DEVELOPING INTERACTIVE MULTIMEDIA FOR READING AND WRITING LEARNING MATERIALS FOR GRADE X STUDENTS OF SMA N 2 YOGYAKARTA

A Thesis

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

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

"**Verily with every hardship comes ease**." (**Q.S. Al Inshirah: 6**)

"**If there is a will, there is a way**"

DEDICATIONS

I fully dedicate this thesis to my beloved parents and my lovely little sister who are always patient to wait for my graduation.

Thank you very much for all your big support, motivation, prayer, and love.

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The last, I hope that this may be useful for teachers and students of senior high school. I realize that this thesis is far from being perfect. Therefore, criticisms, ideas, and suggestions for the improvement of this thesis are highly appreciated.

Yogyakarta, September 28th, 2015

The Researcher

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DEVELOPING INTERACTIVE MULTIMEDIA FOR READING AND WRITING LEARNING MATERIALS FOR GRADE X STUDENTS OF SMA N 2 YOGYAKARTA

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ABSTRACT

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

This is a Research and Development (R&D) study. The subjects of the study were the grade X PMIIA 3 students of SMA N 2 Yogyakarta. The research procedure, adapted from ADDIE model proposed by Taylor (2004), consisted of conducting the needs analysis, designing a course grid and a flowchart, developing the first draft of the interactive multimedia, evaluating the first draft, and producing the final draft. The instruments to collect the data were needs analysis questionnaire and expert judgment questionnaire. The data from the needs analysis were analyzed quantitatively using frequency and percentage, and then the results were used as the basis to develop the course grid. The quantitative data from the expert judgment were analyzed through descriptive statistics while the comments and suggestions were used to revise the first draft to be the final product of the interactive multimedia.

This study developed three units of interactive multimedia which was based on the textbook "Buku Bahasa Inggris" for Year X published by The Ministry of Education and Culture (2014). Each unit consists of Introduction, Main Activities, and Reinforcement tasks ranging from 14 to 15 tasks. Materials presented in the interactive multimedia were adapted based on the students' learning needs. The input was in the form of written texts, vocabulary list, and grammar explanation. Reading and writing activities were developed based on scientific approach, while the types of activities were answering questions based on texts and filling in the blank spaces. Most of them were designed for individually and some were designed for in pairs. Based on the research findings from the expert judgment, the interactive multimedia is appropriate. The mean score for both content and media aspects were 3.23 which were categorized as "Good".

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, technology, especially information technology, is very important in our daily life. Most people in the world, from young to old people, use it to help their activities. They use it as a communication tool because it really helps them to know the latest information quickly as soon as they need. In education environment, information technology also has contribution as it could serve an interesting way of teaching. According to The Ministerial Regulation No. 65 of 2013 regarding Standard Process, one of the educational principles is employing information, communication and technology to increase the efficiency and effectiveness of learning. Teachers are demanded to master information technology, especially ICT as a media in teaching-learning process. ICT is an extended synonym for information technology that is more specific which emphasizes the role of unified communication and the integration of telecommunications, computers as well as necessary enterprise software, middleware, storage, audio-visual systems. It enables users to access, store, transmit, and manipulate information. ICT has been used by academic researchers since the 1980s.

One of the examples of the ICT is interactive multimedia. Interactive multimedia can help teacher delivering the materials in an interesting way because it can help the students receive the materials easily. Cairncross and

Mannion (2001: 56) state that interactive multimedia has the possibility to create important standard learning environment which actively employ the learner, thereby promoting deep learning. The elements in multimedia provide the message and the delivery which directs to a better teaching and learning environment. Therefore, interactive multimedia is needed as the media for teaching and learning process in the class.

Based on an interview with an English teacher in SMA N 2 Yogyakarta on April 2014, it was found that the teacher does not use interactive multimedia in the teaching and learning process. The teacher also has difficulties in finding an appropriate English interactive multimedia for the students. Actually, the teacher can develop an English interactive multimedia by themselves. Teacher can adopt and adapt the appropriate English learning materials from many sources and then make them to be an interactive multimedia. There are many ways to make the appropriate English learning materials to be an interactive multimedia like PowerPoint slides and Adobe Flash, but the teacher does not have enough time to develop it and she has difficulties in developing the materials into an interactive multimedia. It is proved that the existence of language and computer laboratory is not optimally used to help the teacher in the teaching and learning process.

The teacher says that developing an interactive multimedia needs much more time, so she prefers to use LKS or textbook as the main materials than an interactive multimedia because she thinks LKS or textbook is more communicative. Sometimes she also takes the materials from the internet but

the materials are not relevant for the students because the language is too difficult and too complicated. She also states that she delivers materials to the students without any help from interesting media like videos, pictures, or movies. The students become less interested and less motivated in English because of those problems. These facts are against the essence of Curriculum 2013. According to The Ministerial Regulation No. 68 of 2013, teachers should use scientific approach in teaching. Scientific approach is conducted by following six learning activities which are observing, questioning, experimenting, associating, communicating, and creating text. Scientific approach trains students to inquire the facts about what they are learning.

Related to the implementation of the latest curriculum, The Ministry of Education and Culture has provided a textbook entitled "Buku Bahasa Inggris" for grade X students. The content of the book was developed based on the core and basic competencies of Curriculum 2013 for grade X students. The textbook is limited on presenting texts. It cannot provide students with sound or moving objects like animations as the input. Moreover, the textbook is not provided with audio CD. Therefore, the development of interactive multimedia for grade X students is necessary to be conducted to support students in learning English in an interesting way.

B. Identification of the Problem

English in senior high school is taught in grades X, XI, and XII. There are four skills that should be taught in all grades, they are listening, speaking, reading, and writing. To teach them, teacher can use interactive multimedia.

As stated in the background of the study, interactive multimedia can help teachers to develop the materials in an interesting way. Teachers can optimize the existence of language and computer laboratory to deliver the materials using interactive multimedia. The English learning materials which can be developed into interactive multimedia can be the materials for listening, speaking, reading, writing, vocabulary, and grammar. The following paragraphs explain why those skills must be considered as the materials for interactive multimedia.

Listening is a receptive skill. It is used to get to know the intended meaning of the speaker. It is used to make the students become familiar how to pronounce words in English. It can be done by using interesting media for listening. Teachers can use recordings and videos as the source for listening media then they can develop many activities from the recordings and videos. But it was found that the teacher does not use any recordings and videos as the listening media in the school. There are some programs that can help them make recordings and they are good enough because those programs provide some native speaker's voice. It will help students to be familiar with English words when they listen to native speaker's voice and it will also help them in pronouncing the words. In the school, it was found that the teacher does not use any recordings with native speaker's voice in the teaching learning process. Therefore, students have less knowledge in listening skill.

Listening is followed by speaking. From what people hear then they are expected to pronounce the words well. There are many media and materials

which can be used to teach speaking. Teachers can use both recordings and videos as the media for speaking activities in the school. Recordings and videos can help the students increase their interest in learning English. Teachers actually can find many appropriate videos for the teaching learning process from the internet. There are many videos in the internet that are appropriate as the English materials. In the school, it was found that the teacher does not use any recordings or videos in the teaching learning process. Students can learn how to pronounce English words from both recordings and videos as the models. But it was found that the teacher prefers to be the model to teach how to pronounce English words to the students. Therefore, it is not really good because the teacher is not an English native speaker and there are many possibilities of her to make mistakes in pronouncing English words.

Reading, like listening, is also a receptive skill. Reading is used to get important and meaningful information about something from the written language. It is supported by Rivers (1981: 259) in his book that reading is the most important activity in the language class and it is not only a source of information and enjoyable activity but it is also a means to consolidate and extend someone's knowledge of the language. To achieve the goal of reading, teachers should provide many interesting activities for reading skill. Teachers can find many appropriate materials as the sources for reading activities and then they can adapt and adopt the materials based on students' needs. They can deliver the materials with some appropriate pictures to the students by using LCD projector in front of the class or in the language laboratory. It is much

more interesting. In the school, it was found that the teacher prefers to use LKS for reading activities although the government has provided an English textbook based on Curriculum 2013. She says that it is more communicative to use LKS than any other materials that can be found in many sources. She also states that she prefers to focus on teaching tenses for the reading. It makes the teaching learning process in the class become less interesting.

The skill that follows reading should be writing. To help students organize their ideas in producing text, teachers should provide many model texts. The model texts should also contain some pictures to make them interested in writing. Teachers can find the model texts in many sources based on the students' needs then show them to the students using LCD projector. It will be more enjoyable for the students by learning the model texts from the media. In the school, it was found that teacher only uses the materials from the LKS and a textbook from *Erlangga*. She does not optimize the existence of notebook and LCD projector in the school to deliver the materials. Therefore, it makes the students have less interested in writing.

Besides four skills above, there is also vocabulary. Vocabulary has an important part for achieving those four skills, especially for reading skill. It is because vocabulary has a relation to the text understanding and it influences students' reading skill. Students can focus on the vocabulary then they can find how many words that they have read are important and beneficial for their reading skill. Students can also use dictionary to help them check the meaning of difficult words they have found in the text. But sometimes students are lazy

to pay attention on how important vocabulary for their understanding. It is because they think English is a difficult subject to learn and they have put it in their mindset.

Most students have difficulties to comprehend English text because the teachers do not give many model texts for them. The teachers sometimes only use a model text from the LKS instead of finding model texts from many sources. In fact, teachers can develop an interactive multimedia from the appropriate materials because it can present the materials into an interesting way. The presence of interactive multimedia can increase students' attention in learning English.

Listening, speaking, reading, writing, and vocabulary cannot be separated from grammar. It is very important because it is the foundation of learning English. People who want to learn English should master the grammar first. If grammar is taught in the school into an interactive multimedia, it will be fun for the students. Therefore, developing materials into interactive learning multimedia for teaching English is necessary to be conducted.

C. Delimitation of the Problem

Based on the problems identification, this research only focuses on developing interactive multimedia for reading and writing learning materials which supports tenth grade students of SMA N 2 Yogyakarta in semester I background study. The materials then focus on the English materials related to text types, expressions, vocabulary, and grammar. The interactive multimedia referred to a textbook entitled "*Buku Bahasa Inggris*" for grade X based on

Curriculum 2013. The development of the interactive multimedia is limited to three units of the textbook.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the research problems as follows:

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

E. Objectives of the Research

The objectives of this study are:

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

F. Significance of the Research Study

This study is expected to give some contributions to the English teaching and learning in the following ways:

1. For English Education Department

   This research can be an input of reference to other researchers who conduct the same studies.

2. For English Teacher

   Later on the materials that have been developed by the researcher can be used by the teacher and it also can encourage the teacher to develop an interactive multimedia for reading skill which is appropriate with their students.

3. For the Student

   The materials developed by the researcher are expected to encourage their motivation in learning English.

CHAPTER II

LITERATURE REVIEW

This chapter presents some theories related to the concept of Curriculum 2013, reading and writing, interactive multimedia, and CLT. This chapter also presents review of some relevant studies and conceptual framework of the study.

A. Theoretical Description

1. Curriculum 2013

a. Curriculum

Print (1993) defines a curriculum as all the planned learning opportunities offered to learners by the educational institution and the learning experiences the learners encounter when the curriculum is implemented.

Richards and Schmidt (2002: 139) defines a curriculum as an overall plan for a course or program, as *in the freshman composition curriculum*. Such a program usually states: (a) the educational purpose of the program, in terms of *aims* or *goals*; (b) the content of the program and the sequence that it will be taught (also known as the *syllabus*); (c) the teaching procedures and the learning activities that will be employed (i.e. *methodology*); (d) the means used to assess students learning (i.e. *assessment* and testing); and (e) the means used to assess whether the program has achieved its goals (i.e. *evaluation*).

The Laws of Education System No. 20 of 2003 defines a curriculum as a set of plan and rule of goal, content, material, and method which are used as a direction of teaching and learning activities in order to achieve the certain educational goal for certain level.

Referring to some theories above, it can be concluded that a curriculum is a set of plan which contains goals, contents, methods, materials, and assessment techniques which will be implemented in the teaching-learning activities by the educational institution.

b. Curriculum 2013

The Ministry of Education and Culture is the one which manages educational regulations in Indonesia including the curriculum which used in the school for the teaching and learning process. As an institution which has regulation to manage the curriculum, it has released a new curriculum called Curriculum 2013. According to The Ministerial Regulation No. 65 of 2013 regarding standard process, learning goals in the Curriculum 2013 cover students' development in three aspects which are attitudes, knowledge and skills. Based on the Standard of Contents, Curriculum 2013 covers interpersonal and transactional communications in a variety of contexts for varied purposes using a range of text types and language functions. The contents also include knowledge about text features such as social function, text structure, grammar, and vocabulary and values. Based on Curriculum 2013, basic

competences of reading and writing for grade X students are shown in the table below:

Table 2.1. **Basic Competences of Reading and Writing**

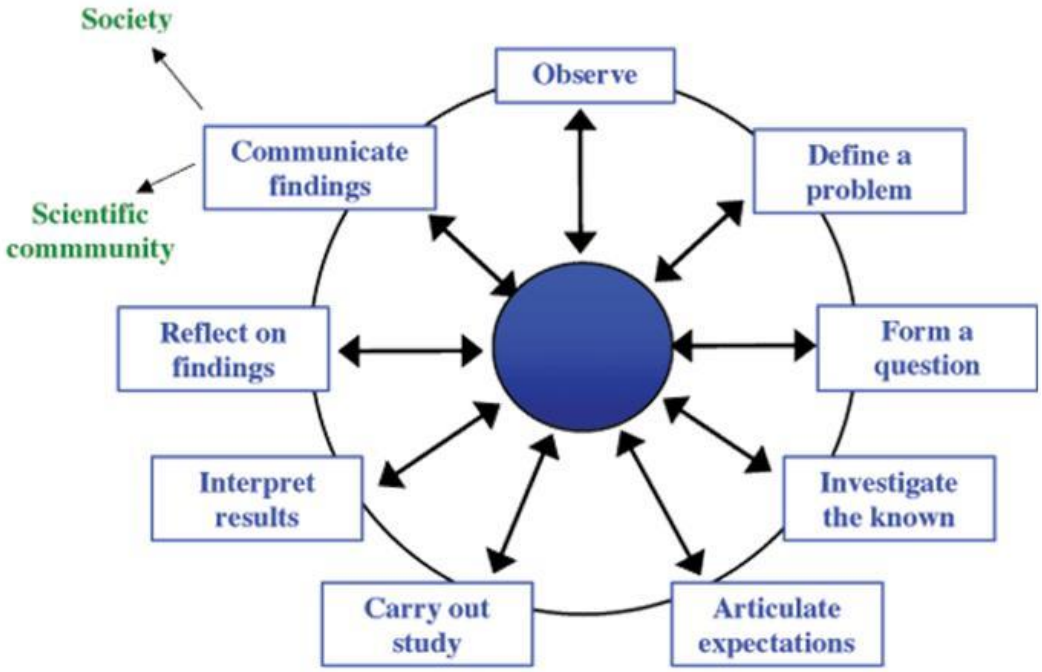
Grade	Basic Competences
X	3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (*care*), serta responnya, sesuai dengan konteks penggunaannya. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*care*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

According to the Minister of Education and Culture Regulation about Standard of Learning Process Year 2014, the Ministry of

Education and Culture recommends the teaching and learning process should apply a number of learning principles such as: students are facilitated to learn; learning process applies the scientific approach; learning is completely-based; learning is integrated; and students learn from varied learning sources.

According to Curriculum 2013, the Scientific Approach that should be used in teaching and learning process is described in this following figure:

Figure 2.1 **The Scientific Approach**



Redrawn from "A Scientific Method Based on Research Scientists' Conceptions of Scientific Inquiry," R. Reiff, W. S. Harwood, T. Phillipson. Proceedings of the 2002 Annual International Conference of the Association for the Education of Teachers in Science.

As stated in the learning principles above, Curriculum 2013 recommends that the Scientific Approach should be applied in the

teaching and learning process. In line with that, there are some steps which should be implemented in applying the Scientific Approach according to the Ministry of Education and Culture such as observing texts, questioning (asking questions), experimenting (collecting data), associating (analyzing data and drawing conclusions), communicating and finding (knowledge), and creating texts.

a. Observing (text)

   In the first step, students do reading and/or listening to texts. The students are exposed to models of text in order to list items that they need to know to understand, produce, and communicate ideas. The texts that should be used can be authentic and simplified. The items which are listed include the social function of the text, text structure, grammar, and vocabulary.

b. Questioning (asking questions)

   In this step, students identify items they need to know in order to be able to comprehend and create texts. They ask or formulate questions based on the identified items that cover the achievement indicators stated in the lesson plan. They are also encouraged to suggest temporary answers based on their knowledge.

c. Experimenting (collecting data/information)

   In the third step, students should answer their formulated questions by collecting data/information that is relevant to the questions

using one or more techniques such as observing (e.g. watching videos), interviewing person, and reading books.

d. Associating (analyzing data and drawing conclusions)

In this step, students analyze data/information to answer their questions and draw conclusions. They should sort out, classify, and identify patterns to answer their questions with or without teacher's support.

e. Communicating and finding (knowledge)

After analyzing data and drawing conclusions based on the data/information they get, students communicate their answers or conclusions in writing and/or speaking. The answers or conclusions describe the new knowledge (especially about the social function of the text, structure of the text, gramar, vocabulary) they learn in order to comprehend and create texts.

f. Creating (text)

The last step of this cycle is creating texts. In this step students need to communicate ideas they have using the new knowledge they acquire. It is needed to do that because learning language does not end when the students have learned the features of the texts. They should also use their knowledge to understand about texts and then they create texts in writing and/or orally.

2. Reading and Writing

a. The Importance of Reading and Writing

Harmer (1998) states that there are some reasons why reading and writing should be taught for students. First, reading can give many exposure to students' language acquisition especially if the text is interesting and engaging. Second, texts provide good models for English. A good model is important to be given in teaching English because it can provide opportunities for the students to study language. The last, teaching writing can give reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Writing can give reinforcement because students gets benefit when they see written texts than oral texts and it is useful for them to write sentences using language.

Referring to the theories above, it can be concluded that reading and writing are important to be taught for the students. Reading gives many exposure and provides good models for writing. Besides, reading can affect students' writing especially their writing reinforcement, language development, learning style, and writing itself.

b. Definition of Reading

Reading is one of the four language skills: reading, writing, listening, and speaking. It is a receptive skill, like listening. It involves responding to a text, rather than producing it. It also involves making sense of text because the readers need to connect the message of the

text to their knowledge of the world when they are reading (Spratt, Pulverness, and Williams, 2005: 21). Then, reading is an interaction between the writer and the reader by using text which increases the readers' knowledge to make sense of text (Ruddle, 2005: 30). In addition, reading is a complex, interactive process. Reading involves a text, a reader and a social context in which reading takes place (Celce-Murcia, 2001: 154). Moreover, reading is the process of receiving and interpreting information represented in language form using the text (Urquhart & Weir, 1988, in Grabe, 2009:14).

c. Definition of Reading Skills

Reading skills represent linguistic processing abilities that are relatively automatic in their use and their combinations (e.g., word recognition, syntactic processing) (Grabe and Stoller, 2002: 15).

d. Reading Prosesses

Grabe and Stoller (2002: 20) propose a list of reading processes, they are as shown in the table below:

Table 2.2. **Reading Processes (Grabe and Stoller, 2002)**

Lower-level prosesses	Higher-level prosesses
• Lexical access	• Text model of comprehension
• Syntactic parsing	• Situation model of reader interpretation
• Semantic proposition formation	• Background knowledge use and inferencing
• Working memory activation	• Executive control process

Grabe and Stoller (2002: 20) state:

> The lower-level processes represent the more automatic linguistic processes and are typically viewed as more skills orientated. The higher-level processes generally represent comprehension processes that make much more use of readers' background knowledge and inferencing skills.

e. Reading Subskills

As the other three language skills, reading also has subskills. Spratt, et.al (2005: 22) proposes three subskills in reading, they are shown as follows:

1. Reading for specific information or scanning: in this subskill we only read the text to find a specific piece of information that we need. We do not need to read the whole text.
2. Reading for gist or skimming: in this subskill we read the text quickly to get the general idea of what it is about.
3. Reading for detail: in this subskill we read the whole text to get the meaning and information of all the words.

f. Intensive and Extensive Reading

Reading can be divided into intensive and extensive reading (Brown, 2007: 371), they are described as below:

1. Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. It focuses on the grammatical forms, discourse markers, and other structure details for the purpose of understanding literal meaning, implications, rethorical relationships, etc.

2. Extensive reading is carried out to achieve a general understanding of longer text (book, long article, essay, etc.). Most extensive reading is performed outside of class time.

g. Principles for Teaching Reading Skills

Brown (2007: 373-376) proposes 8 principles for teaching reading skills, they are:

1. In an integrated course, do not view a specific focus on reading skills.
2. Use techniques that can intrinsically motivating.
3. Balance authenticity and readability in deciding texts.
4. Encourage reading strategies' development.
5. Include bottom-up and top-down techniques.
6. Follow the SQ3R (*Survey*, *Question*, *Read*, *Recite*, and *Review*) sequences.
7. Plan on pre-reading, during-reading, and after-reading stages.
8. Build an assessment aspect in the techniques used.

h. Definition of Writing

Writing is a skill that produces language from the mind by creating text. It needs a good communication to link the model with the idea in the mind into a good text. According to Spratt, et.al (2005: 26),

> Writing involves producing language rather than receiving it. It involves communicating in a message (something to say) by making signs on a page. To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message.

It can be concluded that not only needs a good model and idea, but writing also needs to link them together from the letters, words, and sentences.

i. Types of Written Language

According to Brown (2007: 362), there are many types of written language. Here are the list of them:

Table 2.3. **Types of Written Language (Brown, 2007)**

No	Types of Written Language
1.	non-fiction: reports, editorials, essays, articles, reference (dictionaries, etc.)
2.	fiction: novels, short stories, jokes, drama, poetry
3.	letters: personal, business
4.	greeting cards
5.	diaries, journals
6.	memos (e.g. interoffice memos)
7.	messages (e.g. phone messages)
8.	announcements
9.	newspaper "journalese"
10.	academic writing: short-answer test responses, reports, papers, theses, books
11.	forms, applications
12.	questionnaires
13.	directions
14.	labels
15.	signs
16.	recipes
17.	bills (and other financial statements)
18.	maps
19.	manuals
20.	menus
21.	schedules (e.g. transportation tables)
22.	advertisements: commercial, personal
23.	invitations
24.	directories: (e.g. telephone, yellow pages)
25.	comic strips, cartoons

According to core competences and basic competences in the Curriculum 2013, there are three written language that will be used in this research, they are: letters, cards, and messages.

j. Reading Comprehension Skill and Writing Stages

According to Johnson (2008: 110), comprehension skills are strategies readers use to find information and construct meaning from expository text. They are described as follows:

1. Pre-reading

   It is used to preview the structure of the text to be read or to link new information to knowledge that readers may already know. There are three steps in the pre-reading: preview/overview, web and brainstorm, and outline and brainstorm.

2. During-reading

   It is used to check comprehension, to evaluate ideas from each paragraph, and to begin toorganizing ideas within the structure of the text as students are reading. There are two steps in this comprehension skill: paragraph re-read and read and pause.

3. Post-reading

   It is used to reconstruct important ideas, arrange those ideas, and evaluate those ideas after reading a chapter or an article. There are two steps in post-reading: article read and webbing and outlining.

Alyousef (2006) also proposes three stages in learning reading process, they are:

1. Pre-reading activities: Zhang (1993) in Alyousef (2006) states that pre-reading activity is an important stage in the development of reading.
2. Whilst reading: in this stage, students should be guided to communicate the text by using their knowledge.
3. Post-reading: in this stage, the activities should improve the learning comprehension. The implementation of the developed materials is providing students with good comprehensive questions about certain topics.

On the other hand, according to Spratt, et.al (2005: 27), there are some stages of writing process. They are: brainstorming (thinking of everything we can about the topic), making tones, planning (organizing our ideas), writing a draft (a piece of writing that is not yet finished, and may be changed), editing (correcting and improving the text), producing another draft, and proof-reading (checking for mistakes in accuracy) or editing again. In addition, Graves (1983) in Johnson (2008: 179) proposes five steps in writing process, they are: step 1: pre-writing, step 2: drafting, step 3: revising, step 4: editing, and step 5: publishing and sharing.

k. Types of Classroom Writing Performance

There are 5 types of classroom writing performances according to Brown (2007: 399-402), they are described as follows:

1. Imitative, or writing down: at the beginning level of learning to write, students will simply "write down" English letters, words, and sentences in order to learn the conventions of the orthographic code.
2. Intensive, or controlled: this intensive writing typically appears in controlled and written grammar exercises.
3. Self-writing: an important proportion of classroom writing may be used to self-writing, or writing with only the self in mind as an audience.
4. Display writing: for all language students, short-answer exercises, essay examinations, and even research reports will involve a part of display.
5. Real writing
    a) Academic
    b) Vocational/technical
    c) Personal

l. Principles for Teaching Writing Skills

Brown (2007: 402-412) proposes 9 principles for teaching writing skills based on micro and macro-skills and research issues. They are:

1. Incorporate practices of "good" writers.
2. Balance process and product.

3. Explain for cultural/literary backgrounds.
4. Relate reading and writing.
5. Provide as much authentic writing as possible.
6. Frame the techniques in terms of prewriting, drafting, and revising stages.
7. Strive to provide techniques that are as interactive as possible.
8. Apply methods of responding to and correcting students' writing.
9. Teach students on the rhetorical, formal conventions of writing.

3. Interactive Multimedia

a. Definition of Multimedia

Multimedia is a collection of computer controlled or computer mediated technologies that enable people to access and use data in a variety of forms: text, sound, and still and moving images (Richards and Schmidt, 2002: 345).

Multimedia consists of any combination of text, art, sound, animation, and video by computer or other electronics or digitally manipulated means (Vaughan, 2008).

Multimedia is the combination of a variety of communication channels into a co-ordinated communicative experience for which an integrated cross-channel language of interpretation does not exist (Elsom-Cook, 2001, in Mishra & Sharma, 2005: vi).

Karen & Barron (2002: 2) generally state that multimedia is the use of several media to present information. Combinations may include text, graphics, animations, pictures, videos, and sounds.

From the definitions above, it can be concluded that multimedia is the combination of several media like text, sound, art, animation, etc. presenting information through computer technology.

b. Definition of Interactive Multimedia

The term interactive multimedia may be used to describe a physical or digital system where multiple media or people have an effect on each other through their interactive behavior. When interactive multimedia is used in fields such as art or education, it involves the use of multiple media used for expression or communication and the existence of a dynamic user-state or content-altering capability (www.intechopen.com).

Cairncross and Mannion (2001: 56) state that interactive multimedia has the potential to create important standard learning environment which actively employ the learner, thereby promoting deep learning. The elements in multimedia provide the message and the delivery which directs to a better learning and teaching environment.

Interactive multimedia is an intended phrase to describe the new wave of computer software that primarily deals with the supply of information. The multimedia component is characterized by the presence of texts, pictures, sounds, animations and videos; some or all

of which are arranged into some coherent programs. The interactive component refers to the process of giving the user to control the environment by a computer (Phillips, 1997, in Mishra & Sharma, 2005: vii).

Referring to some theories above, it can be concluded that interactive multimedia is a set of digital system using multiple media in creating the learning environment by the presence of text, picture, sound, animation, and video which leads to a better teaching-learning environment.

c. The Impact of Interactive Multimedia on Learning:

Collins, et.al. (1997: 22) propose some impacts of interactive multimedia on learning, they are:

1. Extended access: learners are provided access to information and ideas beyond the normal range of classroom materials.
2. Enjoyment and engagement: learners enjoy using interactive media. The increased enjoyment is coming from the 'audio-visual stimulus' and the 'active nature of their involvement'. They are also employed by it, and they pay attention to it for longer than printed resources, thus making it potentially capable of providing 'complex conceptual learning'.
3. Control, autonomy, and responsibility: the interactive media involved gives learners more 'user-control' and a sense of 'taking

responsibility for their own learning'. It allows them to explore and find information for themselves.

d. Interactive Multimedia in the Teaching-Learning Process

Interactive multimedia has many advantages for the students and teachers. Smaldino, et.al. (2005: 148) propose 5 advantages of using interactive multimedia in the teaching-learning process, they are described below:

1. Multiple Media

   Text, audio, graphic, and picture can be combined in one easy-to-use system.

2. Learner Participation

   The materials in the teaching-learning process help to maintain students' attention.

3. Individualization

   Individualization is provided because it allows instructions on improvement as well as enrichment levels.

4. Flexibility

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

5. Simulations

   Interactive multimedia can be used to provide simulation experiences and difficult materials.

In addition, Caincross and Mannion (2001: 158) present advantages in using interactive multimedia in teaching-learning process. They are:

1. Multiple media: interactive learning multimedia can provide multiple media that can accommodate different kinds of students' learning style.
2. Delivery control: users can decide which sections they want to visit. They can explore the application, concentrate on the materials they are unfamiliar with or are particularly interested in and skip over materials they already know.
3. Access routes: there are a number of navigation parts available. One example is a hierarchical-based menu system where learners can either work through the sections orderly using hyperlinks to explore areas of interest or go straight to a certain page.
4. Individual preference: Learners can differ in the way in which they prefer to deal with information.
5. Interactivity: The key here designs learning activities which cognitively employ the learner that causes them to think about the materials presented, their meaning, their relevance, how they can be applied and in what contexts.

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

1. Reduced learning time

   Interactive multimedia can reduce time up to 60% over traditional classroom method. It can be an attribute to the immediate interaction and constant feedback which provides great reinforcement of concepts and contents.

2. Reduced cost

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

3. Instructional consistency and fairness

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

4. Increased retention

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

5. Mastery of learning

   A good interactive multimedia can ensure the learning of the prerequisities by the learners before continuing to a new content. This provides a strong foundation for continued learning and helps to achieve the learning.

6. Increased motivation

   Direct feedback and personal control over the content provided by an interactive multimedia has proven to motivate the learners.

7. More interactive learning

   It can help learners to have more responsibility and better control over their learning and develop more interest to try new knowledge.

8. Increased safety

   Interactive multimedia allows the safe study of dangerous phenomena such as dangerous scientific experiments or natural disasters like volcanic eruptions or earthquake by the learners.

9. Privacy individual learning style

   It allows for one to one learning and provides to different learning styles of learners. The freedom to ask questions and the involvement of each individual learners can motivate them and reduce the possible of distraction.

10. Flexibility

    It comes from the ability to navigate by using keyboard, mouse or touch screen through an interactive program. Learners can choose what and how much information they want and when they want it.

Moreover, Zhu (2010: 68) mentions five advantages of using multimedia in the classroom. First, it can increase the number of information, save time, and improve class efficiency. Second, it enables students to get feedback directly, to know about their learning results

and to adjust their learning steps. Third, teachers can integrate materials and present them with a variety of information under the help of multimedia. Fourth, it helps to develop students' associative thinking. Fifth, it provides an idea for the communication between teachers and students as well as students and students.

From all the advantages of the interactive multimedia in the teaching and learning stated above, it can be concluded that to use the interactive multimedia effectively for reading and writing in the classroom, it should be interesting; it should increase motivation of the students; it can increase information volume; it can integrate the materials; and it should help students to develop their thinking.

On the other hand, CEMCA (2003: 5) states some disadvantages of using interactive multimedia. Using interactive multimedia requires high-end computer system, it is inaccesible to a large amount of learners, it spends much cost and time to make, it requires a special software, and it requires a training for the teachers.

e. Criteria of Interactive Multimedia

Interactive multimedia can bring positive effects to the students in the teaching and learning process. The developer should be serious in selecting the software based on its quality and specification. Therefore, knowing the criteria and quality of interactive multimedia is the best solution. Stemler (1997: 2-11) provides some guidelines for the design

of various types of instructional multimedia. The main principles of multimedia are shown in the table below.

Table 2.4. **The Principles of Multimedia (Stemler, 1997)**

No	Multimedia Features	Principles
1	Screen design	1. Focus on the learner's attention 2. Develop and maintain interest 3. Promote processing 4. Promote engagement between the learner and lesson content 5. Help learners to find and organize information 6. Facilitate lesson navigation
2	Interaction	1. Provide opportunities for interaction 2. Chunk the content and build in questions with feedback and summaries 3. Ask questions without interrupting the instructional flow 4. Use rethorical questions to get student's thinking about contents and to stimulate curiosity 5. Provide active exploration in the program
3	Feedback	1. Keep feedback on the same screen with questions 2. Provide feedback immediately following students' response 3. Provide feedback to verify correctness 4. Tailor feedback to the individual 5. Provide encouraging feedback 6. Allow students to print feedback
4	Navigation	1. Content icons, navigational icons, and analysis icons should exist to help the learners operate the program.

continued

continued

5	Learner control	1. Provide selectable areas for users to access information 2. Allow users to access information in a user determined order 3. Provide maps so users can find where they are 4. Provide feedback to let the users know if there is time delays 5. Provide users with information that they make progress 6. Arrange information so users are not overwhelmed by the information 7. Provide visual effects and give visual feedback
6	Color	1. Use color consistently with a maximum of 3 or 6 colors per screen 2. Use brightest colors for the most important information 3. Use neutral colors for background 4. Use dark letters on a light background for text 5. Avoid to use complementary colors (e.g. blue/orange) 6. Use commonly accepted colors for particular actions (e.g. red for stop) 7. Avoid hot colors on the screen as the appear to be strong
7	Graphics	1. Graphic include photos and scanned pictures 2. Information is better presented and retained when supplemented with pictures 3. Icons and photos enhance menu screen 4. Use graphic to indicate choices (e.g. left or right arrow indicates users may go to the “next” and “previous” pages)
8	Animation	1. Can be motivational

continued

continued

		2. The use of animation can provide subtle benefits like highlighting key information 3. Can provide instructional benefits
9	Audio	1. Use audio for the primary presentation of the program 2. Do not allow audio compete with text and video presentation 3. Do not put many texts in a single screen 4. Provide the students with headphones if the audio is used 5. Tell the students what is relevant only
10	Video	1. Synchronize video with content and reinforce or repeat the concept being presented 2. Use video as an advantage organizer and simulation

f. Types of Interactive Multimedia

Robyler and Edwards (2000) state that based on its primary storage equipment, multimedia can be classified into some different types. They are:

1) Interactive videodiscs (IVD)
2) Compact discs read only memories (CDR)
3) Digital versatile discs (DVD)
4) Compact discs-interactive (CD-I)
5) Digital video interactive (DVI)
6) Photo-graphic compact discs (Photo CDs)

From all the types above, the common multimedia which is used as the learning media in the teaching-learning process is the compact discs-interactive (CD-I).

g. Principles of Interactive Multimedia

Mishra & Sharma (2005: 115-116) propose general design principles which can be used in an educational environment, they are:

1. The principle of tool logic: computers and ICT in general should be used as tools to make the learning become easier.
2. The principle of multiple interface: the interface should provide the users the ability to show themselves not only by direct influence of objects but also with an active formulation of orders.
3. The principle of multiple representations: information in the context of educational environments should be communicated in many ways, through multiple rules that are interconnected from a practical and useful point of view.

In addition, Mayer (2001) in Mishra & Sharma (2005: 200) explains seven cognitive principles of interactive learning multimedia as shown below:

1. Multimedia principle: Individuals learn, retain, and transfer information better when words and pictures are involved in the instructional environment, rather than words or pictures alone.
2. Modality principle: Individuals learn, retain, and transfer information better when auditory narration and animation are

involved in the instructional environment, rather than on-screen text and animation.

3. Redundancy principle: Individuals learn, retain, and transfer information better when narration and animation are involved in the instructional environment, rather than on-screen text, narration, and animation.
4. Coherence principle: Individuals learn, retain, and transfer information better when there are no extraneous words, pictures, or sounds in the instructional environment.
5. Signaling principle: Individuals learn, retain, and transfer information better when cues that guide an individual's attention and processing during a multimedia presentation are involved in the instructional environment.
6. Contiguity principle: Individuals learn, retain, and transfer information better when words or narration and pictures or animation are presented simultaneously in time and space in the instructional environment.
7. Segmentation principle: Individuals learn, retain, and transfer information better when individuals experience concurrent narration and animation in short, user-controlled segments in the instructional environment, rather than as a longer continuous presentation.

h. Instructional Design of Interactive Multimedia

Berger & Kam in Taylor (2004) define instructional design as a systematic development of instructional description using learning and instructional theory to ensure the standard of instruction. It is the process of analysis of learning needs and goals and the development of a delivery system to meet the needs. It contains development of instructional materials and activities, tryout, and evaluation of all instructions and students activities. There are many procedures which is used to develop an interactive multimedia, one of them is procedure that is proposed by Taylor (2004). The procedure known as ADDIE Model can be shown in the following figure:

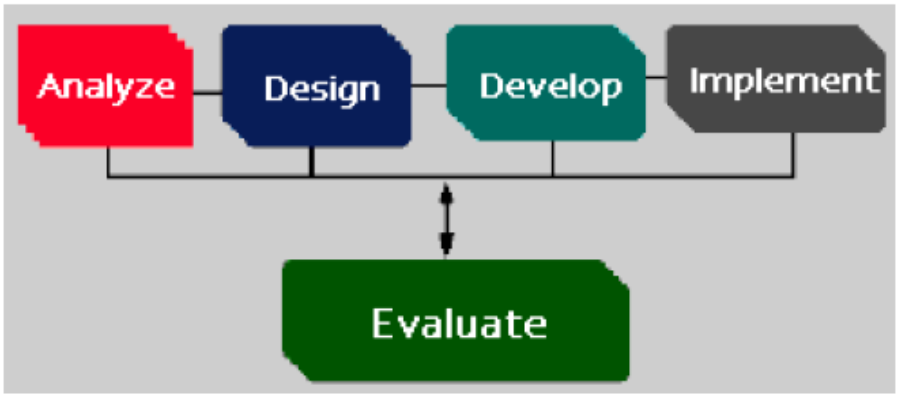


Figure 2.2. **Instructional Design Proposed by Taylor (2004)**

1. Analysis

   In this step, the problem is identified by conducting needs analysis in order to know what the learner should know in the setting.

2. Design

In this step, the information from the needs analysis are used as the guideline to develop and manage the materials of the learning multimedia. Designing course grid and flowchart are taken place in this step.

3. Development

In this step, the materials and the media which will be used are chose. Then, the appropriate materials are developed into an interactive learning multimedia using a special software packages complete with audio visual media.

4. Implementation

In this step, the interactive learning multimedia developed is tried out to the learners in order to know whether it is effective and efficient for the learners.

5. Evaluation

In this step, the interactive learning multimedia is evaluated for its efficiency, effectiveness, value, and worth. After the interactive learning multimedia has been evaluated then it should be revised, the revised draft is called the final product.

i. Theories of Learning

1. Behaviorism Theory

Mishra & Sharma (2005: 117-118) state that behaviorism is the result of a stimulus-response process. Learning is seen to be a

passive way where the subject tries to adapt to the environment. Taylor (2004) adds that behaviorists view the teachers' role as one of changing behavior by setting up the situations while learning is reinforced by the need responses being shown.

2. Constructivism Theory

Mishra & Sharma (2005: 118) state that contructivism is really different from behaviorism theory. It is based on the hyphotheses that subject constructs their personal knowledge through interaction with the environment. In the constructivist learning model, the subject attempts to examine questions, formulates hyphoteses, finds ways to verify the hyphoteses, communicates with the environment, redirects the results of experiences, and reconstructs intellectual structures, mind forms to integrate them with new data.

3. Cognitivism Theory

Taylor (2004) state that cognitivists believe that learning occurs when the learners process the information. In 1920's, Jean Piaget began a research program that played a big part of cognitive theories' development. He developed his theory by watching and observing children. His theory used the an idea that when children learn then they will build and develop cognitive structures like mind maps or linked concepts in their response to experiences in their environment.

Jerome Bruner in Taylor (2004) also had an influence in the educational thinking in the late 1950's and early 1960's. He is associated with the term 'discovery learning'. He states that there are three components in learning, they are: (1) acquisition of new information; (2) transformation of information; and (3) evaluation. Cognitivism is suited to asking of scenarios. The participants are asked a set of questions following a scenario. The roles of the questioner to guide the participants to the next questions and facilitate them to learn and reflect are very important. New information is acquired, transformed, and evaluated by the participants through the scenarios.

4. Communicative Language Teaching

a. Definition of Communicative Language Teaching

Brown (2007: 45) states that communicative language teaching (CLT) is an accepted model with many interpretations and manifestations. It carries out the issues of "authenticity, acceptability, and adaptability". In addition, Nunan (2004: 182) states that communicative language teaching is a system for the expression of meaning primary purpose-interaction communication that carries out meaningful tasks and uses meaningful language to the learner to promote learning. Moreover, Richards (2006: 2) also states that communicative language teaching is a set of principles about the goals of language teaching, how students learn a language, the kind of

classroom activities which best facilitate learning, and the roles of teachers and students in the classroom. Larsen-Freeman (2000: 121) also adds that communicative language teaching aims to apply the theoretical perspective of the Communicative Approach by making communicative competence the objective of language teaching and by accepting the interdependence of language and communication.

b. Characteristics of CLT Approach

Brown (2007: 46-47) proposes 7 interconnected characteristics of communicative language teaching, they are:

1) Overall goals

   The goal of CLT is to communicate. It suggets a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative components. Goals must connect the organizational aspects of language with the pragmatic aspects.

2) Relationship of form and function

   Form and function are designed to engage students in the pragmatic, authentic, functional use of language for important purposes.

3) Fluency and accuracy

   Fluency may have more importance than accuracy to keep students engaged in language use. And they must be appropriate which mean students talk to whom about what, when, and where. Teacher should offers appropriate corrective feedback on students' errors.

4) Focus on real-world contexts

Students in a communicative class have to use the language productively and receptively in unrehearsed contexts outside the classroom. Therefore, classroom tasks must equip students wuth skills to communicate in those contexts.

5) Autonomy and strategic involvement

Students have opportunities to focus on their own learning process through developing their awareness of their learning style (strenghth, weaknesses, and preferences) and the development of of appropriate strategies for production and comprehension.

6) Teacher roles

Teacher role is as a facilitator and guide who values the students' linguistic development.

7) Student roles

Students should be active participants in CLT class.

c. The Techniques and the Materials of CLT

Larsen-Freeman (2000: 132-134) proposes 5 techniques and materials of CLT, they are described below:

1) Authentic Materials

Adherents of CLT suggest the use of language authentic materials to native speakers of the target language.

2) Scrambled Sentences

A passage in which the sentences are in a scrambled order are given to students and they are asked to unscrambled the sentences into its original order. This type of exercise teaches students about the cohesion and coherent of language.

3) Language Games

Students find games enjoyable for them and games can give students valuable communicative practice.

4) Picture Strip Story

It is one of activities that uses a problem-solving task as a communicative technique. Problem-solving tasks work well in CLT because they include the three features of communication.

5) Role Play

It is very improtant in CLT because it give students an opportunity to practice communicating in different social contexts and roles.

B. Review of Relevant Studies

Many studies about interactive multimedia have been done in the past and the results show that interactive multimedia gives advantages to the learners. Here are some relevant studies:

Neo, M., et al. (2008: 663) found that most learners state that multimedia elements help them understand the materials easier. It also helps them do their assignment because it is provided with visualitation and information. It also

provides a fun element to the learning process and enhances their learning of the material.

Yeen-Ju., et al (2011: 1) in their research state the results show students are highly positive towards learning through multimedia and they are able to apply knowledge they get through the materials into their assignments, they also show their support of the use of aunthentic multimedia in the teaching and learning process.

Based on the findings of some research studies above, it has been proved that interactive multimedia gives many advantages for students. Therefore, interactive multimedia can be one of the learning media that can be developed for reading and writing learning materials for grade X students.

C. Conceptual Framework

Nowadays, technology, especially information technology, is very important in our daily life. Most people in the world, from young to old people, use it to help their activities because it helps them know the latest information quickly as soon as they need. In education environment, information technology also has contribution as it could serve an interesting way of teaching. According to The Ministerial Regulation No. 65 of 2013 regarding Standard Process, one of the educational principles is employing information, communication and technology to increase the efficiency and effectiveness of learning. Teachers are demanded to master information technology, especially ICT as a media in teaching and learning process.

One of the example of ICT is interactive multimedia. Interactive multimedia can help teacher delivering the materials in an interesting way because it can help the students receive the materials easily. Cairncross and Mannion (2001: 56) state that interactive multimedia has the possibility to create important standard learning environment which actively employ the learner, thereby promoting deep learning. The elements in multimedia provide the message and the delivery which directs to a better teaching and learning environment.

According to the Minister of Education and Culture Regulation about Standard of Learning Process Year 2014, The Ministry of Education and Culture recommends the teaching and learning process should apply a number of learning principles such as: students are facilitated to learn; learning process applies the scientific approach; learning is completely-based; learning is integrated; and students learn from varied learning sources. Curriculum 2013 recommends that the Scientific Approach should be applied in the teaching and learning process. There are some steps which should be implemented in applying the Scientific Approach such as observing texts, questioning (asking questions), experimenting (collecting data), associating (analyzing data and drawing conclusions), communicating and finding (knowledge), and creating texts.

Therefore, interactive multimedia is needed as the media for teaching and learning process in the class. To use the interactive multimedia effectively in the reading and writing classroom, it should be interesting; it can increase

motivation of the students; it can integrate teaching materials; and it should help students to cultivate thinking. The interactive multimedia in this research was developed based on the procedure for developing interactive multimedia proposed by Taylor (2004) because it was the most suitable procedure for the researcher. However, some adaptation were done to suit the procedure with the research condition. There are 5 steps the researcher employed in this reasearch, they are:

1. Analysis

   In this step, the researcher analyzed the setting, the students' needs, and the materials.

2. Design

   The researcher designed a course grid and a flowchart based on the students' needs.

3. Development

   The first draft of the interactive multimedia was developed using Adobe Flash CS4 Professional action script 2.0 software.

4. Evaluation

   After the first draft of the interactive multimedia was developed then the researcher conducted expert judgment.

5. Revision

   After the first draft of the interactive multimedia has been evakuated then the researcher producing the final draft of the interactive multimedia.

CHAPTER III

RESEARCH METHOD

This chapter presents the method used in this research. The type of the research, the research setting, the research subjects, the research procedure, the data collection techniques, the data collection instruments, and the data analysis techniques are explained.

A. Type of the Research

The objective of this research is to develop an appropriate product that could be applied in the educational environment. Based on its purpose, this study is classified into Research and Development study. Research and Development (R & D) is a development model in which the findings of the research are used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards (Borg and Gall, 2003: 569). The result of this study will be a product of interactive learning multimedia for tenth grade students of senior high school packed in form of a Compact Disk (CD).

B. Research Setting

This research was conducted on September 16th 2014 at SMA N 2 Yogyakarta. It is located in Jalan Bener, Tegalrejo, Yogyakarta. In this school, there are 27 classes in which there are 9 classes in each grade.

C. Research Subjects

The subjects of this research were the tenth grade students of senior high school of SMA N 2 Yogyakarta. They consist of thirty two students (twenty three students are girl and nine students are boys) of grade X PMIIA who are around 15-16 years old.

D. Research Procedure

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

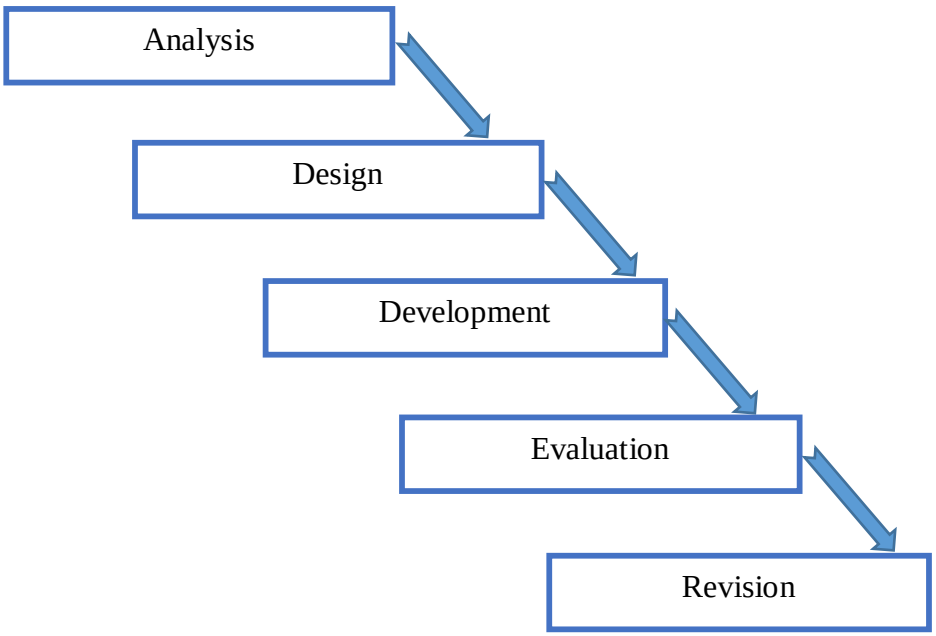


Figure 3.1 **Steps of Interactive Learning Multimedia Development**

1. Analysis

   a. Analyzing the setting

      An interview was held before the researcher conducting needs analysis. Researcher interviewed one of the tenth grade English teachers to discuss about the students' condition on April 2014.

   b. Analyzing the students' needs

      Needs analysis questionnaire was distributed to analyze students target and learning needs. The needs analysis was conducted on September 16th 2014.

   c. Analyzing the materials

      Materials that were developed into interactive learning multimedia were adapted from the textbook published by The Ministry of Education and Culture based on Curriculum 2013 based on the students' needs. The materials were analyzed based on which part should be taken and what adaption should be made.

