>
<td>Tampilan gambar sudah baik.</td>
<td></td>
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<tr>
<td>5</td>
<td>Petunjuk penggunaan software sudah jelas.</td>
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</tr>
</tbody>
</table>
C. Aspek interaksi (interactivity aspect)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.</td>
<td></td>
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<tr>
<td>3</td>
<td>Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Saya dapat mengoperasikannya dengan mandiri.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CINTHIA : Ibu namanya ibu siapa?
IBU NUR : Chasanah.
CINTHIA : Bu Chasanah siapa?
IBU NUR : Ch
CINTHIA : Ibu sebelumnya sudah pernah ikut pelatihan bahasa Inggris begitu belum bu?
IBU NUR : Sudah
CINTHIA : Sudah, diadakan oleh siapa?
IBU NUR : Sekolah
CINTHIA : Sekolahan? Dari lembaga luar gitu nggih bu?
IBU NUR : Iya
CINTHIA : Terus, eee, Ada pre-test, post-test bu?
IBU NUR : Ada
CINTHIA : Ee biasanya hasil ibu itu bagus atau bagaimana, hehe?
IBU NUR : Yaa ada kenaikan
CINTHIA : Ada kenaikan, peningkatan, Peningkatannya di bidang apa biasanya?
IBU NUR : Ya kalau untuk, ee, apa, conversation di kelas itu nambah.
CINTHIA : Inggih.
IBU NUR : Kemudian juga pernah, tes TOEFL itu juga pernah.
CINTHIA : Ok. Tes TOEFL
IBU NUR : dari UNY
CINTHIA : Berapa ibu ini scorenya?
IBU NUR : 453 po ya. Dari pre-test yang tadinya.
CINTHIA : Berarti setelah ada itu, naik, meningkat nggih bu nilainya?
IBU NUR : Iya.
CINTHIA : Kalau dari tes TOEFL itu yang paling susah apa? Yang ini, Listening
IBU NUR : Listening
CINTHIA : Listening, terus, structurenya?
IBU NUR : Ya, kalau structurenya itu memang harus dipelajari dulu.
CINTHIA : Kalau readingnya yang paling mudah? Atau bagaimana?
IBU NUR : Lupa e, Dah setahun yang lalu, Sik lali, tapi ya yang saya ingat ya listeningnya.
CINTHIA : Iya kalau listening memang begitu.
IBU NUR : Ya sebenernya kalau memang bener-bener intensif dipelajari ya dikit-dikit. Tapi kalo memang sama sekali ga pernah digunakan ya lupa
CINTHIA : Inggih, Okay. Baik. Kalau ini misalnya di dalam kelas ibu bilingual nggih?
IBU NUR : Iya.
CINTHIA : Biasanya bahasa Inggris yang dipakai ketika apa bu? Ketika membuka kelas atau menutup, atau materi?
IBU NUR : Ya, kalo materi in English. Kalaumateri in English.
CINTHIA : Berarti deliver the materials sudah in English?
Emang kadang diberi penjelasnya in Indonesia. Utamanya itu konsepnya itu. Cuman nanti dalam bentuk tertulis itu in English. Penyampaian ya campuran


CINTHIA : Inggih.

IBU NUR : Sekarang ya campuran.

CINTHIA : Ooo. Nggih

IBU NUR : Yang saya tekankan in Indoesianya juga.. Yang utamanya konsep itu masuk dulu.

CINTHIA : Inggih.

IBU NUR : Meski sebenarnya kalau materi tu tetap in English.

CINTHIA : Inggih.

IBU NUR : Cuma penyampainannya itu. Penekanannya saya yakinkan dengan in Indonesia.

CINTHIA : Kalau ibu belajar bahasa Inggris biasanya sebelum kelas ini mengajar memakai bahasa Inggris biasanya di rumah belajar dulu atau memang sudah terbiasa.

IBU NUR : Ya kalau awal-awal dulu gitu.

CINTHIA : Inggih.

Terus sampai mana tadi? Ya jadi ya awal-awalnya untuk yang misalnya perintah atau apa. Instruction untuk siswa itu in English. Dan mungkin itu sudah jadi biasa untuk siswa. Terus

CINTHIA : Inggih.

IBU NUR : Tadi apa pertanyaannya?

CINTHIA : Emm, biasanya belajar bahasa Inggris sebelumnya.


CINTHIA : Ke konsep dulu.


IBU NUR : Begini ya, ya mungkin saya tu butuh, butuh pembiasaan conversation in Englishnya. Cara. Ya itu cuman yang disni saya belum terbiasa.

CINTHIA : Iya.


CINTHIA : Inggih.

IBU NUR : Apa, Untuk spontan itu masih sulit gitu lhoo.
CINTHIA: Inggih, menurut ibu efektif atau tidak ketika mengajarkan biologi itu dengan bahasa Inggris?

IBU NUR: Ya itu tadi, awalnya kan saya perhatikan kok terus yang kelas 9 itu karena dulu keals 7, 8 ka ya lebih intensif ya. In English, kelas 9 itu karena untuk persiapan ujian nasional dan sebagainya itu saya pakai Indonesia.