2. Design

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

3. Development

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

4. Evaluation

   After the first draft has been designed, the researcher conducted expert judgment to evaluate the interactive multimedia. Expert judgment was conducted twice in this research. The first one was proposed to the materials evaluator to evaluate the interactive multimedia in terms of its content appropriateness. The second one was proposed to the media evaluator to evaluate the interactive multimedia in terms of its design appropriateness.

5. Revision

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

E. Data Collection Techniques

There were two techniques of data collection which were implemented in this research. The first one was needs analysis which was conducted before the first draft of the interactive multimedia was designed. The data were about the target needs and the learning needs analysis collected by distributing the first

questionnaire guidelines. The second one was expert judgment which was conducted after developing the first draft of the interactive multimedia. The data were conducted to evaluate the developed interactive multimedia in terms of its content and design appropriateness by giving expert judgment questionnaire to the materials and the media experts.

F. Data Collection Instruments

As the researcher has explained earlier, there were two techniques of questionnaires guidelines which were used in collecting the data for this research. They are needs analysis questionnaires and expert judgment questionnaires.

1. Need Analysis Questionnaire

Needs analysis questionnaire was made to obtain the data about the target needs and learning needs from the students before the development of the first draft of the interactive multimedia. The result of this questionnaire was used as the input in developing the first draft of the interactive learning multimedia. The organization of the questionnaire for needs analysis is shown below:

Table 3.1. **The Organization of Needs Analysis Questionnaire**

No.	Aspects of the questions	The purpose of the questions	Item number	References
Target Needs				
1.	Necessities	To find out the students' necessity related to the materials.	1	Hutchinson & Waters (1987: 55)
2.	Lacks	To find out the students' lacks related to the material.	2-4	Hutchinson & Waters (1987: 55-56)

continued

continued

3.	Wants	To find out the students' want related to the materials.	5	Hutchinson & Waters (1987: 56)
Learning Needs				
4.	Input	To find out students' preference for types input.	6-11	Nunan (2004: 47-52)
5.	Design	To find out students' preference for multimedia design.	12-15	Alessi & Trolip (2001: 53-54; 68-77)
6.	Procedures	To find out students' preference for learning activities.	16-17	Nunan (2004: 52-56)
7.	Teacher's role	To find out students' preference related to teacher's role.	18	Nunan (2004: 64-70)
8.	Setting	To find out students' preference related to learning setting.	19	Nunan (2004: 70-73)

2. Expert Judgment Questionnaire

Expert judgment questionnaire was used as the instrument to evaluate the first draft of the developed interactive multimedia from the experts in terms of its content and design appropriateness. The questionnaire was distributed twice to the materials and the media experts of English Education Department. The questions related to the content were adapted from *Instrumen Penilaian Buku Bahasa Inggris SMA* by *BSNP* while the questions related to the media were adapted from Evaluation Form by Alessi and Trolip. The organization of the questionnaire for expert judgment is shown below:

Table 3.2. **The Organization of Expert Judgment Questionnaire**

No.	**Aspects of the questions**	**The purpose of the questions**	**Item number**	**References**
Content appropriateness				
1.	Content	To evaluate the first draft of the interactive multimedia in terms of its materials appropriateness.	1-13	*BSNP*

continued

continued

2.	Language	To evaluate the first draft of the interactive multimedia in terms of its language appropriateness.	14-21	*BSNP*
3.	Presentation	To evaluate the first draft of the interactive multimedia in terms of the presentation of the materials.	22-26	*BSNP* Alessi & Trolip (2001: 60-62)
Design appropriateness				
4.	Screen appearance	To evaluate the first draft of the interactive multimedia in terms of its screen appearance appropriateness.	27-34	Alessi & Trolip (2001: 60-77)
5.	Multimedia elements	To evaluate the first draft of the interactive multimedia in terms of its elements appropriateness.	35-37	Alessi & Trolip (2001: 62-68)
6.	Navigation buttons	To evaluate the first draft of the interactive multimedia in terms of its buttons appropriateness.	38-41	Alessi & Trolip (2001: 53-54)
7.	Feedback	To evaluate the first draft of the interactive multimedia in terms of its feedback appropriateness.	42-44	Alessi & Trolip (2001)

G. Data Analysis Techniques

There was one type of data collected in this research. It was quantitative data which were obtained from the questionnaires. There were two kinds of questionnaires used in this research and were analyzed differently as described below:

1. Data from needs analysis

   Data obtained from the needs analysis were analyzed using frequency and percentage. The highest percentage of the answers of each question were considered representing the students' condition. The percentage was calculated by dividing the frequency by the total of respondents and then the result was multiplied by 100%. The formula is shown in the following page:

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

P = percentage

F = frequency

N = total of respondents

100% = fixed number

2. Data from expert judgment

Likert-Scale was used as the measurement for the questionnaires used in evaluating the developed interactive multimedia proposed to the expert judgment. In *Likert-Scale*, a scale is generally appropriate for obtaining respondents' views, judgments, and opinions about almost any aspects of language learning (Brown and Rogers, 2002: 120). The results were calculated by using the formula proposed by Suharto (2006: 52-53) as follows:

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

R = Range

Xh = the highest score

Xi = the lowest score

4 = range of *Likert-Scale*

Then, the result of the data will be converted to descriptive analysis in terms of its goodness as proposed by Suharto (2006: 52-53). The indicator

to measure is the Mean (X). The means were calculated by using the formula of data conversion below:

$$Mn = \frac{\sum fX}{N}$$

Mn = mean

$\sum fX$ = number of scores

N = number of cases

Table 3.3. **Data Conversion Table Suharto (2006)**

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

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and discussions of the research which was conducted on September 16th, 2014. The findings related to the students' needs, the course grid, the flowchart, the first draft of the interactive multimedia, the expert judgment data, the revision, and the final draft are discussed.

A. Research Findings

1. The Description of the Needs

The needs analysis was conducted on September 16th, 2014 at SMA N 2 Yogyakarta. 32 needs analysis questionnaires to grade X PMIIA were distributed by the researcher. The questionnaire was in the form of multiple choices questions and the highest percentage was considered as students' needs. The questionnaire covers the general description about the students' target needs and students' learning needs which deal with their preferences about the interactive multimedia.

a. Target Needs

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

The students' target needs are summarized as follows:

1) Necessities

Table 4.1. **Students' View about the Target Goals**

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

Table 4.1 shows that mastering English as the goal of learning English has the highest percentage, at 62.50%. It is followed by a quarter of the students (25%) who choose getting a job easily as the goal. The rest of the students state that studying abroad and following the demand of the era is the goal, at 6.25%.

2) Lacks

Table 4.2. **English Proficiency Level**

Item Number	Question	Answer	Explanation	Percentage
2	In my opinion, my English proficiency level now is on …	a. beginner level		50.00%
		b. intermediate level		46.88%
		c. advanced level		3.12%
		d. other …		0.00%

Table 4.2 shows that the students' English proficiency level on the beginner level (can only understand simple sentences and expressions in the daily life) has the highest percentage, at 50%. It is followed by nearly a half of the students (46.88%) who are on the intermediate level (can understand contents or meanings of the complex texts and give comments to the texts), while the students' proficiency level on the advanced level (understand many types of texts and understand the implicit meaning of the texts) has the lowest percentage, at 3.12%.

Table 4.3. **Difficulty in Reading**

Item Number	Question	Answer	Explanation	Percentage
3	Difficulty that I find in reading is …	a. understanding vocabulary based on context		65.63%
		b. understanding text		18.75%
		c. identifying main idea of the text		12.50%
		d. other …	reading text correctly	3.12%

Table 4.3 shows that more than a half of the students (65.63%) have difficulty in understanding vocabulary based on context. Then the rest of students have difficulty in understanding text, identifying main idea of the text, and reading text correctly, at 18.75%, at 12.50%, and at 3.12%.

Table 4.4. **Difficulty in Writing**

Item Number	Question	Answer	Explanation	Percentage
4	Difficulty that I find in writing is …	a. understanding vocabulary based on context		25.00%
		b. linking idea with context		53.13%
		c. having limited time		12.50%
		d. other …	understanding verbs	6.25%
			understanding spelling	3.12%

Table 4.4 shows that difficulty in linking idea with context has the highest percentage, at 53.13%, while difficulty in understanding vocabulary based on context is voted by a quarter of the students (25%). The rest of the students state that having limited time, at 12.50%, understanding verbs, at 6.25%, and understanding spelling, at 3.12%, are their difficulty.

3) Wants

Table 4.5. **Wants**

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

Table 4.5 shows that more than a half of the students (65.63%) state that it is better if the interactive multimedia is adapted based on their needs of learning. It is followed by more than a quarter of the students (31.25%) who wish the interactive multimedia is enriched by additional materials, while having similar materials to the textbook is voted by 3.12% of the students.

b. Learning Needs

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

The students' learning needs are summarized as follows:

1) Input

Table 4.6. **Types of Reading Input**

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

Table 4.6 shows that a half of the students (50%) want to have texts with a list of vocabulary as the reading input of the interactive multimedia. It is followed by more than a quarter of the students

(34.38%) who want to have texts with pictures as the input text. The other students want to have texts consist of paragraphs, at 9.38%.

Table 4.7. **Input Length**

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

Table 4.7 shows that a half of the students (50%) want input text at 250-300 words in length. It is followed by nearly a half of the students (40.63%) who want input text at 200-250 words in length. The other students want input text with length more than 300 words, at 6.25%.

Table 4.8. **Types of Font**

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

Table 4.8 shows that Times New Roman has the highest percentage as the font to be used in the interactive multimedia, at

62.50%. It is followed by Comic Sans MS, at 28.12%, and Calibri, at 9.38%, as the font to be used in the interactive multimedia.

Table 4.9. **Sizes of Font**

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

Table 4.9 shows that three-quarter of the students (75%) wish to have 12 pt font's size, while the other students want to have 13 pt font's size, at 18.76%. Both 11 pt and 14 pt are voted by 3.12% of the students.

Table 4.10. **The Importance of Picture Availability**

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

Table 4.10 shows that more than a half of the students (65.63%) think that the presence of pictures in the interactive multimedia is very important, meanwhile it is followed by 34.37% students who think that it is sometimes important.

Table 4.11. **The Importance of Animation Availability**

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

Table 4.11 shows that a half of the students (50%) think that it is sometimes important to have animation in the interactive multimedia. It is followed by nearly a half of the students (43.75%) who think that it is very important to have animation, and 6.25% of the students think that it is no need to have animation in the interactive multimedia.

2) Design

Table 4.12. **Layout Design**

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

Table 4.12 shows that more than a half of the students (59.37%) think that it is better if the layout in the interactive multimedia can motivate them to learn. It is followed by more than a quarter of the students (31.25%) who think that the layout should

be interesting, and 9.38% of the students who think that having combination of appropriate color is better.

Table 4.13. **The Importance of Backsound Availability**

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

Table 4.13 shows that more than a half of the students (65.63%) think that the presence of backsound in the interactive multimedia is sometimes important. It is followed by nearly a quarter of the students (21.87%) who think the presence of backsound is very important, and 12.50% of the students who think it is no need to have backsound in the interactive multimedia.

Table 4.14. **Navigation Buttons Design**

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

Table 4.14 shows that the availability of sound when the navigation buttons are clicked has the highest percentage, at 37.50%. It is followed by more than a quarter of the students (34.37%) who wish the navigation buttons have contrast color, and 15.63% of the students who think the navigation buttons should use symbol.

Table 4.15. **Background Color Design**

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

Table 4.15 shows that blue has the highest percentage as the background color design of the interactive multimedia, at 46.88%. It is followed by red and white, at 12.50%. The other students want grey, green, light purple, black, and pink as the background color.

3) Procedure

Table 4.16. **Reading Procedures**

Item Number	Question	Answer	Explanation	Percentage
16	Reading activity that I like is ...	a. understanding text		15.63%
		b. finding main idea of the text		6.25%

continued

continued

		c. answering questions based on the text		31.25%
		d. filling in the blank spaces		18.75%
		e. finding vocabulary meaning		28.12%
		f. other …		0.00%

Table 4.16 shows that more than a quarter of the students (31.25%) state that answering questions based on the text is the reading activity they like. It is followed by finding vocabulary, at 28.12%, filling in the blank spaces, at 18.75%, and understanding text, at 15.63%. Finding main idea of the text is voted by 6.25% of the students.

Table 4.17. **Writing Procedures**

Item Number	Question	Answer	Explanation	Percentage
17	Writing activity that I like is ...	a. arranging jumbled sentences		31.25%
		b. creating text based on pictures		21.88%
		c. filling in the blank spaces		34.37%
		d. creating short functional text		3.12%
		e. creating text based on context		9.38%
		f. other …		0.00%

Table 4.17 shows that filling in the blank spaces is the writing activity that students like, at 34.37%. It is followed by arranging

jumbled sentences in the second place, at 31.25%. Creating text based on pictures, context, and creating short functional text are in the third, fourth, and fifth place.

4) Teacher's Role

Table 4.18. **Teacher's Role**

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

Table 4.18 shows that more than a half of the students (62.50%) expect that the teacher can give example in doing tasks. It is followed by a quarter of the students (25%) who expect that the teacher can explain the learning objectives, and 12.50% of the students who expect that the teacher explain the steps in using the interactive multimedia.

5) Setting

Table 4.19. **Setting**

Item Number	Question	Answer	Explanation	Percentage
19	I prefer doing the tasks in the	a. individually		43.75%
		b. in pairs		34.37%

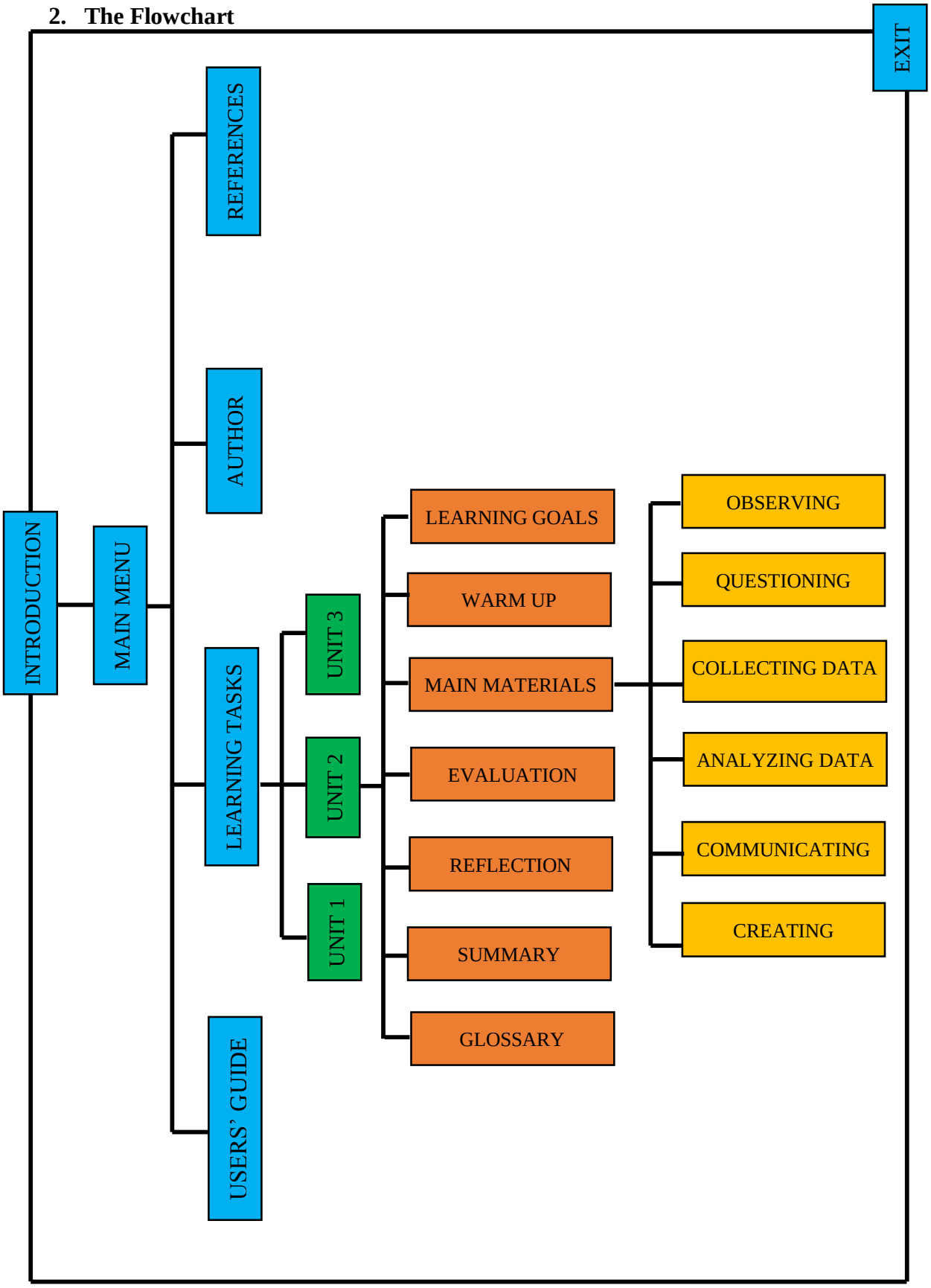
continued

continued

	interactive multimedia ...	c. other …	in group	21.88%

Table 4.19 shows that nearly a half of the students (43.75%) prefer to do the tasks in the interactive multimedia individually. It is followed by more than a quarter of the students (34.37%) who prefer to do the tasks in pairs, and nearly a quarter of the students (21.88%) prefer to do the tasks in group.

2. The Flowchart



3. The Course Grid

After the needs analysis was conducted and the results were analyzed, the next step was designing a course grid. The course grid is needed as guidance in developing materials and activities although the materials were taken from a textbook published by The Ministry of Education and Culture. The results of needs analysis, core competencies, and basic competencies of grade X students are considered in writing the course grid.

Learning materials in this interactive multimedia are divided into three units of learning. Unit 1 covers basic competencies (1.1; 2.2; 3.1; 4.2). It discusses about how to introduce oneself and others, respond to an email of introducing oneself and others, and write an email of introducing oneself and others. The title of this unit is "Talking about Oneself" and the topic is introducing oneself and others. The grammar used in this unit is Simple Present Tense. Unit 2 covers basic competencies (1.1; 2.2; 3.2; 3.3; 4.3; 4.4). It discusses about how to compliment and show care to others, respond to compliment and showing care, and write card/email/sms of complimenting and showing care to others. The title of this unit is "Complimenting and Showing Care" and the topic is complimenting and showing care to others. The grammar used in this unit is Simple Present Tense. Unit 3 covers basic competencies (1.1; 2.3; 3.7; 4.10). It discusses about how to describe people, and write a description text about people. The title of this unit is "Describing People" and the topic is describing people's appearance and personality. The grammar used in this unit is

adjective. Beside adapted the activities in the textbook, the researcher also added some activities that were needed. Details related to the input, materials, indicators, and activities can be seen in the appendices.

4. The First Draft of the Interactive Multimedia

The first draft of the interactive multimedia in this research presents two main parts: Home Page and Menu Page. Those two parts are described below.

a. Home Page

Home page is a starting screen of the interactive multimedia. When the multimedia is operated then the logo of Yogyakarta State University is the first thing that will appear. It means that the developer of this multimedia is a member of this institution.

Figure 4.1. **Opening Screen**

After clicking "start" then the next slide appearing after the logo is the home page. It shows the title of the interactive multimedia that is

developed based on a textbook entitled “Buku Bahasa Inggris” Year X published by The Ministry of Education and Culture.

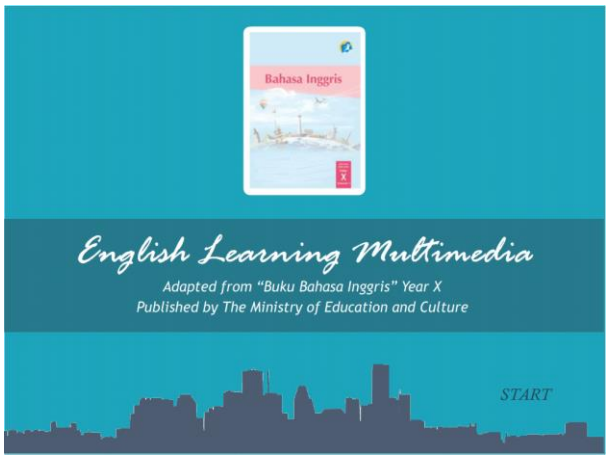


Figure 4.2. **Home Page**

b. Menu Page

A menu bar is available in the top and in the bottom-left side of every slide to help students using the interactive multimedia. The menu has eight buttons, they are: “Home”, “Users’ Guide”, “Unit 1”, “Unit 2”, “Unit 3”, “Author”, “References”, and “Exit”. The learning tasks are not grouped into one in order to make the students easy to move from one unit to another unit.

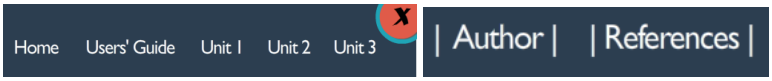


Figure 4.3. **Menu Bar**

1) Users’ Guide

Users’ guide button help the students how to use some navigation buttons in the interactive multimedia. There are the next button, the previous button, and the exit button. Those buttons help the students navigate the interactive multimedia when they want to move to the next

page, the previous page, or they want to exit from the interactive multimedia.

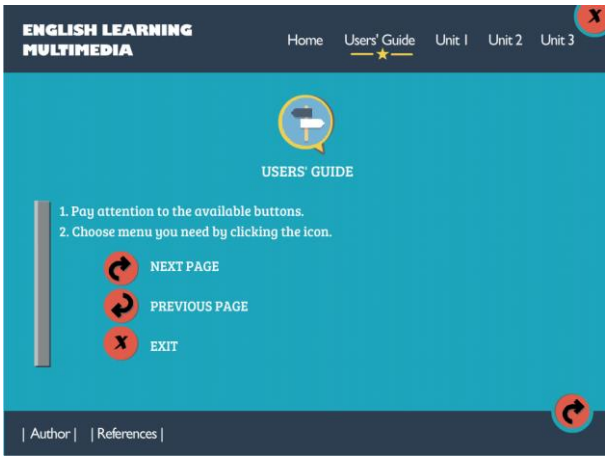


Figure 4.4. **Users' Guide**

2) Unit 1

Once students choose to learn Unit 1 from the menu bar, they will directly go to the first slide of the unit which is the title unit. In the title unit, the students will be presented what the topic of this unit is and what they will learn in this unit. The topic of Unit 1 is "Talking about Oneself" and the students will learn how to write a text (introducing oneself and others).

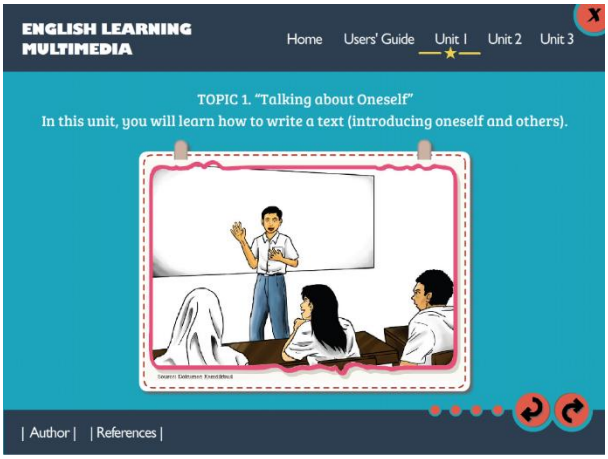


Figure 4.5. **Unit 1 Title**

After they know what the topic of this unit is and what they will learn then they are lead to the next slide which is the learning objectives of this unit.

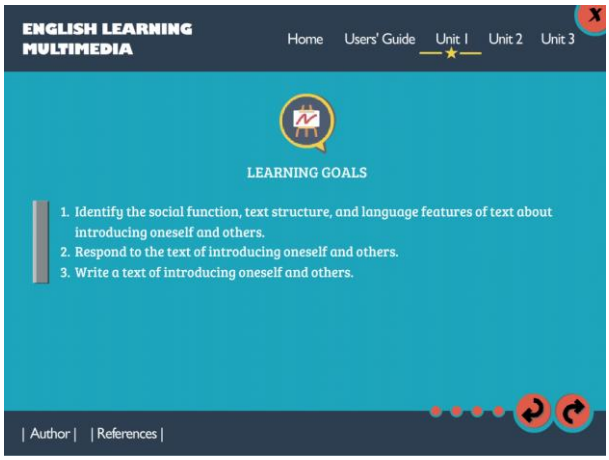


Figure 4.6. **Unit 1 Learning Objectives**

The next button available in the learning objectives slide lead the students to start the first task in Unit 1. There are fifteen tasks in this unit in order to help students achieve the learning objectives. The following table presents the tasks organization of Unit 1.

Table 4.19. **The Organization of Tasks in Unit 1**

Tasks	Instruction	Description
Warm-up		
	Tick (√) the best answer below based on your knowledge.	Students are asked to answer three questions about e-mail by putting a tick (√). It is expected that the students will have view about what they will learn.
Observing		
Task 1	*Read the following e-mail from Alex to Dino and then tick (√) and write items that you do not know and/or you want to know further.*	This task belongs to observing step which asks the students to read the given e-mail and then observe the things they do not know or they want to know by putting a tick (√).
Questioning		

continued

continued

Task 2	*Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.*	This is questioning step. The students are asked to tick (√) questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
Collecting data, Analyzing data, and Communicating		
Task 3	*Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.*	This task aims to give a clearer concept about the topic of the unit: talking about oneself. This task also aims to give students chance to recall the a vocabulary as the modalities to learn the unit. Students can do the task by using drag and drop the words into the box.
Task 4	*Read the following text and then state whether the statements are True or False.*	In this task, students are asked to read an e-mail from Hannah and then they should state whether some statements are true or false. Students can do the task by click the T or the F.
Task 5	*In pairs, complete the following sentences using the words in the box by dragging it to the blank spaces. Number one has been done for you.*	In this task, students are asked to complete the sentences by using the words available. They can do the task by using drag and drop the right words into the blank spaces in the sentences. The students should also work in pairs.
Task 6	*Study the following explanation about the structure and parts of the email above.*	In this task, students are provided with explanation about the structure and parts of the e-mail.
Task 7	*Study the following explanation about Simple Present Tense. In pairs, complete the e-mail using the correct form of verbs.*	In this task, students are provided with explanation about simple present tense. In pairs, students are also asked to complete the e-mail by choosing the correct form of verbs.
Task 8	*Answer the questions based on the e-mail in Task 7.*	In this task, students are asked to answer the comprehension questions based on the e-mail in Task 7. They can do the task by choosing the best answer (a, b, or c).
Creating		
Task 9	*Study the explanation about the use of be (am, is, are) and have (have, has). Then complete the sentences below with be or have. Remember to use the correct forms.*	In this task, students are provided with explanation about the use of *be* and *have*. They are also asked to complete the sentences with the right form of *be* and *have*. Students can write the right answers in the blank spaces.

continued

continued

Task 10	*Study the following expressions.*	In this task, students are provided with a list of expressions to introduce oneself and others.
Task 11	*Arrange the jumbled sentences below into a good paragraph.*	In this task, students are asked to arrange the jumbled sentences into a good paragraph. The paragraph is about oneself introduction. Students can do the task by dragging and dropping the sentences into the box.
Task 12	*Suppose you are Wahyu and you are going to write an e-mail to Daniel, your new E-pal from England, make the e-mail by answering the following questions. You may work in pairs.*	In this task, students are supposed to be Wahyu and they should write an e-mail to Daniel, a new E-pal from England. They are also asked to write the e-mail by answering some questions. This task is asked the students to work in pairs.
Task 13	*Study the following e-mail from Timur to his new E-pal, Andrew. Then, suppose that you are Andrew who are going to reply Timur's e-mail. Individually, write your e-mail at 200-250 words.*	In this task, students should read an e-mail from Timur to his E-pal, Andrew then they are supposed to be Andrew who will reply Timur's e-mail. Individually, they should write the e-mail at 200-300 words.
Evaluation		
Task 14	*Complete the incomplete e-mail from Zayn by using the correct words.*	In this task, students are asked to complete the incomplete e-mail from Zayn by using the correct words available. They can do the task by dragging and dropping the right answers into the blank spaces.
Task 15	*Individually, make an e-mail to your new E-pal friend to introduce yourself. Your new E-pal can be your favorite actor, singer, or athlete who has the same age as you. Write your e-mail at 200-250 words.*	In this task, students are asked to write an introduction e-mail to their new E-pal. Their new E-pal can be their favorite actor, singer, or athlete who has the same age as them. They should also write the e-mail at 200-250 words individually.

Further, detail descriptions related to the tasks in Unit 1 are described below.

i. Warm-up

Warm-up gives the understanding about what they will learn in Unit 1 and it also checks students' knowledge about what they know about e-mail.

They are asked to tick (√) the best answer based on their knowledge in the warm-up.

Figure 4.7. **Unit 1 Warm-up**

ii. Task 1

There are two slides in Task 1. In the first slide, the students are asked to read an e-mail attached from Alex to Dino. After they read the e-mail attached, they are asked to tick (√) and write items that they do not know and/or they want to know further in the second slide.

Figure 4.8a **Unit 1 Task 1**

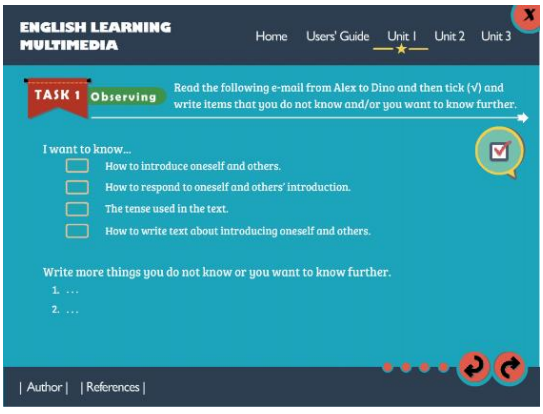


Figure 4.8b **Unit 1 Task 1**

iii. Task 2

Task 2 asks the students to tick (√) relevant questions referred to the items they want to know and propose temporary answers based on their current knowledge.

Figure 4.9. **Unit 1 Task 2**

iv. Task 3

Task 3 asks the students to match some words with their Indonesian equivalents by dragging and dropping the Indonesian words into the box beside the English words. There are ten words which the students should find the meaning in Indonesian. They may find the meaning in the dictionary, internet, or other sources. After matching the words with their Indonesian equivalents, the students can check whether their answers are true by clicking the “result” box in the bottom-right side of this slide.

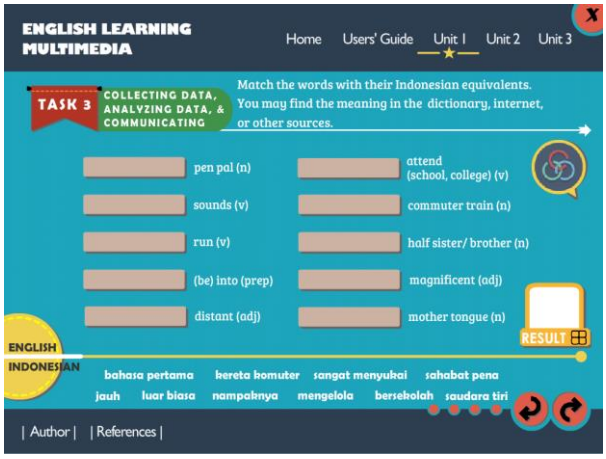


Figure 4.10. **Unit 1 Task 3**

v. Task 4

There are two slides of Task 4. In the first slide students are asked to read an e-mail from Hannah to Alia. The e-mail is telling Hannah introduces herself to Alia and how she knows Alia. Still in this slide, the students can read the e-mail by clicking the scroll from top to bottom. Then, in the second slide of this task, the students are asked to state some statements related to the e-mail are true or false. There are ten statements related to the e-mail. After the students finish doing the task then they can check their result by clicking the "result" box in the middle-left side of this slide.

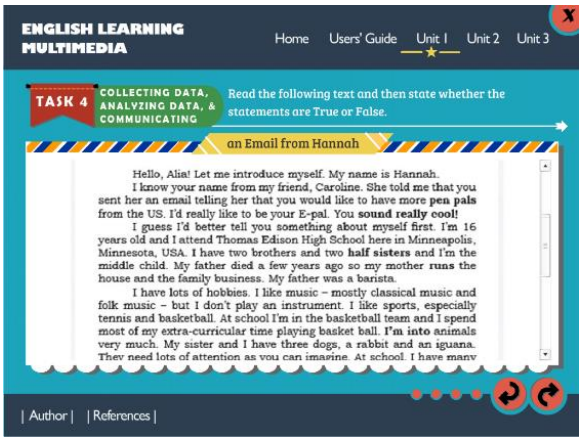


Figure 4.11a **Unit 1 Task 4**

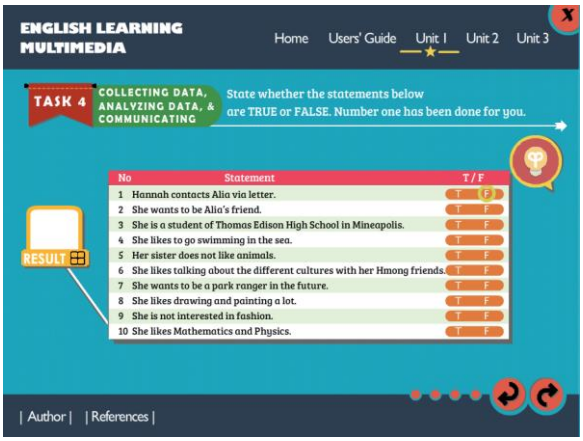


Figure 4.11b **Unit 1 Task 4**

vi. Task 5

Task 5 asks the students to complete the sentences using the words available in the box in middle-right side of this slide by dragging and dropping it to the blank spaces. There is the "result" box under the words to check students' answers.

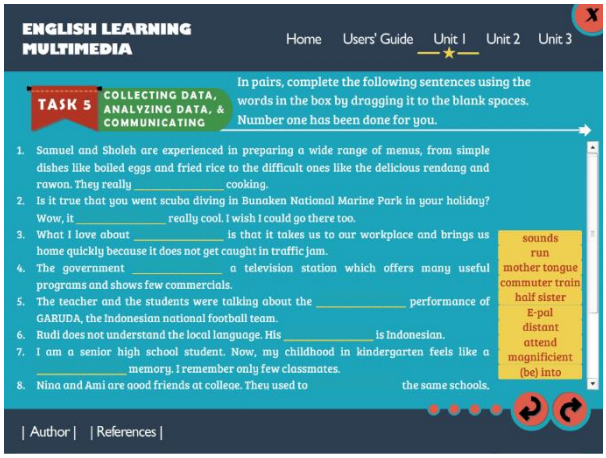


Figure 4.12. **Unit 1 Task 5**

vii. Task 6

There are two slides in Task 6, they are the explanation about the structure and parts of e-mail. As for the parts of e-mail, there are: header, subject line, body of message, signature line, and their explanation which will be appeared when the students are hovered the circle in the left side of the e-mail screenshot.

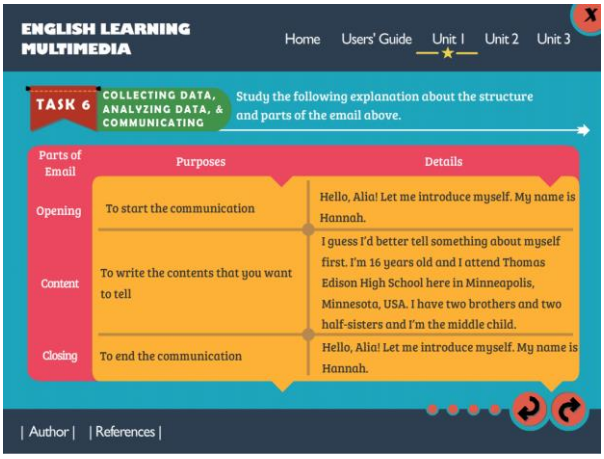


Figure 4.13a **Unit 1 Task 6**

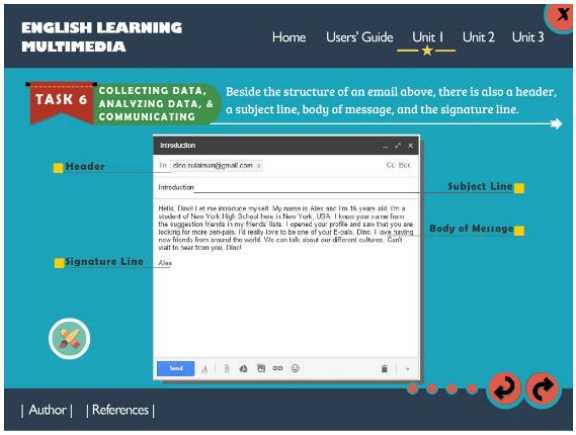


Figure 4.13b **Unit 1 Task 6**

Figure 4.13c **Unit 1 Task 6** (after the circle is hovered)

viii. Task 7

There are two slides in Task 7. In the first slide, the students are asked to study the explanation about simple present tense used in the e-mail. Then, in the second slide the students are asked to complete the e-mail using the correct forms of the verbs by choosing the right one. The "result" box for checking their result is available in the bottom-right corner of this slide.

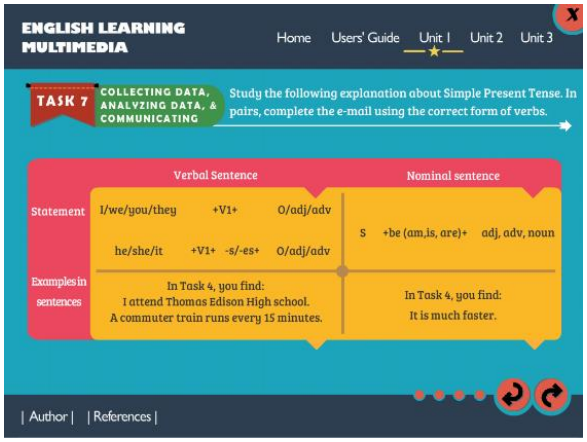


Figure 4.14a **Unit 1 Task 7**

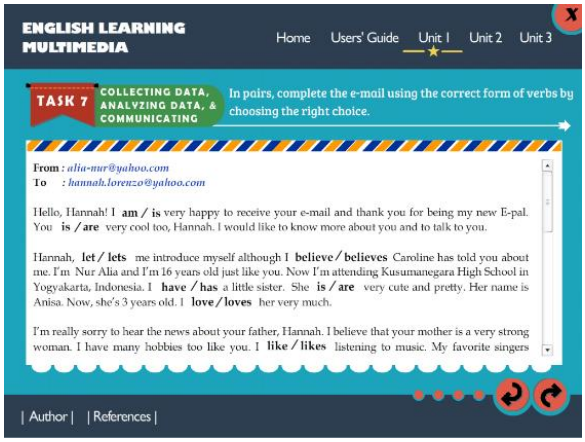


Figure 4.14b **Unit 1 Task 7**

ix. Task 8

Task 8 is still related to Task 7. In this task, students are asked to answer comprehension questions based on the e-mail from Task 7. In order to make them easy doing the task, the developer put the e-mail in the top of the questions and the students can use the scroll to do the task. The students can answer by choosing *a*, *b*, or *c*. The "result" box is available beside the questions.

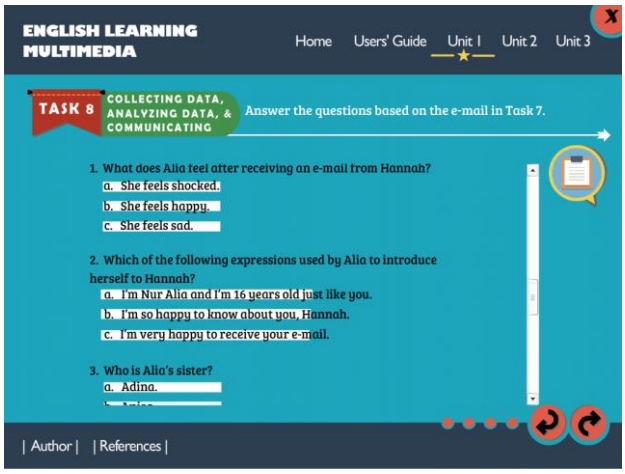


Figure 4.15. **Unit 1 Task 8**

x. Task 9

There are two slides in Task 9. The first slide facilitates students with the explanation about the use of *be* (am, is, are) and *have* (have, has). In the second slide, students are asked to complete the sentences with *be* or *have*. In this task, students should write the correct answer in the blank spaces. After doing the task, students can check their answers by clicking the "result" box in the bottom-right corner of the slide.

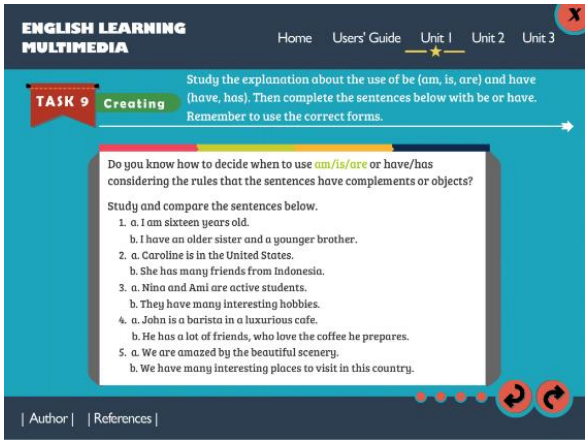


Figure 4.16a **Unit 1 Task 9**

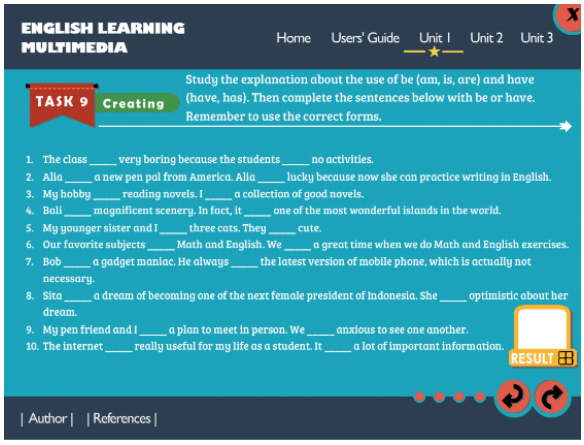


Figure 4.16b **Unit 1 Task 9**

xi. Task 10

Task 10 facilitates the students with the expressions used to introduce oneself and someone. The screenshot can be seen in the following page.

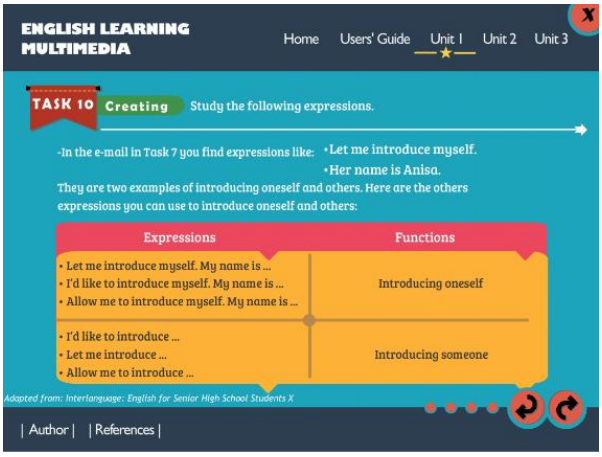


Figure 4.17. **Unit 1 Task 10**

xii. Task 11

In Task 11 students are asked to arrange the jumbled sentences into a good paragraph. The students can drag and drop the sentences into the box in the right side. After doing the task, students can check their answers in the "result" box.

Figure 4.18. **Unit 1 Task 11**

xiii. Task 12

In Task 12, students are asked to write an e-mail of introducing themselves to a new E-pal. They are supposed to be Wahyu who will write

an e-mail to Daniel, a new E-pal from England. They can write the e-mail by answering the questions that follow and they can work in pairs.

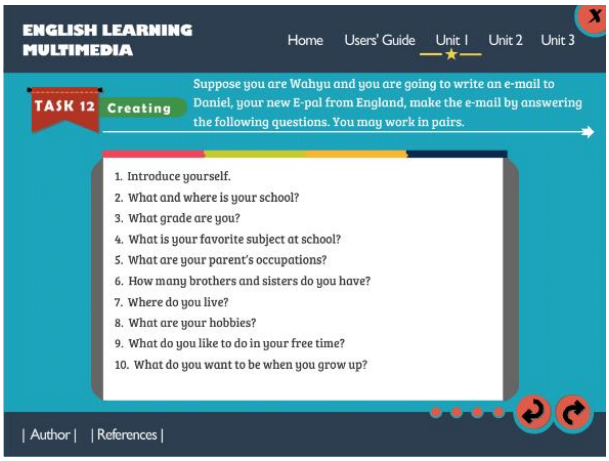


Figure 4.19. **Unit 1 Task 12**

xiv. Task 13

Task 13 asks the students to study to an e-mail from Timur to his new E-pal, Andrew. Then, they are supposed to be Andrew who are going to reply Timur's e-mail. Students should write the e-mail individually at 200-250 words.

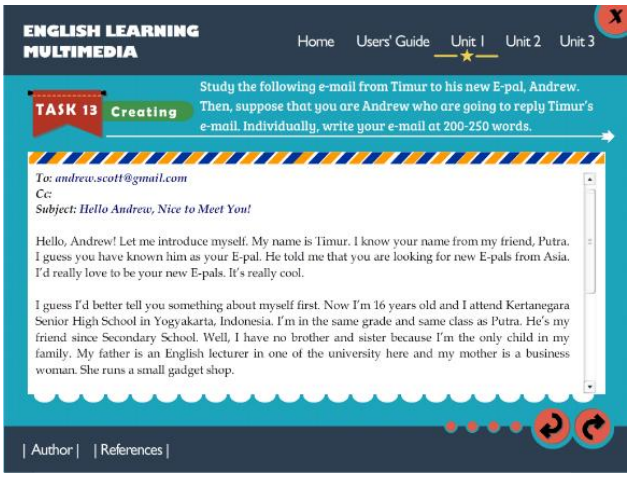


Figure 4.20. **Unit 1 Task 13**

xv. Task 14

Task 14 asks the students to complete the e-mail using the correct words available in the right side. The students can drag and drop the right word into the blue blank spaces. After finish doing the task, students can check their answers in the "result" box.

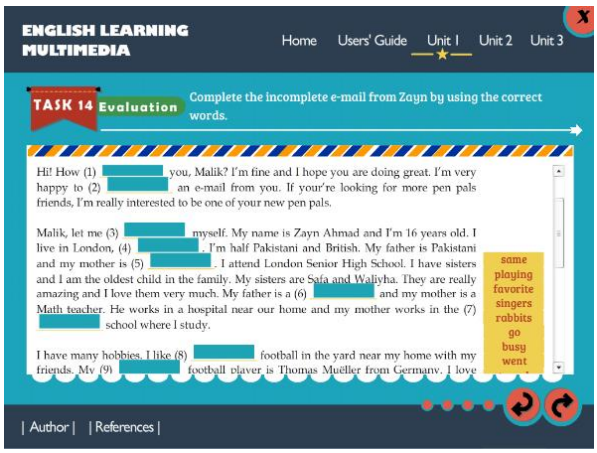


Figure 4.21. **Unit 1 Task 14**

xvi. Task 15

In Task 15 students are asked to write an e-mail at 200-250 words individually to their new E-pal to introduce themselves. Their new E-pal can be their favorite actor, singer, or athlete who has the same age as them.

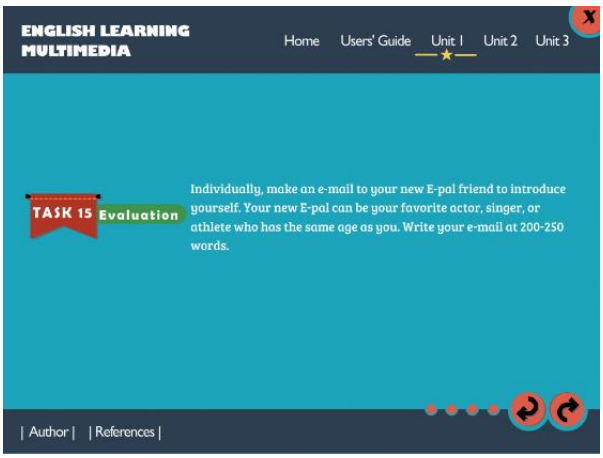


Figure 4.22. **Unit 1 Task 15**

xvii. Reflection

Reflection gives students spaces to reflect about they have learned in Unit 1. In reflection, there are three parts which are: the knowledge that students did not understand before learning the unit, the difficulties and how to overcome the difficulties when they were learning the unit, and the knowledge that they have got after learning the unit.