CINTHIA: Iya.

IBU NUR: Materinya juga campur-campur. Ada materi yang saya kasih in English ada yang in Indonesia. Itu mereka lebih mantep in Indonesia ya. Karena kita leluasa ngomongnya to?

CINTHIA: InggihInggih.

IBU NUR: Untuk menekankan menerangkan konsep suatu materi itu kan enak memnag dengan bahasa kita sendiri.

CINTHIA: Inggih.

IBU NUR: Itu juga responnya anak-anak sendiri kalau yang bilang seperti itu.

CINTHIA: Kalau disini tu yang untuk ujian nasional ada untuk siswa yang RSBI kan yang bahasa Inggris?

IBU NUR: Ada, cuman itu tidak

CINTHIA: Tidak menjadi syarat untuk lulus.

IBU NUR: Gitu, bagi yang kelas 9 ya gitu. Karena materinya harus tersampaikan.

CINTHIA: Ok, kalau ini ibu belajar bahasa Inggris sukanya bagaimana? Cara belajar bahasa Inggris.

IBU NUR: Butuh conversation itu.

CINTHIA: Okay.

IBU NUR: Untuk kebutuhan ngajar di kelas lho

CINTHIA: Oooh, Njih.

IBU NUR: Nah itu yang kurang. nek ngomong-ngomong sendiri nanti dikirain giamana gitu ya.

CINTHIA: Kan bisa dengan guru bahasa Inggrisnya. Dengan guru yang lain.


CINTHIA: Ya kalau ngrumpi papai bahasa Indonesia.


CINTHIA: Kalau yang ini belum tahu. Saya dulu Pak Sunaryo.

IBU NUR: Itu sudah 5 tahunan di sini.

CINTHIA: Iya, kalau ibu sudah tahu interactive learning multimedia itu seperti apa.

IBU NUR: Gimana?

CINTHIA: Interactive learning multimedia itu seperti apa sudah tahu belaum?

IBU NUR: Interaktif learning media.

CINTHIA: Jadi seperti ini. Sudah pernah belum bu? Atau sudah pernah belajar bahasa Inggris pakai seperti ini?

IBU NUR: Belum.

IBU NUR : Ooo gitu.
CINTHIA : Saya kan beli di gramedia untuk contoh aja. Saya ingin mengembangkan seperti ini tapi pakai bahasa Inggris.
IBU NUR : Ooohh iya.
CINTHIA : Tetapi eeh, guru belajar bahasa Inggris bukan untuk di kelas. Kayak gitu, Jadi
IBU NUR : Ooohh.
CINTHIA : Jadi lebih ke bahasa Inggrisnya. Jadi nanti ada contoh pengucapan kayak apa, contoh dialog dalam kelas, conversation gitu.
IBU NUR : Kadang tu malah di, di materi biologi itu kan komplek, kita yaa
CINTHIA : Inggih.
IBU NUR : Itu kalau saya tanya sama guru bahasa Inggris, kadang mereka juga bingung sendiri karena mungkin penguasaan materinya yang belum.
CINTHIA : Inggih.
IBU NUR : Jadi kadang tu saya tu menjelaskan materinya tu maksudnya gini. Ooh itu to?
CINTHIA : Inggih.
CINTHIA : Iya.
IBU NUR : Malah yo wes mikir dhewe buk. Hehehe.
CINTHIA : Hehehe.
IBU NUR : Jadi kadang kan bahasa Inggris umum ya.
CINTHIA : Inggih.
IBU NUR : Nah, nanti kalau sudah masuk ke materi, guru bahasa Inggris juga tidak langsung bisa memberikan solusi
CINTHIA : NggihNggihNggih.
IBU NUR : Cuma paling untuk kosa kata
CINTHIA : Terus agar ini multimedia seperti ini bisa memberikan solusi seperti itu sebaiknya apa saja yang perlu dicantumkan dalam sini? Contoh conversation atau
IBU NUR : Ya kosa-kata yang muncul di materi itu.
CINTHIA : Kosa-kata.
IBU NUR : Ho’oo terus kalau paham memahami materinya ya itu lebih bagus.
CINTHIA : Kalau ibu sudah terbiasa ya membaca buku biologi dalam bahasa Inggris? Sudah bisa paham nggih bu?
IBU NUR : Ya ya mungkin sugesti ya? Artinya sudah tahu materinya dulu terus bahasa latinnnya juga paham, jadinya nanti paling kalau ada kata-kata yang 'ini maksudnya apa' baru saya ambil di kamus.
CINTHIA: Inggih, berarti ibu lebih ke arah untuk conversation.
IBU NUR: Heem conversation, Terus spellingnya saya tu.
CINTHIA: Spelling
IBU NUR: Ho'o
CINTHIA: Pronunciation, cara pengucapannya.
IBU NUR: Ho'oitu, Support apa itu itu benar apa ga? Asal aja, kadang malah pinter muride barang, hehehe
CINTHIA: Hehee.
IBU NUR: iya kan… untuk istilah-istilah umum lebih paham.. Ini lho.. Lidanhya sudah terbiasa.. Hehehe
CINTHIA: hehehe…
IBU NUR: nekat aja… hehe… katanya dosennya suruh nekat aja… heheehe…
CINTHIA: inggih… inggih .. So… emmm… do you want to say something in English…?
IBU NUR: I think…. Hehehehe… sek ngomong opo sek you mbak… hehehe
CINTHIA: hehe.. Anything .. Hehehe…
IBU NUR: eee … apa ya…?
CINTHIA: what is your expectation…?
IBU NUR: Result … knowledge about language in English for myself.. Ehhehehe.. Especialy conversation in class..
CINTHIA: in class.. Okay.. Okay..
IBU NUR: eee…. And our material biology.. Hehehe… bener ra mbak…? Hehehe…
CINTHIA: eem… well.. I hope I can develop a good interactive learning multimedia..
IBU NUR: develop.. Develop tu pengembangan..
CINTHIA: develop tu mengembangkan..
IBU NUR: ooo…
    I hope I can develop a good interactive learning multimedia.. Umm. For you…
CINTHIA: so that you can improve your speaking and conversation.. And also pronunciation..
IBU NUR: yea..
CINTHIA: yes.. Because you need that.. Please pray so that I can develop the it well…
IBU NUR: hehehe… thank you ..
CINTHIA: thank you very much… thank you..
CINTHIA : iya.. Selamat siang Ibu Eti..
IBU ETI  : ya.. Selamat siang mbak ..
CINTHIA : langsung saja ke pertanyaan.. Eee.. Ibu sidah pernah ikut pelatihan bahasa Inggris? Untuk guru IPA sebelumnya..?
IBU ETI  : sudah..
CINTHIA : sudah..
IBU ETI  : beberapa kali dan di beberapa tempat.. Dan saat ini juga masih. Dulu pernah dengan ee .. UNY.. Apa..?
CINTHIA : P3B UNY..
IBU ETI  : iya.. P3B UNY.. Terus pernah dengan.. Yang di Kotabaru itu..
CINTHIA : Real English..?
IBU ETI  : He e… eem.. Wisma bahasa.. Wisma bahasa ini sudah 3 tahap.
CINTHIA : iya.. Terus ibu, bagaimana menurut ibu tentang pelatihan-pelatihan tersebut? Apakah sudah baik atau belum?
CINTHIA : Kalo ini, biasanya kan kalo dipelatihan ada konteks reading teks atau untuk listening atau speakingnya gitu. Itu teks-teksnya memakai memakai teks teks IPA atau…
IBU ETI  : Masih general.
CINTHIA : ooh… masih general..
CINTHIA : Class room English nya ya.. Kayak memanage kalasnya…
IBU ETI  : Kalo Terus kemudian yang terakhir ini lebih ke writing.. Kita diminta membuat beberapa paragraf.. Teacher plan.. Dengan past perfect past tense itu.. masih berlangsung..
CINTHIA : ooo iya….