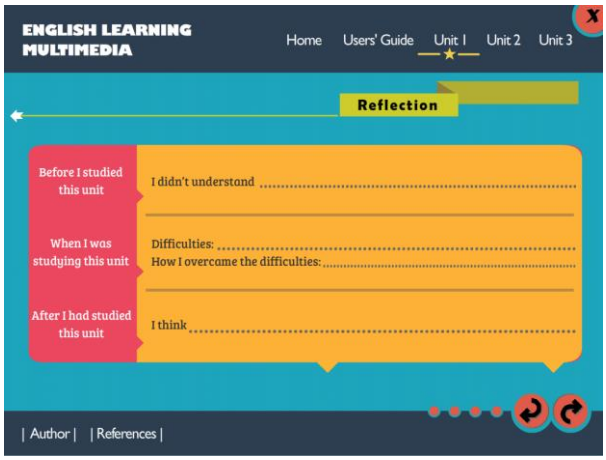


Figure 4.23. **Unit 1 Reflection**

xviii. Summary

Summary provides the students with some reviews about all the materials they have learned in Unit 1. It covers the materials about the parts of an e-mail, simple present tense, and expressions how to introduce oneself and someone.

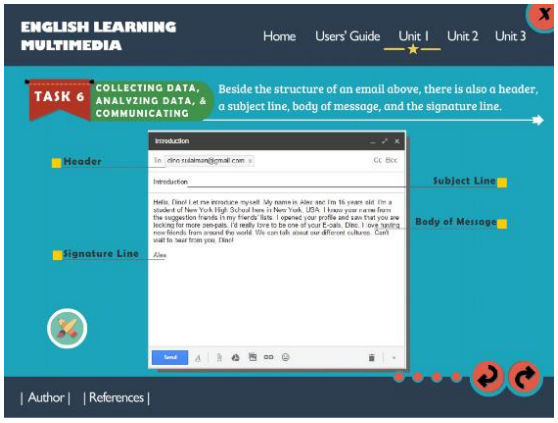


Figure 4.24a **Unit 1 Summary**

Figure 4.24b **Unit 1 Summary**

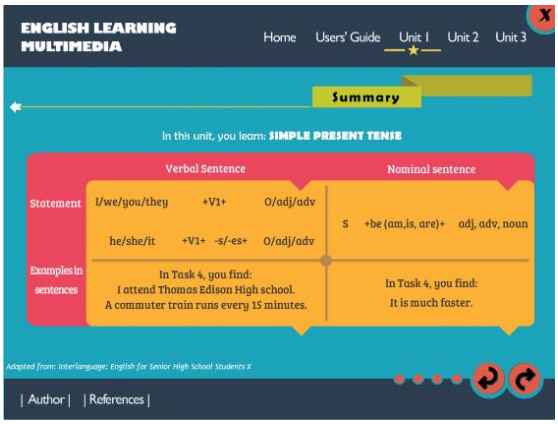


Figure 4.24c **Unit 1 Summary**

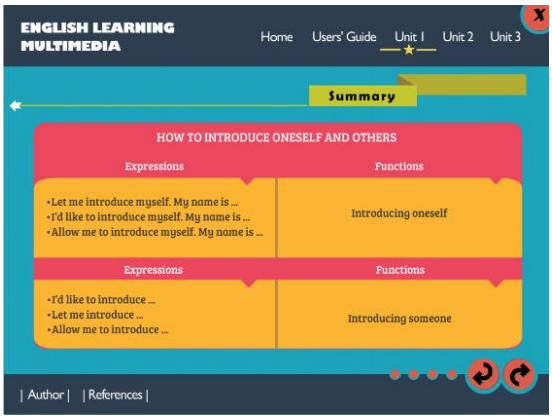


Figure 4.24d **Unit 1 Summary**

xix. Glossary

Glossary helps the students look for some difficult words that they probably find in Unit 1. The words are arranged in alphabetical order. The glossary gives information about the words related to their part of speech, phonetic transcription, and Indonesian's translation.

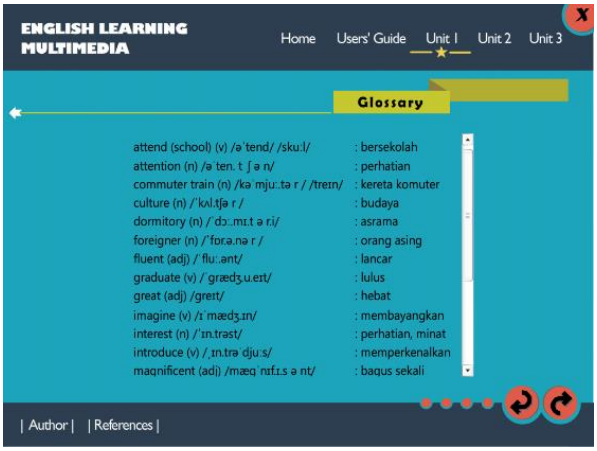


Figure 4.25. **Unit 1 Glossary**

3) Unit 2

Once students choose to learn Unit 2 from the menu bar, they will directly go to the first slide of the unit which is the title unit. In the title unit, the students will know what the topic of this unit is and what they will learn in this unit. The topic of Unit 2 is "Complimenting and Showing Care" and the students will learn how to write a text of complimenting and showing care.

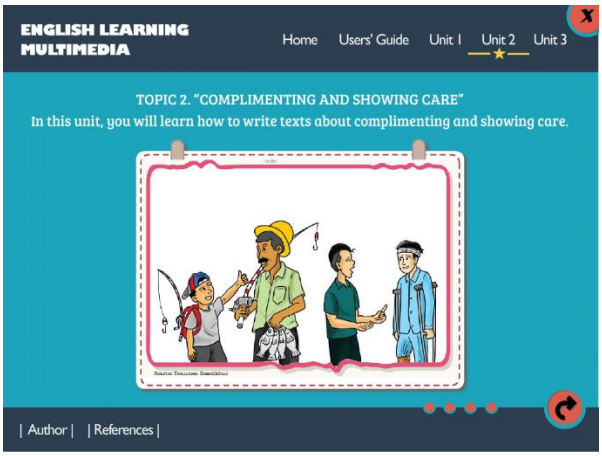


Figure 4.26. **Unit 2 Title**

After they know what the topic of this unit is and what they will learn then they are lead to the next slide which is the learning objectives of this unit.

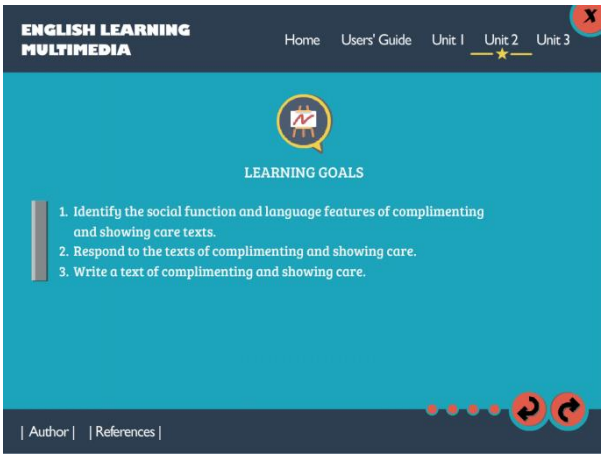


Figure 4.27. **Unit 2 Learning Objectives**

The next button available in the learning objectives slide lead the students to start the first task in Unit 2. There are thirteen tasks in this unit in order to help students achieve the learning objectives. The following table presents the tasks organization of Unit 2.

Table 4.20. **The Organization of Tasks in Unit 2**

Tasks	Activity	Purpose
Warm-up		
	What will you do if you find these following situations? Will you compliment or show sympathy to someone? Choose the answer by clicking on the right circle.	Students are given ten statements related to compliment and show care. Then they have to choose whether the statements are complimenting or showing care by clicking in the right circle. It is expected that the students will have view about what they will learn.
Observing		
Task 1	*Read the following card, email, sms, and LINE message about complimenting, showing care, and their responses then tick (√) and*	This task belongs to observing step. The students are asked to read the card, email, sms, and LINE message about complimenting and their responses. Then, they observe the things they do not know or they want to know by putting a tick (√).

continued

continued

	write items that you do not know and/or you want to know further.	
Questioning		
Task 2	*Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.*	This is questioning step. The students are asked to tick (√) questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
Collecting data, Analyzing data, and Communicating		
Task 3	*Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.*	This task aims to give a clearer concept about the topic of the unit: complimenting and showing care. This task also aims to give students chance to recall the a vocabulary as the modalities to learn the unit. Students can do the task by using drag and drop the words into the box.
Task 4	*Read again the cards in Task 1 then state whether the following statements are True or False. Number one has been done for you.*	In this task, students are asked to read again the cards in Task 1 and then they should state whether some statements are true or false. Students can do the task by click the T or the F.
Task 5	*Study the explanation about complimenting below.*	In this task, students are provided with explanation about complimenting, the expressions to compliment and their responses.
Task 6	*Read the texts carefully and then study the explanation that follows.*	In this task, students are asked to read a card and a Whatsapp message about showing care and then they are provided with explanation about showing care, the expressions to show care and their responses.
Task 7	*In pairs, match the expressions with the situations by clicking and dragging the responses. Number one has been done for you.*	In this task, students are asked to match ten expressions with their responses related to complimenting and showing care. They can do the task by dragging and dropping the responses into the box. They should also work in pairs.
Task 8	*Choose the right responses for the expressions below. Number one has been done for you.*	In this task, students are asked to answer comprehension questions related to complimenting and showing care. They can do the task by choosing the best response (a or b).
Task 9	*Study the following explanation about Simple Present Tense.*	In this task, students are provided with explanation about simple present tense.
Creating		

continued

continued

Task 10	*Write responses to the following sympathy cards. You may choose two among the four cards.*	In this task, students are asked to write responses of the sympathy cards. They can choose two among four cards.
Task 11	*In pairs, study the pictures and then discuss what you can see in the pictures to make appropriate cards of complimenting and showing care. Look at the example in picture number 1.*	In this task, students are asked to write cards of complimenting and showing care based on the pictures. They should work in pairs.
Task 12	*Individually, write cards of complimenting and showing care for the following situations. The people in the situations below live far away from you.*	In this task, students are asked to write cards of complementing and showing care based on the given situations. They should work individually.
Evaluation		
Task 13	*Individually, fill in the blank spaces with the right expressions of complimenting and showing sympathy.*	In this task, students are asked to answer the blank spaces with right expressions. They can choose the right responses (a, b, or c)

Further, detail descriptions related to the tasks in Unit 2 are described below.

i. Warm-up

Unit 2 Warm-up checks students' knowledge about what complimenting and showing care. Students are given some situations related to complimenting and showing care then they are asked what they will do when they find those situations by choosing the right answer. There is also the "result" box to check their answers.

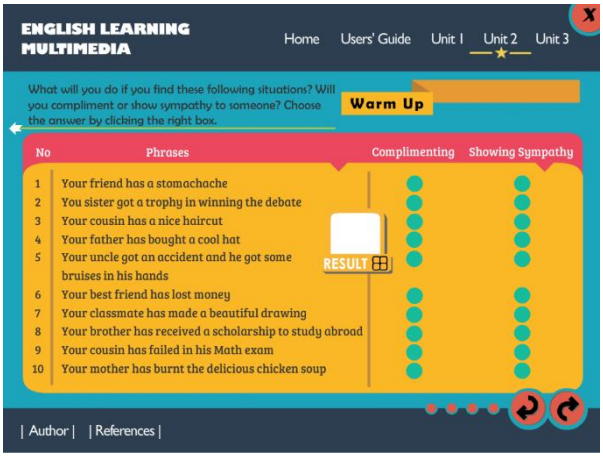


Figure 4.28. **Unit 2 Warm-up**

ii. Task 1

There are two slides in Task 1. In the first slide, the students are asked to read a card, e-mail, sms, and LINE message about complimenting, showing care, and their responses. In this slide, the responses of complimenting and showing will appear when students hover the "see reply" circle.

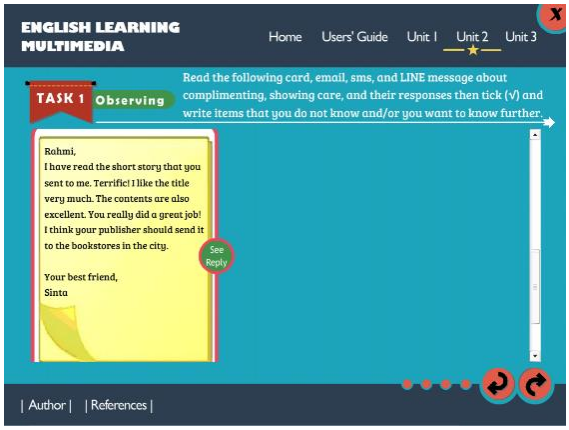


Figure 4.29a **Unit 2 Task 1**

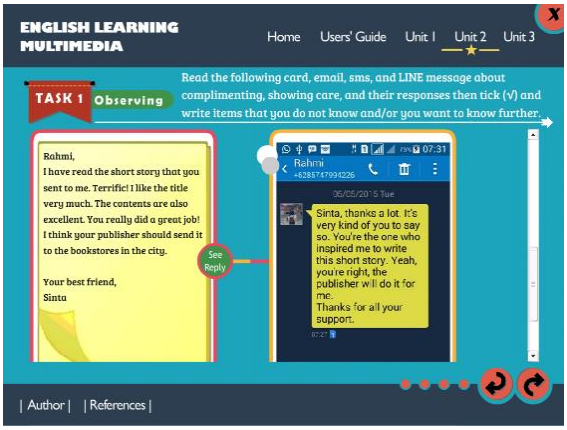


Figure 4.29b **Unit 2 Task 1** (after the "see reply" circle is hovered)

After they read the card, e-mail, sms, and LINE message about complimenting, showing care, and their response then they are asked to tick

(√) and write items that they do not know and/or they want to know further in the second slide.

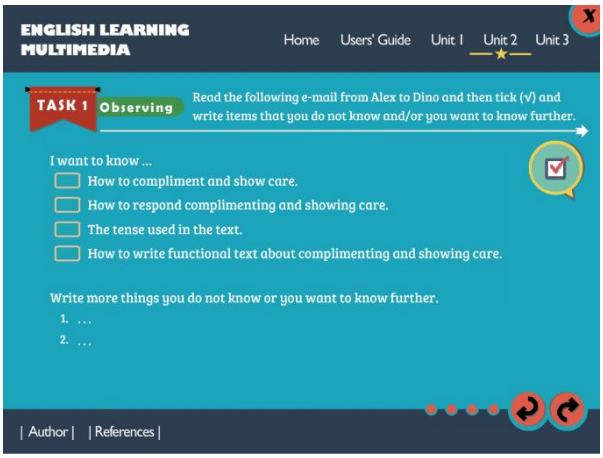


Figure 4.29c **Unit 2 Task 1**

iii. Task 2

Task 2 asks the students to tick (√) relevant questions referred to the items they want to know and propose temporary answers based on their current knowledge.

Figure 4.30. **Unit 2 Task 2**

iv. Task 3

Task 3 asks the students to match some words related to complimenting and showing care with their Indonesian equivalents by

dragging and dropping the Indonesian words into the box beside the English words. After matching the words with their Indonesian equivalents, the students can check whether their answers are true by clicking the "result" box in the bottom-right side of this slide.

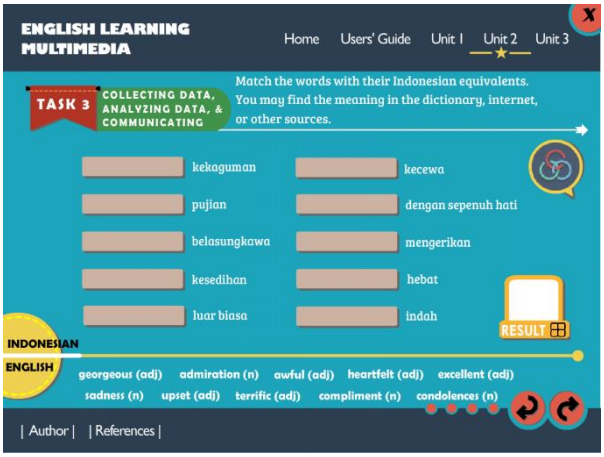


Figure 4.31. **Unit 2 Task 3**

v. Task 4

Task 4 asks students to read again the cards in Task 1 then they are asked to state some statements related to the cards are true or false. After the students finish doing the task then they can check their result by clicking the "result" box in the middle-left side of this slide.

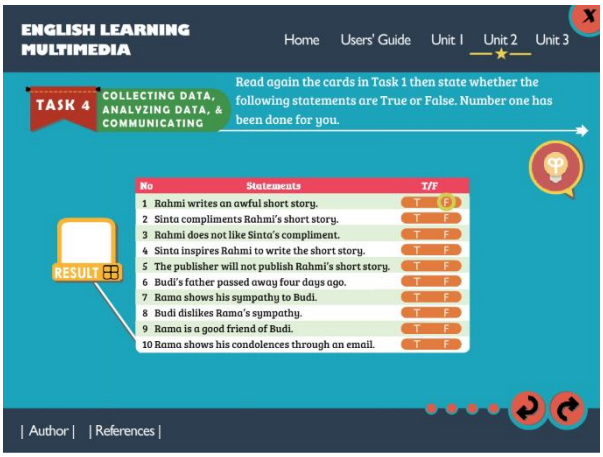


Figure 4.32. **Unit 2 Task 4**

vi. Task 5

Task 5 facilitates students with the explanation about complimenting. There are also some expressions of complimenting and their responses in this slide.

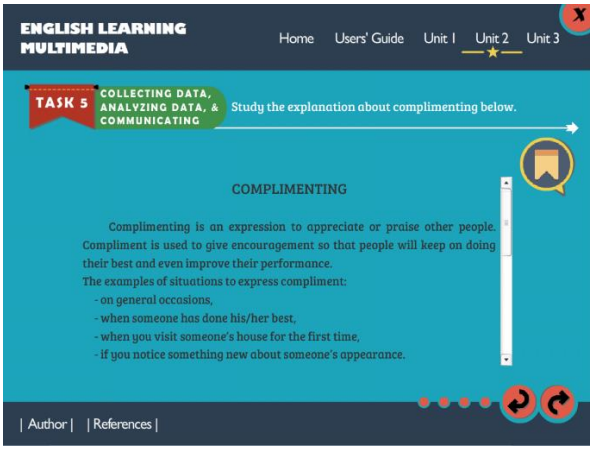


Figure 4.33. **Unit 2 Task 5**

vii. Task 6

There are two slides in Task 6. In the first slide there are a sympathy card and Whatsapp message. In the second slide there is an explanation about showing care/sympathy with its expressions and responses.

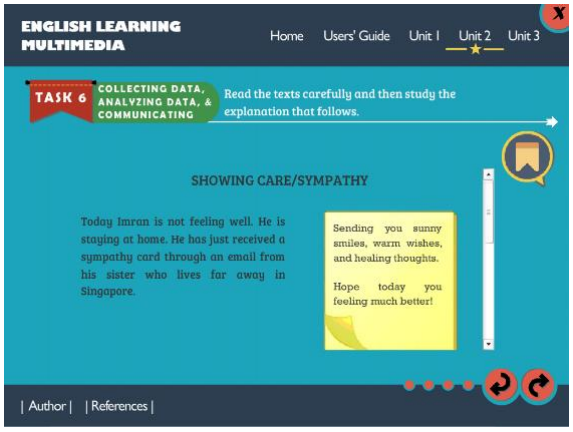


Figure 4.34a **Unit 2 Task 6**

Figure 4.34b **Unit 2 Task 6**

viii. Task 7

In Task 7 students are asked to match the expressions of complimenting and showing care with the given situations by dragging and dropping. After finish doing the task, students can check their answers by clicking the "result" box.

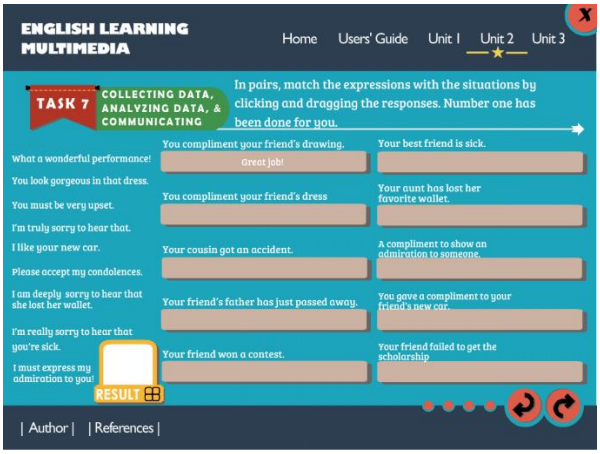


Figure 4.35. **Unit 2 Task 7**

ix. Task 8

In Task 8 students are asked to answer the comprehension questions about the right responses of the given expressions of complimenting and showing care. There are eight questions in this task and students can use scroll to move to the bottom side. After finish doing the task, students can check their answers in the "result" box.

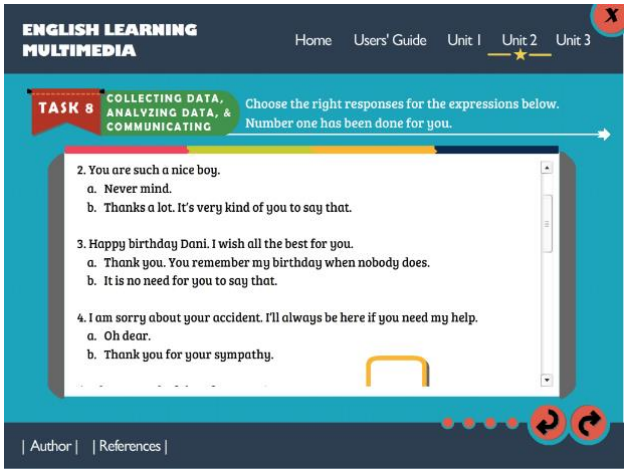


Figure 4.36. **Unit 2 Task 8**

x. Task 9

Tasks 9 facilitates students with the explanation of simple present tense used in the previous tasks.

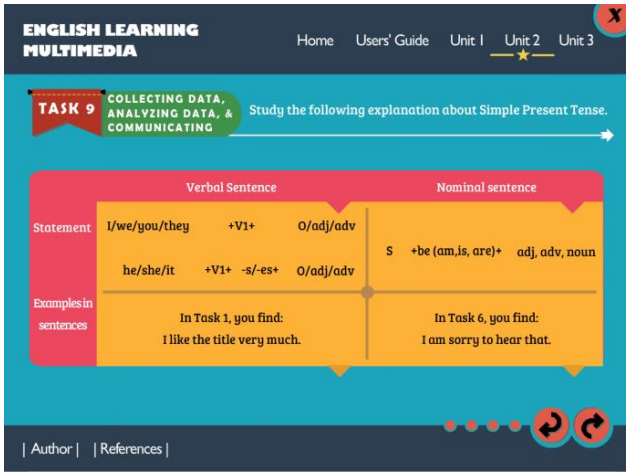


Figure 4.37. **Unit 2 Task 9**

xi. Task 10

In Task 10 students are asked to write responses based on the sympathy cards. They can choose two among the four cards.

Figure 4.38. **Unit 2 Task 10**

xii. Task 11

Task 11 asks students to make an appropriate cards of complimenting and showing care based on the pictures and keywords. To help the students, number one has been done as an example.

Figure 4.39a **Unit 2 Task 11**

Figure 4.39b **Unit 2 Task 11**

xiii. Task 12

Task 12 asks students to write cards of complimenting and showing care based on the given situations. The people in the situations live far away from the students.

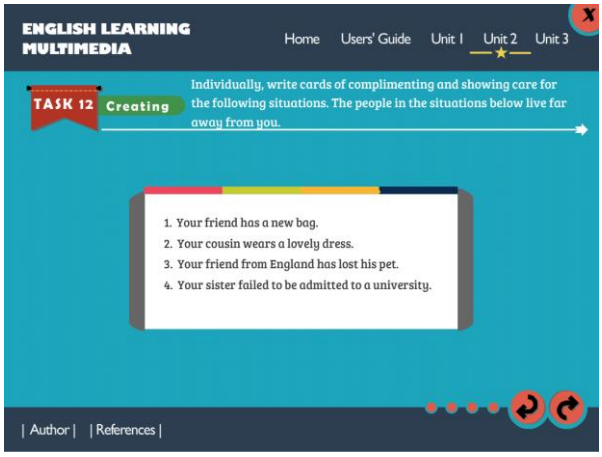


Figure 4.40. **Unit 2 Task 12**

xiv. Task 13

In Task 13 students are asked to fill in the blank spaces with the right expressions of complimenting and showing care/sympathy.

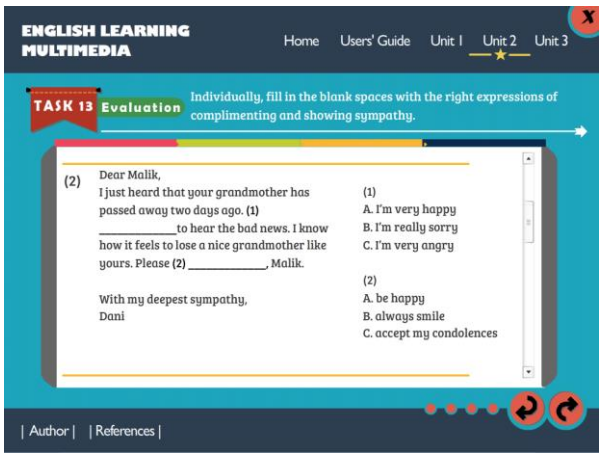


Figure 4.41. **Unit 2 Task 13**

xv. Reflection

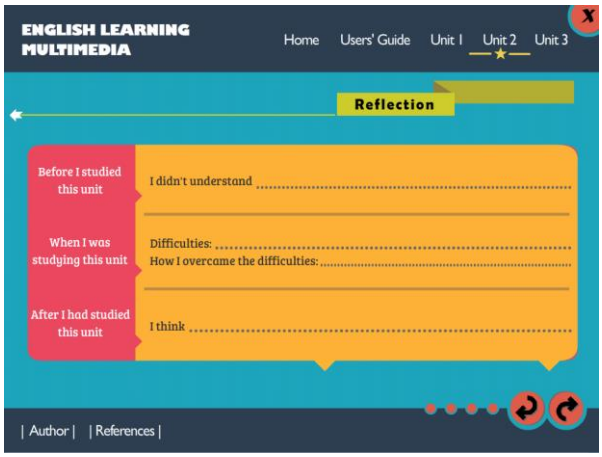


Figure 4.42. **Unit 2 Reflection**

xvi. Summary

Unit 2 Summary covers the materials about complimenting, showing care/sympathy, and simple present tense.

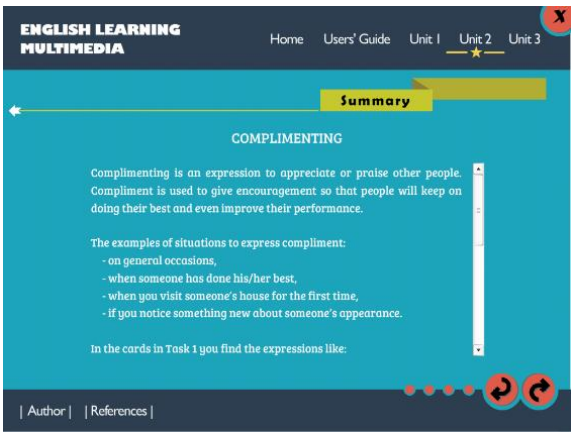


Figure 4.43a **Unit 2 Summary**

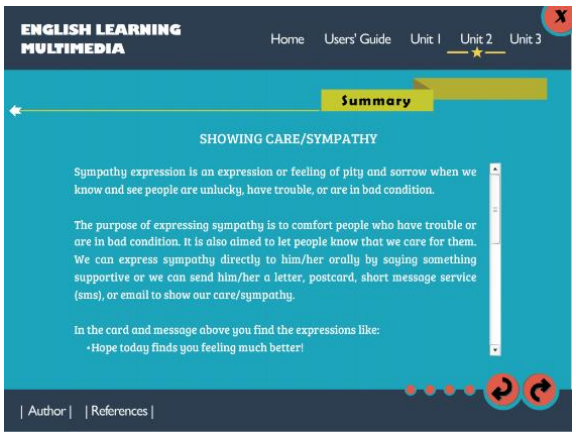


Figure 4.43b **Unit 2 Summary**

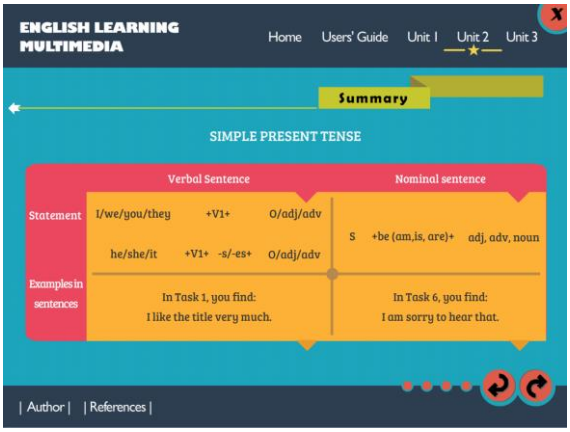


Figure 4.43c **Unit 2 Summary**

xvii. Glossary

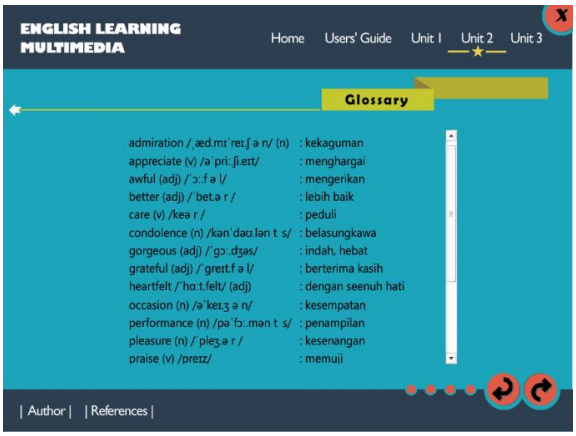


Figure 4.44. **Unit 2 Glossary**

4) Unit 3

Once students choose to learn Unit 3 from the menu bar, they will directly go to the first slide of the unit which is the title unit. In the title unit, the students will know what the topic of this unit is and what they will learn in this unit. The topic of Unit 3 is “Describing People” and the students will learn how to write a text of describing people.

Figure 4.45. **Unit 3 Title**

After they know what the topic of this unit is and what they will learn then they are lead to the next slide which is the learning objectives of this unit.

Figure 4.46. **Unit 3 Learning Goals**

The next button available in the learning objectives slide lead the students to start the first task in Unit 3. There are thirteen tasks in this unit in order to help students achieve the learning objectives. The following table presents the tasks organization of Unit 3.

Table 4.21. **The Organization of Tasks in Unit 3**

Tasks	Activity	Purpose
Warm-up		
	Look at the pictures below and then answer the questions that	Students should observe the pictures then answer some questions based on the

continued

continued

	follows based on your knowledge by ticking (✓).	pictures by putting a tick (√). It is expected that the students will have view about what they will learn.
Observing		
Task 1	*Read the following text and then tick (✓) and write items that you do not know and/or you want to know further.*	This task belongs to observing step which asks the students to read to the descriptive text and then observe the things they do not know or they want to know by putting a tick (√).
Questioning		
Task 2	*Referring to the items you want to know, tick (✓) relevant questions and propose your answers based on your current knowledge.*	This is questioning step. The students are asked to tick (√) questions relevant with the items they want to know in observing. Students are also asked to propose their temporary answer in this task.
Collecting data, Analyzing data, and Communicating		
Task 3	*Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.*	This task aims to give a clearer concept about the topic of the unit: describing people. This task also aims to give students chance to recall the a vocabulary as the modalities to learn the unit. Students can do the task by using drag and drop the words into the box.
Task 4	*Read again the text in Task 1 then state whether the following statements are True or False. Number one has been done for you.*	In this task, students are asked to read again the text in Task 1 and then they should state whether some statements are true or false. Students can do the task by click the T or the F.
Task 5	*Look at the puzzle below. In pairs, find 14 words related to people's physical appearance and personality. You can find the words by looking vertically and horizontally. Number one has been done for you.*	In this task, students are asked to find some words related to people's physical appearance and personality by looking vertically and horizontally. They can write the words that they find in the available place beside the puzzle. Students can work in pairs.
Task 6	*Study the following explanation about descriptive text. Then match the paragraph that follows with the correct part of the text.*	In this task, students are provided with explanation about descriptive text and they should match the paragraph with the correct part of the text by dragging and dropping the right answer into the box.
Task 7	*Study the following explanation about adjectives.*	In this task, students are provided with explanation about adjectives.
Task 8	*Match the sentences in table below with the correct description (physical*	In this task, students are asked to match the sentences with the correct description

continued

continued

	appearance or personality). Number one and two have been done for you.	(physical appearance or personality) by clicking on the right circle.
Task 9	*Read again the text in Task 6 entitled "My Cousin" then answer the following questions.*	In this task, students are asked to read again the text in Task 6 and then answer the comprehension questions by choosing the right answer (a, b, or c).
Creating		
Task 10	*In pairs, fill in the blank spaces with the words available in the box.*	In this task, students are asked to complete the text with the available words by dragging and dropping the right answer into the blank spaces. Students can work in pairs.
Task 11	*Look at the picture below. In pairs, make a description about the picture by studying the words available in the box.*	In this task, students are asked to observe the picture and then write a description about the picture using some keywords in the box. Students can work in pairs.
Task 12	*Prepare a photograph. It can be a personal photograph or a family photograph. Individually, write a descriptive text that describe the people in the photograph.*	In this task, students are asked to prepare a photograph whether it is a personal photograph or a family photograph and then write a descriptive text based on the photograph. Students should work individually in this task.
Evaluation		
Task 13	*Look at the picture below. Individually, make a description about the picture.*	In this task, students are asked to observe the picture and then write a description about the picture. Student should work individually.

Further, detail descriptions related to the tasks in Unit 3 are described below.

i. Warm-up

Warm-up facilitates students with two pictures related to people's physical appearance and personality. There are two slides in warm-up with some questions. The first slide contains a picture of people's physical appearance and the second slide contains a picture of people's personality. Then students are asked to tick (√) the answers based on what they understand from the pictures.

Figure 4.47a **Unit 3 Warm-up**

Figure 4.47b **Unit 3 Warm-up**

ii. Task 1

There are two slides in Task 1. In the first slide, students are asked to read a text entitled "My Best Friend" describing someone. Then in the second slide, students are asked to tick (√) and write items that they do not know and/or they want to know further.

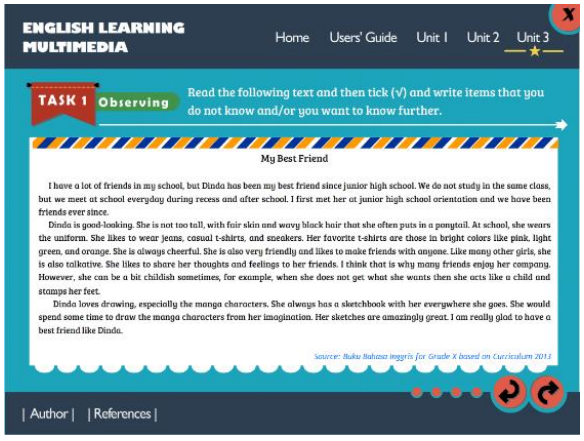


Figure 4.48a **Unit 3 Task 1**

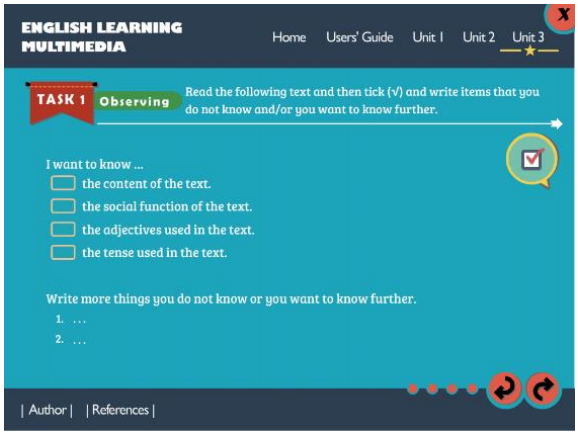


Figure 4.48b **Unit 3 Task 1**

iii. Task 2

Task 2 asks the students to tick (√) relevant questions referred to the items they want to know and propose temporary answers based on their current knowledge.

Figure 4.49. **Unit 3 Task 2**

iv. Task 3

Task 3 asks the students to match some words related to people's physical appearance and personality with their Indonesian equivalents by dragging and dropping the Indonesian words into the box beside the English words. There are ten words which the students should find the meaning in Indonesian. They may find the meaning in the dictionary, internet, or other sources. After matching the words with their Indonesian equivalents, the students can check whether their answers are true by clicking the "result" box in the bottom-right side of this slide.

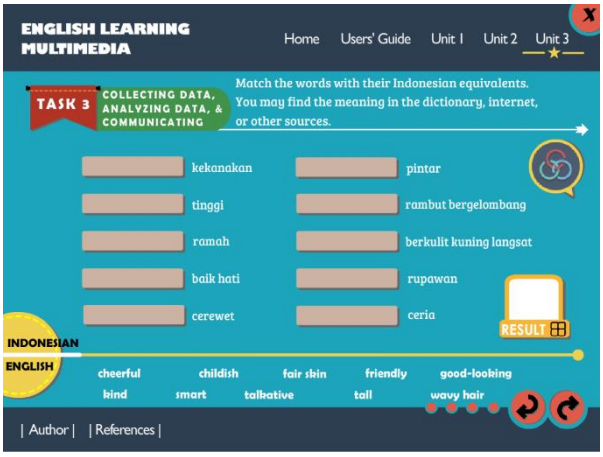


Figure 4.50. **Unit 3 Task 3**

v. Task 4

Task 4 asks students to read again the text in Task 1 entitled “My Best Friend” and then they should state some statements whether they are true or false. They can check their answers in the “result” box in the left side of the table.

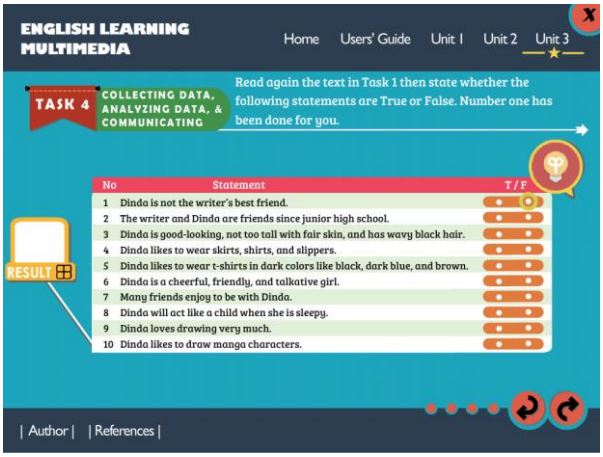


Figure 4.51. **Unit 3 Task 4**

vi. Task 5

Task 5 provides a puzzle related to people’s physical appearance and personality. Students are asked to find 14 words by looking horizontally and vertically. They can write the words in the right side beside the puzzle.

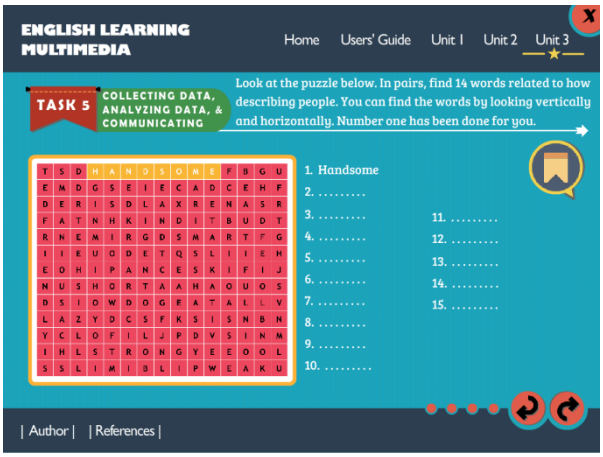


Figure 4.52. **Unit 3 Task 5**

vii. Task 6

There are two slides in Task 6. In the first slide, students are facilitated with the explanation about descriptive text. Then, in the second slide students are asked to match a paragraph with the correct part of descriptive text.

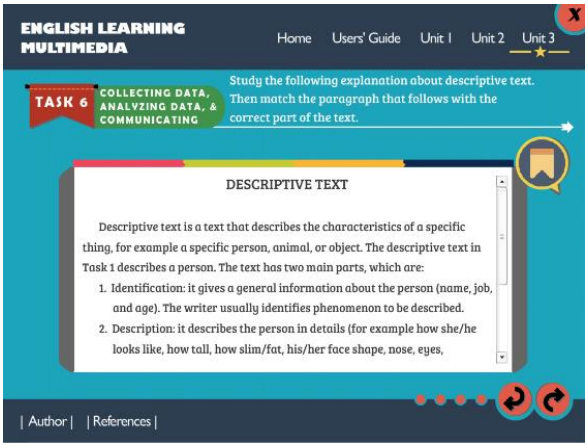


Figure 4.53a **Unit 3 Task 6**

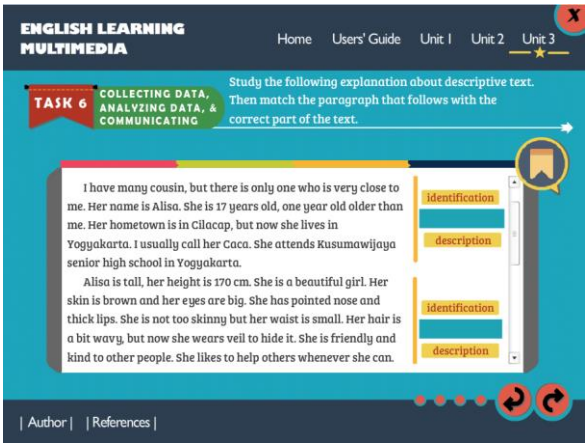


Figure 4.53b **Unit 3 Task 6**

viii. Task 7

Task 7 facilitates students with an explanation about adjectives. Students are also provided some words to describe people's physical appearance and personality.

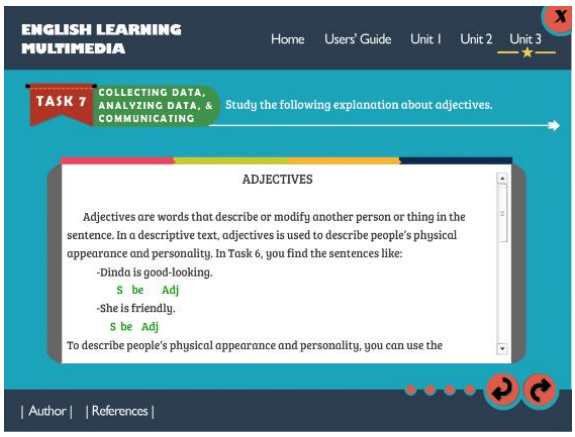


Figure 4.54a **Unit 3 Task 7**

Figure 4.54b **Unit 3 Task 7**

ix. Task 8

Task 8 asks students to match the sentences with the correct description whether they are related to people's physical appearance or personality. To check their answers, students can use the "result" box.

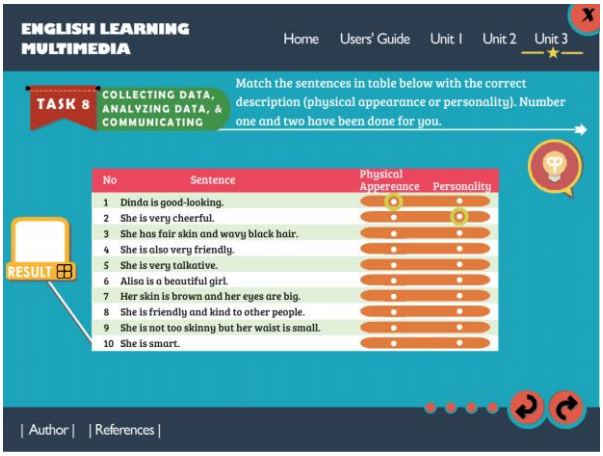


Figure 4.55. **Unit 3 Task 8**

x. Task 9

In Task 9 students are asked to answer the comprehension about descriptive text entitled "My Cousin". There are eight questions in this task. After finish doing the task, students can check their answer in the "result" box.

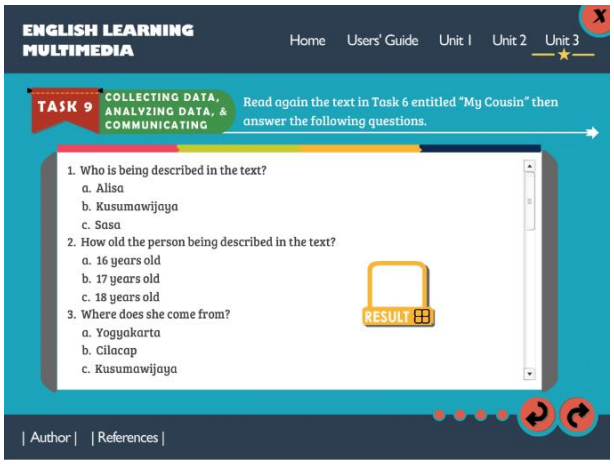


Figure 4.56. **Unit 3 Task 9**

xi. Task 10

Task 10 asks students to fill in the blank spaces with the words available in box. They can do the task in pairs. The text is entitled “My Family”. Students can check their answer in the “result” box after finish doing the task.

Figure 4.57. **Unit 3 Task 10**

xii. Task 11

In Task 11 students should make a description about the person in the picture by studying the words available in the box. The words available in the box are keywords for the students to make the description. They can work in pairs.

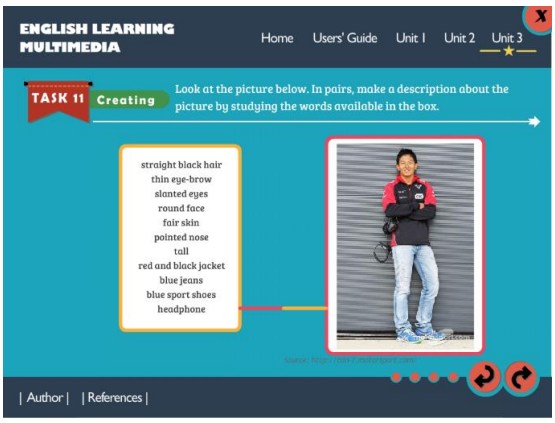


Figure 4.58. **Unit 3 Task 11**

xiii. Task 12

Task 12 asks students to prepare a photograph to be described by them. The photograph can be a personal photograph or a family photograph. They should word individually.

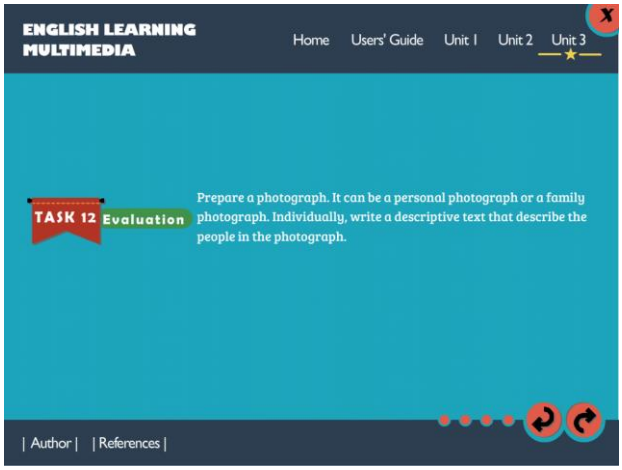


Figure 4.58. **Unit 3 Task 12**

xiv. Task 13

Tasks 13 asks students to make a description about the person in the picture. They should make the description individually by using the adjectives they have learned in Task 7.

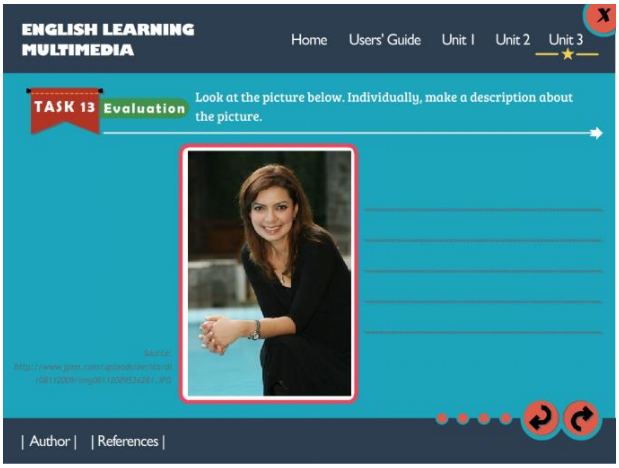


Figure 4.60. **Unit 3 Task 13**

xv. Reflection

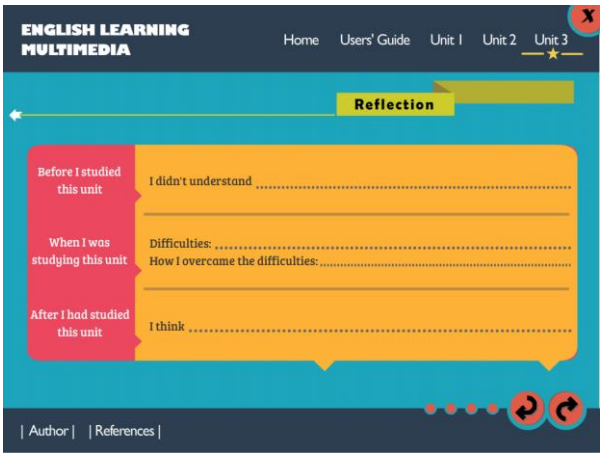


Figure 4.61. **Unit 3 Reflection**

xvi. Summary

Unit 3 Summary covers the materials about the explanation of descriptive text and adjectives.

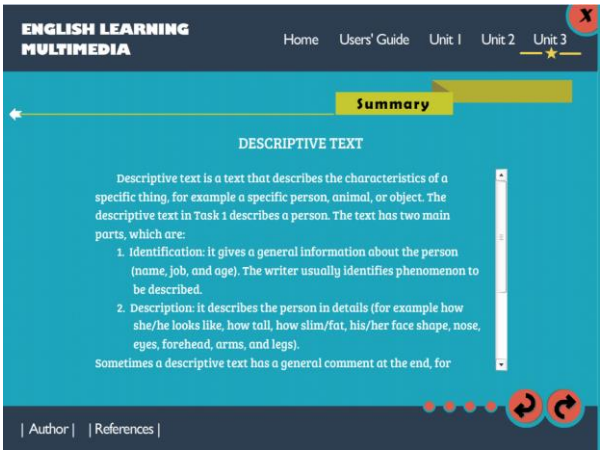


Figure 4.62a **Unit 3 Summary**

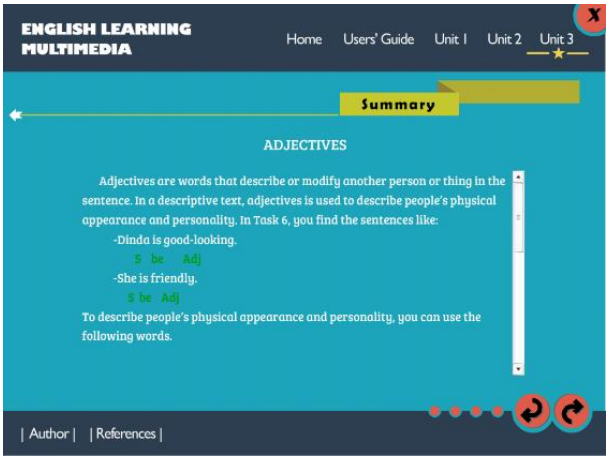


Figure 4.62b **Unit 3 Summary**

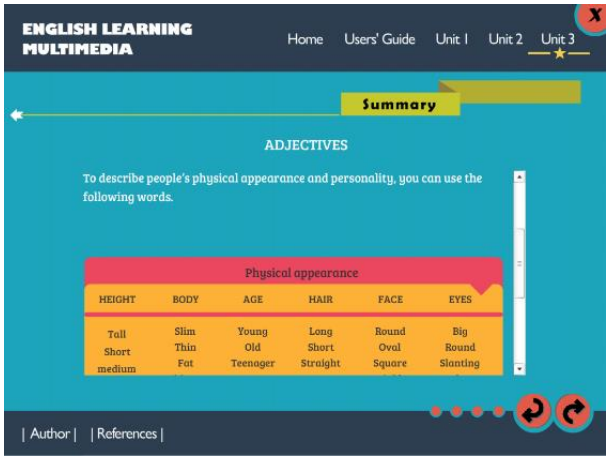


Figure 4.62c **Unit 3 Summary**

xvii. Glossary

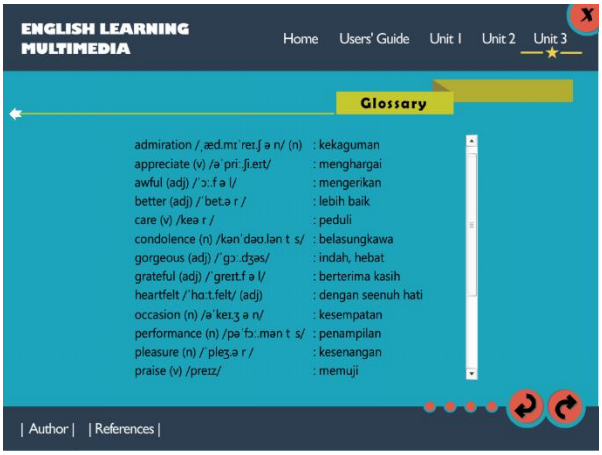


Figure 4.63. **Unit 3 Glossary**

5) Author

Author button gives information about the developer of this interactive multimedia to the students. The information that will be shown in this button are: the author's name, the student number, the study program, the faculty, the university, the address, and the e-mail address.

Figure 4.64. **Author**

6) References

References button gives information about the sources that are used in this interactive multimedia. The sources shown in this button are some textbooks used for developing this interactive multimedia, meanwhile the sources of the pictures used in this interactive multimedia are placed beside the pictures in each unit.

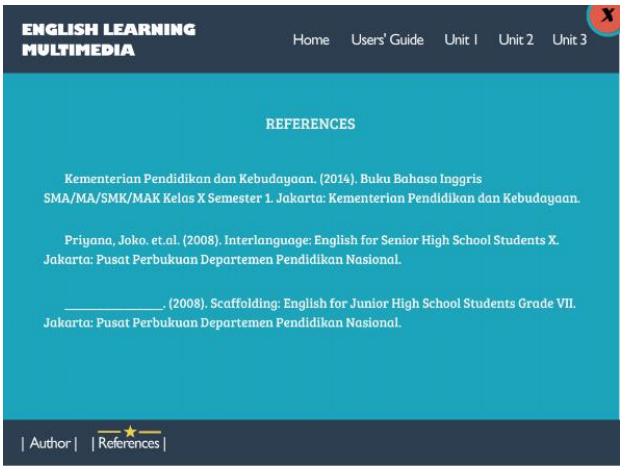


Figure 4.65. **References**

7) Exit

Exit button is used to exit from the program. It is available in the top-right corner of every slide.

Figure 4.66. **Exit button**

When exit button is clicked then the students will see a dialog which asks them to exit or to stay.

Figure 4.67. **Exit Dialog**

5. The Expert Judgment and the Revision

After the first draft of the interactive multimedia had been developed, the next step is conducting an expert judgment to evaluate the appropriateness of the product in terms of its content and design. The instruments for the expert judgment were two questionnaires related to the content and the design. The first questionnaire was adapted from Standard of Course Book Assessment for Senior High School by *BSNP* and it consists of content, language, and presentation appropriateness. Meanwhile the second questionnaire was adapted from Evaluation Form by Alessi and Trolip and it consists of screen appearance, multimedia elements, navigation buttons, and feedback. As there were two questionnaires distributed, there were also two credible experts who evaluated the

interactive multimedia in terms of the content and design. The experts were supposed to fill the questionnaires by choosing the options "SA" for strongly agree, "A" for agree, "D" for disagree, and "SD" for strongly disagree. The results of the expert judgment questionnaires were then analyzed using descriptive statistics where the central tendency was employed to analyze the result and the mean (x) was used as the measure of the tendency. The results of the expert judgment and the revisions of the first draft are described below.

a. The Result of the Expert Judgment

1) Content Aspects

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

a) Unit 1

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

(1) The appropriateness of the content

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

Table 4.20. **The Appropriateness of the Content of Unit 1**

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	3

continued

continued

2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
3.	Materials in the interactive multimedia are appropriate for reading and writing activities.	4
4.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
5.	Examples and exercises are in accordance with the learning objectives.	3
6.	Materials in the interactive multimedia include the relevant vocabulary.	3
7.	Materials in the interactive multimedia contain reading sub-skills activities.	3
8.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	4
9.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
10.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
11.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
12.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
13.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		**3.31**

The table shows that the mean value of this aspect is 3.31. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It is clear that the appropriateness of the materials for reading-writing activities, the concord of the materials with of the learning objectives, and the availability of the comprehension of text structure and linguistic features guidance's have the highest score. Meanwhile the rest options are scored 3.

(2) The appropriateness of the language

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

Table 4.21. **The Appropriateness of the Language of Unit 1**

Item Number	Statements	Score
14.	Instruction language used in the interactive multimedia is correct and accurate.	3
15.	Texts language used in the interactive multimedia can be understood.	3
16.	The materials in the interactive multimedia use English grammatically.	3
17.	The language used in instruction and explanation are relevant to learners' language development.	3
18.	The materials in the interactive multimedia use correct spelling.	4
19.	The materials in the interactive multimedia use correct the words' choices.	3
20.	Grammar used in the interactive multimedia is correct.	3
21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		**3.13**

From the result, it can be seen that the mean value of this aspect is 3.13. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. It shows that the use of correct spelling in the interactive multimedia has the highest score. Meanwhile the rest options are scored 3.

(3) The appropriateness of the presentation

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

Table 4.22. **The Appropriateness of the Presentation of Unit 1**

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

The table shows that the mean value of this aspect is 3.40. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It is clear that the beneficial of the interactive multimedia for the students to be an autonomous learner and the contents of learning procedures in the interactive multimedia have the highest score. Meanwhile the other options are scored 3.

b) Unit 2

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

(1) The appropriateness of the content

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

Table 4.23. **The Appropriateness of the Content of Unit 2**

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	3
2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
3.	Materials in the interactive multimedia are appropriate for reading and writing activities.	4
4.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
5.	Examples and exercises are in accordance with the learning objectives.	4
6.	Materials in the interactive multimedia include the relevant vocabulary.	3
7.	Materials in the interactive multimedia contain reading sub-skills activities.	3
8.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	2
9.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
10.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
11.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
12.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
13.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		**3.23**

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

materials with the learning objectives, the concord of examples and exercises with the learning objectives, the availability of linguistic features guidance's of the discussed text have the highest score. The other options are scored 3 meanwhile the availability of the comprehension of text structure guidance's is scored 2.

(2) The appropriateness of the language

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

Table 4.24. **The Appropriateness of the Language of Unit 2**

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

The table shows that the mean value of this aspect is 3.38. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It can be seen that the texts language used in the interactive multimedia, the language used in the instruction and explanation,

and the use of correct spelling have the highest score. Meanwhile the rest options are scored 3.

(3) The appropriateness of the presentation

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

Table 4.25. **The Appropriateness of the Presentation of Unit 2**

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

The table shows that the mean value of this aspect is 3.40. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It is clear that the contents of learning procedures in the interactive multimedia and the beneficial for the students to think and act creatively have the highest score. Meanwhile the other options are scored 3.

c) Unit 3

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

(1) The appropriateness of the content

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

Table 4.26. **The Appropriateness of the Content of Unit 3**

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	4
2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
3.	Materials in the interactive multimedia are appropriate for reading and writing activities.	3
4.	Materials in the interactive multimedia are in accordance with the learning objectives.	3
5.	Examples and exercises are in accordance with the learning objectives.	3
6.	Materials in the interactive multimedia include the relevant vocabulary.	3
7.	Materials in the interactive multimedia contain reading sub-skills activities.	3
8.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	4
9.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	2
10.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	3
11.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
12.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	2

continued

continued

13.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		**3**

From the table it can be seen that that the mean value of this aspect is 3. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. The results show that the concord of the materials in the interactive multimedia with the textbook based on Curriculum 2013 and the availability of the comprehension of the text structure guidance's have the highest score. It is followed by eight options which are scored 3, and two options which have the lowest score related to the availability of the social function guidance's of the discussed texts, and the amount of learning elements.

(2) The appropriateness of the language

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

Table 4.27. **The Appropriateness of the Language of Unit 3**

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

continued

continued

20.	Grammar used in the interactive multimedia is correct.	3
21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		**3.12**

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

(3) The appropriateness of the presentation

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

Table 4.28. **The Appropriateness of the Presentation of Unit 3**

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

The table shows that the mean value this aspect is 3.20. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good"

category. The results show that the content of learning procedures has the highest score while the other options are scored 3.

2) The Result of Media Aspects

In the second questionnaire, there are 18 statements categorized into four groups, which are screen appearance, multimedia elements, navigation buttons, and feedback. The results of multimedia design evaluation are described below.

a) The appropriateness of the screen appearance

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

Table 4.29. **The Appropriateness of the Screen Appearance**

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

The table shows that the mean value of this aspect is 3.38. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It shows that the clarity of the screen appearance, the

proportionally of the screen appearance, and the compatibility of the colors combination have the highest score. Meanwhile the rest options are scored 3.

b) The appropriateness of the multimedia elements

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

Table 4.30. **The Appropriateness of the Multimedia Elements**

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

From the table it can be seen that the mean value of this aspect is 3.30. The value is in the range of $3.25 < X \leq 4$ which falls into the "Very Good" category. It can be seen that the size of font used in the interactive multimedia has the highest score in this aspect and the rest options are scored 3.

c) The appropriateness of the navigation buttons

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

Table 4.31. **The Appropriateness of the Navigation Buttons**

Item Number	Statements	Score
12.	The navigation buttons in the interactive multimedia are put in a consistent way.	4
13.	The navigation buttons in the interactive multimedia are easily used.	3

continued

continued

14.	The navigation buttons in the interactive multimedia are well operated.	3
15.	Shortcut to go back to the main menu and exit from the application are available.	3
Mean		**3.25**

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

d) The appropriateness of the feedback

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

Table 4.32. **The Appropriateness of the Feedback**

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

The table shows that the mean value of this aspect is 3.00. The value is in the range of $2.25 < X \leq 3.24$ which falls into the "Good" category. It can be seen that all the options are scored 3.

b. Revisions

1) The Revisions of Content Aspects

a) Unit 1

The means of all aspects of the content evaluation show that the materials of Unit 1 are appropriate in terms of content,

language, and presentation. First of all, in terms of content there is no specific suggestion proposed by the expert. The content is good and therefore needs no revision. The second, in terms of language there are some minor grammatical and choice of words mistakes. Finally, in terms of presentation there is no weakness found and needs no revision. Generally, the expert says that the interactive multimedia is interesting because it is completed with pictures and presented in a varied color but it is needed to check the language use especially expressions related to the custom. The following table gives information about the points of revisions.

Table 4.33. **The Revisions of Unit 1**

Parts of the Unit	**Points to Revise**	**Revision**
Task 2	Grammatical mistake.	First draft: *How to respond to oneself and others' introduction?* Final draft: *How to respond to oneself and other's introduction?*
Task 3	Grammatical mistake.	First draft: *sounds* Final draft: *sound*
Task 8	Grammatical mistake.	First draft: *I think you are a pet lovers because you have many pets at home.* Final draft: *I think you are a pet lover because you have many pets at home.*

continued

continued

		First draft: *I also want to see your drawing if you let me to see them of course.* Final draft: *I also want to see your drawing if you let me see them of course.*
	The choice of word.	First draft: *I also love to talk about different cultures with my foreigner friends.* Final draft: *I also love to talk about different cultures with my friends from other countries.*
Task 13	The choice of word.	First draft: *It helps me know about new knowledge.* Final draft: *It helps me get new knowledge.*

b) Unit 2

The means of all aspects of the content evaluation show that the materials of Unit 2 are appropriate in terms of content, language, and presentation with some notes. First of all, in terms of content there is a note given by the expert, it is about the availability of text structure of complimenting and showing care. There is no exact text structure of complimenting and showing care so the researcher did not put the text structure. In general, the content is good and therefore needs no revision. The second, in terms of language there are some minor grammatical and choice of words

mistakes. Finally, in terms of presentation there is no weakness found and needs no revision. The expert recommends an additional task in order to help the students do Task 10. Generally, the expert says that the interactive multimedia is easy to understand but it is needed to make the social function of complimenting and showing care more natural. The following table gives information about the points of revisions.

Table 4.34. **The Revisions of Unit 2**

Parts of the Unit	**Points to Revise**	**Revision**
Warm up	The choice of word.	First draft: *Your friend has a stomachache.* Final draft: *Your friend had a stomachache.*
Task 1	The choice of word.	First draft: *I heard that your father had passed away four days ago.* Final draft: *I heard that your father passed away four days ago.*
Task 2	Grammatical mistake.	First draft: *How to respond complimenting and showing care?* Final draft: *How to respond to the texts of complimenting and showing care?*

c) Unit 3

The means of all aspects of the content evaluation show that the materials of Unit 3 are appropriate in terms of content, language, and presentation with some notes. First of all, in terms of content there are some notes given by the expert. They are about the concord of the materials with the learning goals, the availability of the social function of the text, and the appropriateness amount of the learning elements. The notes will be used to revise the final draft of the interactive multimedia content. The second, in terms of language there are some grammatical and choice of words mistakes. Finally, in terms of presentation there is no weakness found and therefore needs no revision. Generally, the expert says that the interactive multimedia is good but it is needed to show the social function explicitly and add an additional task to help students write a descriptive text. The expert also recommends some additional goals to link between the first goal and the second goal. The following table gives information about the points of revisions.

Table 4.35. **The Revisions of Unit 3**

Parts of the Unit	Points to Revise	Revision
Task 7	The choice of word.	First draft: *Adjectives are words that describe or modify another person or thing in the sentence. In a descriptive text, adjectives is used to describe people's physical appearance and personality.*

continued

continued

		Final draft: *Adjectives are words that describe or modify person or thing in a sentence. In a descriptive text, adjectives are used to describe people's physical appearance and personality.*
Task 8	The choice of word.	First draft: *She is not too skinny but her waist is small.* Final draft: *She is not too skinny but her waist has a small size.*
	Grammatical mistake.	First draft: *She is not too skinny but her waist is small.* Final draft: *She is not too skinny but her waist has a small size.*
Task 9	Grammatical mistake.	First draft: *Alisa has medium height and very skinny, her skin is brown and her eyes are black, she has flat nose and thick lips, her hair is long curly black.* Final draft: *Alisa has medium height and she is very skinny, her skin is brown and her eyes are black, she has flat nose and thick lips, her hair is long curly black.*
		First draft: *She is friendly and kind to other people. What the underlined word refers to?* Final draft:

continued

continued

		She is friendly and kind to other people. What does the underlined word refer to?
		First draft: *In what occasion the writer usually spends the time together with her cousin?* Final draft: *In what occasion does the writer usually spend the time together with her cousin?*

2) The Revision of Media Aspects

The means of all aspects of the media evaluation show that the interactive multimedia is appropriate in terms of screen appearance, media elements, navigation buttons, and feedback. First of all, in terms of screen appearance there is no specific suggestion proposed by the expert. The screen appearance is good and therefore needs no revision. The second, in terms of media elements there is also no specific suggestion proposed by the expert. The media elements are good. The third, in terms of navigation buttons there is a note related to the "previous" and "next" button from the expert. The expert recommends to change the "previous" and "next" buttons into clearer buttons.

The fourth, in terms of feedback there is also a note. Feedback cannot be given directly in some tasks related to writing activities. The expert recommends to give the feedback directly in the interactive multimedia but unfortunately it will not be used as a

consideration to revise the final draft because learning activities related to writing cannot be measured directly in the interactive multimedia. It is one of the weaknesses of the interactive multimedia. It needs help from teacher to give the feedback manually for writing activities. Learning activities that can be given direct feedback in the interactive multimedia are those which have certain answers such as matching words, and answering comprehension questions.

The last, there is one more additional note related to the answers in the interactive multimedia. The answers will be gone when users move to other pages. It is another weakness of the interactive multimedia. The tasks that have been done by the users in each page cannot be saved in the interactive multimedia. Therefore, users can only see the result of their answers in the interactive multimedia at the time they do the tasks, but there is one benefit for the writing activities. The writing activities that have no direct feedback in the interactive multimedia can be done in a piece of paper and can be given feedback from the teacher. The following table gives information about the points of revisions.

Table 4.36. **The Revisions of Media**

Comments/Suggestions	**Action**
Change the navigation buttons into clearer buttons.	The navigation buttons are changed into clearer buttons.

In conclusion, table 4.36 above shows some comments and suggestions related to the multimedia appearance. The comments and suggestions above were used to revise the first draft to be the final draft of the interactive multimedia.

6. The Final Draft of the Interactive Multimedia

The final draft of the interactive multimedia was developed based on the feedback obtained from the expert judgment. The following explanation describes the final draft of the interactive multimedia. But, it covers some slides that need to be revised while the full screenshot of the final draft can be seen in the appendix.

a. Changing the navigation buttons into clearer buttons

In the first draft, navigation buttons were not too clear then after the evaluation and revision the navigation buttons are changed into clearer buttons in order to help the students operate the interactive multimedia easily. The screenshots are in the following page.

Figure 4.68. **Navigation buttons (1st)**

Figure 4.69. **Navigation buttons (2nd)**

b. Revising grammatical mistakes

Some grammatical mistakes were found during the expert judgment. The following description is about one of the revisions related to the grammatical mistakes. The full revision can be seen in the appendix.

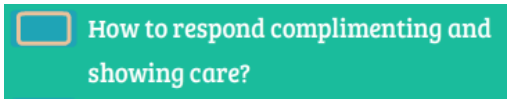


Figure 4.70. **Unit 2 Task 2 (1st)**

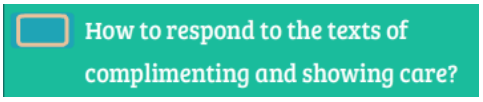


Figure 4.71. **Unit 2 Task 2 (2nd)**

c. Adding additional tasks

In the first draft of the interactive multimedia, there were less activities to obtain the learning goals. Then, after the evaluation and the revision, some activities are added to obtain the learning goals. The following description is about one of the revisions related to additional tasks. The full revision can be seen in the appendix.

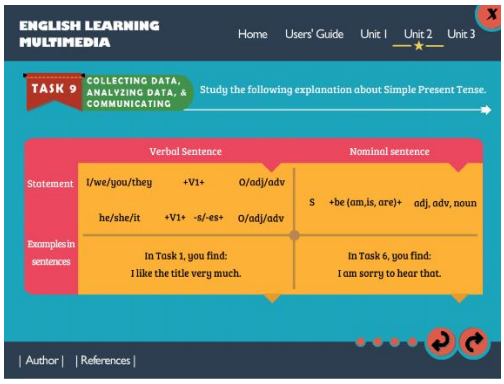


Figure 4.72. **Unit 2 Task 9 (1st)**

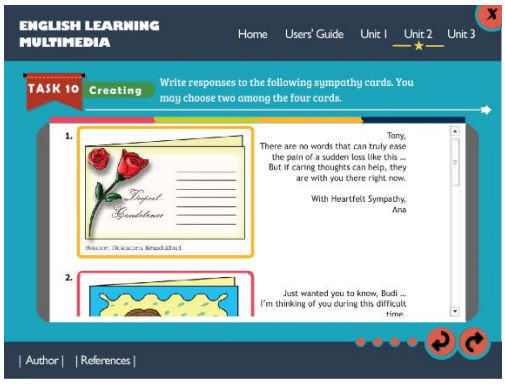


Figure 4.73. **Unit 2 Task 10 (1st)**

In the final draft, there is an additional task after Task 9 in order to help the students do the next task.

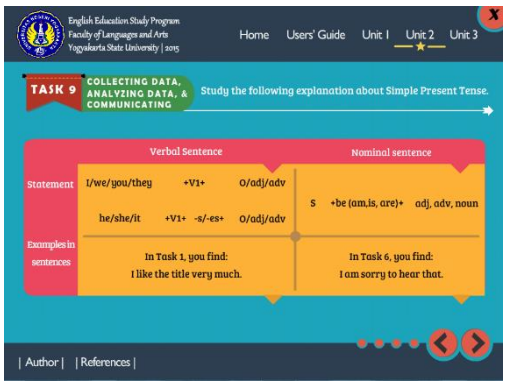


Figure 4.74. **Unit 2 Task 9 (2nd)**

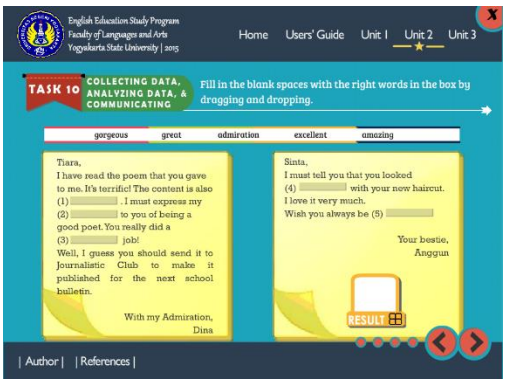


Figure 4.75. **Unit 2 Task 10 (2nd)**

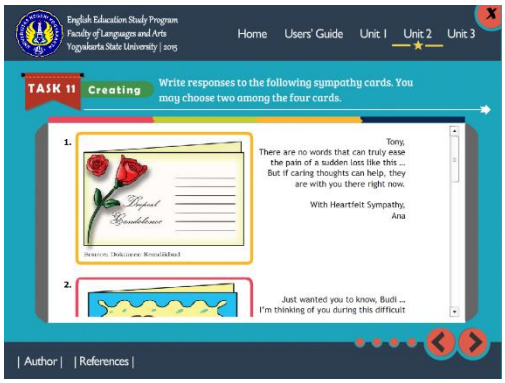


Figure 4.76. **Unit 2 Task 11 (2nd)**

d. Adding learning goals

In the first draft of the interactive multimedia, users will only see two learning goals of Unit 3. After the evaluation and the revision, some learning goals are added to link the first goal and the last goal. The screenshots are in the following page.

Figure 4.77. **Unit 3 Learning goals (1st)**

Figure 4.78. **Unit 3 Learning goals (2nd)**

B. Discussion

The aim for this research is to develop an appropriate product, media that can help students learning English. The result of this research is an interactive multimedia for reading and writing for X grade students of Senior High School based on "*Buku Bahasa Inggris*" published by The Ministry of Education and

Culture. The research was conducted in SMA N 2 Yogyakarta which is located in Jalan Bener, Tegalrejo, Yogyakarta. The population sample of this research was thirty two students of grade X PMIIA class. In designing the interactive multimedia related to the students' preferences, needs analysis should be conducted. Conducting needs analysis is needed to collect specific information related to students' target needs and learning needs. The data of the needs analysis were obtained by distributing questionnaire to the grade X students. The needs analysis questionnaires were developed according to the principle of needs analysis proposed by Hutchinson and Waters (1987). Target needs, according to Hutchinson and Waters (1987: 54), is what the learner needs to do in the target situation. It covers three components which are necessities, lacks, and wants. To develop the interactive multimedia, the researcher took three units of the textbook "*Buku Bahasa Inggris*" as the materials and the results of the target needs as the consideration.

Learning needs, according to Hutchinson and waters (1987: 54), is what the learner needs to do in order to learn. There are five components of learning needs used in this research which are input, design, procedure, teacher's role, and setting as proposed by Nunan (2004). The result of the analysis were also used to develop the interactive multimedia. The first component is input. Nunan (2004: 47) describes input as the spoken, written, and visual data that learners work with in the course of completing a task. In terms of reading input, most students prefer to have texts with a list of vocabulary. Regarding to the input length, students want to have input texts with 250-300 words in length.

As the type of font, students prefer Times New Roman with 12 pt of size to be used in the interactive multimedia. In terms of the importance of picture availability, most students state that the presence of pictures is very important in the interactive multimedia. In terms of the importance of animation availability, students claim that it is sometimes important to have animation.

The second component is design. Regarding to the layout design, students state that it is better if the layout in the interactive multimedia can motivate them to learn English. Most students claim that the presence of backsound is sometimes important. In terms of navigation buttons, students state that the navigation buttons should have sound when they are clicked. As the background color, most students prefer to use blue as the color.

The third component is procedures. Nunan (2004: 52) states procedure specifies what learners will actually do with the input that forms the point of departure for the learning task. Regarding to the reading procedures, most students prefer to answer questions based on the text. As the writing procedures, students prefer to arrange jumbled sentences into a good paragraph. To meet their needs, the activities in the interactive multimedia are designed for answering questions based on texts and arranging jumbled sentences.

The next component is teacher's role. Teacher's role according to Nunan (2004: 64) is the part that teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants. Based on the results of the needs analysis, most students state that

they expect the teacher can give example in doing tasks in the interactive multimedia.

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

The next step after conducting needs analysis was developing a course grid. Although the materials in the interactive multimedia were taken from the textbook, a course grid is also needed as the guidance to develop materials and activities in the interactive multimedia. The materials only cover two skills which are reading and writing. There are three units developed in the interactive multimedia. Unit 1 consists of 15 tasks while unit 2 and unit 3 consist of 14 tasks with the similar pattern. Unit 1 discusses about how to introduce oneself and others, respond to an email of introducing oneself and others, and write an email of introducing oneself and others. The title of this unit is "*Talking about Oneself*" and the topic is introducing oneself and others. The grammar used in this unit is Simple Present Tense. Unit 2 discusses how to compliment and show care to others, respond to compliment and show care, and write card/email/sms of complimenting and showing care. The title of this unit is "*Complimenting and Showing Care*" and the topic is complimenting and showing care to others. The grammar used in this unit is Simple Present Tense. Unit 3 discusses about how to describe people, and write a descriptive text

about people. The title of this unit is "*Describing People*" and the topic is describing people's appearance and personality. The grammar used in this unit is adjective and Simple Present Tense. After designing the course grid, the next step was designing the flowchart. Flowchart is designed to draw the flow and sequence of the materials in the interactive multimedia.

After the flowchart has been done, the next step was developing the first draft of the interactive multimedia. In the developed interactive multimedia, there are two main pages which are home page and menu page. Home page is a starting screen of the interactive multimedia showing the title of the program. Menu page is the page showing the menu that can be accessed in the program. There are eight menu available in the menu bar which are "Home", "Users' Guide", "Unit 1", "Unit 2", "Unit 3", "Author", "References", and "Exit". "User's Guide" button leads users to know the explanation of how to use the navigation buttons in the interactive multimedia. Each unit consists of *Learning Goals, Warm Up, Main Materials (Observing, Questioning, Collecting Data, Analyzing Data, Communicating,* and *Creating*), *Evaluation, Reflection, Summary,* and *Glossary*. In *Learning Goals*, students are provided with the learning objectives of the unit. *Warm Up* provides the students with activity that can encourage them to think what will be learned in the unit. *Observing* and *Questioning* are designed to stimulate students' exploration to make relevant questions and answers related to the topic and the learning objectives of the unit. After that students are provided with sufficient number of tasks which aim to guide them to collect information, identify the information that

they get, and communicate the answers of the questions in writing. In *Creating*, students are asked to answer questions which lead them to create text. *Evaluation* is designed to help students recalling, checking, and enriching their understanding of what they have learned in the unit. In addition, there are also *Reflection*; *Summary*; and *Glossary* in every unit. They provide the students with the reflection of what they have learned, the summary of the materials in the unit, and the list of vocabulary used in the materials. "About the Author" button provides the information about the developer of the interactive multimedia. "References" button provides the students about the information of the references for the interactive multimedia.

The next stage after the interactive multimedia has been completely designed is the expert judgment. The interactive multimedia is evaluated by two credible experts by distributing questionnaires related to multimedia content and design appropriateness. The items of the questionnaire were adapted from BSNP of *Instrumen Penilaian Buku Bahasa Inggris SMA* that evaluate the appropriateness of the content, language, and presentation of the materials in the interactive multimedia and were adapted from Evaluation Form by Alessi and Trolip that evaluate the appropriateness of the screen appearance, media elements, navigation buttons, and feedback. For the content evaluation, there are 26 statements categorized into three groups. They are content, language, and presentation appropriateness. For design evaluation, there are 18 statements categorized into four groups. They are screen appearance, multimedia elements, navigation buttons, and feedback. Comments and

suggestion obtained from the expert become the consideration to develop the final draft of the interactive multimedia. Based on research findings, the interactive multimedia for reading and writing for X grade students that has been developed is appropriate with the students' target needs and learning needs.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This research has three main objectives namely finding out the target needs and the learning needs of the grade X students of SMA N 2 Yogyakarta in learning reading and writing through interactive learning multimedia, and developing appropriate interactive learning multimedia for reading and writing materials. This chapter describes the conclusions drawn from the findings and the discussions of the research and presents suggestions proposed to other materials developers and the teachers of senior high school.

A. Conclusions

1. The Results of the Needs Analysis

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

a. The Target Needs

Based on the result of the needs analysis, the target needs are listed below:

1) More than a half of the students (62.50%) agree that the main goal of learning English is to help them master English.
2) A half of the students (50%) are in the beginner level. They can understand simple sentences and expressions which appear in the daily life.

3) More than a half of the students (65.63%) have difficulty in understanding vocabulary based on the context for reading. For writing, a half of the students (53.13%) have difficulty on linking the idea with the context.
4) More than a half of the students (65.63%) state that it is better if the interactive multimedia is adapted based on their needs of learning.

b. The Learning Needs

Based on the result of the needs analysis, the target needs are listed below:

1) Input

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

2) Design

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

3) Procedures

In terms of the reading procedures, one-third of the students (31.25%) prefer to answer questions based on the text. As the writing procedures, one-third of the students (34.37%) prefer to fill in the blank spaces. To meet their needs, the activities in the interactive multimedia are designed for answering questions based on texts and filling in the blank spaces.

4) Teacher's Role

Based on the results of the needs analysis, more than a half of the students (62.50%) state that they expect the teacher can give example in doing tasks in the interactive multimedia.

5) Setting

Based on the results of the analysis, almost a half of the students (43.75%) prefer to do the tasks in the interactive

multimedia individually. To meet their needs, the activities in the interactive multimedia mostly are designed for individually and some activities are designed for in pairs.

2. The Characteristics of Appropriate Interactive Multimedia

Based on the expert judgment, the developed interactive multimedia can be categorized as appropriate. The interactive multimedia which was developed based on textbook published by The Ministry of Education and Culture of Curriculum 2013. The developed interactive multimedia must suit with the students' needs especially for reading and writing. In developing the interactive multimedia, the researcher followed research procedure proposed by Taylor (2004) with some adaptation. The steps are analysis, design, development, evaluation, and revision. In the needs analysis step, the researcher analyzed the setting, the students' needs, and the materials. In the design step, the researcher designed a course grid and a flowchart. In the development step, the first draft of the interactive multimedia was developed using Adobe Flash CS4 Professional action script 2.0 software. In the evaluation step, the first draft of the interactive multimedia was evaluated by two credible experts. Based on the results of the expert judgment, the researcher revised the interactive multimedia. Then, the final draft of the interactive multimedia was developed.

From the process of the development of the interactive multimedia for grade X students, the final draft of the developed interactive multimedia covers two skills which are reading and writing. The interactive multimedia

consists of three units which contains some components. The first is unit title and objective. Unit title explains the title of the unit and the students can predict what they will learn. It is followed by learning objectives which tell students the objectives of the unit. The next component is opening activity which consists of warm up activity. In warm up, students are given some questions related to the materials they will learn. Main activities is the next component. It consists of six steps of scientific approach which are observing, questioning, collecting data, analyzing data, communicating, and creating. The last component is reinforcement which consists of evaluation which is an additional task to be done by the students, reflection which gives students an opportunity to reflect on what they have learned in the unit, summary which consists of text structure, social function, and linguistics features that have been learned in the whole unit, and glossary which consists of some difficult words, their phonetic transcriptions, and meanings.

In each page of the interactive multimedia, there is a menu page which consists of some menu that can be accessed by the users. The first menu is user's guide which have a guidance how to use the interactive multimedia. The next menu is author which gives information about the developer of the interactive multimedia. References menu also exists which gives information about the sources that are used in the interactive multimedia. Home button is put on the top of the page and when it is clicked then it will

lead the users to the home page. Navigation buttons (previous and next) are put at the bottom of each page. An exit button is put on the top of the page.

B. Suggestions

The final product of this research is an interactive multimedia for reading and writing materials for X grade students of SMA N 2 Yogyakarta. Considering the research findings, there are some suggestions proposed to English teachers and interactive multimedia developers.

1. For English Teachers

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

2. For Interactive Multimedia Developers

   In developing the interactive multimedia, interactive multimedia developers should consider multimedia content and design. In terms of content, for the further development of the interactive multimedia, it

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

APPENDICES

APPENDIX A

The Needs Analysis Questionnaire

JURUSAN PENDIDIKAN BAHASA INGGRIS

FAKULTAS BAHASA DAN SENI

UNIVERSITAS NEGERI YOGYAKARTA

Alamat: Karangmalang, Depok, Sleman, Yogyakarta, 55281

Kepada Adik-adik kelas X SMA N 2 Yogyakarta

Dalam rangka penelitian untuk mengembangkan multimedia interaktif *reading-writing* berdasarkan buku kurikulum 2013 berbasis *Scientific Approach* bagi kelas X, pada kesempatan ini saya meminta kesediaan adik-adik meluangkan waktu untuk mengisi kuesioner ini sesuai dengan kenyataan sebenarnya. Jawaban yang adik-adik berikan akan dijamin kerahasiannya dan tidak akan berpengaruh pada nilai bahasa Inggris. Semua jawaban yang adik-adik berikan akan sangat berarti bagi penelitian yang saya lakukan.

Atas kesediaan dan bantuan adik-adik untuk mengisi kuesioner ini, saya ucapkan terima kasih.

Yogyakarta, September 2014

Peneliti

Istikharoh

NIM. 10202244060

Angket Analisis Kebutuhan Siswa Kelas X untuk Media Pembelajaran Interaktif Reading-Writing di SMA N 2 Yogyakarta

Petunjuk pengisian

Berilah tanda silang (X) pada huruf a, b, c, atau seterusnya sesuai dengan pendapat adik-adik. Jika adik-adik mempunyai pendapat lain, silahkan tulis jawaban di ruangan yang tersedia.

A. Data pribadi responden

Nama :

Usia : tahun

Jenis kelamin : L/P

Kelas :

B. Analisis kebutuhan siswa untuk media pembelajaran interaktif *reading-writing*

1. Tujuan saya belajar bahasa Inggris adalah ...
   a. agar lulus ujian
   b. agar benar-benar menguasai bahasa Inggris
   c. agar mudah mencari pekerjaan
   d. lainnya ...
2. Tingkat kemampuan bahasa Inggris saya saat ini berada pada level ...
   a. pemula (*beginner*): dapat memahami kalimat dan ungkapan sederhana yang sering muncul dalam kehidupan sehari-hari.

b. menengah (*intermediate*): dapat memahami inti atau maksud dari teks yang rumit dan memberi tanggapan mengenai teks.

c. mahir (*advance*): dapat memahami berbagai macam teks dan memahami makna tersirat yang terdapat dalam sebuah teks.

d. lainnya ...

3. Kesulitan yang saya temui dalam *reading* adalah ...

a. mengartikan kosa kata sesuai dengan konteks.

b. memahami teks bahasa Inggris.

c. mengidentifikasi ide pokok dari teks bahasa Inggris.

d. lainnya ...

4. Kesulitan yang saya temui dalam *writing* adalah ...

a. mengartikan kosa kata sesuai dengan konteks.

b. menyalurkan ide sesuai dengan konteks.

c. waktu yang terbatas.

d. lainnya ...

5. Menurut saya materi yang ada dalam media pembelajaran interaktif sebaiknya ...

a. sama seperti materi yang ada di buku.

b. terdapat penambahan materi.

c. diadaptasi sesuai kebutuhan.

d. lainnya ...

6. Bentuk input teks *reading* yang saya inginkan adalah ...

a. teks bacaan terdiri dari paragraf.

b. teks bacaan disertai gambar-gambar.

c. teks bacaan disertai daftar kosa kata.

d. lainnya ...

7. Panjang input teks *reading* yang saya inginkan adalah ...

a. 200-250 kata

b. 250-300 kata

c. > 300 kata

d. lainnya ...

8. Jenis huruf yang sukai adalah ...

a. Times New Roman

b. Comic Sans MS

c. Britannic Bold

d. lainnya ...

9. Ukuran huruf yang saya sukai adalah ...

a. 11 pt

b. 12 pt

c. 13 pt

d. lainnya ...

10. Adanya tampilan gambar yang mendukung pemahaman terhadap materi menurut saya...

a. tidak perlu

b. kadang-kadang perlu

c. sangat perlu

d. lainnya ...

11. Adanya animasi dalam tampilan media interaktif menurut saya ...

    a. tidak perlu

    b. kadang-kadang perlu

    c. sangat perlu

    d. lainnya ...

12. Menurut saya *layout* dalam media pembelajaran interaktif sebaiknya ...

    a. menarik

    b. bisa memotivasi saya untuk belajar

    c. mempunyai kombinasi warna yang sesuai

    d. lainnya ...

13. Adanya *backsound* dalam media interaktif menurut saya ...

    a. tidak perlu

    b. kadang-kadang perlu

    c. sangat perlu

    d. lainnya

14. Tombol-tombol yang digunakan dalam media interaktif seharusnya ...

    a. bersuara ketika digunakan

    b. memiliki warna yang kontras

    c. menggunakan simbol

    d. lainnya ...

15. Warna dasar yang saya sukai adalah ...
    a. merah
    b. biru
    c. hijau
    d. lainnya ...
16. Aktivitas pembelajaran reading yang saya sukai adalah ...
    a. memahami teks
    b. mencari ide pokok teks
    c. menjawab pertanyaan berdasarkan teks
    d. melengkapi kalimat rumpang
    e. mencari arti dari kosa kata
    f. lainnya ...
17. Aktivitas pembelajaran writing yang saya sukai adalah ...
    a. menyusun kalimat acak
    b. membuat teks berdasarkan gambar
    c. melengkapi kalimat rumpang
    d. membuat teks fungsional pendek
    e. membuat kalimat berdasarkan konteks
    f. lainnya ...
18. Dalam pembelajaran menggunakan media interaktif, bantuan guru yang saya harapkan adalah ...
    a. bantuan untuk menjelaskan langkah penggunaan media interaktif.

b. bantuan untuk memberi contoh cara mengerjakan tugas dan aktifitas yang ada.

c. bantuan untuk memberikan gambaran tentang tujuan pembelajaran.

d. lainnya ...

19. Saya lebih suka mengerjakan tugas pada media interaktif secara ...

a. individu

b. berpasangan

c. lainnya ...

APPENDIX B

The Result of the Needs Analysis

THE RESULT OF THE NEEDS ANALYSIS

N = number of respondents that answer the question(s)

F = frequency of the respondents that choose the option(s)

% = percentage of the frequency

No.	Statements	N	F	%
Necessities				
1.	In my opinion, the goal of learning English is …			
	a. to pass the exam	32	0	0.00%
	b. to master English	**32**	**20**	**62.50%**
	c. to get a job easily	32	8	25.00%
	d. other …	32	4	12.50%
Lacks				
2.	In my opinion, my English proficiency level now is on …			
	a. beginner level	**32**	**16**	**50.00%**
	b. intermediate level	32	15	46.88%
	c. advanced level	32	1	3.12%
	d. other …	32	0	0.00%
3.	Difficulty that I find in reading is …			
	a. understanding vocabulary based on context	**32**	**21**	**65.63%**
	b. understanding text	32	6	18.75%
	c. identifying main idea of the text	32	4	12.50%
	d. other …	32	1	3.12%
4.	Difficulty that I find in writing is …			
	a. understanding vocabulary based on context	32	8	25.00%
	b. linking idea with context	**32**	**17**	**53.13%**
	c. having limited time	32	4	12.50%
	d. other …	32	3	9.37%

continued

continued

Wants				
5.	In my opinion, the materials in the interactive multimedia will be better if it is …			
	a. similar to the textbook	32	1	3.12%
	b. enriched by additional materials	32	10	31.25%
	c. adapted based on the needs	**32**	**21**	**65.63%**
	d. other …	32	0	0.00%
Input				
6.	I want to have … as the reading input of the interactive multimedia.			
	a. text consist of paragraphs	32	3	9.38%
	b. text with pictures	32	11	34.38%
	c. text with a list of vocabulary	**32**	**16**	**50.00%**
	d. other …	32	2	6.24%
7.	It is better if the length of the input texts are between ...			
	a. 200-250 words	32		40.63%
	b. 250-300 words	**32**		**50.00%**
	c. > 300 words	32		6.25%
	d. other …	32		3.12%
8.	Type of font that I like is ...			
	a. Times New Roman	**32**	**20**	**62.50%**
	b. Comic Sans MS	32	9	28.12%
	c. **Britannic Bold**	32	0	0.00%
	d. other …	32	3	9.38%
9.	Size of font that I like is ...			
	a. 11 pt	32	1	3.12%
	b. 12 pt	**32**	**24**	**75.00%**
	c. 13 pt	32	6	18.76%

continued

continued

	d. other …	32	1	3.12%
10.	In my opinion, the presence of pictures in the interactive multimedia is ...			
	a. not important	32	0	0.00%
	b. sometimes important	32	11	34.37%
	c. very important	**32**	**21**	**65.63%**
	d. other …	32	0	0.00%
11.	In my opinion, the presence of animation in the interactive multimedia is ...			
	a. not important	32	2	6.25%
	b. sometimes important	**32**	**16**	**50.00%**
	c. very important	32	14	43.75%
	d. other …	32	0	0.00%
Design				
12.	In my opinion, it is better if the layout in the interactive multimedia is ...			
	a. interesting	32	10	31.25%
	b. motivating to learn	**32**	**18**	**59.37%**
	c. having a combination of appropriate color	32	3	9.38%
	d. other …	32	0	0.00%
13.	In my opinion, the presence of backsound in the interactive multimedia is ...			
	a. not important	32	4	12.50%
	b. sometimes important	**32**	**21**	**65.63%**
	c. very important	32	7	21.87%
	d. other …	32	0	0.00%
14.	It is better if the navigation buttons in the interactive multimedia is ...			
	a. completed with sound when it is used	**32**	**12**	**37.50%**
	b. having contrast color	32	11	34.37%

continued

continued

	c. using symbol	32	5	15.63%
	d. other …	32	4	12.50%
15.	Background color that I like is ...			
	a. red	32	4	12.50%
	b. blue	**32**	**15**	**46.87%**
	c. green	32	2	6.25%
	d. other …	32	11	34.38%
Procedure				
16.	Reading activity that I like is ...			
	a. understanding text	32	5	15.63%
	b. finding main idea of the text	32	2	6.25%
	c. answering questions based on the text	**32**	**10**	**31.25%**
	d. filling in the blank spaces	32	6	18.75%
	e. finding vocabulary meaning	32	9	28.12%
	f. other …	32	0	0.00%
17.	Writing activity that I like is ...			
	a. arranging jumbled sentences	32	10	31.25%
	b. creating text based on pictures	32	7	21.88%
	c. filling in the blank spaces	**32**	**11**	**34.37%**
	d. creating short functional text	32	1	3.12%
	e. creating text based on context	32	3	9.38%
	f. other …	32	0	0.00%
Teacher's Role				
18.	Teacher's help that I expect in the interactive multimedia is ...			
	a. explaining steps in using the multimedia	32	4	12.50%
	b. giving example in doing tasks	**32**	**20**	**62.50%**
	c. explaining the learning objectives	32	8	25.00%
	d. other …	32	0	0.00%

continued

continued

Setting				
19.	I prefer doing the tasks in the interactive multimedia ...			
	a. individually	**32**	**14**	**43.75%**
	b. in pairs	32	11	34.37%
	c. other …	32	7	21.88%

APPENDIX C

The Course Grid

COURSE GRID

Grade/Semester : X/I

Core Competences :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Title/ Topic	Indicators	Input Text	Language	Activity
1.1 Mensyukuri kesempatan dapat mempelajari	**Unit 1** Talking about Oneself.	Students are able to: • identify the social function, text structure,	• Short functional text in the form of e-mail containing	• **Language Function** Expressions of introducing oneself:	• **Warm-up** - Students are asked to answer three questions about e-mail by putting a tick (√).

bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional		and language features of text about introducing oneself and others. • respond to a text about introducing oneself and others. • write a text of introducing oneself and others.	self introduction and others. • List of words.	e.g. *Let me introduce myself. My name is ...* *I'd like to introduce myself.* Expressions of introducing others: e.g. *I'd like to introduce ...* *Let me introduce ...* • **Grammar** Simple Present Tense S + V1 + … S + be + … e.g.	• **Observing** - Students are asked to read the given e-mail and then observe the things they do not know or they want to know by putting a tick. • **Questioning** - Students are asked to tick relevant questions referring to the items in Observing and propose temporary answer. • **Collecting data, Analyzing data, Communicating** - Students are asked to match some words with their equivalents. - Students are asked to read an e-mail and then state whether some statements are true or false. - Students are asked to complete the sentences by using the words available.

dengan guru dan teman. 3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya. 4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan				*I attend Thomas Edison High school. It is much faster.* • **Vocabulary** *attend, e-pal, foreigner, graduate, interest, introduce, mother tongue, spend.*	- Students are provided with explanation about the structure and parts of the e-mail. - Students are provided with explanation about simple present tense. In pairs, students are also asked to complete the e-mail by choosing the correct form of verbs. - Students are asked to answer the comprehension questions based on the e-mail in Task 7. • **Creating** - Students are provided with explanation about the use of *be* and *have* and then complete the sentences with the right form of *be* and *have*. - Students are provided with a list of expressions to introduce oneself and others.