IBU ETI : Tap kal dari yang kita ikiuti semua itu.. Eeee.. Karena mungkin Kita kan ga cuma belajar bahasa Inggris ya mbak ya… kesibukan mengajar dsb .. Saya pribadi saya merasakan apa ya.. Ee maksudnya peningkatan bahasa Inggris saya itu tidak signifikan. Apalagi kayak yang speakingnya itu masih belum Pe-de kalo di kelas..

CINTHIA : berarti kal di kelas belum pakai classroom English?

IBU ETI : Di awal-awal iya, good morning.. Kemudian semakin lama saya kembali ke Bahasa Indoensia lagi..

CINTHIA : Kenapa itu Ibu? Karena ga Pe-denya itu ya..?


CINTHIA : iya..

IBU ETI : Cuma saya kal active speakingnya masih belum.. Karena buku anak-anak itu udah full English.

CINTHIA : Full English..

IBU ETI : Kalo kelas VII itu memang dari SD ya.. Kalo di SD memang sudah ada bahasa Inggris ya.. Tapi masih general. Kemudian mereka ketemu dengan teksbook yang ful Englsih jadi ya memahami konsepnya… ya.. Kalo tahun kemarin itu masih pakai bilingual. Cuma itu kebijakan dari sekolah mereka maunya full English. Ini malah jadi curhat.

CINTHIA : Terus kal Ibu, Ingginya kal belajar bahasa Inggris itu gimana ibu? Harapannya ibu.. Gimana ya.. Ya yang seharusnya ibu pelajari ?

IBU ETI : ya lebih meningkatkan ke speaking. Karena kal writing seperti membuat kalimat, kurang practiveinya.. Kuang mikir gitu.. Kalo salah bisa dihapus.. Kalo speaking kan kaya dua kali kerja.. Mentranslate ke Inggrisnya itu.. Saya masih merasa kesulitan.

CINTHIA : Kalo membaca..?

IBU ETI : Kalo membaca itu insyaAllah bisa memahami sedikit-sedikit.

CINTHIA : Ibu sudah pernah menggunakan interactive learning multimedia untuk mengajar maupun belajar belum?


CINTHIA : kalo ini, contohnya seperti ini bu, saya beli di gramedia, Cuma contoh aja.. Ini biologi tapi untuk siswa..tetapi yang saya akan kembangkan atau cantumkan dalam interactive learning multimedia untuk guru belajar bahasa Inggris? Bisa ada videonya, gambarannya, teks. atau misal contoh gimana cara guru membuka pealajaran, menjelaskanmateri biologi..

IBU ETI : Kalo yang classroom language itu kan hampir selalu kita dapat tetapi tidak semua menerapkan.

CINTHIA : interactive itu ya ibu bisa mengoperasikan ini sesuai dengan keinginan ibu.

IBU ETI : lebih ke tata bahasa ya…
CINTHIA : grammar..
IBU ETI : Menyusun kalimat yang baik..
CINTHIA : inggih... menyusun kalimat yang baik..
IBU ETI : kalo yang classroom English itu sudah banyak.
CINTHIA : kalo misalnya kosa kata biologi itu ..
IBU ETI : iya itu...
CINTHIA : cara pengucapan kosa kata biologi...?
IBU ETI : iya.... Itu betul.. Terutama ke istilah-istilah biologi.. Iya.. Tetapi diper sempit lagi manjadi biologi..
CINTHIA : iya...
IBU ETI : pronunciationnya... pengucapannya.. Kamus khusus.. Grammar..
CINTHIA : Kamus khusus biologi ..
IBU ETI : Mbaknya itu jurusan apa?
CINTHIA : Jurusan pendidikan bahasa Inggris ibu... ya udah terima kaish ibu...
IBU ETI : iya..
Selamat pagi ibu.. Langsung saja ibu… ibu sudah pernah ikut pelatihan bahasa Inggris untuk guru IPA belum nggih?

sampun.. Di mana ibu? waktu itu di LPMP th 2005..

berarti itu di karantina selam 3 minggu.

terus yang kedua itu di Paruk Bogor.. Habis gempa.. Tahun 2006..

kalok akhir-akhir ini belum..

terus itu kan yang awal-awal..

dulu waktu pelatihan, materinya masih umum atau sudah menyempit ke biologi..?

sudah.. Tapi kan dulu masih awal-awal sekali ya… baru sini sama SMP 5.. Itu waktu di LPMP sampe panas dingin

dulu materinya itu ada classroom English ada?

ada..

terus vocabulary terkain biologi ada?

belum..

berarti belum nggih.. Sampai sekarang saja belum.. Kalo di kelas sudah pakai classroom English?

sudah… sedikit-sedikit. Dulu pernah dapat pelatihan..

materi di kelas pakai bahasa Indonesia atau..

Bahasa Inggris..

terus kalo ujian ulangan harian, semesteran pakai bahasa inggris..?

iya..

kalo kesulitan ibu pribadi dalam menggunakan bahasa Inggris apa..?

Pengucapan.. Grammar.. Kalo nyusun soal itu lho..

belajar bahasa Inggris senangnya caranya gimana ibu..?

baca-baca diulang-ulang…

Ibu sudah pernah menggunakan interactive learning multimedia untuk belajar atau mengajar..?

Seperti apa mbak.?

Seperti ini ibu.. Ini pakai bahasa Indonesia… saya akan mengembangkan seperti ini untuk guru belajar bahasa Inggris. Menurut ibu, apa saja yang harus saya cantumkan?

Ada suara?

Iya..

Cara pengucapan yg bener.. Terus ada penjelasan pakai bahasa Inggris kan? Mungkin ada translatesya..

Ada saran ibu.?

Misalnya ada siswa ribut itu ngelikene pakai bahasa Jawa..yang teaching simulasinya itu lho.. Ada itu..

iya.. Ada lagi.?

nanti ada evaluasinya ga mbak? Contoh-contoh soal itu.
CINTHIA : ada ibu... ada spoken cycle, written cycle, dan language focus.. Atau grammar..
Kalo menurut ibu nanti harusnya ada evaluation tidak?
IBU SITI : iya.. Evaluasi tentang materi yang dipelajari itu kan..? Iya..
CINTHIA : berarti nanti ditambah evaluation.. Soalnya multiple choice atau esai..
IBU SITI : Multiple choice.
IBU SITI ABAIDAH SMP 1 BANTUL (4 MEI 2012) 08.01