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					- Students are asked to arrange the jumbled sentences into a good paragraph. - Students are asked to write an e-mail by answering some questions in pairs. - Students are asked to write an e-mail reply at 200-300 words individually. - Students are asked to complete the incomplete e-mail using the correct words available.

COURSE GRID

Grade/Semester : X/I

Core Competences :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Title/ Topic	Indicators	Input Text	Language	Activity
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa	**Unit 2** Complimenting and	Students are able to: • identify the social function, and language	• Short functional text in the form of card,	• **Language Function** Expressions of complimenting:	• **Warm-up** - Students are given ten statements related to compliment and show care then choose whether the statements

pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*), serta responnya, sesuai	Showing Care	features of complimenting and showing care texts. • respond to the texts of complimenting and showing care. • write a text of complimenting and showing care.	sms, e-mail, LINE message, Whatsapp message containing of how to compliment, show care, and their responses. • List of words.	e.g. *You did a really great job!* *You look gorgeous!* The responses: *Thank you.* *I'm glad you like it*. Expression of showing care: e.g. *I'm extremely sorry to hear that.* *Please accept my condolences.* The responses: *Thank you for your sympathy*.	are complimenting or showing care by clicking in the right circle. • **Observing** - Students are asked to read the card, email, sms, and LINE message about complimenting and their responses. Then, they observe the things they do not know or they want to know by putting a tick. • **Questioning** - Students are asked to tick relevant questions referring to the items in Observing and propose temporary answer. • **Collecting data, Analyzing data, Communicating** - Students are asked to match some words with their equivalents.

dengan konteks penggunaannya. 3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (*care*), serta responnya, sesuai dengan konteks penggunaannya. 4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur				• **Grammar** Simple Present Tense S + V1 + … S + be + … e.g. *I like the cover very much.* *I am sorry to hear that*. • **Vocabulary** *admiration, appreciate, awful, care, condolence, gorgeous, grateful, heartfelt, occasion, pleasure, praise, sympathy, upset.*	- Students are asked to read again the cards in Task 1 and then they should state whether some statements are true or false. - Students are provided with explanation about complimenting, the expressions to compliment and their responses. - Students are asked to read cards about showing care. They are also provided with explanation about showing care, the expressions to show care and their responses. - Students are asked to match ten expressions with their responses related to complimenting and showing care.

kebahasaan yang benar dan sesuai konteks. 4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*care*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.					- Students are asked to answer comprehension questions related to complimenting and showing care. - Students are provided with explanation about simple present tense. • **Creating** - Students are asked to write responses of the sympathy cards. - Students study the pictures and make complimenting and showing sympathy cards based on the pictures. - Students write complimenting and showing sympathy cards based on the given situation individually.

COURSE GRID

Grade/Semester : X/I

Core Competences :

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Basic Competences	Title/ Topic	Indicators	Input Text	Language	Activity
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai	**Unit 3** Describing People	Students are able to: • identify the social function, text structure, and	• Simplified descriptive texts about people.	• **Language Function** Expressions of complimenting:	• **Warm-up** - Students are given two pictures then answer some questions based on the pictures by putting a tick.

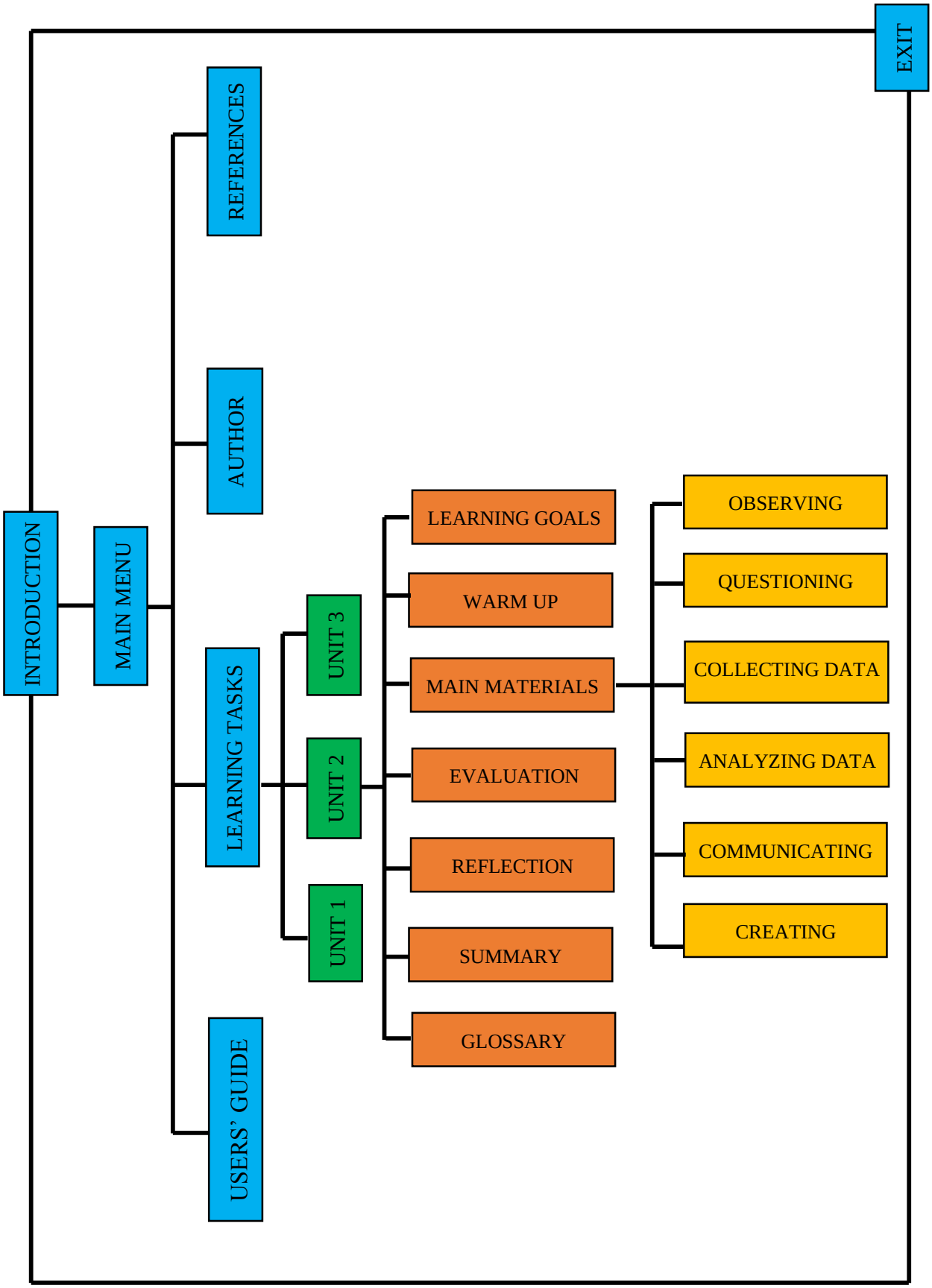
bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan		language features of descriptive texts about people. • find a message in descriptive texts. • read a descriptive text. • write a descriptive text about people.	• List of words.	e.g. *You did a really great job!* *You look gorgeous!* The responses: *Thank you.* *I'm glad you like it.* Expression of showing care: e.g. *I'm extremely sorry to hear that. Please accept my condolences.* The responses:	• **Observing** - Students are asked to read a descriptive text then tick items they do not know or they want to know. • **Questioning** - Students are asked to tick relevant questions referring to the items in Observing and propose temporary answer. • **Collecting data, Analyzing data, Communicating** - Students match some words and their equivalents. - Students are asked to read again the text in Task 1 and then they should state whether some statements are true or false.

konteks penggunaannya. 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.				*Thank you for your sympathy*. • **Grammar** Simple Present Tense S + V1 + … S + be + … e.g. *I like the cover very much.* *I am sorry to hear that*. • **Vocabulary** *admiration, appreciate, awful, care, condolence, gorgeous, grateful,*	- Students find some words related to people's physical appearance and personality in a puzzle. - Students are provided with explanation about descriptive text and then match the paragraph with the correct part of the text. - Students are provided with explanation about adjectives. - Students are asked to match the sentences with the correct description (physical appearance or personality). - Students are asked to read again the text in Task 6 and then answer the comprehension questions. • **Creating** - Students are asked to complete the text with the available words in pairs.

				heartfelt, occasion, pleasure, praise, sympathy, upset.	- Students are asked to observe a picture and then write a description about the picture using some keywords. - Students are asked to prepare a photograph and write a description about the photograph individually.

APPENDIX D

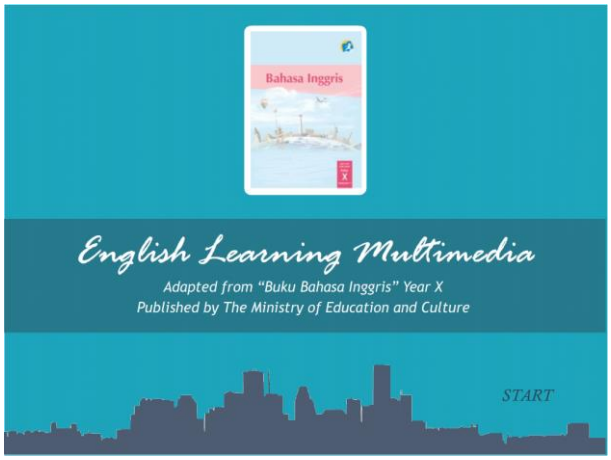
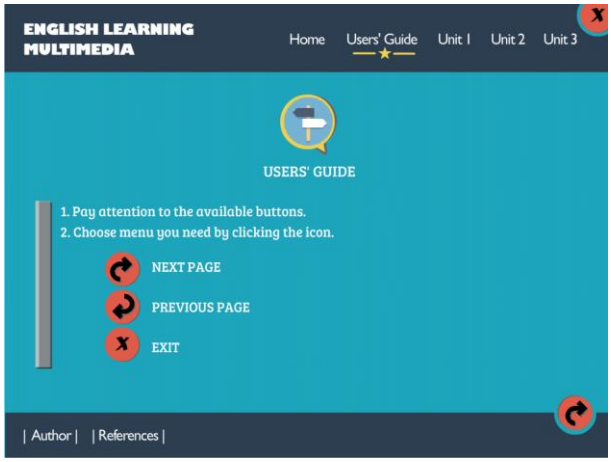
The Flow Chart

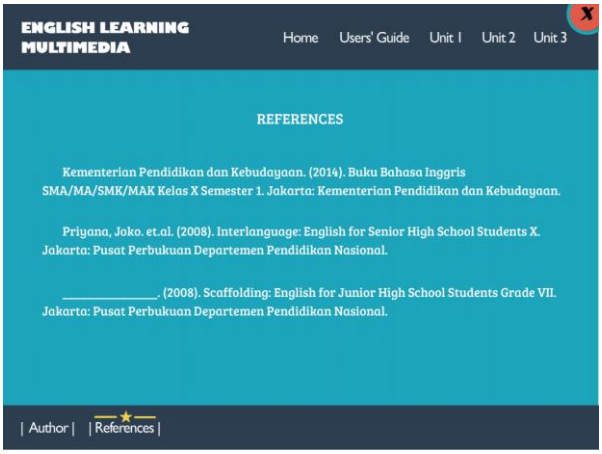

EXIT
REFERENCES
AUTHOR
INTRODUCTION
MAIN MENU
LEARNING TASKS
UNIT 3
UNIT 2
UNIT 1
USERS' GUIDE
LEARNING GOALS
WARM UP
MAIN MATERIALS
EVALUATION
REFLECTION
SUMMARY
GLOSSARY
OBSERVING
QUESTIONING
COLLECTING DATA
ANALYZING DATA
COMMUNICATING
CREATING

APPENDIX E

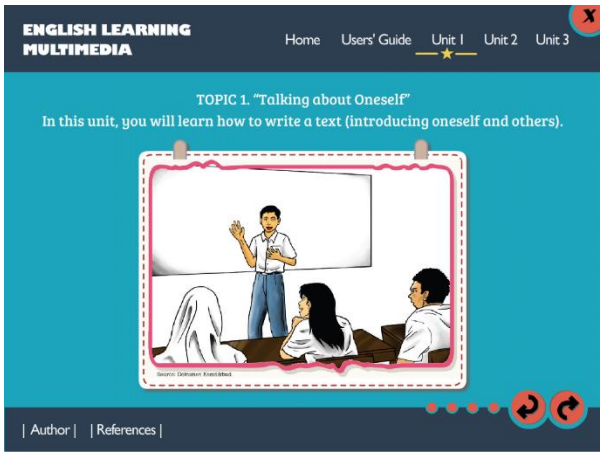
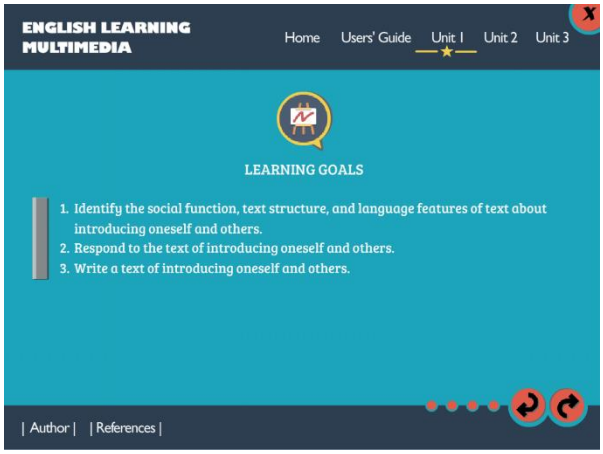
The First Draft of the Interactive Multimedia

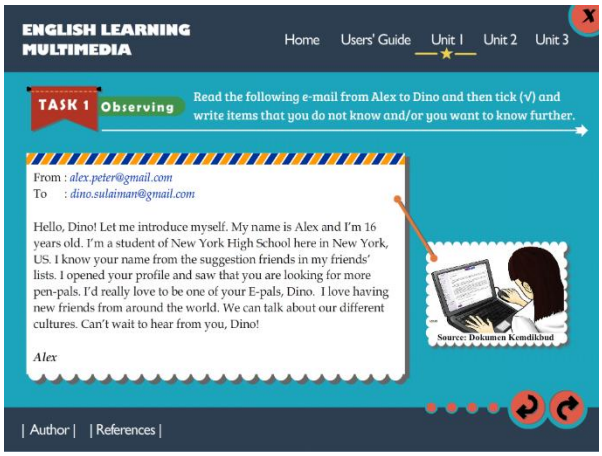
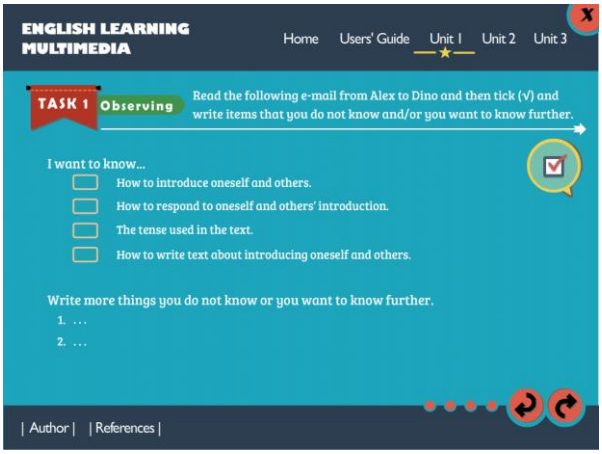
MENU PAGE

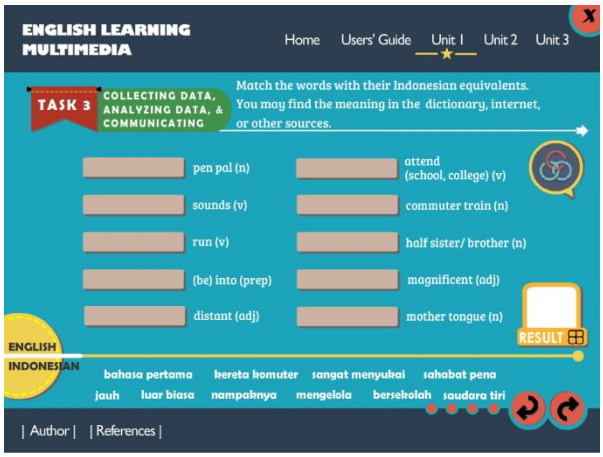
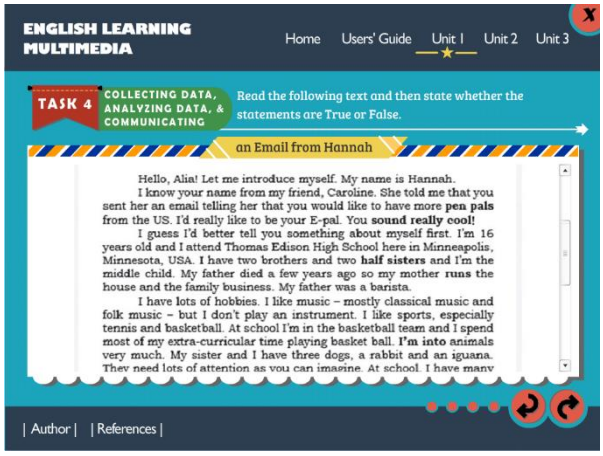
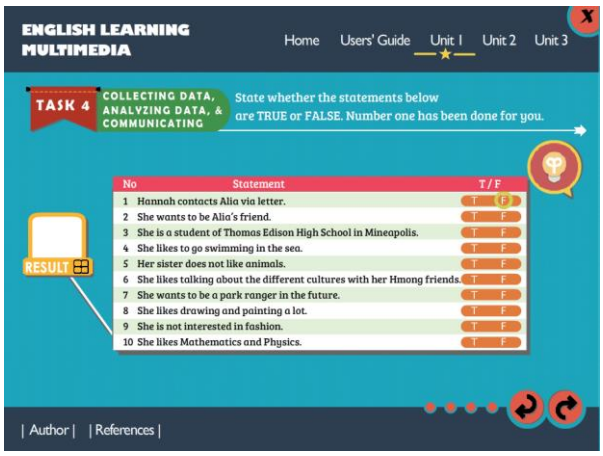
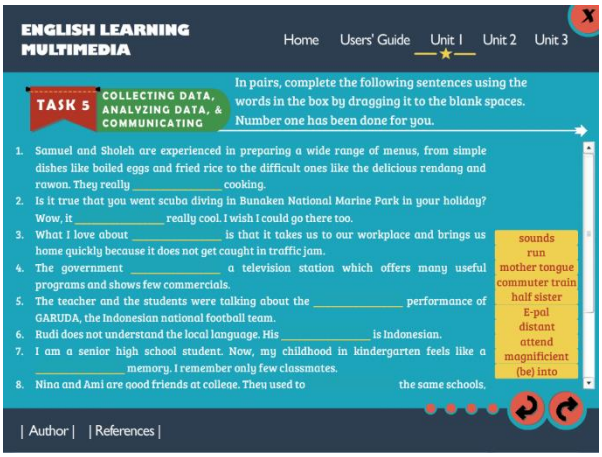
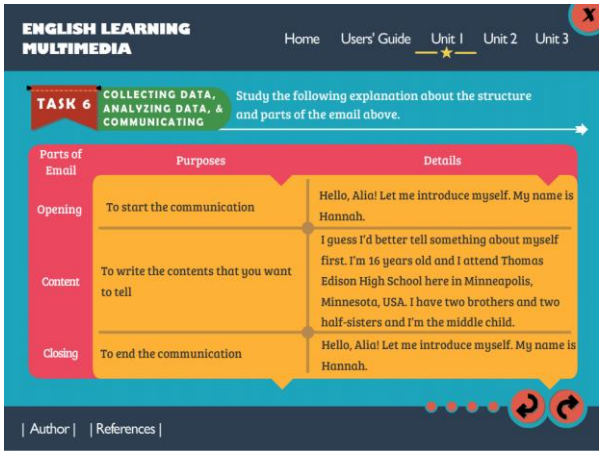
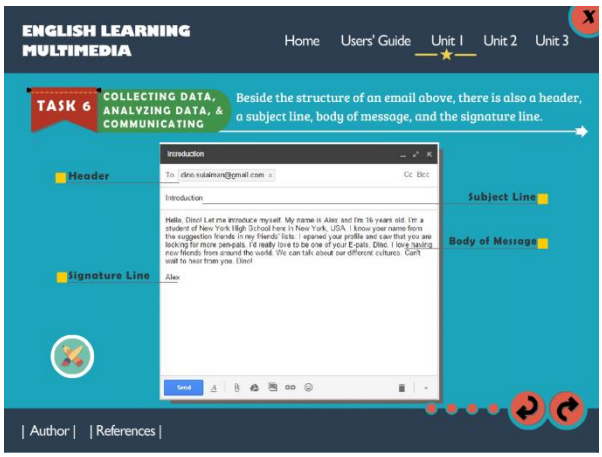
No.	Slide
1.	Figure 4.1. **Opening Screen**
2.	 Figure 4.2. **Home Page**
3.	 Figure 4.3. **Users' Guide**

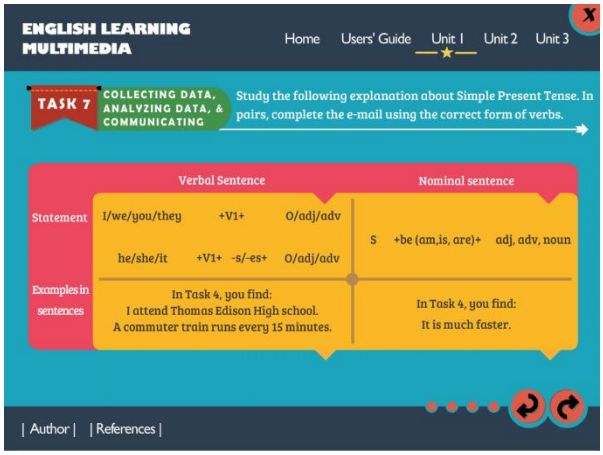
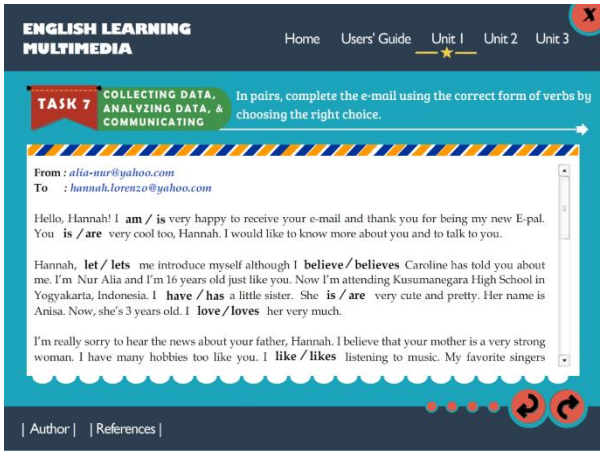
No.	Slide
4.	Figure 4.4. **Author**
5.	 Figure 4.5. **References**

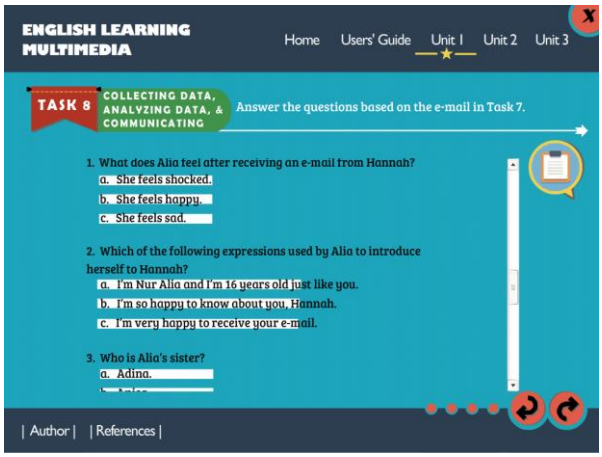
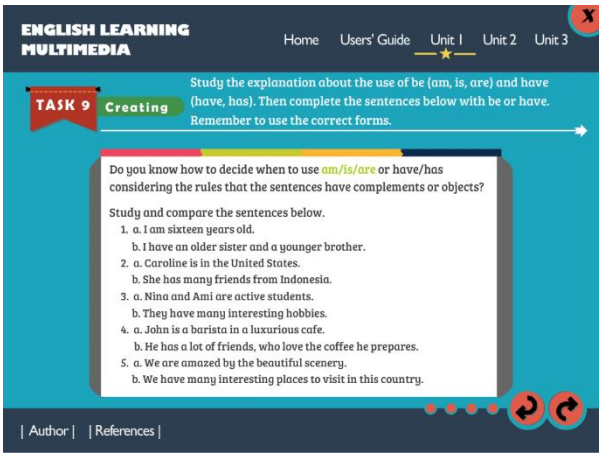
UNIT 1

No.	Slide
6.	 Figure 4.6. **Unit 1 Title**
7.	 Figure 4.7. **Unit 1 Learning Objectives**
8.	 Figure 4.8. **Unit 1 Warm-up**

No.	Slide
9.	 Figure 4.9a **Unit 1 Task 1**
10.	 Figure 4.9b **Unit 1 Task 1**
11.	 Figure 4.10. **Unit 1 Task 2**

No.	Slide
12.	
	Figure 4.11. **Unit 1 Task 3**
13.	
	Figure 4.12a **Unit 1 Task 4**
14.	
	Figure 4.12b **Unit 1 Task 4**
15.	
	Figure 4.13. **Unit 1 Task 5**
16.	
	Figure 4.14a **Unit 1 Task 6**
17.	
	Figure 4.14b **Unit 1 Task 6**

No.	Slide
18.	Figure 4.14c **Unit 1 Task 6** (after the circle is hovered)
19.	 Figure 4.15a **Unit 1 Task 7**
20.	 Figure 4.15b **Unit 1 Task 7**

No.	Slide
21.	 Figure 4.16. **Unit 1 Task 8**
22.	 Figure 4.17a **Unit 1 Task 9**
23.	Figure 4.17b **Unit 1 Task 9**

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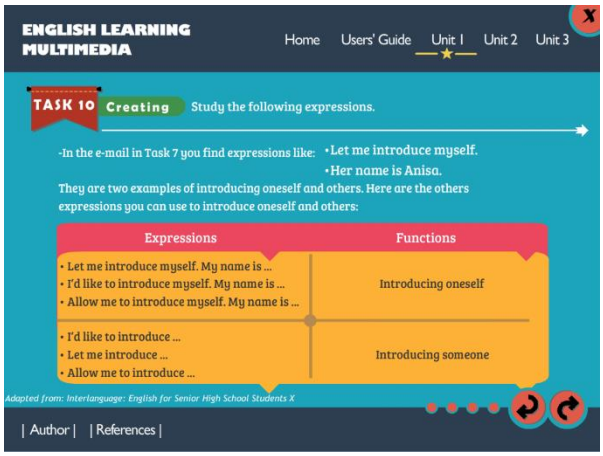
24.	
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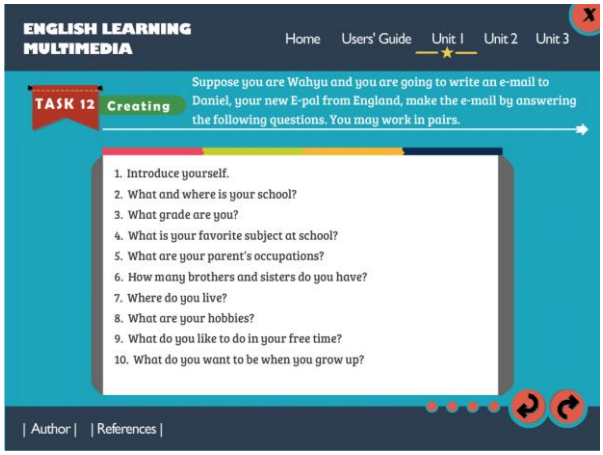
	Figure 4.19. **Unit 1 Task 11**
26.	
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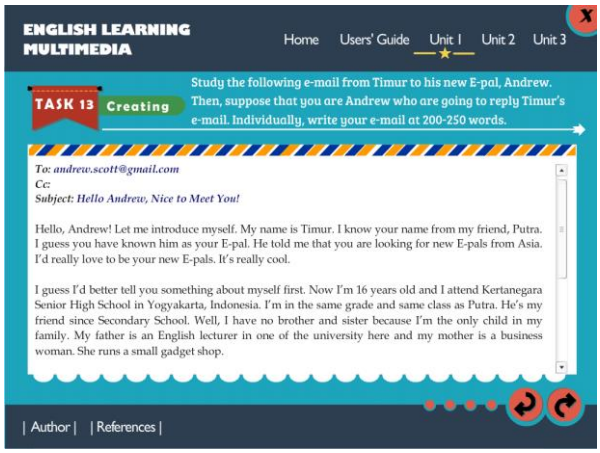
27.	
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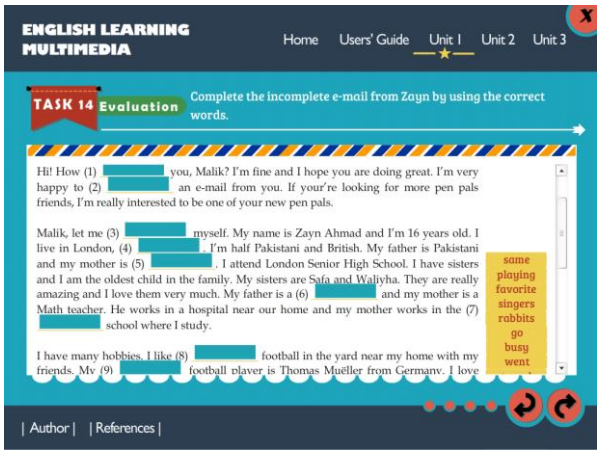
28.	
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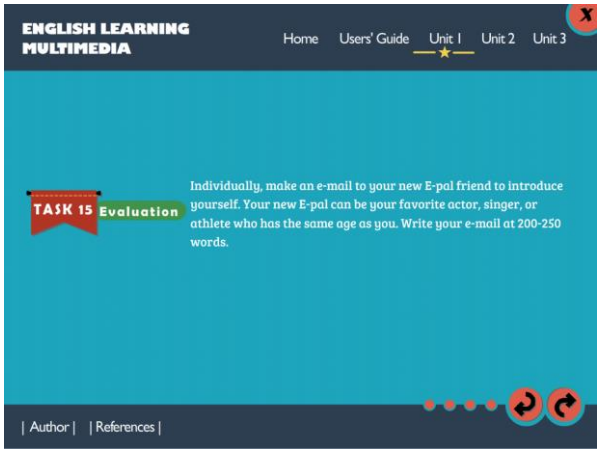
29.	
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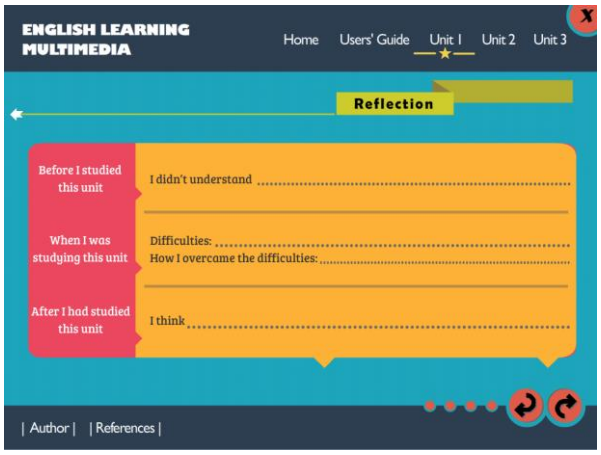
30.	
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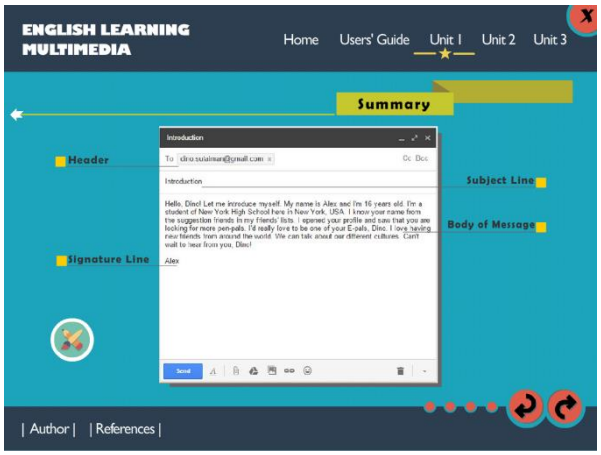
31.	
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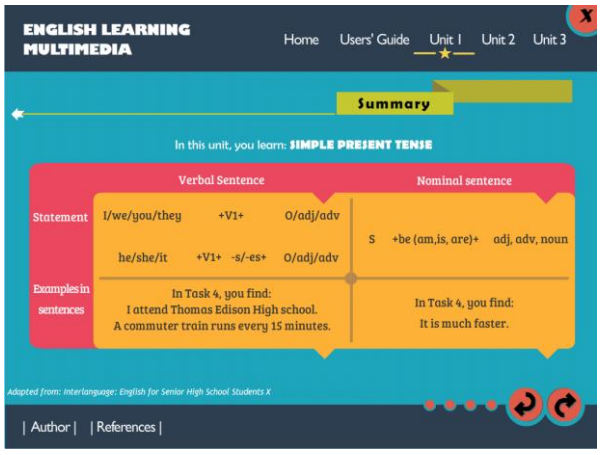
32.	
	Figure 4.25b **Unit 1 Summary**

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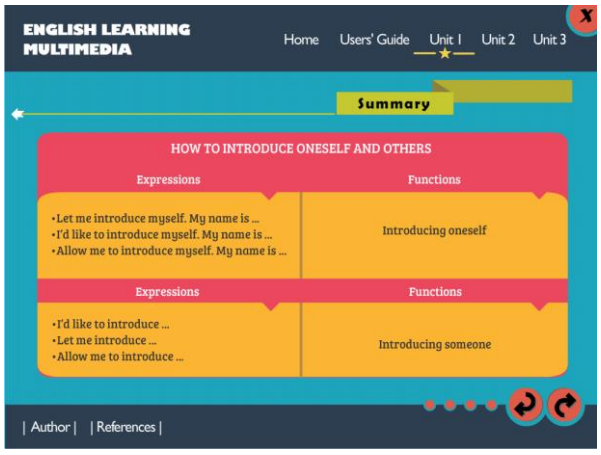
33.	
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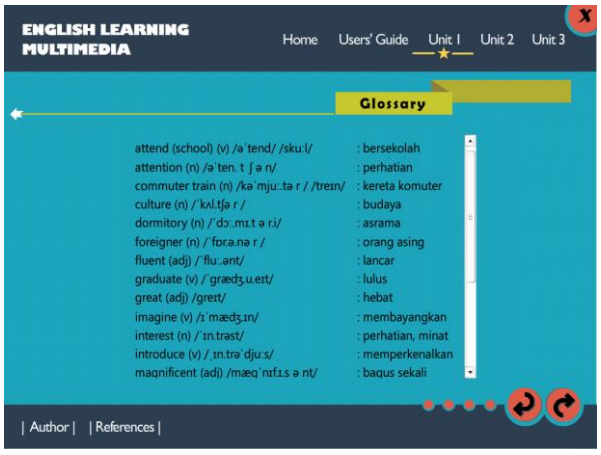
34.	
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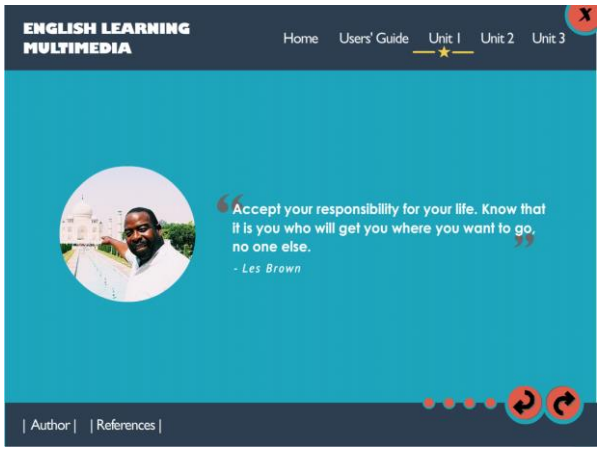
35.	
	Figure 4.27. **Unit 1 Quote**

UNIT 2

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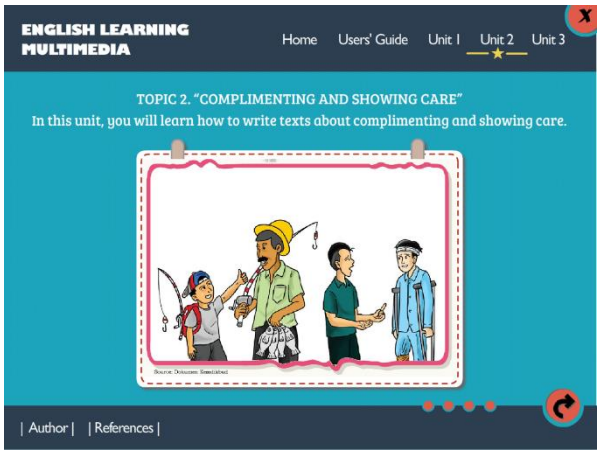
36.	
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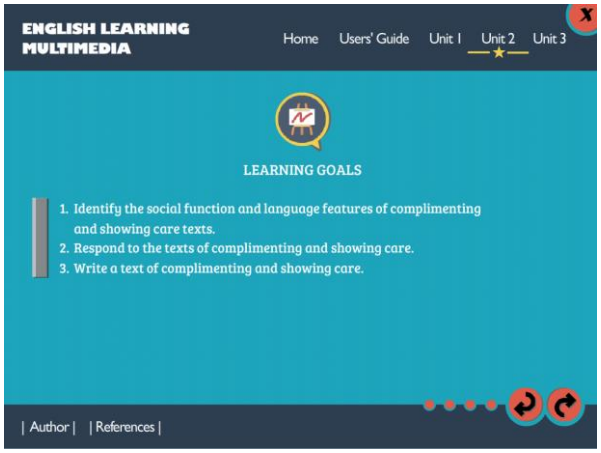
37.	
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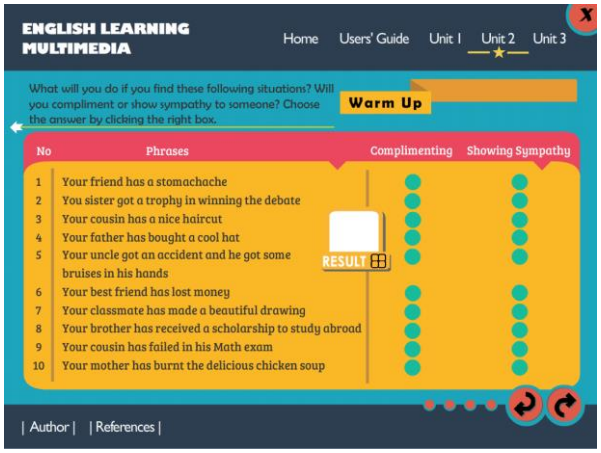
38.	
	Figure 4.30. **Unit 2 Warm-up**

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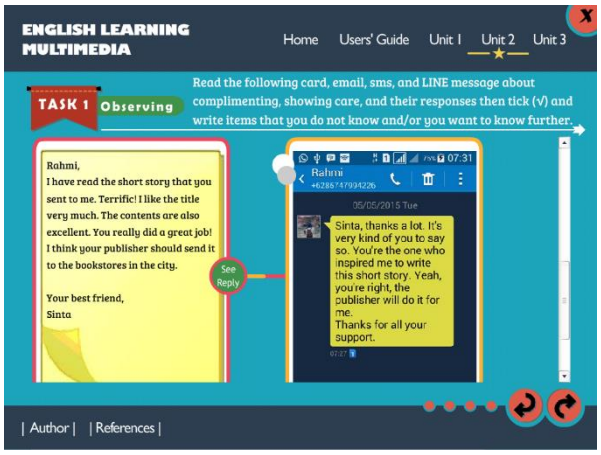
39.	
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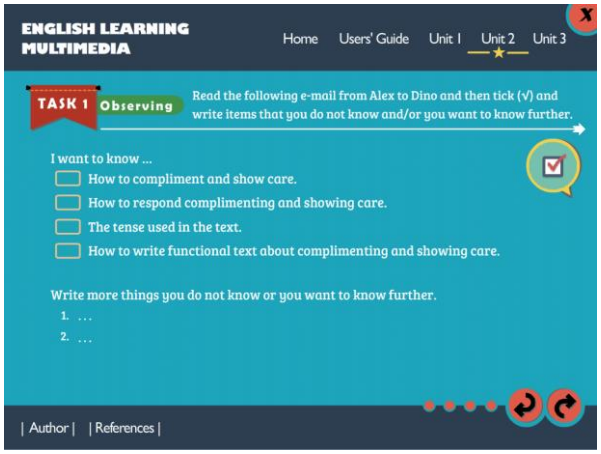
40.	
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	Figure 4.32. **Unit 2 Task 2**

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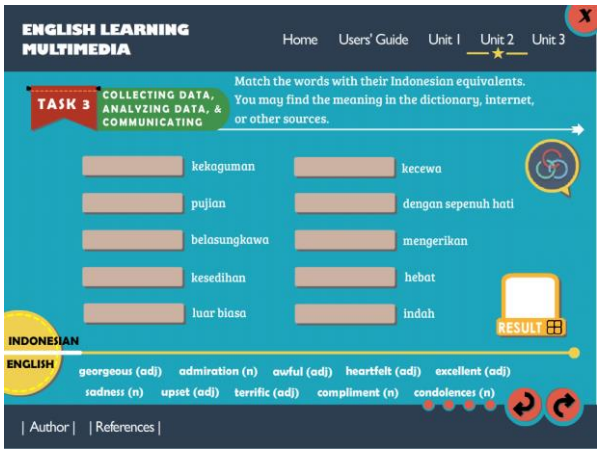
42.	
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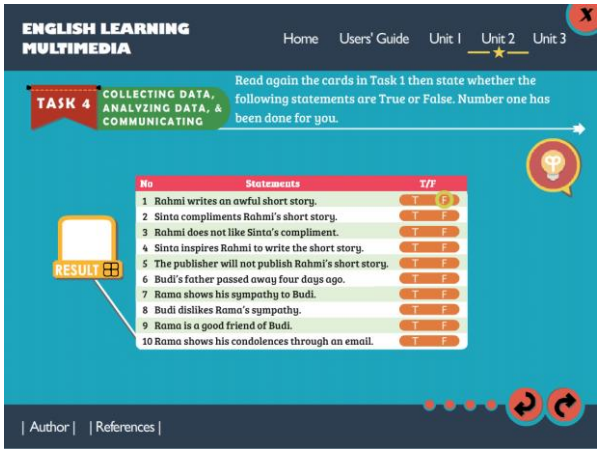
43.	
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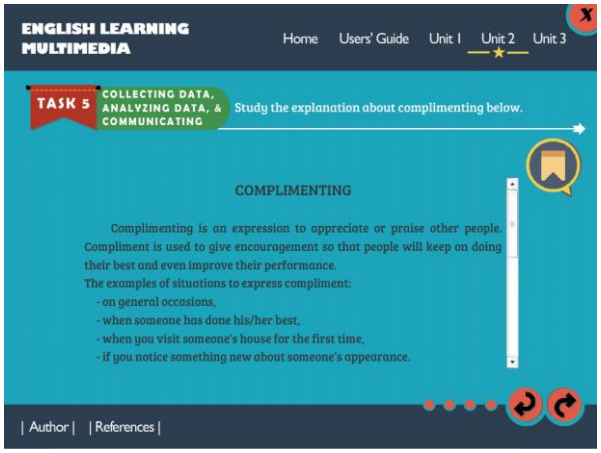
44.	
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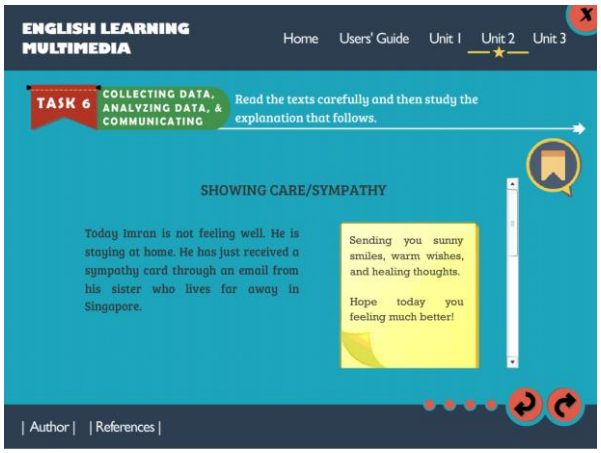
45.	
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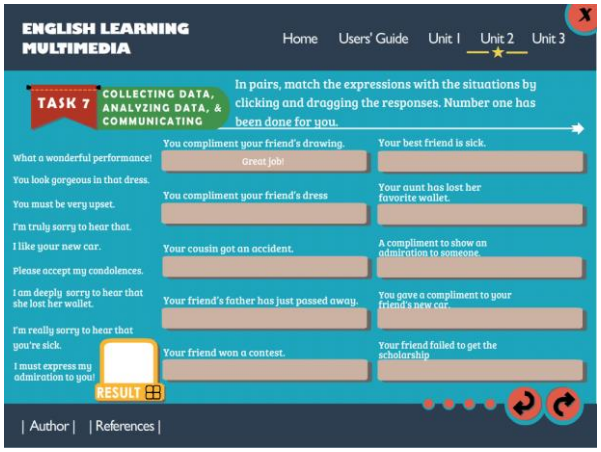
	Figure 4.36b **Unit 2 Task 6**
47.	
	Figure 4.37. **Unit 2 Task 7**

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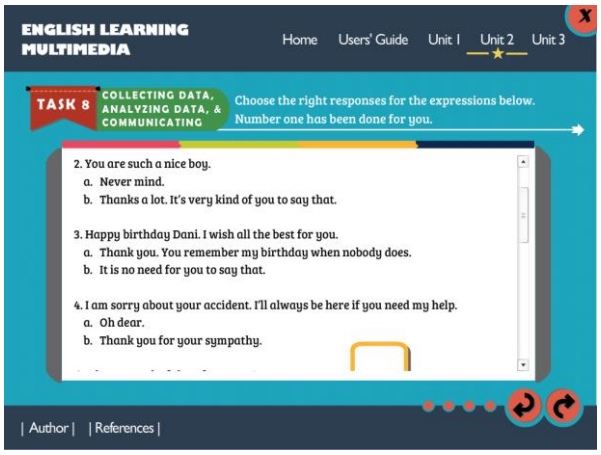
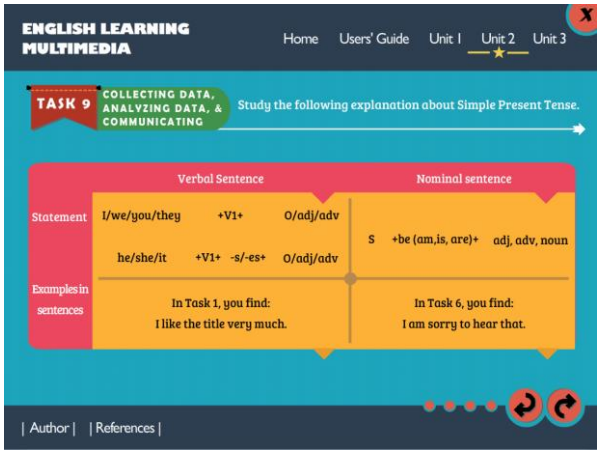
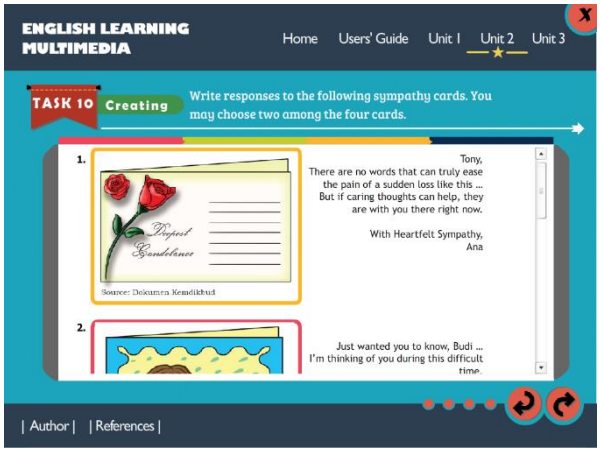
48.	
49.	
50.	