CINTHIA : selamat pagi ibu
IBU SITI ABAIDAH : pagi..
CINTHIA : langsung saja ke pertanyaan, ibu sudah pernah mengikuti pelatihan bahasa inggris untuk guru biologi?
IBU SITI ABAIDAH : sudah berkali-kali.. Tapi.. Semangat aja..
CINTHIA : isi dari pelatihan-pelatihan tersebut masih umum atau sudah menjurus ke biologi?
CINTHIA : brarti biasanya classroom English..
IBU SITI ABAIDAH : heem.. Bola-bali itu aja.. Kalo ngajar awal-awal. Tapi jadinya pengembangan diri.
CINTHIA : tapi di kelas sudah memakai bahasa Inggris?
CINTHIA : Inggih..
IBU SITI ABAIDAH : Persiapan pakai bahasa Inggrisnya itu ya dari konsep-konsepnya.
CINTHIA : Inggih..
IBU SITI ABAIDAH : Itu kelemahan saya..
CINTHIA : Vocab itu istilah-istilah biologi atau..
CINTHIA : Saya kan akan mengembangkan interactive learning multiedia, menurut ibu apa saya yang saya harus masukkan ke dalam interactive learning multimedia agar ibu bisa belajar bahasa Inggris dengan lebih baik?
IBU SITI ABAIDAH : Kalo konsep ga ya.. Tapi kadang-kadang pada saya mbaca buku teks itu harus mencari kata itu translatennya apa ya? Ada sesuatu yang kadang-kadang kan ada istilah biologi misalnya bahan pengawet.. Ini apa ya ke anak-anak itu.. Tapi mereka ga masalah itu..jadi mungkin istilah-istilah spesifik dalam biologi..
CINTHIA : Inggih..
IBU SITI ABAIDAH : Saya kan punya kamus spesial bahasa Inggris Biologi. Fotokopi-fotokopi.
CINTHIA : Mungkin lebih ke kosakata yang susah ya ibu.. Kalo pengucapan susah ga ibu..?
IBU SITI ABAIDAH : Benar.. Pengucapan juga penting..
CINTHIA : Intonasinya?
IBU SITI ABAIDAH : Heem betul..
CINTHIA : Tekanannya?
IBU SITI ABAIDAH : Heem..
CINTHIA : Apakah ada saran lain ibu?
IBU SITI ABAIDAH : Apa ya… ya saya pengucapan kata juga.. Anak-anak ngoreksi juga… tapi saya ga masalah. Enjoi aja.. Itu kadang-kadang membuat saya terlena siswanya terlalu baik.
CINTHIA : Iya..
Selamat pagi ibu.

R : Selamat pagi ibu.

T1 : selamat pagi.

R : Langsung ke pertanyaan saja. Bagaimana menurut ibu tentang ini multimedia interaktif yang sudah ibu gunakan.


R : Iya, ibu.. Inggih.. Terima kasih. Terus pertanyaan yang kedua apakah materi yang ada di dalam multimedia itu sudah sesuai dengan apa yang ibu butuhkan untuk belajar bahasa Inggris di profesi ibu sebagai guru?


R : Kalo ini kalo multimedia nya itu sendiri berarti ya tadi sudah di jawab ya kalo membantu dalam belajar bahasa Inggris ya?

T1 : Iya, karena sesuai dengan mapel.

R : Bagian mana si yang paling membantu ibu dalam multimedia itu?


R : Ini ada saran yang lain untuk multimedia nya? Biar bisa lebih bagus Ibu?

Jadi kayak kurang hidup ya? Cuma ada tulisan dan gambar, kecuali yang di spoken cycle. Ada saran lain?

Ya mungkin bisa dibuatkan yang lebih banyak lagi. Terutama untuk matematika dan IPA.

Kalo multimedia ini menurut ibu efektif untuk digunakan dimana saja? Misalnya bisa menggunakanannya dirumah. Itu untuk belajar mandiri sudah itu cukup belum?


iya.. Terima kasih
12 September (09.30)

R : Selamat siang ibu Adibah.
T2 : Selamat siang mbak Cinthia.
R : Langsung saja ke pertanyaan. Bagaimana menurut ibu tentang multimedia yang ibu sudah gunakan?
T2 : Multimedia bikin itu membuat saya jadi lebih bersemangat untuk belajar proses mengajar dengan bahasa Inggris. Yang tadinya kadang-kadang motivasi saya up and down. Jadi saya lebih semangat lagi.
R : Kalau menurut ibu apa materi yang di multimedia itu sudah sesuai dengan apa yang dibutuhkan ibu untuk belajar bahasa Inggris untuk guru biologi ibu?
T2 : Iya kebetulan saya ngajar kelas VII. Kemudian materi yang dibuat oleh mbak Cinthia itu sudah sesuai meskipun baru hanya 3 bab ya. Kemudian mungkin untuk kekomplitan materi itu bisa ditambah.
R : Biar lebih komplit ya ibu?
T2 : iya..
R : Kemudian, multimedia ini apakah multimedinya mudah untuk digunakan ibu?
T2 : Mudah, karena petunjuk-petunjuknya kelihatan jelas.
R : Terus ada saran lain ibu biar lebih bagus multimedinya?
T2 : Multimedinya saya kira sudah simpel enak gitu. Kemudain tadi, materinya diperbanyak.
T2 : iya, sama-sama.
13 September (13.00)

R : Selamat siang ibu.
T3 : Selamat siang.
R : Langsung saja. Bagaimana menurut ibu tentang multimedia yang sudah ibu gunakan?
R : Terima kasih. Apakah materinya sudah sesuai dengan apa yang ibu butuhkan?
T3 : Kalau dari materi kan yang pertama ini kan yang content unit 1, unit 2, unit 3. Jadi kan mungkin ini kan untuk guru. Jadi kok ga ada summarynya?
R : iya..
T3 : Tapi karena ini untuk guru ya, jadi I think it's fine.
R : Menurut ibu apakan multimedia ini membantu ibu dalam belajar bahasa Inggris?
T3 : Iya, ofcourse ya, karena kan di sini ada spokennya, writtennya. Ya kalau saya ini lho grammarnya misalnya gimana caranya membuat kalimat present continuous. Kalau saya grammarnya dari nol ya..
R : Terima kasih. Apakah multimedia ini mudah untuk digunakan?
R : Terima kasih. Kemudian ada saran lain dari ibu agar multimediantanya bisa lebih bagus lagi?
R : oh.. Materinya ada di language focus.
T3 : oh gitu.. Urutannya seperti itu..
T3 : iya..
R : Itu kan baru tiga unit ya? Apalagi kalau satu semester atau satu tahun waa bisa dijualbelikan tuh .. Hehe
T3 : ada lagi ibu?
R : kalau saya berfikir bagaimana caranya bikin multimediantanya ibu?
T3 : pakai flash ibu.. Terima kasih ibu atas waktunya.
18 September (10.14)

R : Selamat siang ibu Nur Chasana.
T4 : Selamat siang.
R : Bagaimana menurut ibu tentang multimedia tersebut?
T4 : Ee multimedia yang baru saya buka itu sebenarnya sudah komunikatif. Artinya tujuannya jelas, ada contoh, dicontohkan, kemudian ada contoh pronunciationnya. Dan kemudian ada bentuk ee kata-kata yang biasa dipakai di dalam topik yang dicontohkan. Kemudian juga ada contoh pronunciationnya. dan juga ada petunjuk-petunjuknya sudah jelas.

R : Apakah multimedia itu materinya itu sudah sesuai dengan apa yang ibu butuhkan untuk belajar bahasa Inggris?
T4 : Iya, ee.. Yang dicontohkan ada tiga bab itu sudah sesuai dengan bab yang ada di kelas VII. Dan kata-katanya juga ada di sana.

R : Iya. Apakah menurut ibu multimedia tersebut bisa membantu ibu dalam belajar bahasa Inggris lebih baik?
T4 : Ee.. Saya rasa sangat membantu ya. Asal kita sebagai gurunya itu aktif untuk menggunakan multimedia itu.

R : Iya terima kasih. Apakah menurut ibu multimedia tersebut mudah untuk dioperasikan sendiri?
T4 : Iya, Saya kira sudah komunikatif, mudah digunakan karena petunjuknya juga sudah ada.

R : Terima kasih, pertanyaan terakhir, apakah ada saran dari ibu agar multimedia tersebut bisa lebih baik lagi.
T4 : Eee.. Barangkali untuk voulemnya atau mungkin juga kata-kata yang muncul di content bab-bab yang dicontohkan mungkin bisa ditambahkan juga bisa.

R : Iya, terima kasih ibu itu saja. Terima kasih sudah membantu saya.

R : Aminn.. Terima kasih ibu ..
### Kuesioner Hasil Try-Out Interactive Learning Multimedia

**Tanggal:** 12 September 2012  
**Data Responden:**  
**Nama:**  
**Usia:**  
**Sekolah:**  

![Tanda tangan](image)

Mohon isi kuesioner ini dengan memberi tanda centang (√) pada pilihan yang Anda pilih.

**Keterangan:**  
STS = sangat tidak setuju  
TS = tidak setuju  
S = setuju  
SS = sangat setuju

#### A. Aspek isi (content aspect)

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<tr>
<td>3</td>
<td>Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercukup pada multimedia pembelajaran interaktif.</td>
<td></td>
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<td>4</td>
<td>Penggunaan tata bahasa, cakup, dan struktur kalimatnya sudah benar dan mudah dipahami.</td>
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<td>5</td>
<td>Tingkat kesulitan soal evaluasi sudah sesuai dengan kemampuan saya.</td>
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<td>6</td>
<td>Materinya bermanfaat dalam kehidupan saya.</td>
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<tr>
<td>7</td>
<td>Umpam balik sudah cukup (respon jawaban salah/benar).</td>
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<td>8</td>
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#### B. Aspek media (media aspect)

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<td>Tampilan gambar sudah baik.</td>
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<td>8</td>
<td>Suara cukup jelas.</td>
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<td>9</td>
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<td>10</td>
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C. Aspek interaksi (interactivity aspect)

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Kuesioner Hasil Try-Out Interative Learning Multimedia

Tanggal : 11 September 2012
Data Responden
Nama : Ety Hanowati, S.Si
Usia : 32 tahun
Sekolah : SMKN 8 Yogyakarta

Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:
STS = sangat tidak setuju
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A. Aspek isi (content aspect)

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B. Aspek media (media aspect)

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### C. Aspek interaksi (interactivity aspect)

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Kuesioner Hasil *Try-Out Intercative Learning Multimedia*

**Tanggal**: 13 Sept 2014

**Data Responden**

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Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

Keterangan:

- **STS**: sangat tidak setuju
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- **S**: setuju
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**A. Aspek isi (content aspect)**