Figure 4.38. **Unit 2 Task 8**

Figure 4.39. **Unit 2 Task 9**

Figure 4.40. **Unit 2 Task 10**

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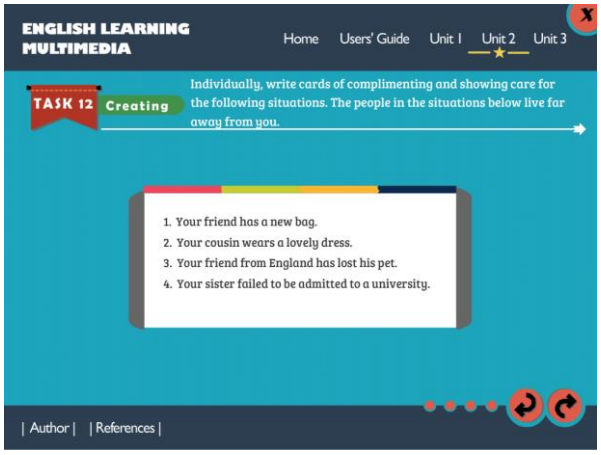
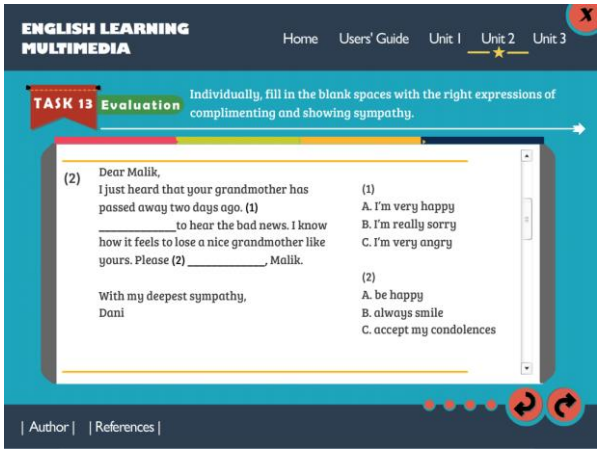
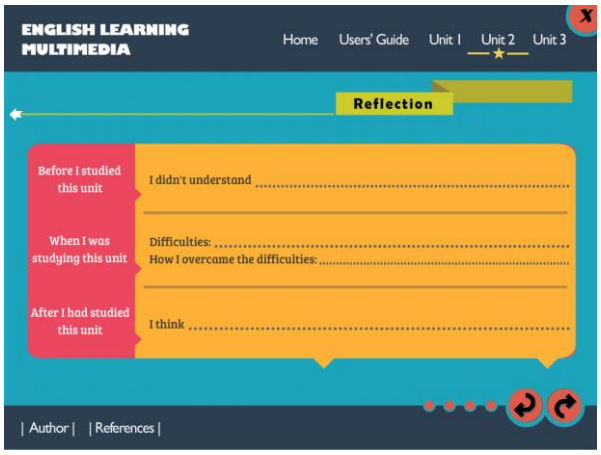
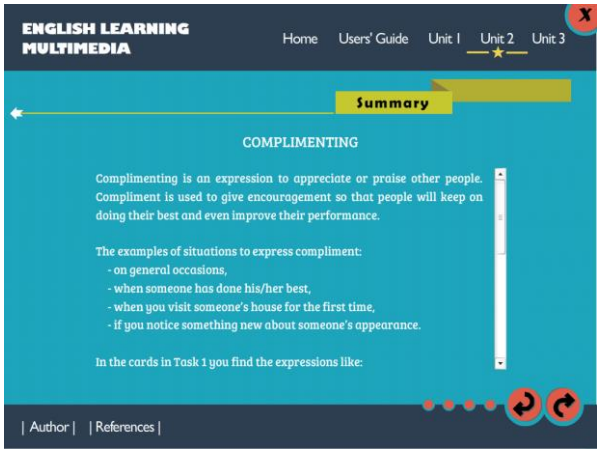
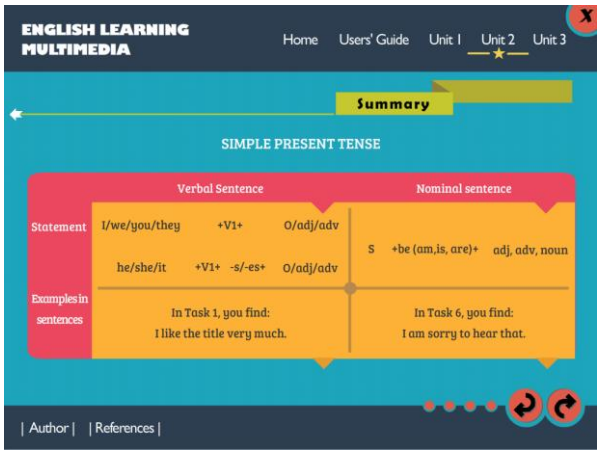
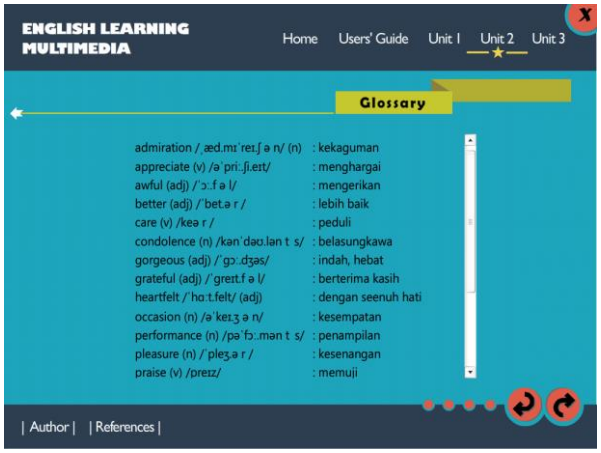
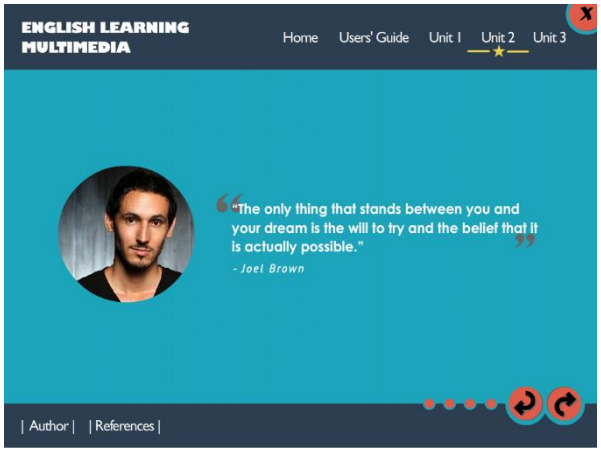
52.	
53.	

Figure 4.41. **Unit 2 Task 11**

Figure 4.42. **Unit 2 Task 12**

Figure 4.43. **Unit 2 Task 13**

No.	Slide
54.	 Figure 4.44. **Unit 2 Reflection**
55.	 Figure 4.45a **Unit 2 Summary**
56.	Figure 4.45b **Unit 2 Summary**

No.	Slide
57.	 Figure 4.45c **Unit 2 Summary**
58.	 Figure 4.46. **Unit 2 Glossary**
59.	 Figure 4.47. **Unit 2 Quote**

UNIT 3

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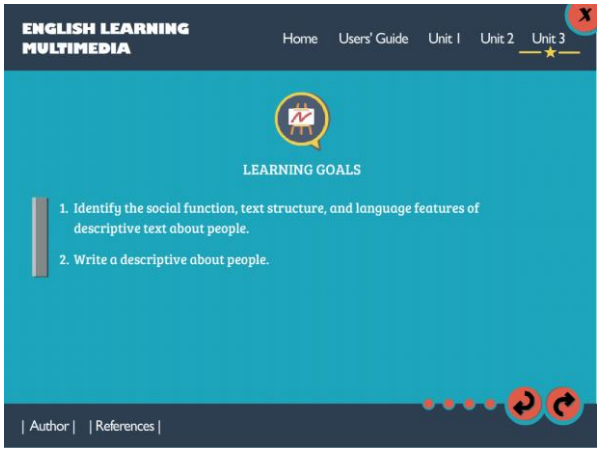
61.	
	Figure 4.49. **Unit 3 Learning Goals**
62.	
	Figure 4.50a **Unit 3 Warm-up**

No.	Slide
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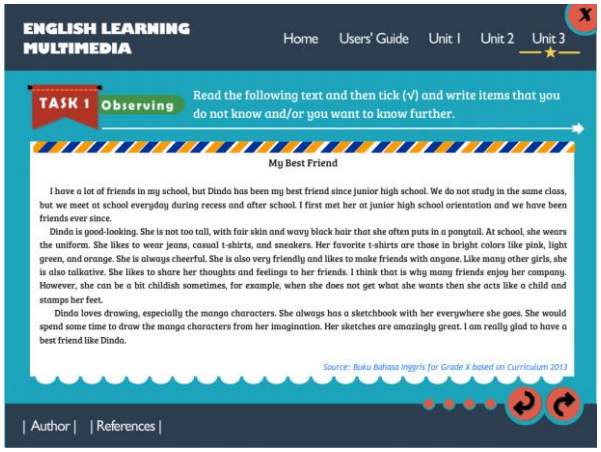
	Figure 4.50b **Unit 3 Warm-up**
64.	
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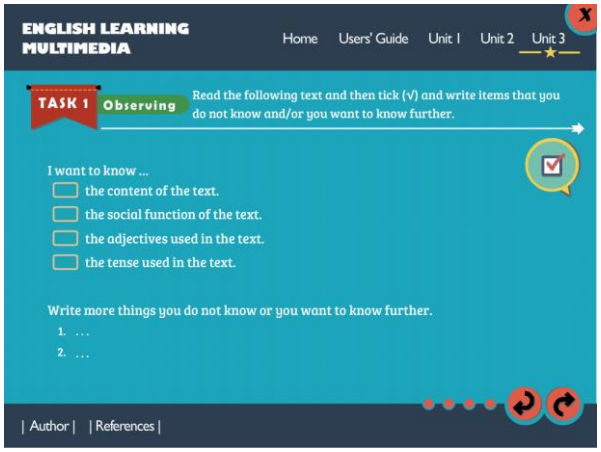
65.	
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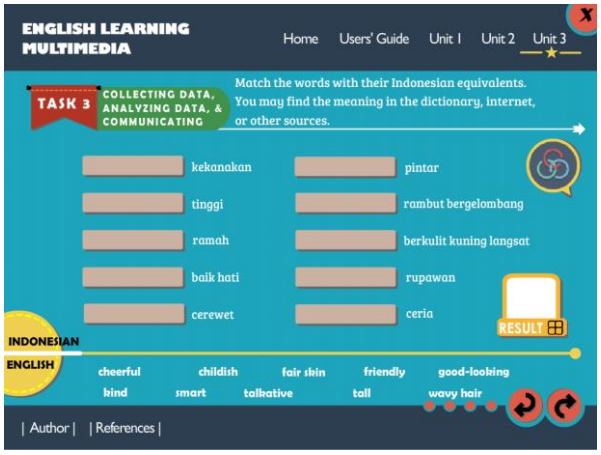
67.	
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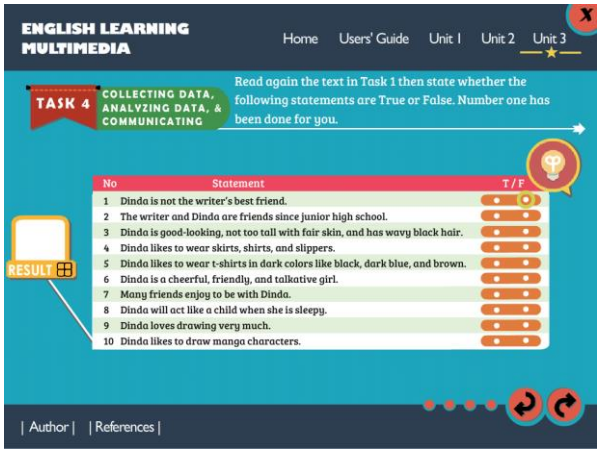
68.	
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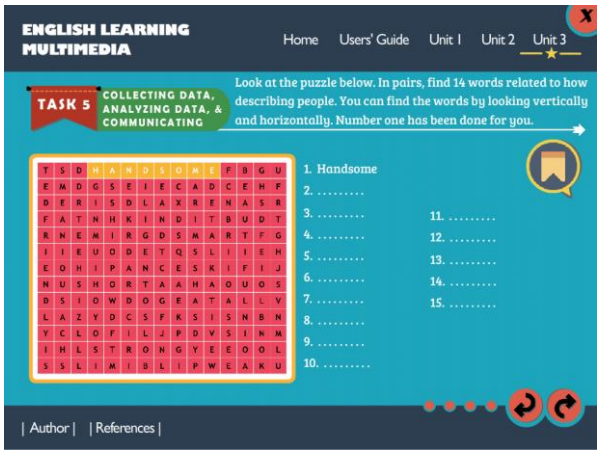
69.	
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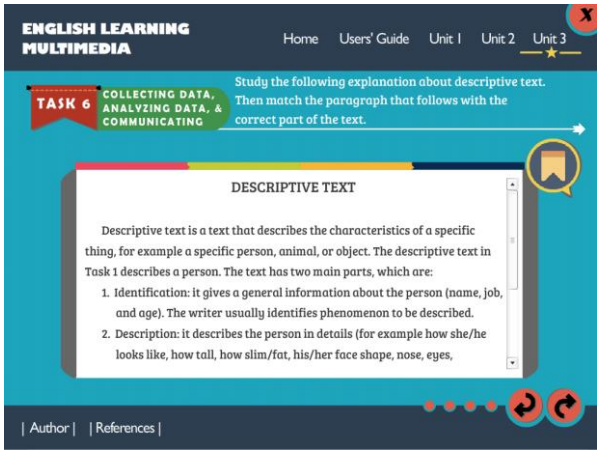
70.	
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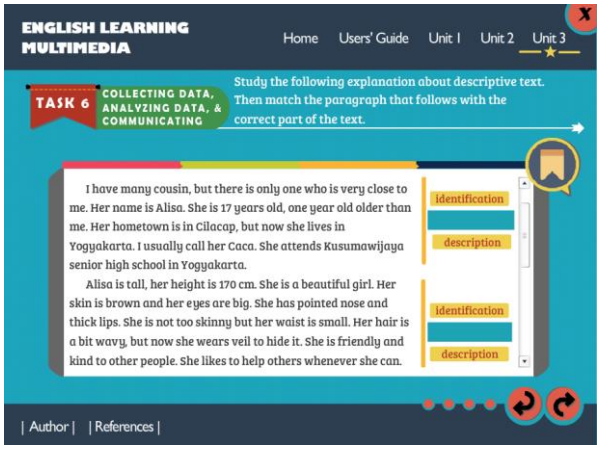
71.	
	Figure 4.56b **Unit 3 Task 6**

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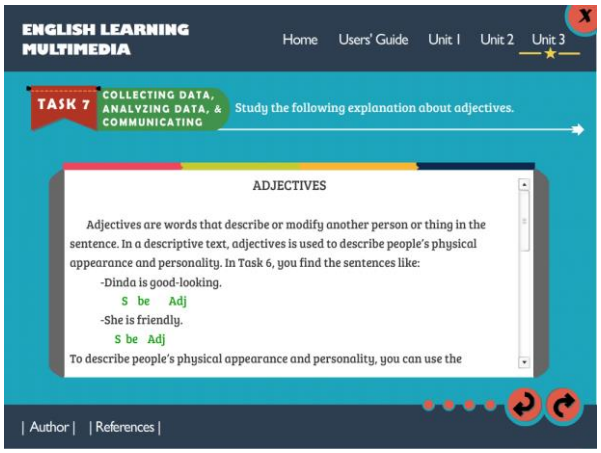
72.	
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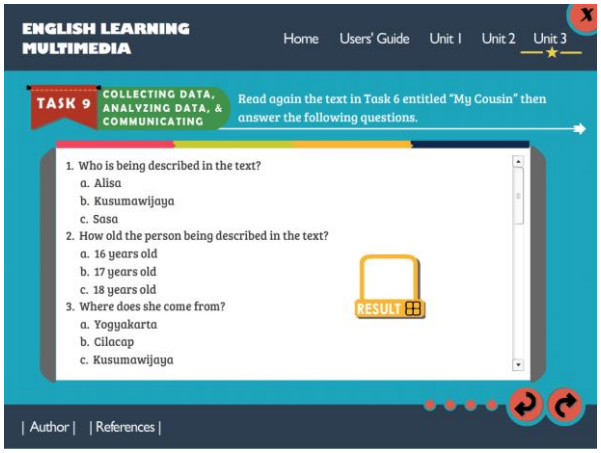
74.	

Figure 4.57. **Unit 3 Task 7**

Figure 4.58. **Unit 3 Task 8**

Figure 4.59. **Unit 3 Task 9**

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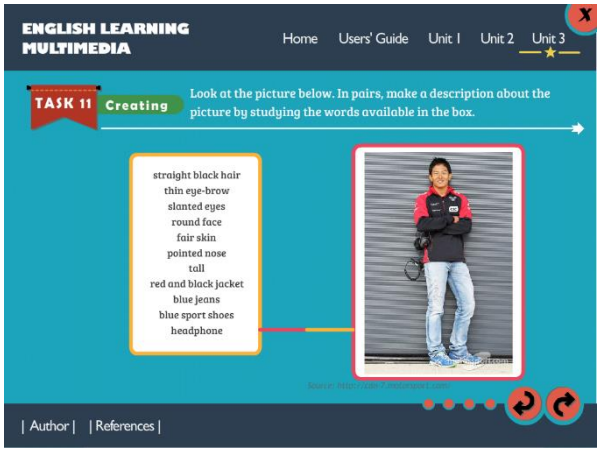
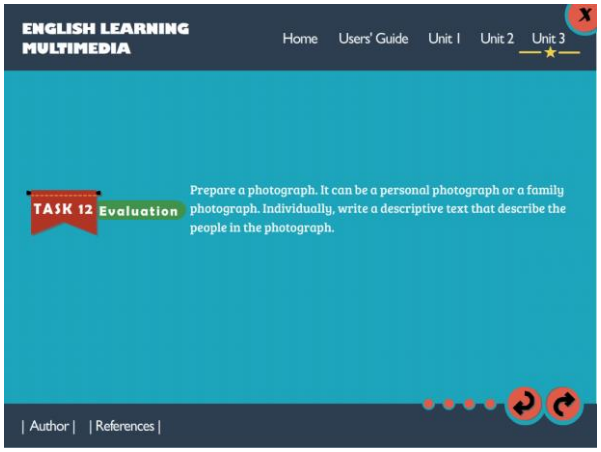
76.	
77.	

Figure 4.60. **Unit 3 Task 10**

Figure 4.61. **Unit 3 Task 11**

Figure 4.62. **Unit 3 Task 12**

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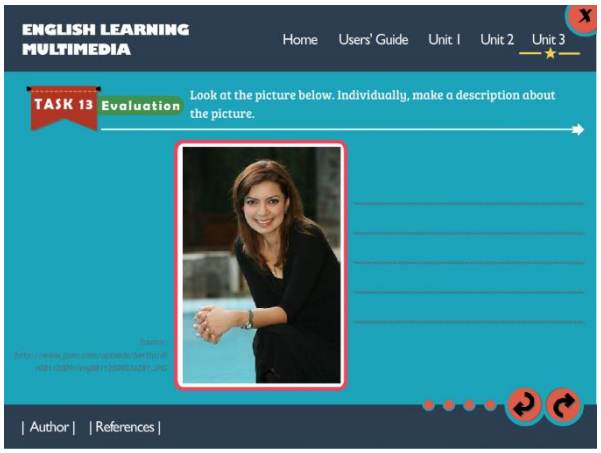
78.	
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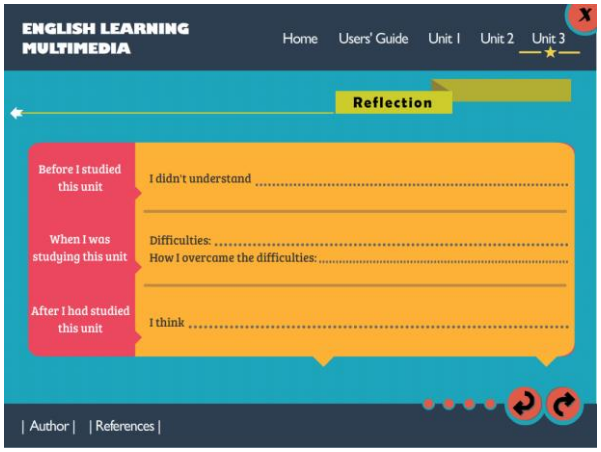
79.	
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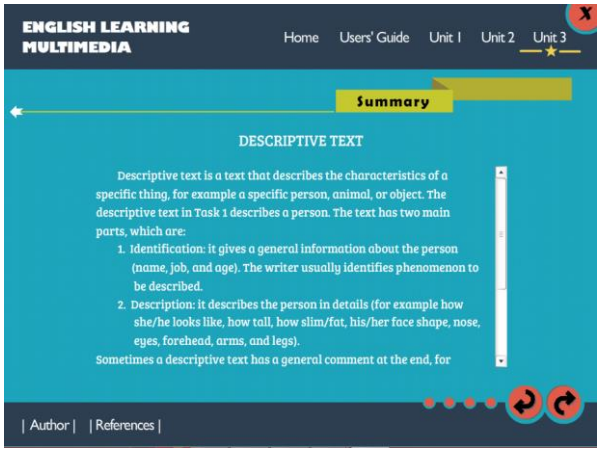
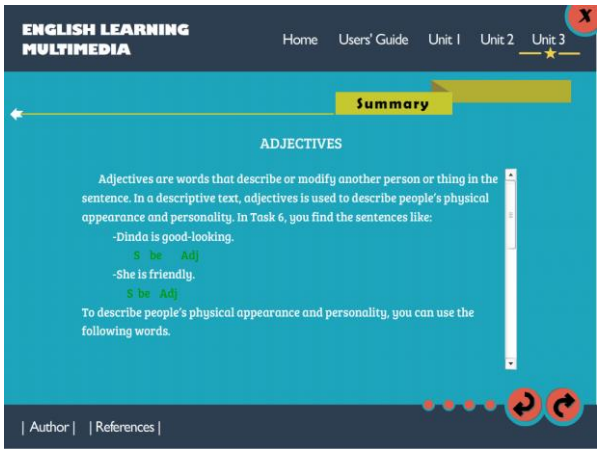
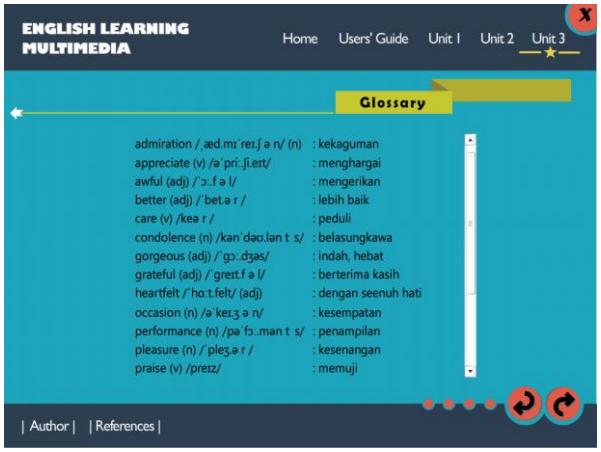
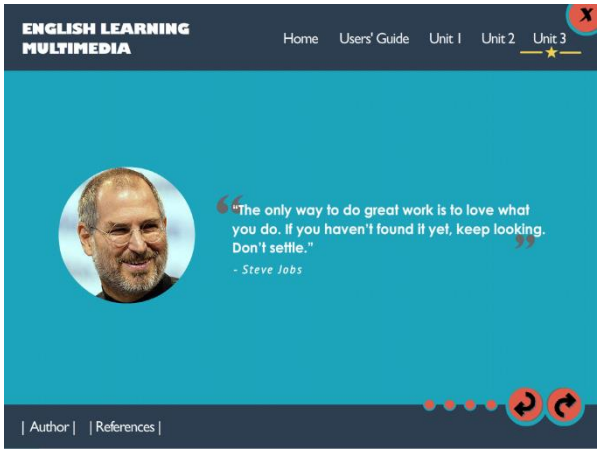
80.	
	Figure 4.65a **Unit 3 Summary**

No.	Slide
81.	
	Figure 4.65b **Unit 3 Summary**
82.	
	Figure 4.66. **Unit 3 Glossary**
83.	
	Figure 4.67. **Unit 3 Quote**

APPENDIX F

The Expert Judgment Questionnaires

CONTENT
EXPERT

KUESIONER PENILAIAN MEDIA PEMBELAJARAN

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Ibu Siwi Karmadi, M.Hum.

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

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

Nama : Istikharoh

NIM : 10202244060

Judul Penelitian : *Developing Interactive Multimedia for Reading and Writing Materials for Grade X Students of SMA N 2 Yogyakarta*

Memohon dengan sangat kesediaan Ibu untuk mengisi kuesioner penilaian media pembelajaran interaktif berkaitan dengan kesesuaian materi sebagai produk dari penelitian skripsi saya.

Demikian permohonan saya sampaikan, atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih.

Yogyakarta, Agustus 2015

Pemohon

Istikharoh

ANGKET EVALUASI MATERI BAHASA INGGRIS

UNTUK SISWA SMA KELAS X

(Diadaptasi dari Instrumen Penilaian Buku Teks Pelajaran Bahasa Inggris SMA)

A. Data Responden

Nama :

NIP :

Jenis kelamin : P / L *(coret yang tidak perlu)*

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

Lama Mengajar : _____ tahun

B. Evaluasi Materi Pembelajaran

Petunjuk pengisian

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

Keterangan:

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

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

UNIT 1: Talking about Oneself

Dikembangkan berdasarkan Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks pemaparan jati diri, sesuai dengan konteks penggunaannya.

4.2 Menyusun teks lisan dan tulis untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam multimedia ini sesuai dengan materi yang ada dalam buku "Bahasa Inggris" Kurikulum 2013 untuk SMA kelas X.					
2.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.					
3.	Materi dalam multimedia interaktif ini sesuai untuk pembelajaran membaca dan menulis.					

4.	Materi dalam multimedia interaktif ini sesuai dengan tujuan pembelajaran.					
5.	Contoh dan latihan soal sesuai dengan tujuan pembelajaran.					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran *vocabulary* yang relevan dengan topik.					
7.	Materi dalam multimedia interaktif ini mencakup pembelajaran yang berhubungan dengan *reading sub-skills*.					
8.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang fungsi sosial teks.					
10.	Materi dalam multimedia interaktif ini mencakup tentang fitur linguistic.					
11.	Materi dalam multimedia interaktif ini mencakup					

	kegiatan interaksi dasar (*True/False*, Pilihan jawaban).					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadai.					
13.	Materi yang disajikan bermanfaat dalam kehidupan siswa sehari-hari.					
Bahasa						
14.	Bahasa instruksi yang digunakan dalam multimedia interaktif ini baik dan benar.					
15.	Bahasa dalam teks-teks yang digunakan dalam multimedia interaktif ini dapat dipahami.					
16.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.					
17.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					
18.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
19.	Materi dalam multimedia interaktif ini menggunakan					

	pilihan kata yang benar dan tepat.					
20.	*Grammar* yang digunakan dalam media interaktif ini tepat.					
21.	*Vocabulary* yang digunakan dalam media interaktif ini tepat.					
Penyajian						
22.	Materi disajikan secara runtut dan berkesinambungan.					
23.	Kegiatan belajar dalam multimedia ini membantu siswa untuk belajar mandiri.					
24.	Materi pada multimedia ini mencakup bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap unit.					
25.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.					
26.	Materi pembelajaran mendorong siswa untuk					

	berfikir dan bertindak secara kreatif.					

Tanggapan dari materi dalam multimedia interaktif ini:

1. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____
   _____
   _____

2. Menurut Ibu, apa kekurangan dari materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____
   _____
   _____

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

   _____
   _____
   _____
   _____
   _____
   _____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X Unit 1 dengan judul "Talking about Oneself" dinyatakan*:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Agustus 2015

Evaluator Materi

Siwi Karmadi, M.Hum.

NIP.19760305 200501 2 001

UNIT 2: Complimenting and Showing Care

Dikembangkan berdasarkan Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap (*extended*), serta responnya, sesuai dengan konteks penggunaannya.

3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perhatian (*care*), serta responnya, sesuai dengan konteks penggunaannya.

4.3 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (*extended*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.4 Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (*care*), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam multimedia ini sesuai dengan materi yang ada dalam buku "Bahasa Inggris" Kurikulum 2013 untuk SMA kelas X.					
2.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.					

3.	Materi dalam multimedia interaktif ini sesuai untuk pembelajaran membaca dan menulis.					
4.	Materi dalam multimedia interaktif ini sesuai dengan tujuan pembelajaran.					
5.	Contoh dan latihan soal sesuai dengan tujuan pembelajaran.					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran *vocabulary* yang relevan dengan topik.					
7.	Materi dalam multimedia interaktif ini mencakup pembelajaran yang berhubungan dengan *reading sub-skills*.					
8.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang fungsi sosial teks.					

10.	Materi dalam multimedia interaktif ini mencakup tentang fitur linguistic.					
11.	Materi dalam multimedia interaktif ini mencakup kegiatan interaksi dasar (*True/False*, Pilihan jawaban).					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadai.					
13.	Materi yang disajikan bermanfaat dalam kehidupan siswa sehari-hari.					
Bahasa						
14.	Bahasa instruksi yang digunakan dalam multimedia interaktif ini baik dan benar.					
15.	Bahasa dalam teks-teks yang digunakan dalam multimedia interaktif ini dapat dipahami.					
16.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.					
17.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					

18.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
19.	Materi dalam multimedia interaktif ini menggunakan pilihan kata yang benar dan tepat.					
20.	*Grammar* yang digunakan dalam media interaktif ini tepat.					
21.	*Vocabulary* yang digunakan dalam media interaktif ini tepat.					
Penyajian						
22.	Materi disajikan secara runtut dan berkesinambungan.					
23.	Kegiatan belajar dalam multimedia ini membantu siswa untuk belajar mandiri.					
24.	Materi pada multimedia ini mencakup bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap unit.					
25.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan					

	bertanggung jawab atas proses belajarnya sendiri.					
26.	Materi pembelajaran mendorong siswa untuk berfikir dan bertindak secara kreatif.					

Tanggapan dari materi dalam multimedia interaktif ini:

1. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____

2. Menurut Ibu, apa kekurangan dari materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____

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

   _____
   _____
   _____
   _____
   _____
   _____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X Unit 2 dengan judul "Complimenting and Showing Care" dinyatakan*:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Agustus 2015

Evaluator Materi

Siwi Karmadi, M.Hum.

NIP.19760305 200501 2 001

UNIT 3: Describing People

Dikembangkan berdasarkan Kompetensi Dasar:

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

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

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

No	Pernyataan	SS	S	TS	STS	Komentar
Isi						
1.	Materi dalam multimedia ini sesuai dengan materi yang ada dalam buku "Bahasa Inggris" Kurikulum 2013 untuk SMA kelas X.					
2.	Materi yang dikembangkan sesuai dengan Kompetensi Inti dan Kompetensi Dasar kurikulum 2013 untuk kelas X SMA.					
3.	Materi dalam multimedia interaktif ini sesuai untuk pembelajaran membaca dan menulis.					

4.	Materi dalam multimedia interaktif ini sesuai dengan tujuan pembelajaran.					
5.	Contoh dan latihan soal sesuai dengan tujuan pembelajaran.					
6.	Materi dalam multimedia interaktif ini mencakup pembelajaran *vocabulary* yang relevan dengan topik.					
7.	Materi dalam multimedia interaktif ini mencakup pembelajaran yang berhubungan dengan *reading sub-skills*.					
8.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang struktur teks.					
9.	Materi dalam multimedia interaktif ini mencakup pembelajaran tentang fungsi sosial teks.					
10.	Materi dalam multimedia interaktif ini mencakup tentang fitur linguistic.					
11.	Materi dalam multimedia interaktif ini mencakup					

	kegiatan interaksi dasar (*True/False*, Pilihan jawaban).					
12.	Elemen pembelajaran (materi, latihan, dan evaluasi) memiliki jumlah yang memadai.					
13.	Materi yang disajikan bermanfaat dalam kehidupan siswa sehari-hari.					
Bahasa						
14.	Bahasa instruksi yang digunakan dalam multimedia interaktif ini baik dan benar.					
15.	Bahasa dalam teks-teks yang digunakan dalam multimedia interaktif ini dapat dipahami.					
16.	Bahasa yang digunakan sesuai dengan kaidah bahasa Inggris yang tepat.					
17.	Bahasa yang digunakan sesuai dengan perkembangan kemampuan berbahasa peserta didik.					
18.	Materi dalam multimedia interaktif ini menggunakan ejaan yang benar dan tepat.					
19.	Materi dalam multimedia interaktif ini menggunakan					

	pilihan kata yang benar dan tepat.					
20.	*Grammar* yang digunakan dalam media interaktif ini tepat.					
21.	*Vocabulary* yang digunakan dalam media interaktif ini tepat.					
Penyajian						
22.	Materi disajikan secara runtut dan berkesinambungan.					
23.	Kegiatan belajar dalam multimedia ini membantu siswa untuk belajar mandiri.					
24.	Materi pada multimedia ini mencakup bagian pembuka, kegiatan inti, evaluasi, refleksi, dan rangkuman secara konsisten pada setiap unit.					
25.	Kegiatan pembelajaran mendorong peserta didik untuk belajar mandiri dan bertanggung jawab atas proses belajarnya sendiri.					
26.	Materi pembelajaran mendorong siswa untuk					

	berfikir dan bertindak secara kreatif.					

Tanggapan dari materi dalam multimedia interaktif ini:

1. Secara umum, bagaimana pendapat Ibu mengenai materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____
   _____
   _____

2. Menurut Ibu, apa kekurangan dari materi dalam multimedia interaktif ini?

   _____
   _____
   _____
   _____
   _____
   _____

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

_____
_____
_____
_____
_____
_____

REKOMENDASI

Mengacu pada hasil penilaian di atas, materi Bahasa Inggris dalam multimedia interaktif untuk SMA kelas X Unit 3 dengan judul "Describing People" dinyatakan*:

☐ Layak tanpa revisi

☐ Tidak layak

☐ Layak dengan revisi sebagai berikut:

_____

_____

_____

_____

*Berilah tanda centang (√) pada pilihan yang sesuai dengan pendapat Anda.

Yogyakarta, Agustus 2015

Evaluator Materi

Siwi Karmadi, M.Hum.

NIP.19760305 200501 2 001

MEDIA
EXPERT

KUESIONER PENILAIAN MEDIA PEMBELAJARAN

Hal : Permohonan Kesediaan Expert Judgment

Lampiran : 1 bendel

Kepada Yth.

Ibu Siti Mahripah, M.App. Ling

Dosen Jurusan Pendidikan Bahasa Inggris

Fakultas Bahasa dan Seni UNY

Di Yogyakarta

Dengan Hormat,

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

Nama : Istikharoh

NIM : 10202244060

Judul Penelitian : *Developing Interactive Multimedia for Reading and Writing Materials for Grade X Students of SMA N 2 Yogyakarta*

Memohon dengan sangat kesediaan Ibu untuk mengisi kuesioner penilaian media pembelajaran interaktif berkaitan dengan kesesuaian desain sebagai produk dari penelitian skripsi saya.

Demikian permohonan saya sampaikan, atas perhatian dan partisipasi Ibu, saya ucapkan terima kasih.

Yogyakarta, Juli 2015

Pemohon

Istikharoh

Berilah tanda centang (√) pada salah satu kolom SS, S, TS, atau STS untuk menilai pernyataan yang ada di dalam tabel.

Keterangan:

SS : sangat setuju

S : setuju

TS : tidak setuju

STS : sangat tidak setuju

No	Pernyataan	SS	S	TS	STS	Komentar
Tampilan Layar						
1.	Tampilan layar jelas.					
2.	Tampilan layar proporsional.					
3.	Variasi warna yang digunakan dalam multimedia ini serasi.					
4.	Gambar yang digunakan dalam multimedia ini menunjang pemahaman materi.					
5.	Animasi yang digunakan dalam multimedia ini menunjang pemahaman materi.					
6.	Teks yang ditampilkan dalam multimedia ini tepat guna.					
7.	Gambar yang ditampilkan dalam multimedia ini tepat guna.					

8.	Animasi yang ditampilkan dalam multimedia ini tepat guna.					
Penataan Elemen-elemen pada media pembelajaran						
9.	Jenis huruf yang digunakan dalam multimedia interaktif ini sesuai.					
10.	Ukuran huruf yang digunakan dalam teks tidak terlalu besar dan tidak terlalu kecil.					
11.	Penataan teks, gambar, dan animasi rapi.					
Tombol Navigasi						
12.	Tombol-tombol navigasi pada multimedia ini ditempatkan secara konsisten.					
13.	Tombol-tombol navigasi pada multimedia ini mudah untuk digunakan.					
14.	Tombol-tombol navigasi yang ada berfungsi dengan baik.					
15.	Terdapat tombol *shortcut* untuk kembali ke menu utama dan keluar dari aplikasi ini.					
Feedback						
16.	Multimedia ini memberikan feedback secara langsung.					

17.	Feedback yang tersedia membantu pengguna mengoperasikan multimedia ini dengan mandiri.					
18.	Skor penilaian yang tersedia membantu siswa mengukur kemampuannya.					

APPENDIX G

The Result of Expert Judgment

THE RESULT OF EXPERT JUDGMENT

A. CONTENT ASPECT

UNIT 1

The Appropriateness of Content of Unit 1

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	3
2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
3.	Materials in the interactive multimedia are appropriate for reading and writing activities.	4
4.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
5.	Examples and exercises are in accordance with the learning objectives.	3
6.	Materials in the interactive multimedia include the relevant vocabulary.	3
7.	Materials in the interactive multimedia contain reading sub-skills activities.	3
8.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	4
9.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
10.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
11.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
12.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
13.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		**3.31**

The Appropriateness of Language of Unit 1

Item Number	Statements	Score
14.	Instruction language used in the interactive multimedia is correct and accurate.	3
15.	Texts language used in the interactive multimedia can be understood.	3
16.	The materials in the interactive multimedia use English grammatically.	3
17.	The language used in instruction and explanation are relevant to learners' language development.	3
18.	The materials in the interactive multimedia use correct spelling.	4
19.	The materials in the interactive multimedia use correct the words' choices.	3
20.	Grammar used in the interactive multimedia is correct.	3
21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		**3.13**

The Appropriateness of Presentation of Unit 1

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

UNIT 2

The Appropriateness of Content of Unit 2

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	3
2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3
3.	Materials in the interactive multimedia are appropriate for reading and writing activities.	4
4.	Materials in the interactive multimedia are in accordance with the learning objectives.	4
5.	Examples and exercises are in accordance with the learning objectives.	4
6.	Materials in the interactive multimedia include the relevant vocabulary.	3
7.	Materials in the interactive multimedia contain reading sub-skills activities.	3
8.	Materials in the interactive multimedia include guidance related to the comprehension of the text structure of the discussed text.	2
9.	Materials in the interactive multimedia include guidance related to the social function of the discussed text.	3
10.	Materials in the interactive multimedia include guidance related to the linguistic features of the discussed text.	4
11.	Materials in the interactive multimedia include basic interactive activities (true/false and multiple choices).	3
12.	Learning elements (materials, exercises, and evaluation) have appropriate amount.	3
13.	Materials presented in the interactive multimedia are beneficial for students' daily life.	3
Mean		**3.23**

The Appropriateness of Language of Unit 2

Item Number	Statements	Score
14.	Instruction language used in the interactive multimedia is correct and accurate.	3
15.	Texts language used in the interactive multimedia can be understood.	4

continued

continued

16.	The materials in the interactive multimedia use English grammatically.	3
17.	The language used in instruction and explanation are relevant to learners' language development.	4
18.	The materials in the interactive multimedia use correct spelling.	4
19.	The materials in the interactive multimedia use correct the words' choices.	3
20.	Grammar used in the interactive multimedia is correct.	3
21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		**3.38**

The Appropriateness of Presentation of Unit 2

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

UNIT 3

The Appropriateness of Content of Unit 3

Item Number	Statements	Score
1.	Materials in the interactive multimedia are in accordance with the textbook "*Bahasa Inggris*" based on Curriculum 2013 for grade X.	4
2.	Materials in the interactive multimedia are in accordance with Core Competencies and Basic Competencies of Senior High School grade X.	3

continued

continued

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

The Appropriateness of Language of Unit 3

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

continued

continued

21.	Vocabulary used in the interactive multimedia is correct.	3
Mean		**3.12**

The Appropriateness of Presentation of Unit 3

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

B. MEDIA ASPECT

The Appropriateness of Screen Appearance

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

The Appropriateness of Multimedia Elements

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

The Appropriateness of Navigation Buttons

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

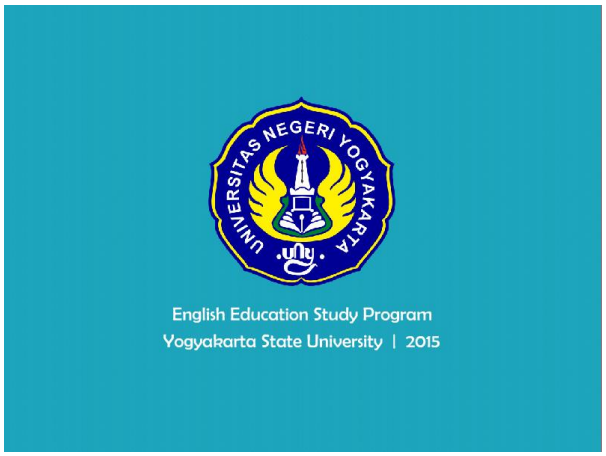
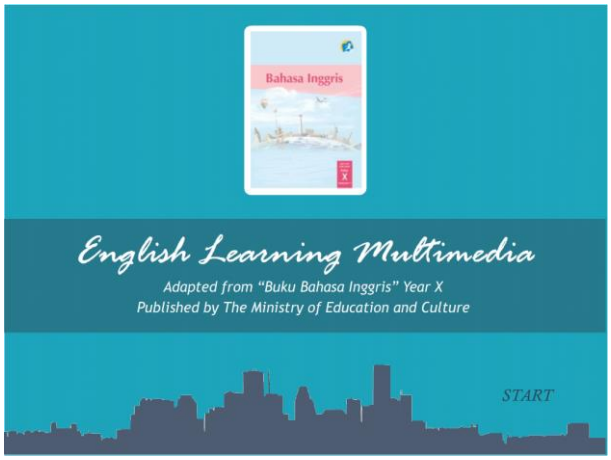
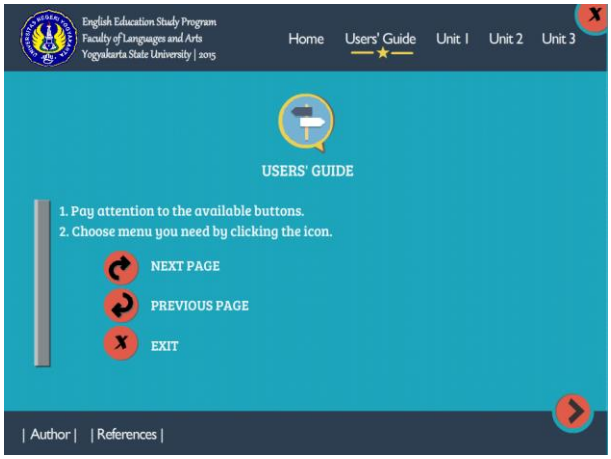
The Appropriateness of Feedback

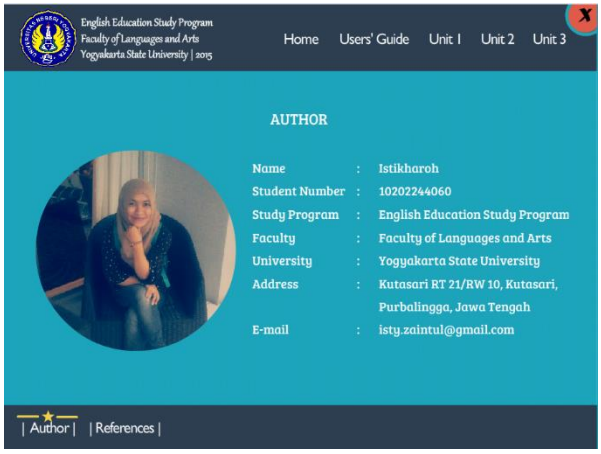
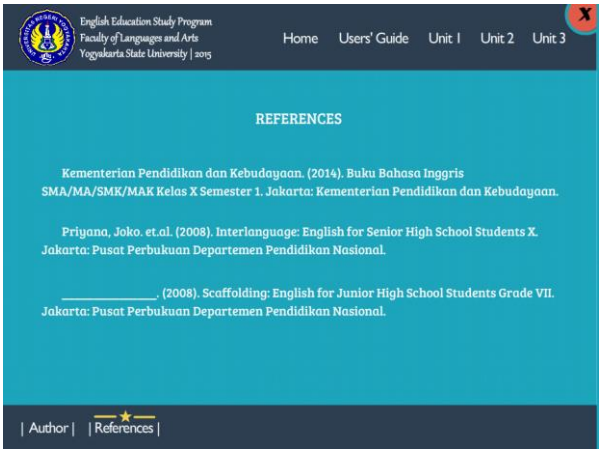
Item Number	Statements	Score
32.	The interactive multimedia gives feedback directly.	3
33.	Feedback helps users to operate the interactive multimedia independently.	3
34.	The score helps students to measure their ability.	3
Mean		**3.00**

APPENDIX H

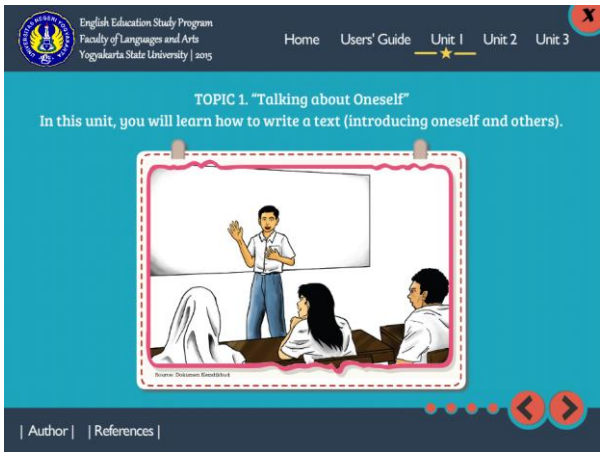
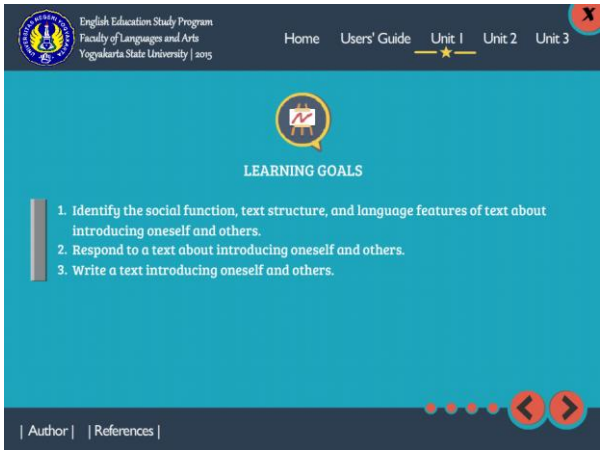
The Final Draft of the Interactive Multimedia

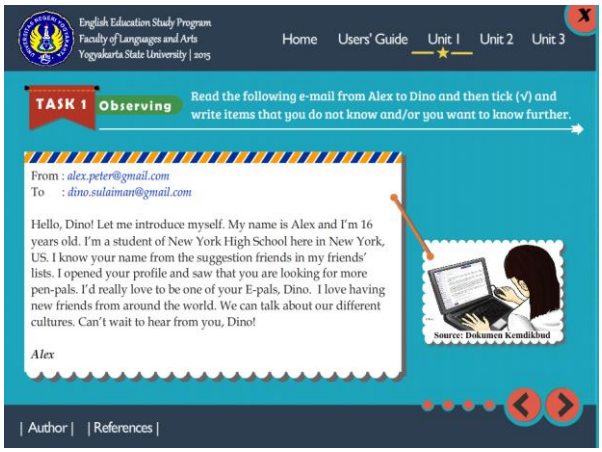
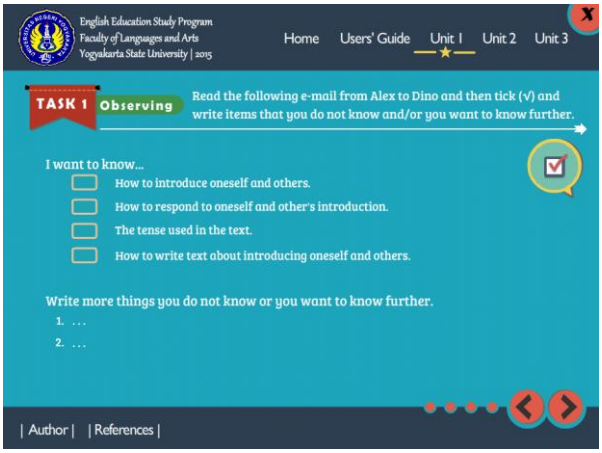
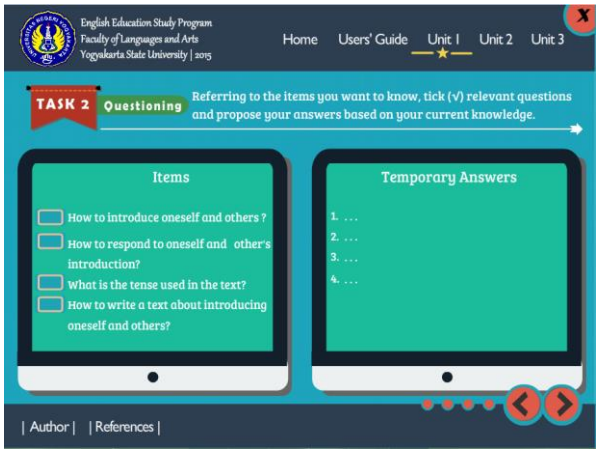
MENU PAGE

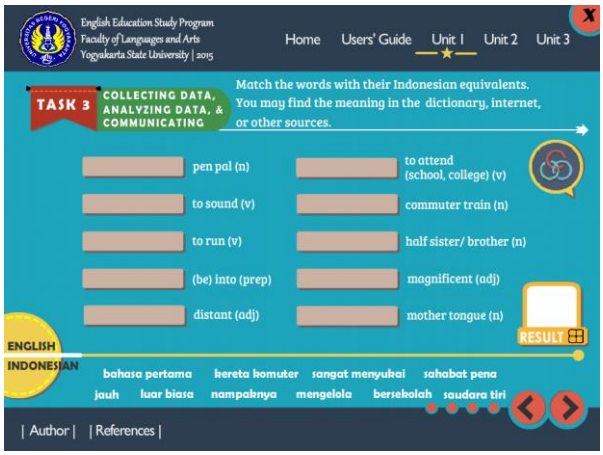
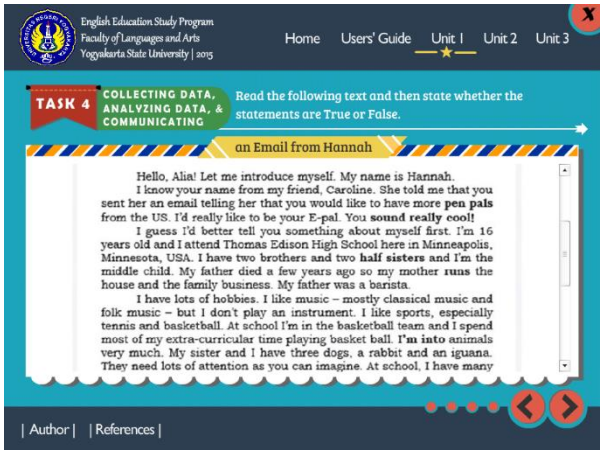
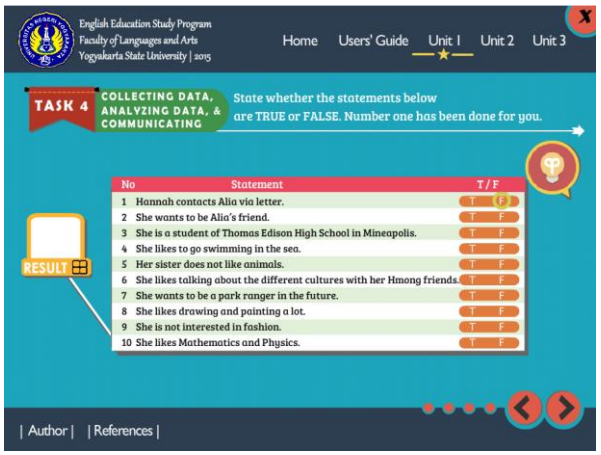
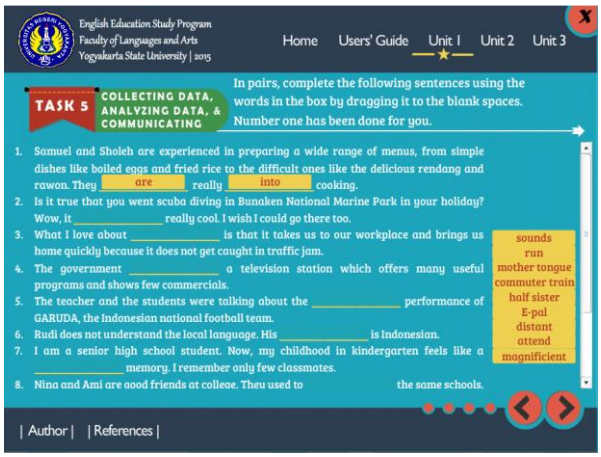
No.	Slide
1.	 Figure 4.1. **Opening Screen**
2.	 Figure 4.2. **Home Page**
3.	 Figure 4.3. **Users' Guide**

No.	Slide
4.	 Figure 4.4. **Author**
5.	 Figure 4.5. **References**

UNIT 1

No.	Slide
6.	 Figure 4.6. **Unit 1 Title**
7.	 Figure 4.7. **Unit 1 Learning Objectives**
8.	 Figure 4.8. **Unit 1 Warm-up**

No.	Slide
9.	 Figure 4.9a **Unit 1 Task 1**
10.	 Figure 4.9b **Unit 1 Task 1**
11.	 Figure 4.10. **Unit 1 Task 2**

No.	Slide
12.	
	Figure 4.11. **Unit 1 Task 3**
13.	
	Figure 4.12a **Unit 1 Task 4**
14.	
	Figure 4.12b **Unit 1 Task 4**
15.	
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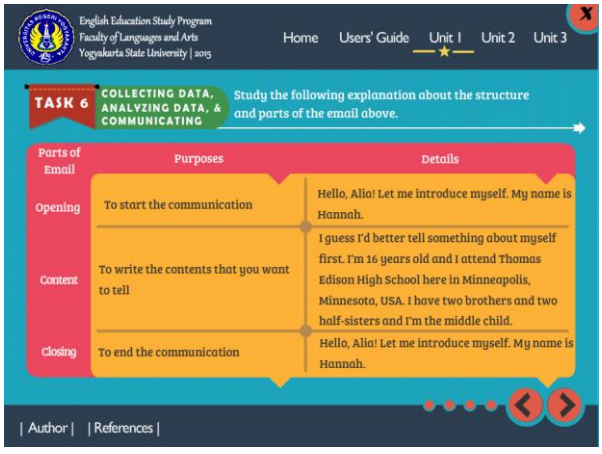
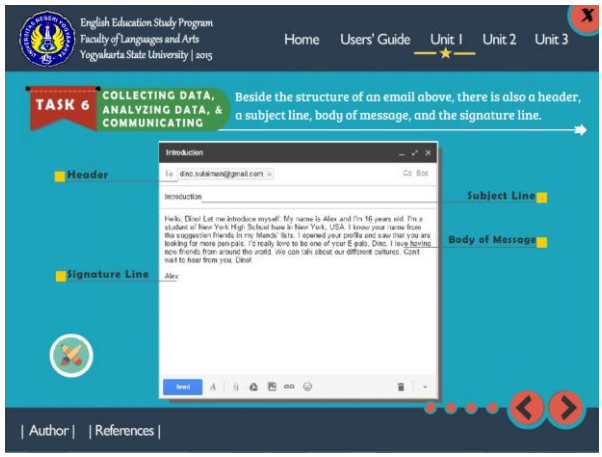
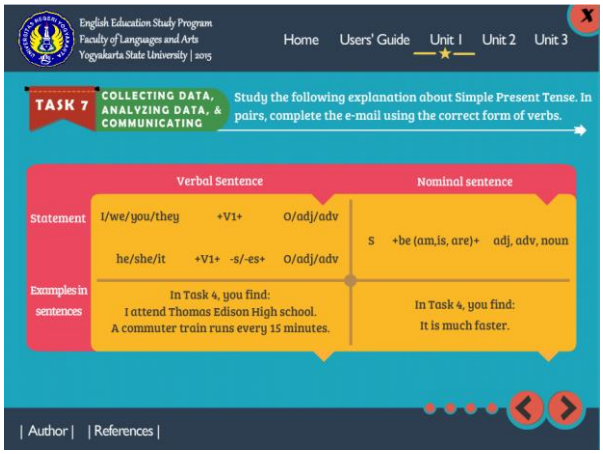
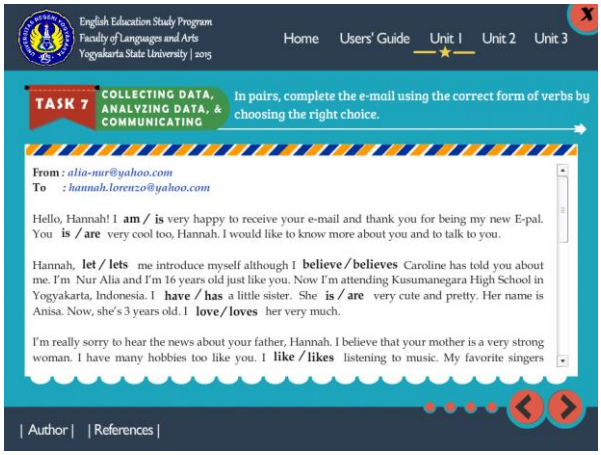
16.	
	Figure 4.14a **Unit 1 Task 6**
17.	
	Figure 4.14b **Unit 1 Task 6**

No.	Slide
18.	 Figure 4.14c **Unit 1 Task 6** (after the circle is hovered)
19.	 Figure 4.15a **Unit 1 Task 7**
20.	 Figure 4.15b **Unit 1 Task 7**

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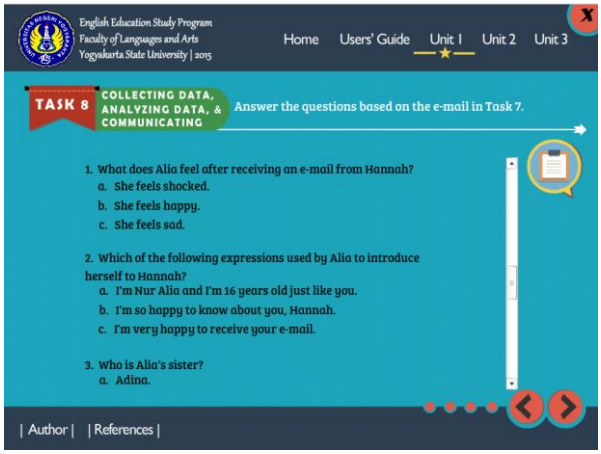
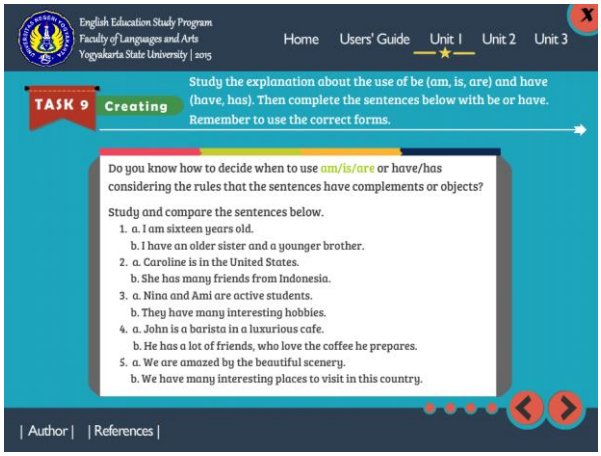
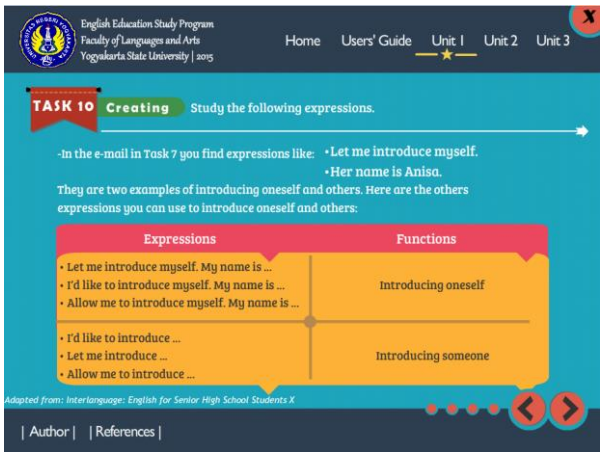
21.	 Figure 4.16. **Unit 1 Task 8**
22.	 Figure 4.17a **Unit 1 Task 9**
23.	 Figure 4.17b **Unit 1 Task 9**

No.	Slide
24.	
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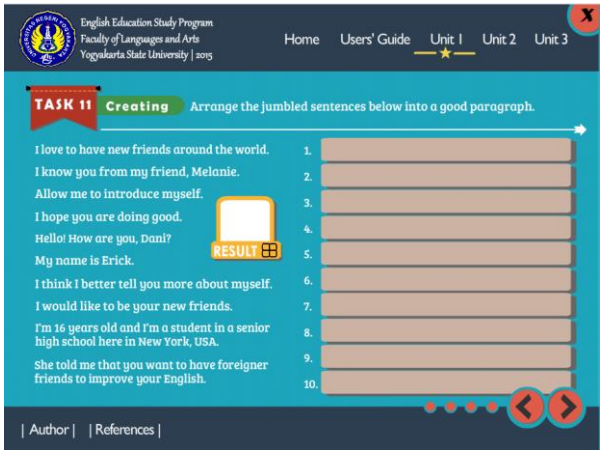
25.	
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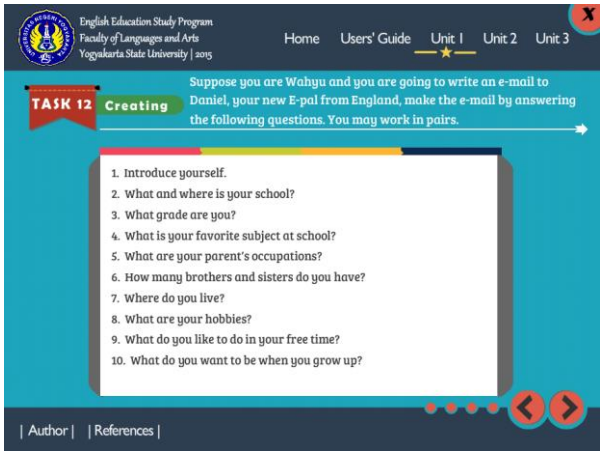
26.	
	Figure 4.20. **Unit 1 Task 12**

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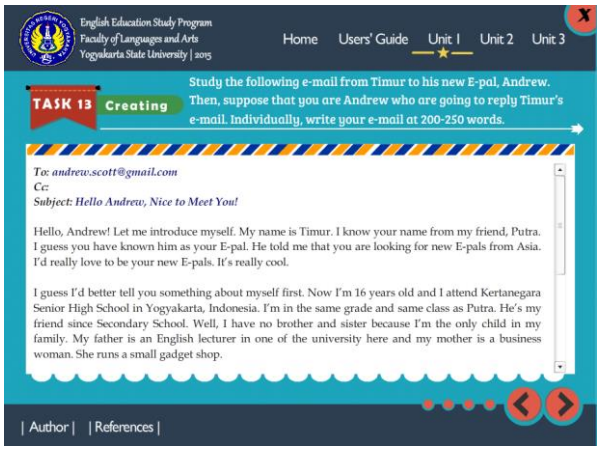
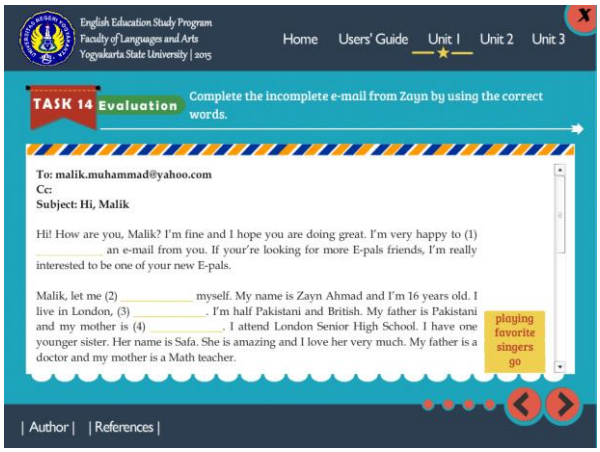
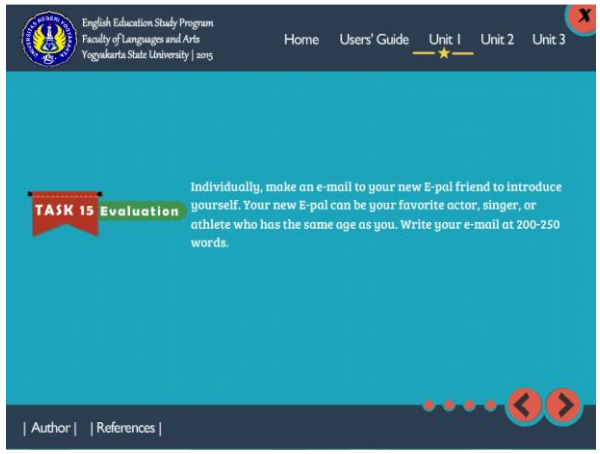
27.	
	Figure 4.21. **Unit 1 Task 13**
28.	
	Figure 4.22. **Unit 1 Task 14**
29.	
	Figure 4.23. **Unit 1 Task 15**

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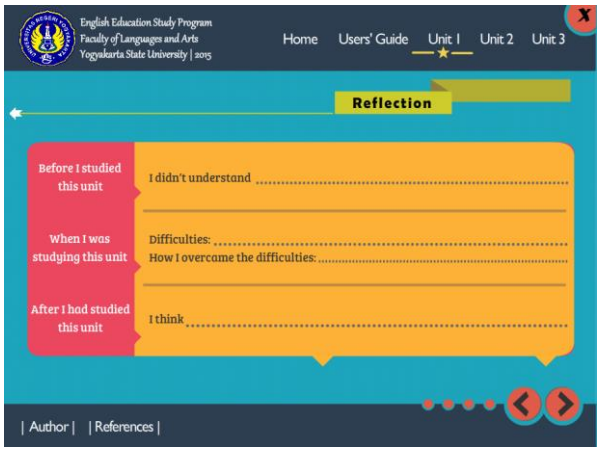
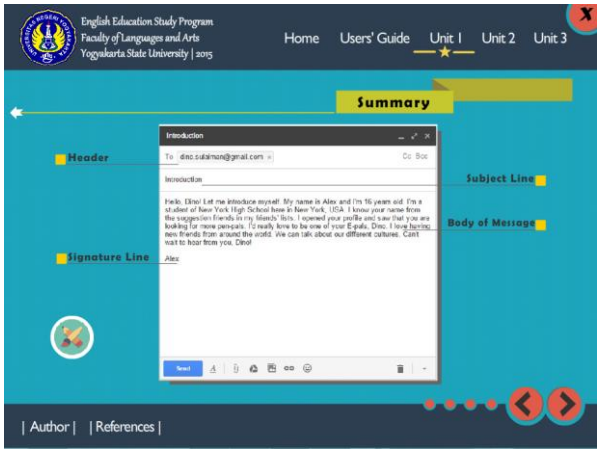
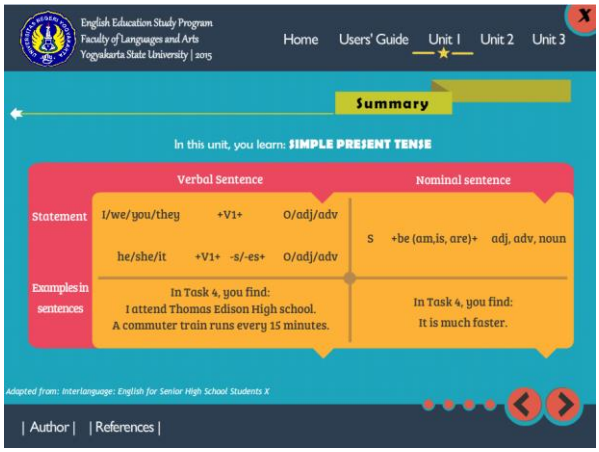
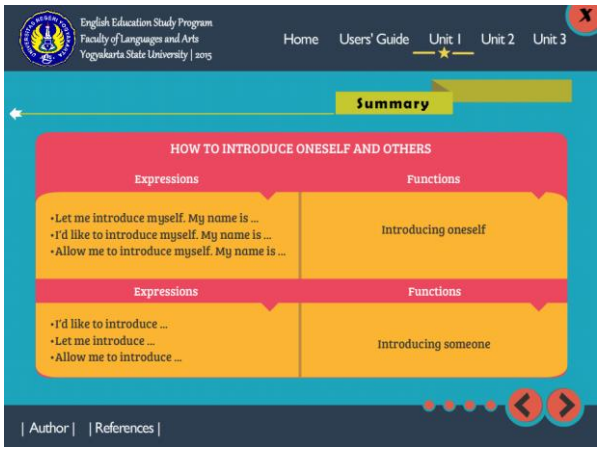
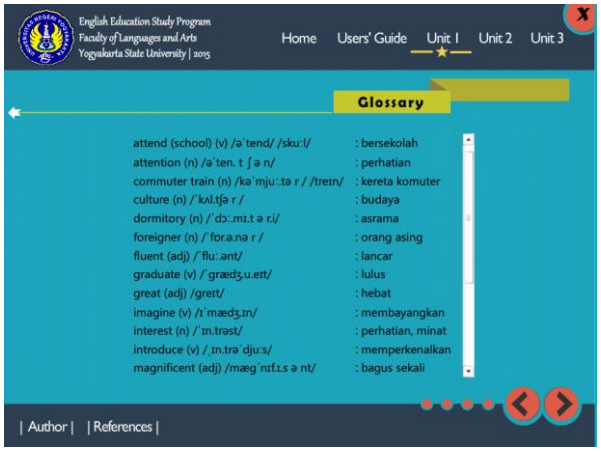
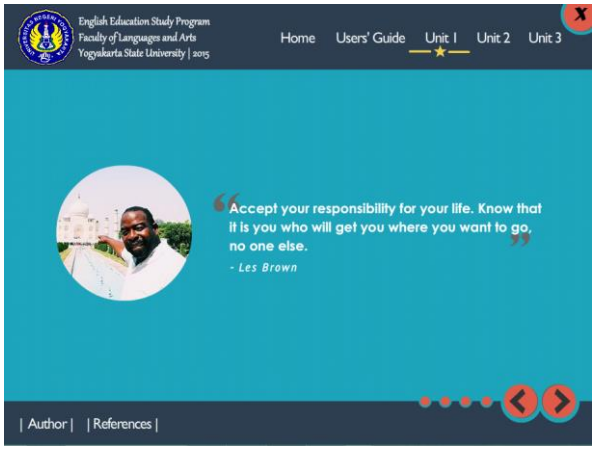
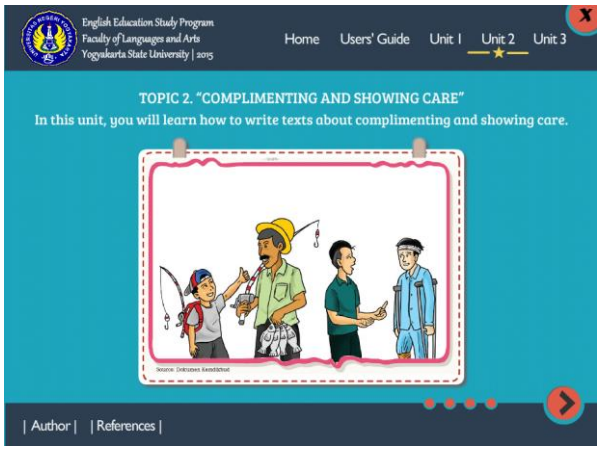
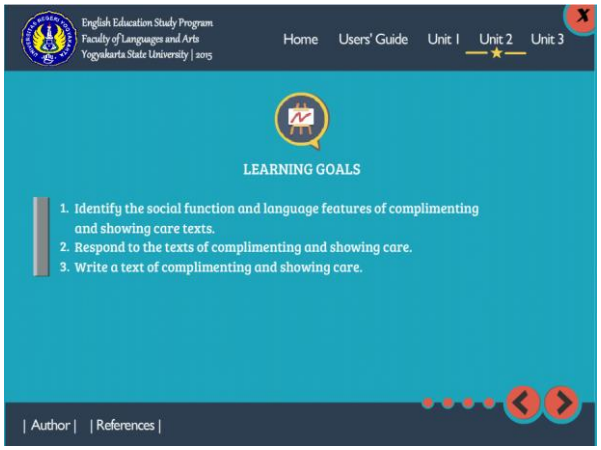
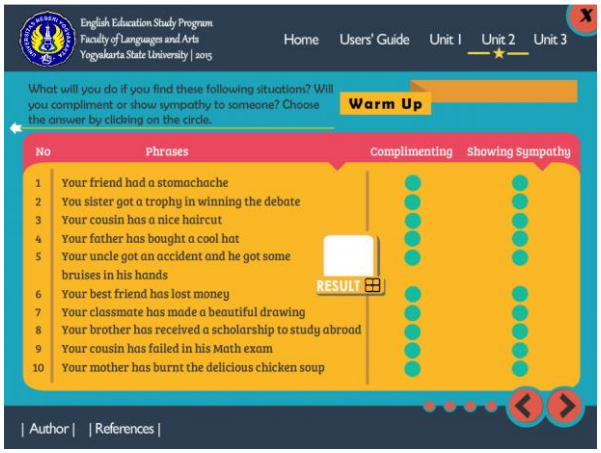
30.	 Figure 4.24. **Unit 1 Reflection**
31.	 Figure 4.25a **Unit 1 Summary**
32.	 Figure 4.25b **Unit 1 Summary**

No.	Slide
33.	 Figure 4.25c **Unit 1 Summary**
34.	 Figure 4.26. **Unit 1 Glossary**
35.	 Figure 4.27. **Unit 1 Quote**

UNIT 2

No.	Slide
36.	
	Figure 4.28. **Unit 2 Title**
37.	
	Figure 4.29. **Unit 2 Learning Objectives**
38.	
	Figure 4.30.**Unit 2 Warm-up**

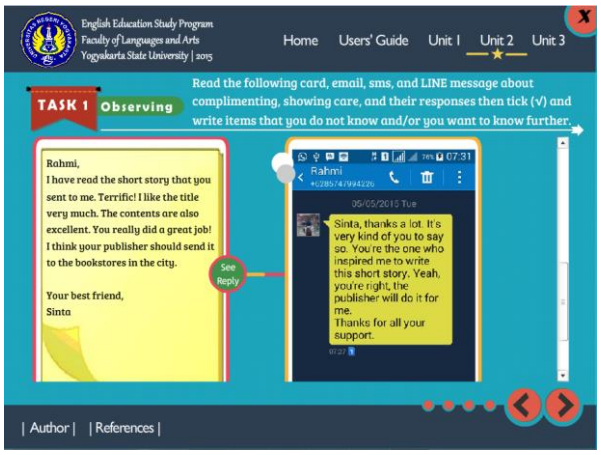
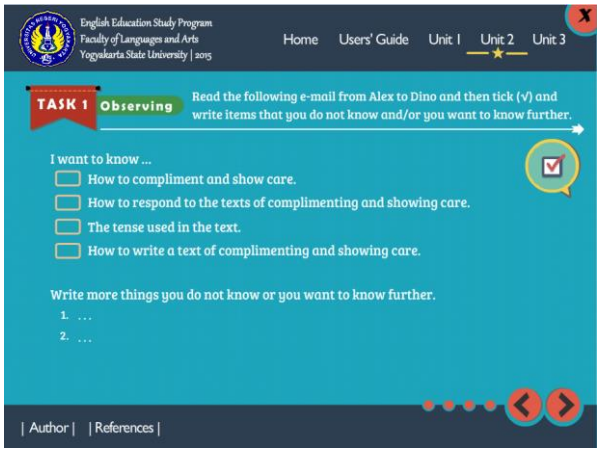
No.	Slide
39.	
	Figure 4.31a **Unit 2 Task 1**
40.	
	Figure 4.31b **Unit 2 Task 1**
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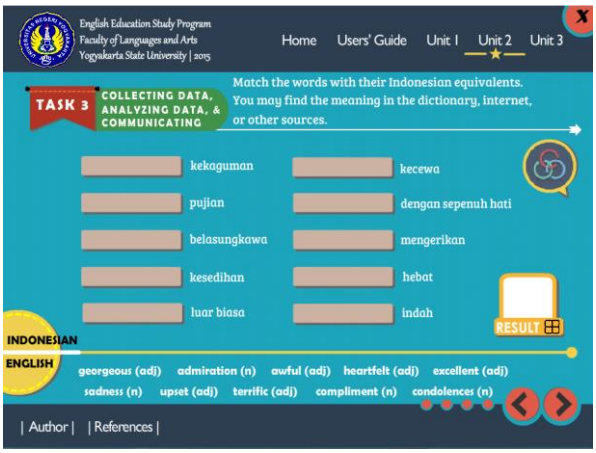
	Figure 4.32. **Unit 2 Task 2**

No.	Slide
42.	
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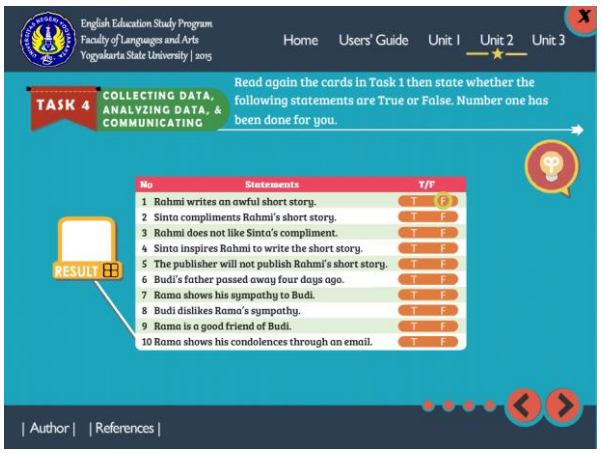
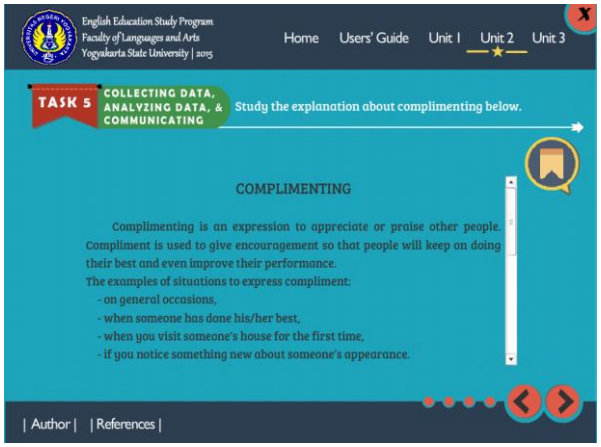
43.	
	Figure 4.34. **Unit 2 Task 4**
44.	
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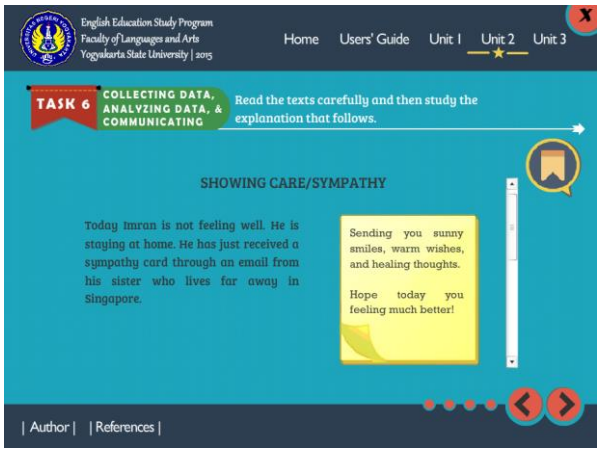
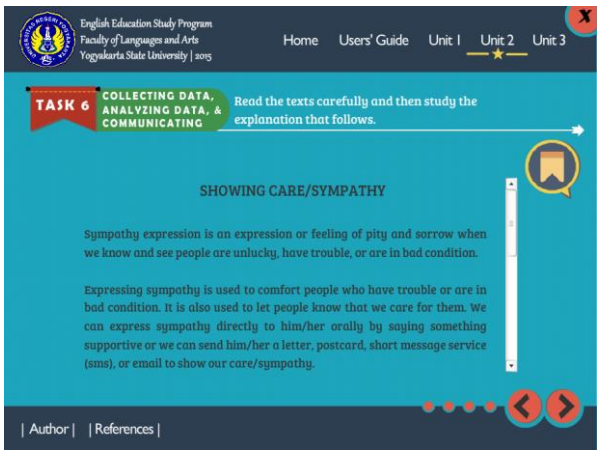
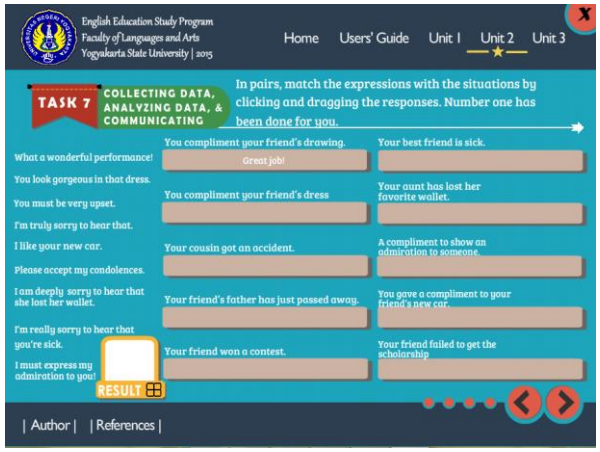
45.	
	Figure 4.36a **Unit 2 Task 6**
46.	
	Figure 4.36b **Unit 2 Task 6**
47.	
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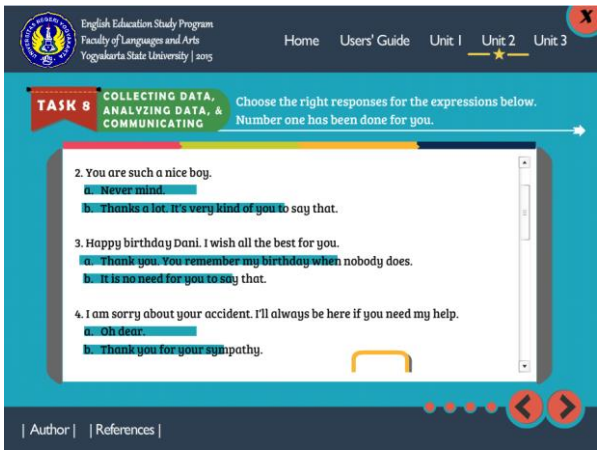
48.	
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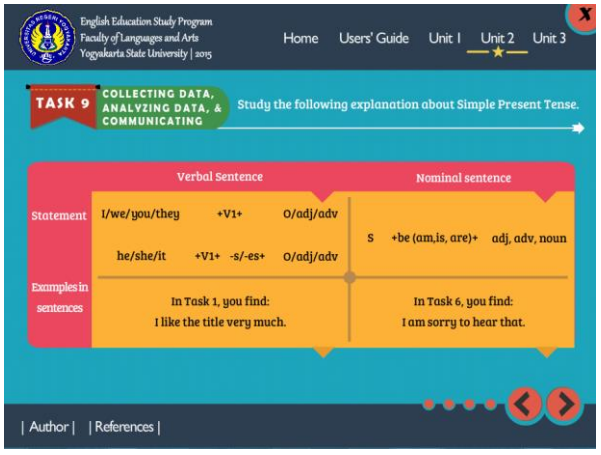
49.	
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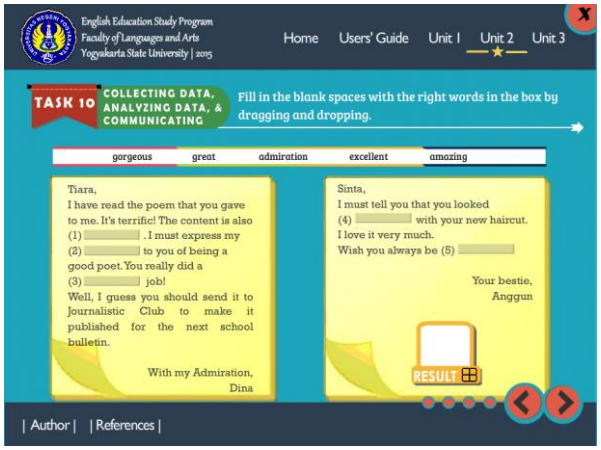
50.	
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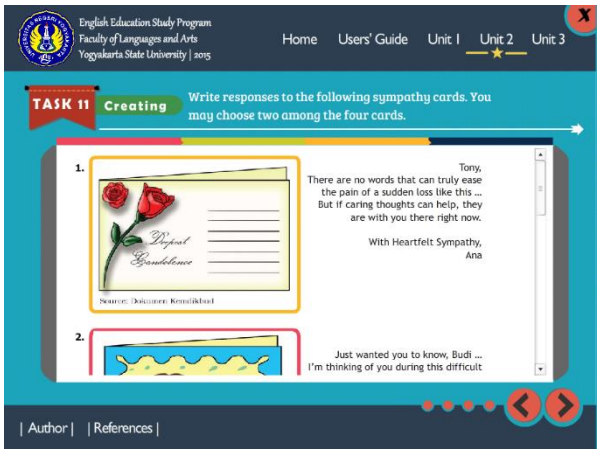
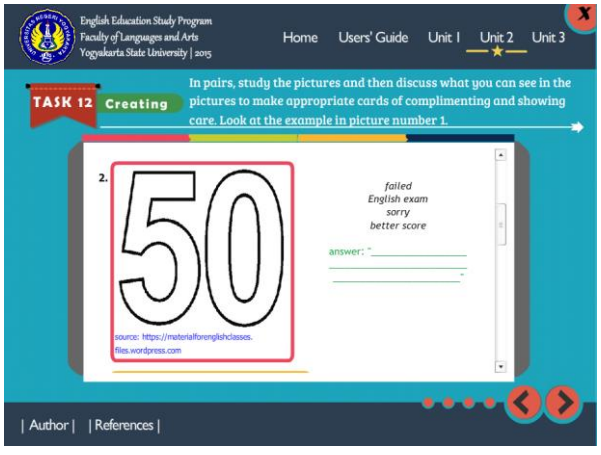
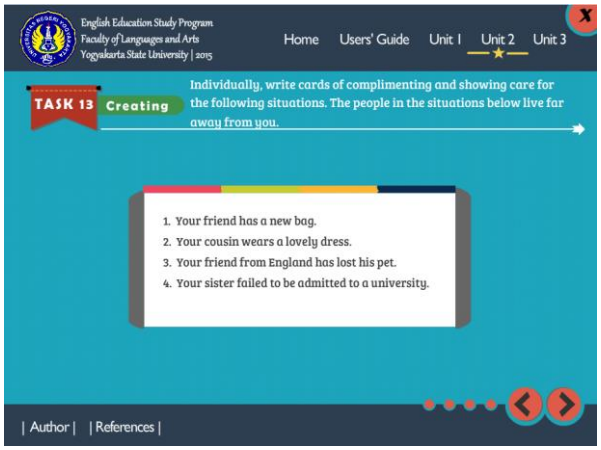
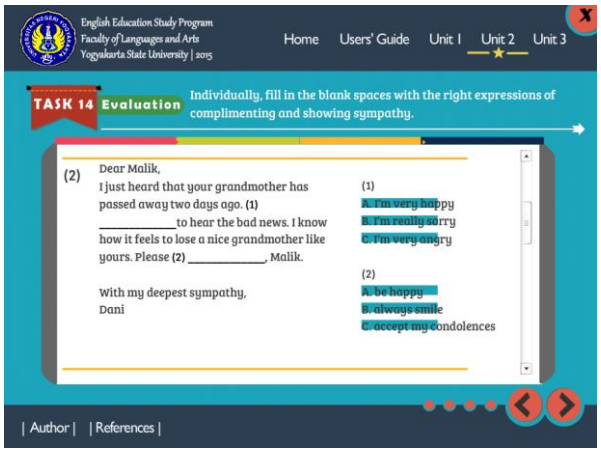
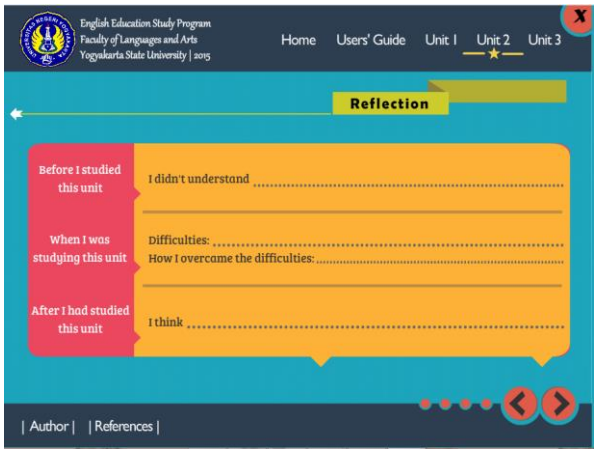
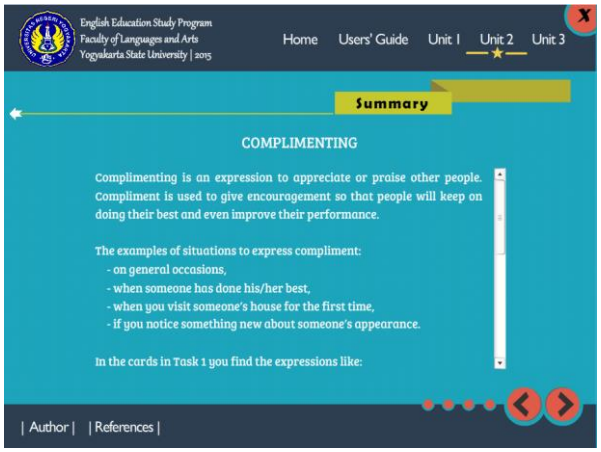
51.	
	Figure 4.41. **Unit 2 Task 11**
52.	
	Figure 4.42. **Unit 2 Task 12**
53.	
	Figure 4.43. **Unit 2 Task 13**

No.	Slide
54.	
	Figure 4.44. **Unit 2 Task 14**
55.	
	Figure 4.45. **Unit 2 Reflection**
56.	
	Figure 4.46a **Unit 2 Summary**

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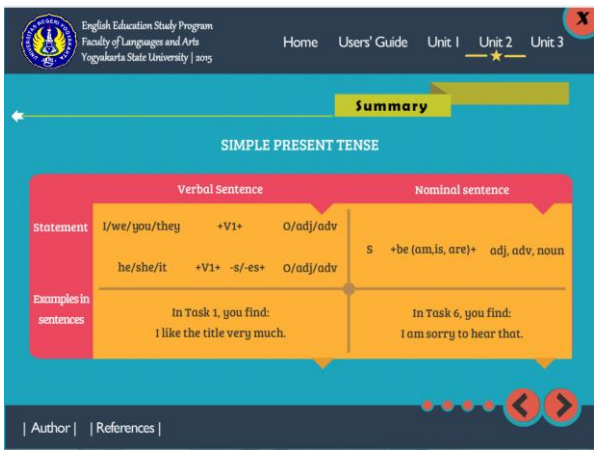
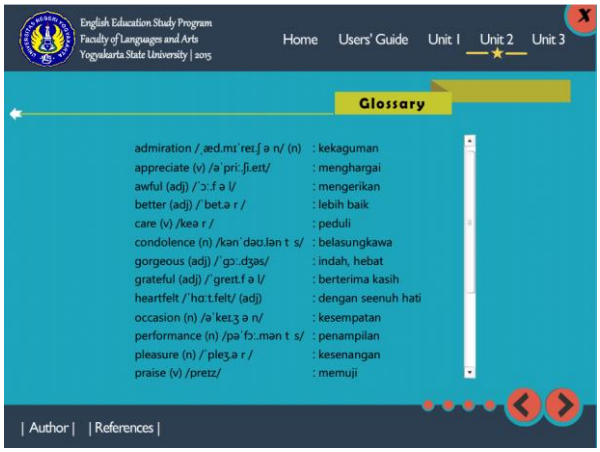
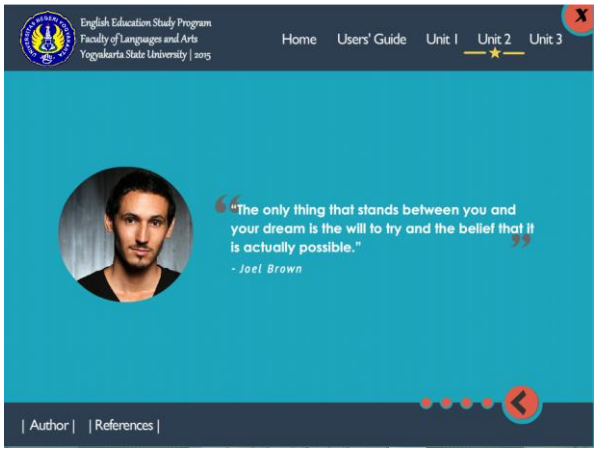
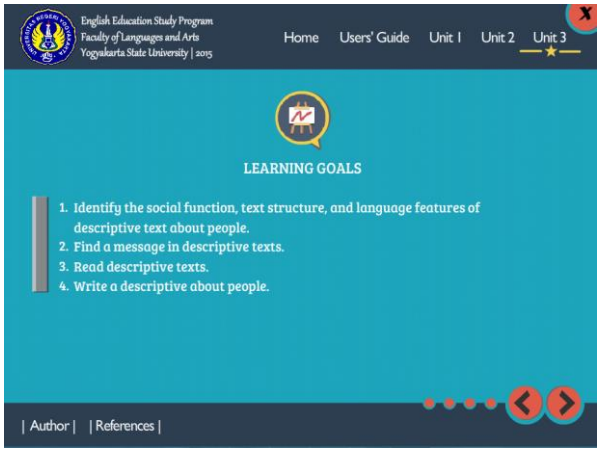
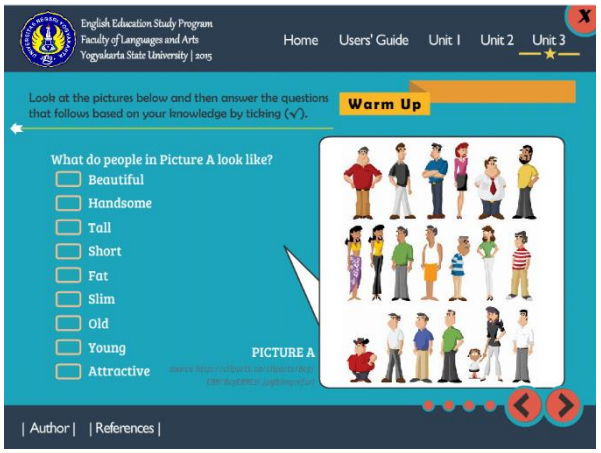
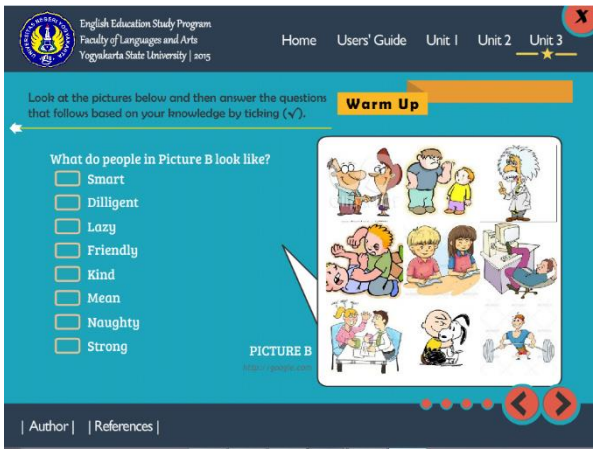
57.	
	Figure 4.46b **Unit 2 Summary**
58.	
	Figure 4.47. **Unit 2 Glossary**
59.	
	Figure 4.48. **Unit 2 Quote**

UNIT 3

No.	Slide
60.	
	Figure 4.49. **Unit 3 Title**
61.	
	Figure 4.50. **Unit 3 Learning Goals**
62.	
	Figure 4.51a **Unit 3 Warm-up**