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<tr>
<td>2</td>
<td>Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Empat keterampilan berbahasa (mendengarkan, berbicara, membaca, dan menulis) sudah tercakup pada multimedia pembelajaran interaktif.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Penggunaan tata bahasa, ejaan, dan struktur kalimatnya sudah benar dan mudah dipahami.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Tingkat kesulitan saif evaluasi sudah sesuai dengan kemampuan saya.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Materinya bermanfaat dalam kehidupan saya.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Umpan balik sudah cukup (respon jawaban salah/benar).</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Materi pada multimedia interaktif ini memudahkan saya belajar bahasa Inggris.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Aspek media (media aspect)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teks sudah jelas dan mudah dibaca.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Komposisi warna dan kombinasi warna sudah baik.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Mudah untuk digunakan.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tampilan gambar sudah baik.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Penunjuk penggunaan software sudah jelas.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mudah menggunakan tombol yang tersedia.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Menu bebas untuk dipilih.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Suara cukup jelas.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Multimedia pembelajaran interaktif ini membangkitkan motivasi saya untuk belajar bahasa Inggris.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Multimedia pembelajaran interaktif ini membuat saya merasa mudah untuk belajar bahasa Inggris.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C. Aspek interaksi (interactivity aspect)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interaktifitas multimedia pembelajaran interaktif ini sesuai dengan kemampuan saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Multimedia pembelajaran interaktif ini memberikan saya kesempatan untuk berinteraksi dengan ikon-ikon atau tombol-tombol.</td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>Multimedia pembelajaran interaktif ini meminta saya untuk menerapkan apa yang telah dipelajari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya dapat mengoperasikannya dengan mandiri.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Kuesioner Hasil Try-Out Interactive Learning Multimedia

**Tanggal:** 18 Desember 2012  
**Data Responden:**  
**Nama:**  
**Usia:**  
**Sekolah:** SMP Muhammadiyah 2 Yogyakarta  
**Tanda tangan:**  

Mohon isi kuesioner ini dengan memberi tanda centang (✓) pada pilihan yang Anda pilih.

**Keterangan:**  
STS = sangat tidak setuju  
TS = tidak setuju  
S = setuju  
SS = sangat setuju

## A. Aspek isi (content aspect)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pernyataan</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Materi sudah sesuai dengan tujuan pembelajaran yang ada dalam multimedia pembelajaran interaktif.</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Materi sudah sesuai dengan kebutuhan saya dalam mempelajari bahasa Inggris.</td>
<td></td>
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## B. Aspek media (media aspect)

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<td>4</td>
<td>Tampilan gambar sudah baik.</td>
<td>✓</td>
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</tr>
<tr>
<td>5</td>
<td>Potret penggunaan software sudah jelas.</td>
<td>✓</td>
<td></td>
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<tr>
<td>6</td>
<td>Mudah menggunakan tombol yang tersedia.</td>
<td>✓</td>
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<td>7</td>
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<tr>
<td>5</td>
<td>Saya dapat belajar mandiri dengan menggunakan multimedia pembelajaran interaktif ini.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
PHOTOS

Ibu Yulianti Adibah from SMP N 1 Bantul

Ibu Nur Chasanah from SMP Muhammadiyah 2

Yogyakarta
Ibu Solikhah from SMP N 1 Bantul

Ibu Ety Hernawati from SMP N 8 Yogyakarta
Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Biro Administrasi Pembangunan
Sekretariat Daerah Propinsi DIY
Komplek Kepala-Danurejan, Yogyakarta 55213

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

"Developing Interactive Learning Media of English for Year VII Science Teachers"

Mahasiswa dimaksud adalah:
Nama : CINTHIA RESWARI
NIM : 08202244023
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : April – Juni 2012
Lokasi Penelitian : SMP di Yogyakarta

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

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

[a.n. Dekan
Wakil Dekan]

[Dr. Widyastuti Purbani, M.A.
NIP.19610524 199001 2 001]
PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN
070/3734/V/4/2012

Membaca Surat : Dekan Fak. Bahasa & Seni UNY
Nomor : 596/JUN.34.12/PP/IV/2012
Tanggal : 17 April 2012
Penjual : Ijin Penelitian

Mengingat :

DIUMINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : CHINTIA RESWARI
NIP/NIM : 08202244023
Alamat : Karangmalang Yogyakarta
Judul : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS
Lokasi : 1. SMP N 5, SMP N 8, SMP MUHAMMADIYAH 2 Yogyakarta, , Kota/Kab. KOTA YOGYAKARTA
2. SMP N 1 Bantul, , Kota/Kab. BANTUL
3. SMP N 4 Pakem, , Kota/Kab. SLEMAN
Waktu : 16 April 2012 s/d 18 Juli 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijn survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui instansi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjaprov.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap instansi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal 18 April 2012
A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.
Perwakilan Biro Administrasi Pembangunan

Tembusan :
1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta o/q Ka. Dinas Perekonomian
3. Supati Bantul o/q Bappeda

Diketahui : D.D. Supriyono, M.Kes.
NIP. 196302261988031008

SETDA

368
PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515955, 515886, 562682
EMAIL : perizinan@jogia.go.id EMAIL INTRANET : perizinan@intra.jogia.go.id

SURAT IZIN
NOMOR : 070/1116/2004/54

Dasar
Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
Nomor : 070/3734/V/4/2012
Tanggal : 18/04/2012

Mengingat
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 86 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;

Dijilinkan Kepada
Nama : CINTHIA RESWARI
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Sugirin, Ph.D.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF 'ENGLISH FOR YEAR VII SCIENCE TEACHERS'

Lokasi/Responden : Kota Yogyakarta
Waktu : 18/04/2012 Sampai 18/07/2012
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan
1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta
   (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menyatakan Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan -ketentuan tersebut diatas
   Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan sepernyata

Tanda tangan Pemegang Izin

CINTHIA RESWARI

Dikeluarkan di : Yogyakarta pada Tanggal : 18/04/2012

An. Kepala Dinas Perizinan
Sekretaris

Drs. HARDONO
NIP 195804101985031013

Tembusan Kepada :
Yth. 1. Walikota Yogyakarta (sebagai laporan)
4. Kepala SMP Negeri 5 Yogyakarta
PEMERINTAH KABUPATEN BANTUL
BADAN PERENCANAAN PEMBANGUNAN DAERAH (BAPPEDA)
Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN
Nomor : 070/864


Mengingat :

Diizinkan kepada :
Nama : CHINTIA RESWARI
P.Tinggi/Alamat : UNY, Karangmalang Yk
NIP/NIM/No. KTP : 08202244023
Tema/Judul : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS
Kegiatan :
Lokasi : SMP Negeri 1 Bantul
Waktu : Mulai Tanggal : 18 April 2012 s/d 18 Juli 2012
Jumlah Personil :

Dengan ketentuan sebagai berikut:
1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan instansi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk sepihaknya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundang-undangan yang berlaku;
3. Izn hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk softcopy (CD) dan hardcopy kepada Pemerintah Kabupaten Bantul, c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatasi sesuai waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahkan untuk tujuan tertentu yang dapat mengganggu ketentuan umum dan kastabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 26 April 2012

A.n. Kepala
Sekretaris,
Lub.
Kab. Sekretaris Umum

Tembusan disampaikan kepada Yth.
1. Bupati Bantul
IZIN PENELITIAN/SKIRPSI/OBSERVASI

No. : 487/REK/HL.4/F/2012

Setelah membaca surat dari : Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta

Perihal : Surat Izin Penelitian

No. : 596/UN.34.12/PP/IV/2012

Tgl. : 17 April 2012

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari Senin tanggal 29 Jumadil Tsani 1433 H, bertepatan tanggal 21 Mei 2012 M yang salah satu agenda sidangnya membahas pemberian izin penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : CINTHIA RESWARI

Pekerjaan : Mahasiswa pada prodi Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta

alamat : Karangmalang Yogyakarta.

Pembimbing:
1. Sugirin, Ph.D.
2. Nurhidayanto P.S.P., M.Hum

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi:

Jadul : DEVELOPING INTERACTIVE LEARNING MULTIMEDIA OF ENGLISH FOR YEAR VII SCIENCE TEACHERS.

Lokasi : SMP Muhammadiyah 2 Yogyakarta

dengan ketentuan sebagai berikut:

2. Wajib menggunakan metode dan metrik ketermuan ketermuan yang berlaku di sekolah/sekolah lain.
4. Izin ini tidak diberlakukan untuk tujuan keperluan yang digunakan untuk penelitian atau riset
5. Surat ini tidak dapat digunakan untuk mendapat perjalanan bisnis/idVendor lain.

Yogyakarta, 22 Mei 2012

Tanda tangan Penegag Izin,

Cinthia Reswari

Ketua,

Sekretaris,

Drs. H. ARIS THOBIRIN, M.Si.
Dr. B.A.D. AYUB, M.Si.

DIMAS ARDI SUMIATI, S.Pd.
NBM. 678.219
NBM. 951.119

Tembusan:

1. PDM Kota Yogyakarta
2. Fak.Bahasa dan Seni UNY
3. SMP Mub. 2 YK
Hal: Permohonan Judgement Ahli Materi

Kepada

Yth. Drs. Suharso, M.Pd.

Di tempat

Dengan hormat,

Dalam rangka penyelesaian skripsi di jurusan Pendidikan Bahasa Inggris, dilakukan penelitian dan pengembangan media yang berjudul *Developing Interactive Learning Multimedia of 'English for Year VII Science Teachers'*. Penelitian dilakukan oleh:

Nama : Cinthia Reswari
NIM : 08202244023
Jurusan : Pendidikan Bahasa Inggris

Peneliti mohon bantuan abli materi untuk memvalidasi multimedia pembelajaran interaktif berbasis Adobe Flash CS3 Professional yang kami rancang. Media ini digunakan untuk guru biologi. Untuk itu, kami mohon kesediaan Bapak Suharso untuk bisa memberikan penilaian demi mendapatkan media yang baik.

Atas bantuan dan kesediaan Bapak, kami ucapkan terima kasih.

Yogyakarta, 7 Agustus 2012

Hormat kami,

Mahasiswa

Cinthia Reswari
08202244023

Dosen Pembimbing I

Sugirin, Ph.D
NIP. 19491127 198403 1 001

Dosen Pembimbing II

Nur Hidayanto P.S.P. M.Pd.
NIP. 19821122 200604 1 001