No.	Slide
63.	
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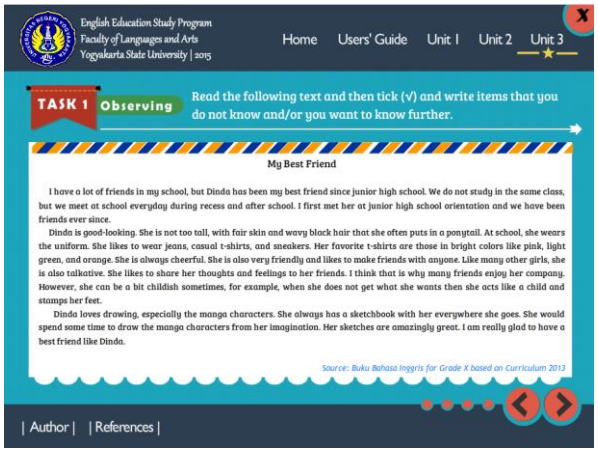
64.	
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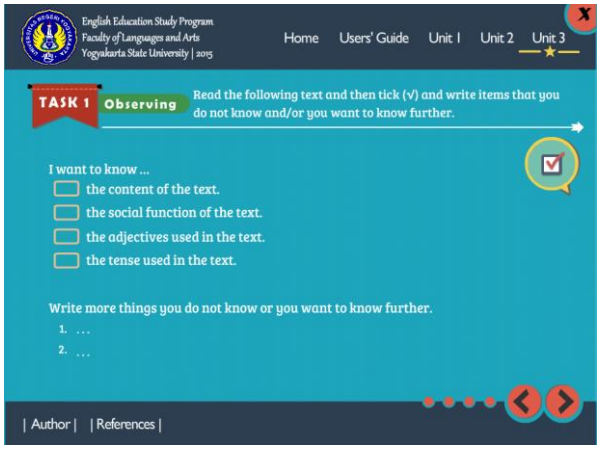
65.	
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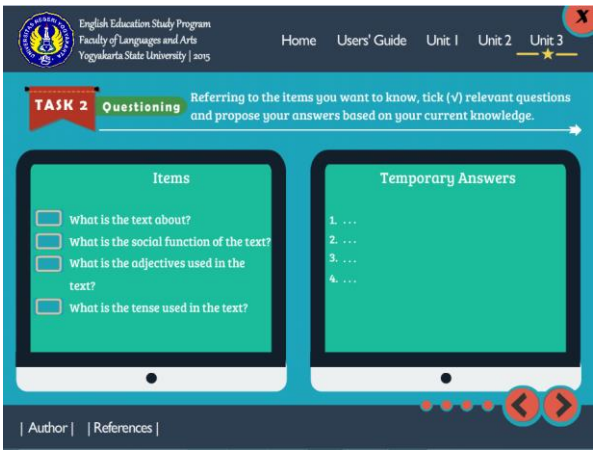
66.	
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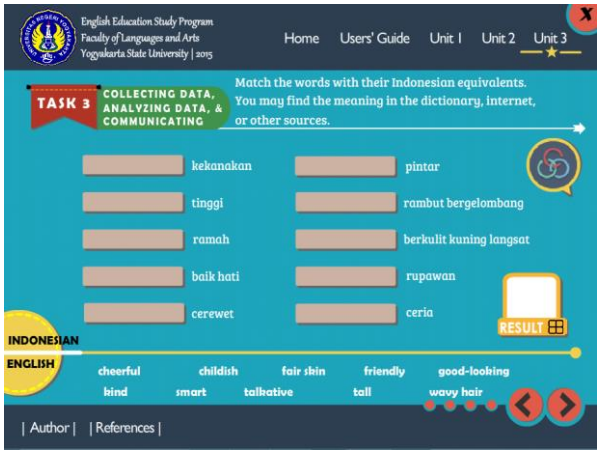
67.	
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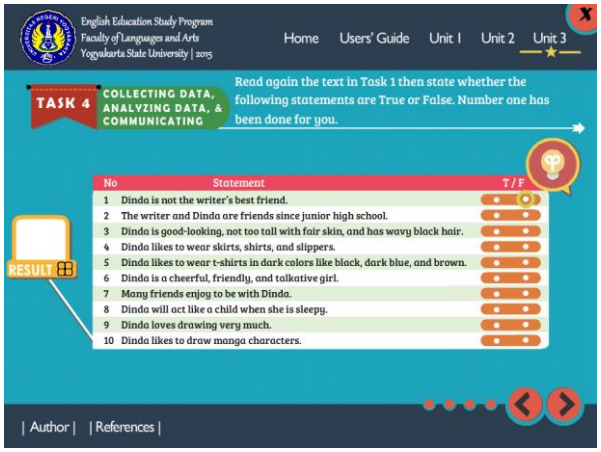
68.	
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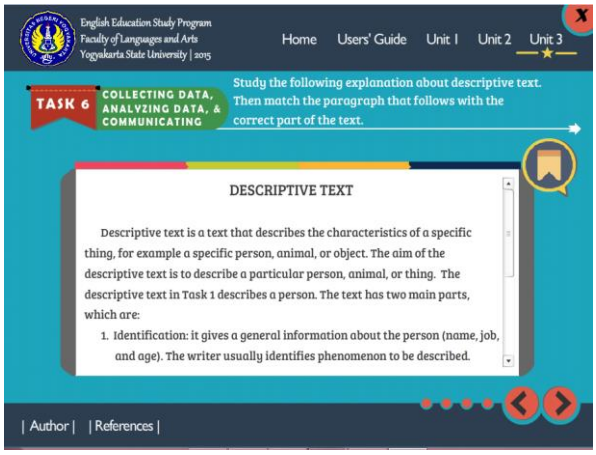
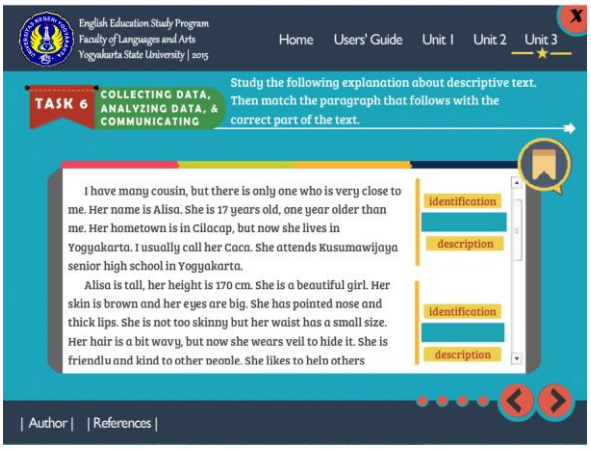
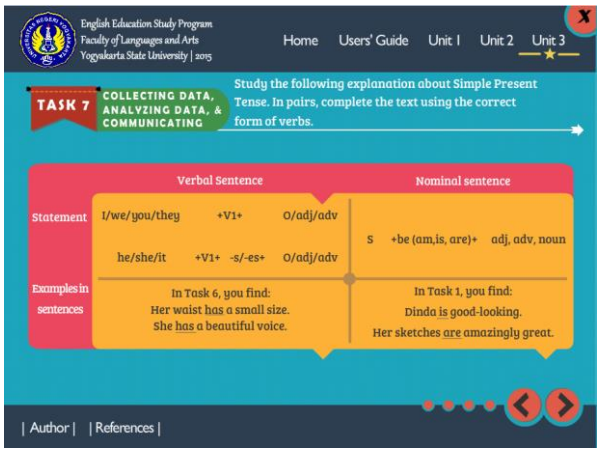
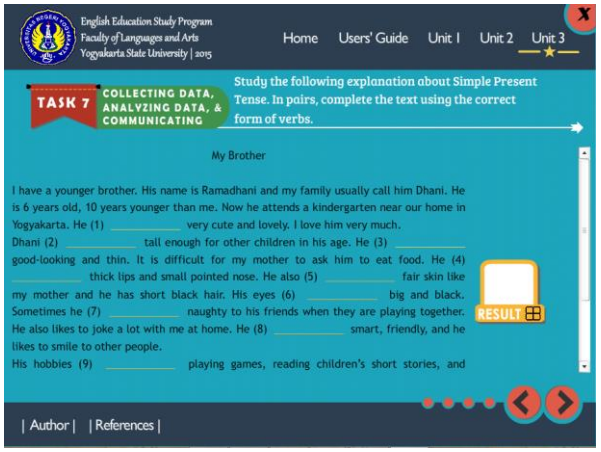
No.	Slide
69.	
	Figure 4.56. **Unit 3 Task 5**
70.	
	Figure 4.57a **Unit 3 Task 6**
71.	
	Figure 4.57b **Unit 3 Task 6**

No.	Slide
72.	
	Figure 4.58a **Unit 3 Task 7**
73.	
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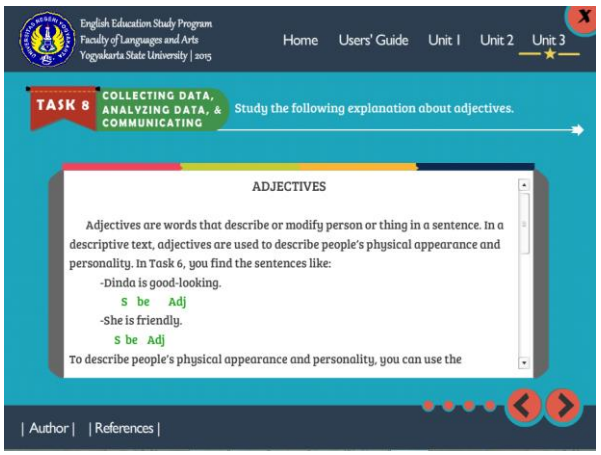
74.	
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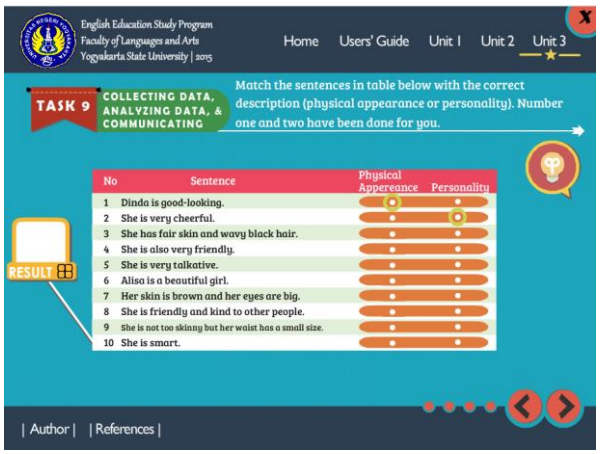
No.	Slide
75.	
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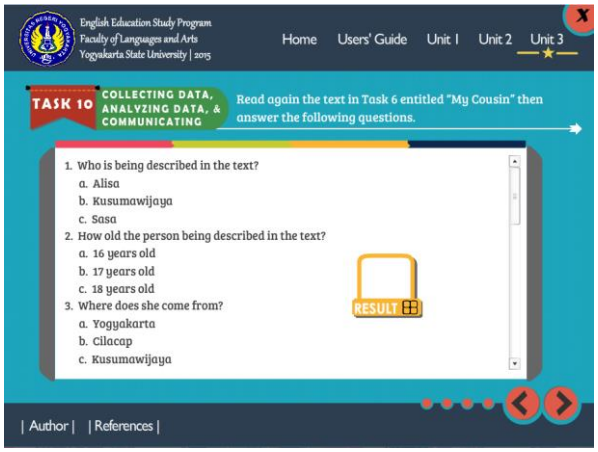
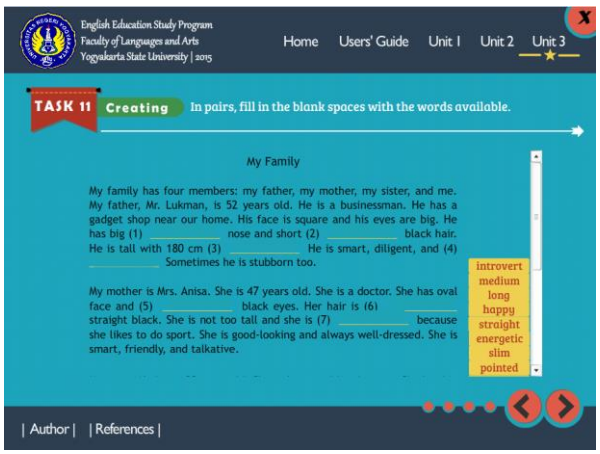
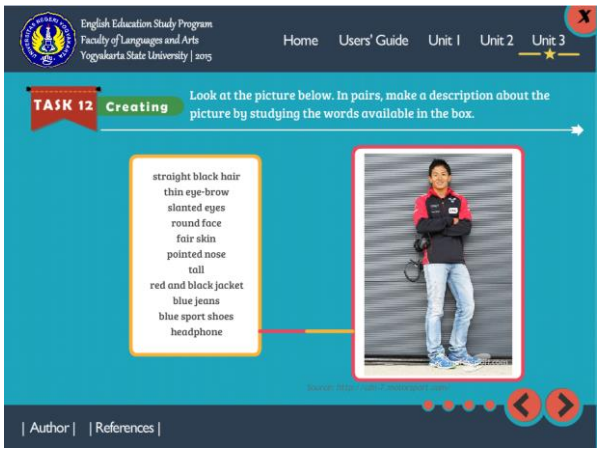
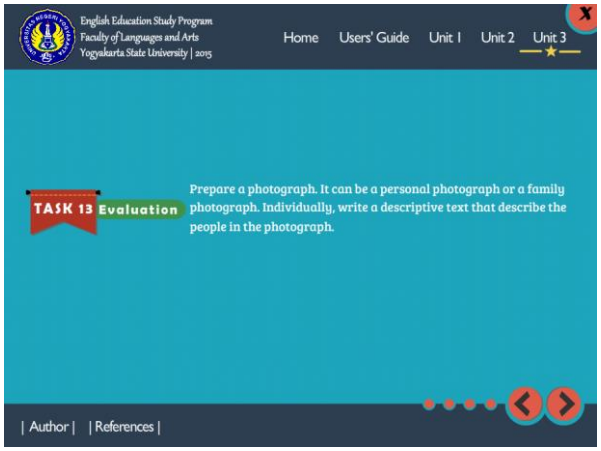
76.	
	Figure 4.61. **Unit 3 Task 10**
77.	
	Figure 4.62. **Unit 3 Task 11**

No.	Slide
78.	
	Figure 4.63. **Unit 3 Task 12**
79.	
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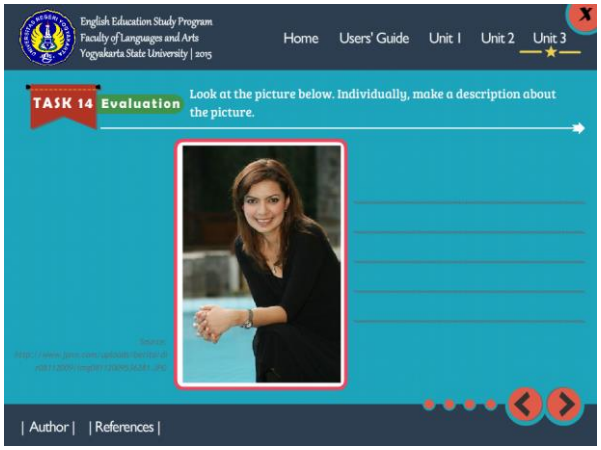
80.	
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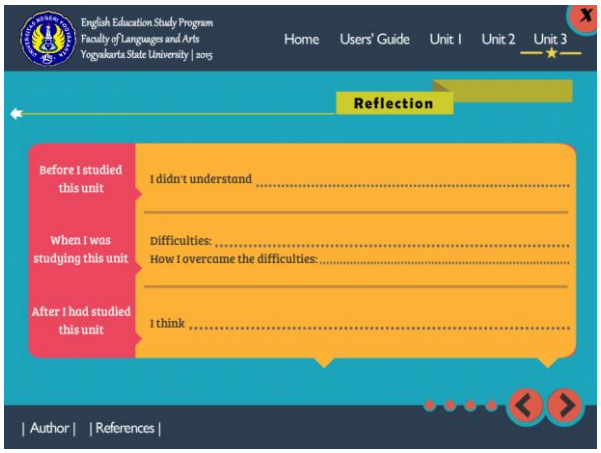
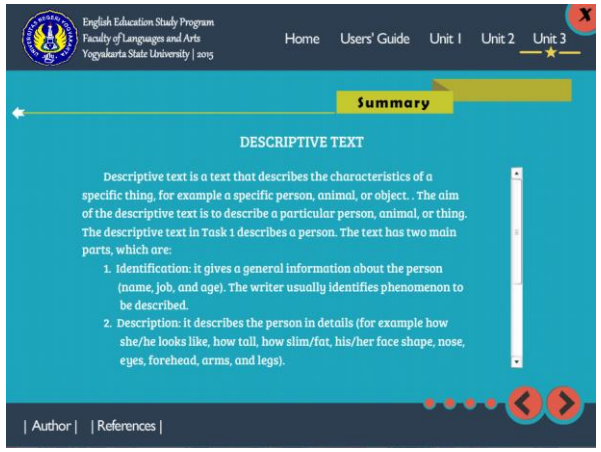
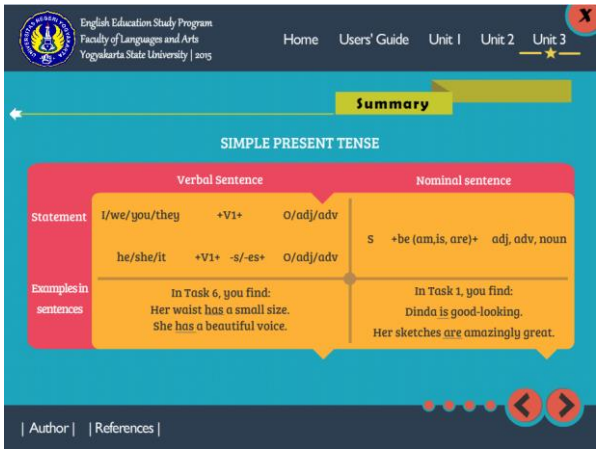
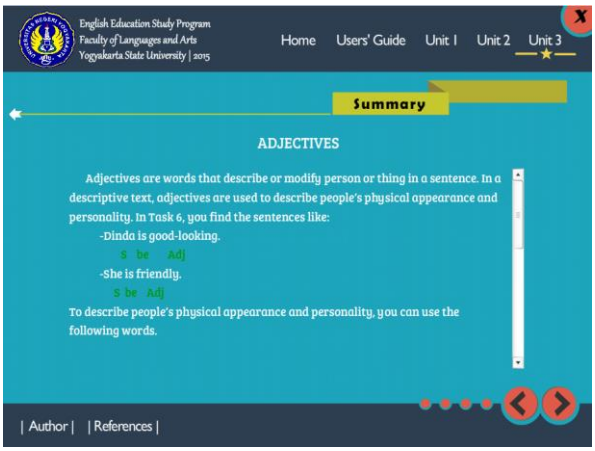
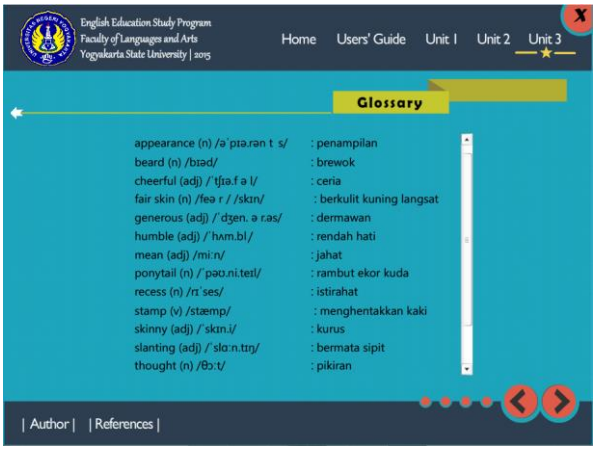
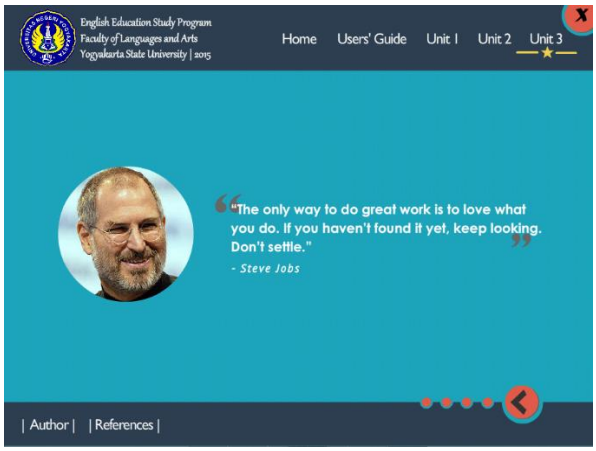
No.	Slide
81.	
	Figure 4.66. **Unit 3 Reflection**
82.	
	Figure 4.67a **Unit 3 Summary**
83.	
	Figure 4.67b **Unit 3 Summary**

No.	Slide
84.	 Figure 4.67c **Unit 3 Summary**
85.	 Figure 4.68. **Unit 3 Glossary**

No.	Slide
86.	 Figure 4.69. **Unit 3 Quote**

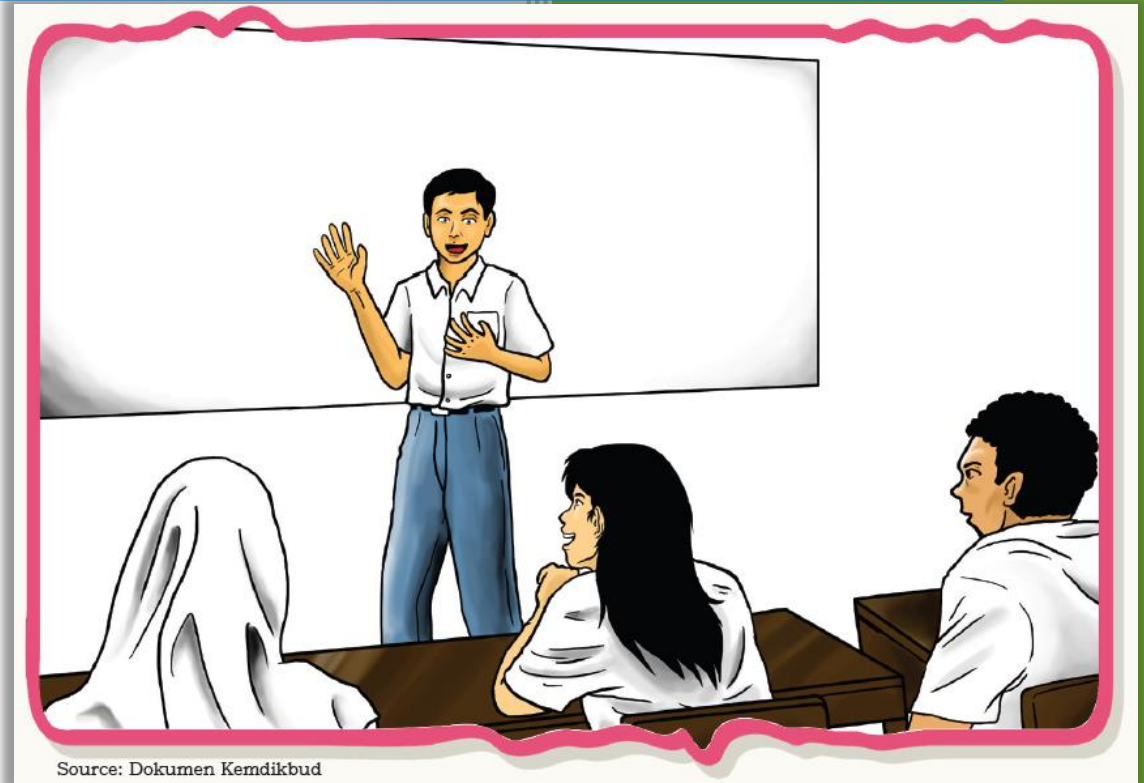
APPENDIX I

The Adapted Materials

UNIT 1

TALKING ABOUT ONESELF

In this unit, you will learn how to write a text (introducing oneself and others).



Source: Dokumen Kemdikbud

LEARNING GOALS

1. Identify the social function, text structure, and language features of text about introducing oneself and others.
2. Respond to a text about introducing oneself and others.
3. Write a text introducing oneself and others.

WARM-UP

Tick (√) the best answer below based on your knowledge.

Questions.

1. Have you ever written or received an e-mail from your new friends?
   - Yes, I have. ☐
   - No, I have not. ☐
2. Do you know the structure of an e-mail?
   - Yes, I do. ☐
   - No, do not. ☐
3. What can you find in an e-mail?
   - Sender ☐
   - Receiver ☐
   - Cc field ☐
   - Bcc field ☐
   - Subject line ☐
   - Content of the e-mail ☐
   - Signature ☐

OBSERVING — TASK 1

Read the following e-mail from Alex to Dino and then tick (√) and write items that you do not know and/or you want to know further.

To : dino.sulaiman@gmail.com
Cc :
Subject : Introduction

Hello, Dino! Let me introduce myself. My name is Alex and I'm 16 years old. I'm a student of New York High School here in New York, USA. I know your name from the suggestion friends in my friends' lists. I opened your profile and saw that you are looking for more pen-pals. I'd really love to be one of your E-pals, Dino. I love having new friends from around the world. We can talk about our different cultures. Can't wait to hear from you, Dino!

Alex

I want to know ...	
1. how to introduce oneself and others.	☐
2. how to respond to oneself and other's introduction.	☐
3. the tense used in the text.	☐
4. how to write a text about introducing oneself and others.	☐
Write more things you do not know or you want to know further.	
1. ...	
2. ...	

QUESTIONING — TASK 2

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

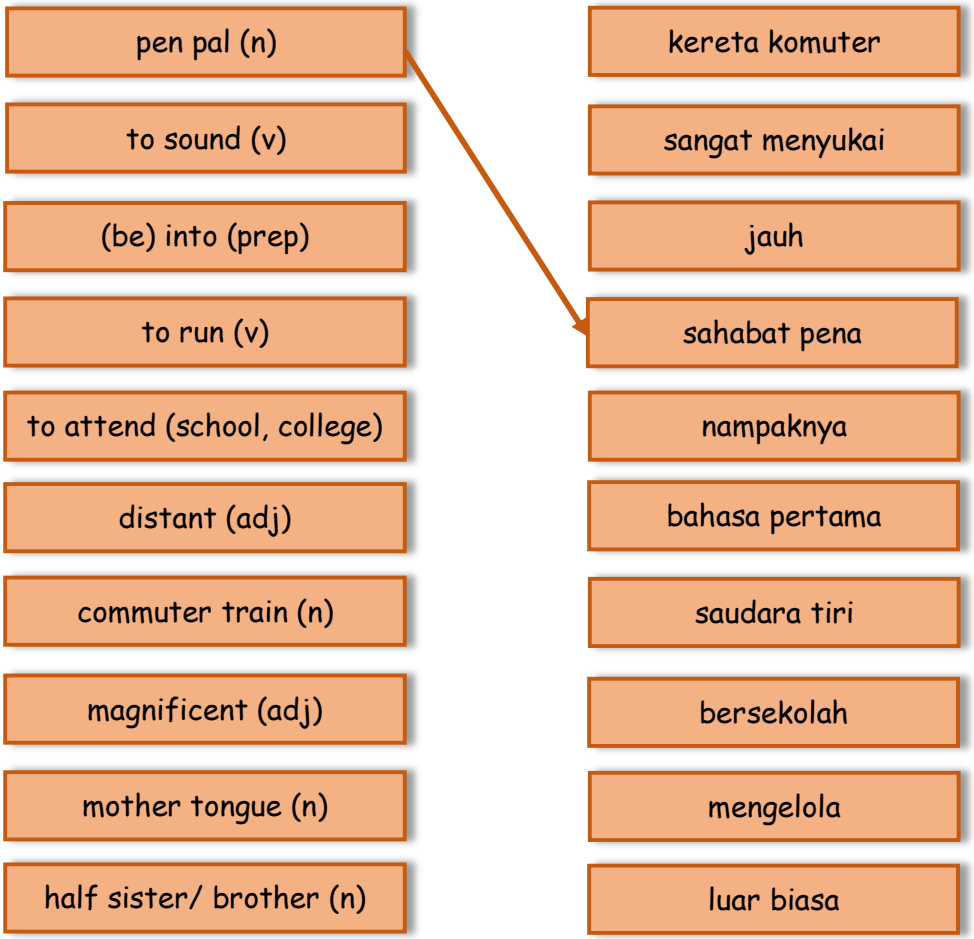
Items	
1. How to introduce oneself and others?	☐
2. How to respond to oneself and other's introduction?	☐
3. What is the tense used in the text?	☐
4. How to write a text about introducing oneself and others?	☐

Temporary Answers
1. ...
2. ...
3. ...
4. ...

COLLECTING DATA, ANALYZING DATA, & COMMUNICATING

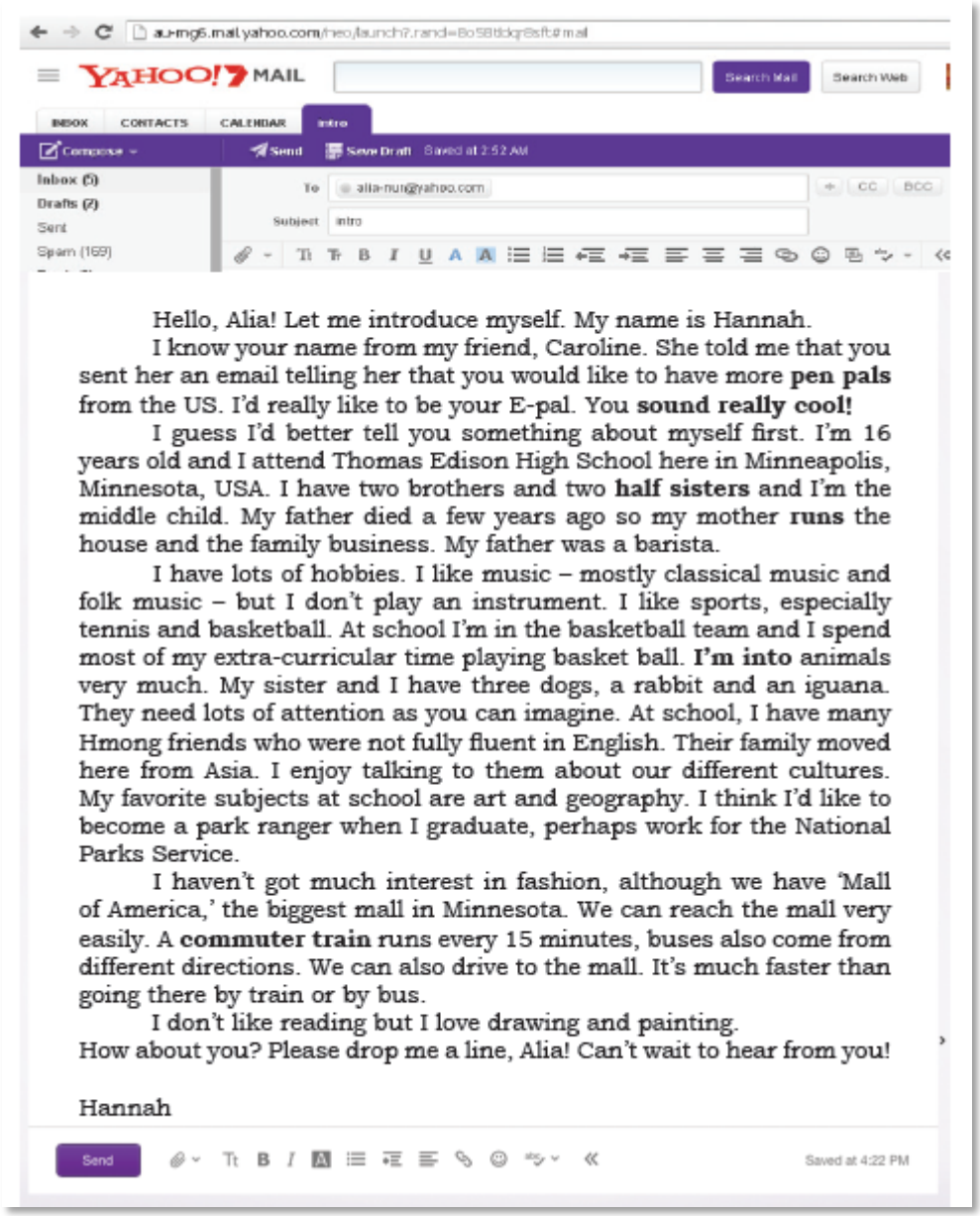
TASK 3

Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.



TASK 4

Read the following text and then state whether the statements are True or False.



Hello, Alia! Let me introduce myself. My name is Hannah.

I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more **pen pals** from the US. I'd really like to be your E-pal. You **sound really cool!**

I guess I'd better tell you something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two **half sisters** and I'm the middle child. My father died a few years ago so my mother **runs** the house and the family business. My father was a barista.

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. **I'm into** animals very much. My sister and I have three dogs, a rabbit and an iguana. They need lots of attention as you can imagine. At school, I have many Hmong friends who were not fully fluent in English. Their family moved here from Asia. I enjoy talking to them about our different cultures. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

I haven't got much interest in fashion, although we have 'Mall of America,' the biggest mall in Minnesota. We can reach the mall very easily. A **commuter train** runs every 15 minutes, buses also come from different directions. We can also drive to the mall. It's much faster than going there by train or by bus.

I don't like reading but I love drawing and painting.

How about you? Please drop me a line, Alia! Can't wait to hear from you!

Hannah

an e-mail from Hannah.

State whether the statements below are True or False. Number one has been done for you.

No	Statements	T/F
1.	Hannah contacts Alia via letter.	**F**
2.	She wants to be Alia's friend.	
3.	She is a student of Thomas Edison High School in Mineapolis.	
4.	She likes to go swimming in the sea.	
5.	Her sister does not like animals.	

6.	She likes talking about the different cultures with her Hmong friends.	
7.	She wants to be a park ranger in the future.	
8.	She likes drawing and painting a lot.	
9.	She is not interested in fashion.	
10.	She likes Mathematics and Physics.	

TASK 5

In pairs, complete the following sentences using the words in the box by dragging it to the blank spaces. Number one has been done for you.

E-pal	sound
half sister	(be) into
mother tongue	attend
distant	commuter train
run	magnificent

Source: Dokumen Kemdikbud

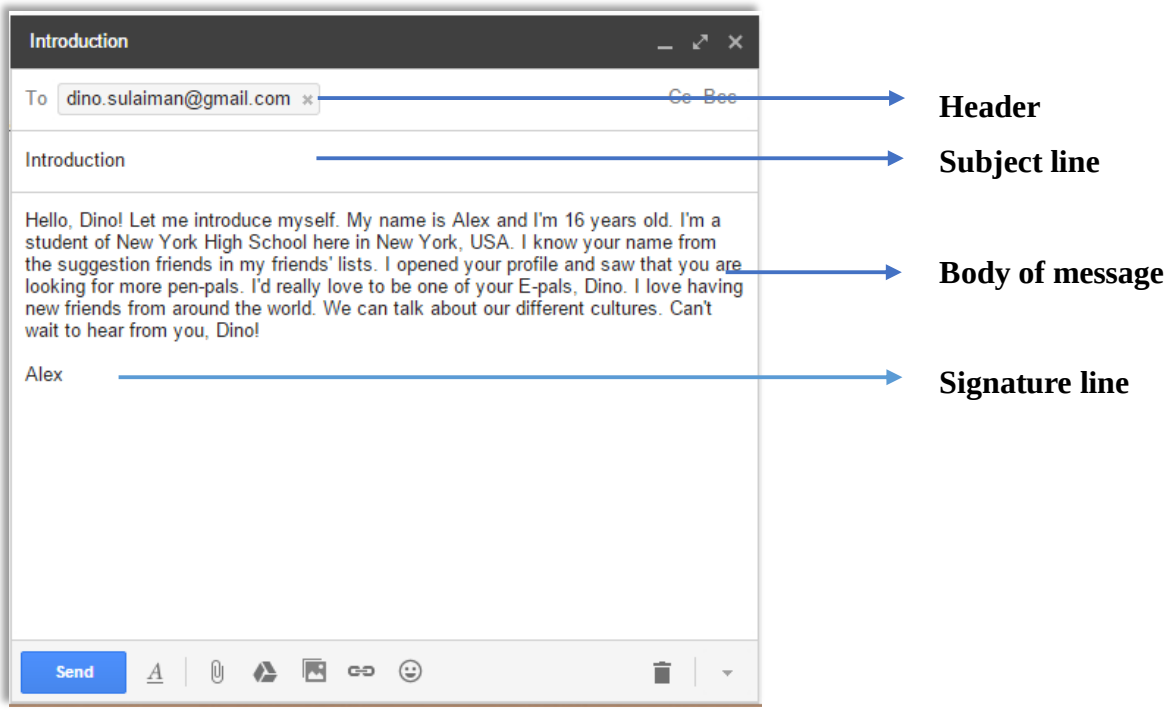
1. Samuel and Sholeh are experienced in preparing a wide range of menus, from simple dishes like boiled eggs and fried rice to the difficult ones like the delicious *rendang* and *rawon*. They **<u>are</u>** really **<u>into</u>** cooking.
2. Is it true that you went scuba diving in Bunaken National Marine Park in your holiday? Wow, it _____ really cool. I wish I could go there too.
3. What I love about _____ is that it takes us to our workplace and brings us home quickly because it does not get caught in traffic jam.
4. The government _____ a television station which offers many useful programs and shows few commercials.
5. The teacher and the students were talking about the _____ performance of GARUDA, the Indonesian national football team.
6. Rudi does not understand the local language. His _____ is Indonesian.
7. I am a senior high school student. Now, my childhood in kindergarten feels like a _____ memory. I remember only few classmates.
8. Nina and Ami are good friends at college. They used to _____ the same schools, from elementary to secondary.
9. An _____ is someone you make friends with by writing emails. He/ she might live in another country, so you might never meet him/ her.
10. Firda is now very happy to have a _____, a baby girl from her mother's second marriage.

TASK 6

Study the following explanation about the structure and parts of the email above.

Parts of email	Purposes	Details
Opening	To start the communication	• Hello, Alia! Let me introduce myself. My name is Hannah.
Contents	To write the contents that you want to tell	• I guess I'd better tell something about myself first. I'm 16 years old and I attend Thomas Edison High School here in Minneapolis, Minnesota, USA. I have two brothers and two half sisters and I'm the middle child.
Closing	To end the communication	• How about you? Please drop me a line, Alia! Can't wait to hear from you!

Beside the structure of an email above, there is also a header, a subject line, body of message, and the signature line.



- To: field is required in all email messages to alert the mail server to the message's destination.
- From: field will give the recipient of the email an idea whom the message is from.
- Cc: field allows you to send the same message to multiple recipients. When you send a Cc: message, all recipients are aware of who received copies of the message.
- Bcc: field allows you to send an identical message to multiple recipients, however, those recipients whose addresses appear in the Bcc: field cannot be seen by the other recipients.
- Subject line will help the recipient of the email focus on the topic of your message.

Other field that might you see:

- At the end of a message, you may see a block of information such as name, title, business address, phone numbers, web addresses, and sometimes even quotes from famous (or infamous) people. The block of information is known as signature line. If you are sending jokes to your family members, it is not necessary to send them the contents of your business card at the end of the message.

Adapted from:
https://academic.stedwards.edu/competency/module2/Lesson7/emailmessage.html

TASK 7

Study the following explanation about Simple Present Tense. In pairs, complete the e-mail using the correct form of verbs.

<table>
<tr><td rowspan="3">Statement</td><td colspan="3">Verbal sentence</td><td colspan="3">Nominal sentence</td></tr>
<tr><td>I/we/you/they</td><td>+V1+</td><td>O/adj/ adv</td><td rowspan="2">S</td><td rowspan="2">+be (am,is, are)+</td><td rowspan="2">adj, adv, noun</td></tr>
<tr><td>he/she/it</td><td>+V1+ -s/-es+</td><td>O/adj/ adv</td></tr>
<tr><td>Examples in sentences:</td><td colspan="3">In Task 4, you find:
I attend Thomas Edison High school.
A commuter train runs every 15 minutes.</td><td colspan="3">In Task 4, you find:
It is much faster.</td></tr>
</table>

In pairs, complete the e-mail using the correct form of verbs by choosing the right choice.

To : hannah.lorenzo@yahoo.com
Cc :
Subject : Thanks for being my new E-pal

Hello, Hannah! I (1. am/is) very happy to receive your e-mail and thank you for being my new E-pal. You (2. is/are) very cool too, Hannah. I would like to know more about you and to talk to you.

Hannah, (3. let/lets) me introduce myself although I (4. believe/believes) Caroline has told you about me. I'm Nur Alia and I'm 16 years old just like you. Now I'm attending Kusumanegara High School in Yogyakarta, Indonesia. I (5. have/has) a little sister. She (6. is/are) very cute and pretty. Her name is Anisa. Now, she's 3 years old. I (7. love/loves) her very much.

I'm really sorry to hear the news about your father, Hannah. I believe that your mother is a very strong woman. I have many hobbies too like you. I (8. like/likes) listening to music. My favorite singers (9. is/are) Taylor Swift, David Archuleta, Maher Zain, and One Direction. I have all the albums of One Direction. Why don't you like reading? It's cool. I love it so much especially reading science books because it (10. help/helps) me know many things in the world that I don't know before. Wow, you're a basketball player in the school? It (11. sound/sounds) really cool. I don't really like sport actually but I like watching sport program in TV, especially football and Moto GP. I (12. think/thinks) you are a pet lover because you have many pets at home. I'm impressed with your activities there. It (13. is/are) really good to know that you have many Hmong friends there and (14. talk/talks) about the different cultures with them. I also love to talk about different cultures with my friends from other countries. I have a dream of becoming an English teacher someday so I like to talk with them in order to improve my English.

Well, from all the things that you had told me, for me you are a kind, friendly, and good girl. I would really like to talk about many things later with you. I want to know more about commuter train that you mentioned. I also (15. want/wants) to see your drawing if you let me see them of course. I'm waiting for your reply soon, Hannah.

Alia

TASK 8

Answer the questions based on the e-mail in Task 7.

1. What does Alia feel after receiving an e-mail from Hannah?
   a. She feels shocked.
   b. She feels happy.
   c. She feels sad.
2. Which of the following expressions used by Alia to introduce herself to Hannah?
   a. I'm Nur Alia and I'm 16 years old just like you.
   b. I'm so happy to know about you, Hannah.
   c. I'm very happy to receive your e-mail.

3. Who is Alia's sister?
   a. Adina.
   b. Anisa.
   c. Amelia.
4. Who are Alia's favorite singers?
   a. Taylor Swift, Demi Lovato, and Selena Gomez.
   b. David Archuleta, Maher Zain, and Katy Perry.
   c. Taylor Swift, David Archuleta, Maher Zain, and One Direction.
5. Where does Alia come from?
   a. New York.
   b. Yogyakarta.
   c. Bandung.
6. What are Alia's hobbies?
   a. Listening to music, reading newspaper, and doing sport.
   b. Watching TV, reading science book, and doing sport.
   c. Listening to music, reading science book, and watching TV.
7. What profession that Alia want to be in the future?
   a. An English teacher.
   b. A doctor.
   c. A painter.
8. What sports program that Alia likes to watch?
   a. Basketball and football.
   b. Football and Moto GP.
   c. Football and volley ball.

CREATING

TASK 9

Study the explanation about the use of be (am, is, are) and have (have, has). Then complete the sentences below with *be* or *have*. Remember to use the correct forms.

Do you know how to decide when to use am/is/are or have/has considering the rules that the sentences have complements or objects? Study and compare the sentences below.

1. a. I *am* sixteen years old.
   b. I *have* an older sister and a younger brother.
2. a. Caroline *is* in the United States.
   b. She *has* many friends from Indonesia.
3. a. Nina and Ami *are* active students.
   b. They *have* many interesting hobbies.
4. a. John *is* a barista in a luxurious cafe.
   b. He *has* a lot of friends, who love the coffee he prepares.
5. a. We *are* amazed by the beautiful scenery.
   b. We *have* many interesting places to visit in this country.

1. The class ___ very boring because the students _____ no activities.
2. Alia _____ a new pen pal from America. Alia ___ lucky because now she can practice writing in English.
3. My hobby ____ reading novels. I _____ a collection of good novels.
4. Bali _____ magnificent scenery. In fact, it ___ one of the most wonderful islands in the world.
5. My younger sister and I _____ three cats. They ____ cute.
6. Our favorite subjects ____ Math and English. We _____ a great time when we do Math and English exercises.
7. Bob ___ a gadget maniac. He always _____ the latest version of mobile phone, which is actually not necessary.
8. Sita ____ a dream of becoming one of the next female president of Indonesia. She ___ optimistic about her dream.
9. My pen friend and I ____ a plan to meet in person. We ___ anxious to see one another.
10. The internet ____ really useful for my life as a student. It ____ a lot of important information.

TASK 10

Study the following expressions.

In the e-mail in Task 7 you find expressions like:

- Let me introduce myself.
- Her name is Anisa.

They are two examples of introducing oneself and others. Here are the others expressions you can use to introduce oneself and others:

Expressions	Functions
• Let me introduce myself. My name is ... • I'd like to introduce myself. My name is ... • Allow me to introduce myself. My name is ...	Introducing self
• I'd like to introduce ... • Let me introduce ... • Allow me to introduce ...	Introducing someone

Adapted from: Interlanguage: English for Senior High School Students X

TASK 11

Arrange the jumbled sentences below into a good paragraph.

I love to have new friends around the world.

My name is Erick.

I'm 16 years old and I'm a student in a senior high school here in New York, USA.

Allow me to introduce myself.

Hello! How are you, Dani?

She told me that you want to have foreigner friends to improve your English.

I think I better tell you more about myself.

I know you from my friend, Melanie.

I would like to be your new friends.

I hope you are doing good.

TASK 12

Suppose you are Wahyu and you are going to write an e-mail to Daniel, your new E-pal from England, make the e-mail by answering the following questions. You may work in pairs.

1. Introduce yourself.
2. What and where is your school?
3. What grade are you?
4. What is your favorite subject at school?
5. What are your parent's occupations?
6. How many brothers and sisters do you have?
7. Where do you live?
8. What are your hobbies?
9. What do you like to do in your free time?
10. What do you want to be when you grow up?

TASK 13

Study the following e-mail from Timur to his new E-pal, Andrew. Then, suppose that you are Andrew who are going to reply Timur's e-mail. Individually, write your e-mail at 200-250 words.

To : andrew.scott@gmail.com
Cc :
Subject: Hello Andrew, Nice to Meet You!

Hello, Andrew! Let me introduce myself. My name is Timur. I know your name from my friend, Putra. I guess you have known him as your E-pal. He told me that you are looking for new E-pals from Asia. I'd really love to be your new E-pals. It's really cool.

I guess I'd better tell you something about myself first. Now I'm 16 years old and I attend Kertanegara Senior High School in Yogyakarta, Indonesia. I'm in the same grade and same class as Putra. He's my friend since Secondary School. Well, I have no brother and sister because I'm the only child in my family. My father is an English lecturer in one of the university here and my mother is a business woman. She runs a small gadget shop.

I have lots of hobbies. I like doing sport, especially playing football and basketball. I usually play football with my friends in a football field near my home every Sunday. At school I join basketball and vocal group extra-curricular. I love singing very much. My favorite singers are John Legend, Shakira, Ed Sheeran, and Daniel Bedingfield. I usually spend my time to play with my little cousin at home. His name is Dani. He's 2 years old and he's very cute. I also like to read books. It helps me get new knowledge. My favorite subjects at school are music and mathematics. I also like having E-pals around the world. I have a dream of becoming a professional singer one day.

How about you? Please drop me a line, Andrew! Can't wait to hear from you!

Timur

EVALUATION

TASK 14

Complete the incomplete e-mail from Zayn by using the correct words.

To : malik.muhammad@yahoo.com
Cc :
Subject: Hi, Malik

Hi! How are you, Malik? I'm fine and I hope you are doing great. I'm very happy to (1) _____ an e-mail from you. If your're looking for more E-pals friends, I'm really interested to be one of your new E-pals.

Malik, let me (2) _____ myself. My name is Zayn Ahmad and I'm 16 years old. I live in London, (3) _____. I'm half Pakistani and British. My father is Pakistani and my mother is (4) _____. I attend London Senior High School. I have one younger sister. Her name is Safa. She is amazing and I love her very much. My father is a doctor and my mother is a Math teacher.

I have many hobbies. I like (5) _____ football in the yard near my home with my friends. My (6) _____ football player is Thomas Muëller from Germany. I love watching movies, especially actions and thriller. I also like music a lot but I can't play an instrument. My favorite (7) _____ are Katy Perry, Daniel Bedingfield, and Bruno Mars.

I also love travelling, Malik. I usually (8) _____ to many places with my family in holiday. My father and my mother always have time for their children although they are very busy at work. Two weeks ago we (9) _____ to a place in east Chelsea and we really enjoyed our togetherness there. Next week we will go (10) _____ again to Kensington to see the beautiful scenery there.

How about you, Malik? Do you like travelling too? Please tell me more about your country because I'm willing to go there someday. Can't wait to hear from you, Malik!

Zayn

TASK 15

Individually, make an e-mail to your new E-pal friend to introduce yourself. Your new E-pal can be your favorite actor, singer, or athlete who has the same age as you. Write your e-mail at 200-250 words.

REFLECTION

Before I studied this unit	I didn't understand …….. ……..
When I was studying this unit	Difficulties: ……. How I overcame the difficulties: ……. …….. …….
After I had studied this unit	I think …….. ……. …….

SUMMARY

In this unit, you learn:

Simple Present Tense

	Verbal sentence			Nominal sentence		
Statement	I/we/you/they	+V1+	O/adj/ adv	S	+be (am,is, are)+	adj, adv, noun
	he/she/it	+V1+ -s/-es+	O/adj/ adv			
Examples in sentences:	In Task 4, you find: I attend Thomas Edison High school. A commuter train runs every 15 minutes.			In Task 4, you find: It is much faster.		

How to Introduce Oneself and Others

Expressions	Functions
• Let me introduce myself. My name is ... • I'd like to introduce myself. My name is ... • Allow me to introduce myself. My name is ...	Introducing self
• I'd like to introduce ... • Let me introduce ... • Allow me to introduce ...	Introducing someone

Adapted from: Interlanguage: English for Senior High School Students X

GLOSSARY

attend (school) (v) /əˈtend/ /skuːl/ : bersekolah

attention (n) /əˈten. *t* ʃ ə n/ : perhatian

commuter train (n) /kəˈmjuː.tə r / /treɪn/ : kereta komuter

culture (n) /ˈkʌl.tʃə r / : budaya

dormitory (n) /ˈdɔː.mɪ.t ə r.i/ : asrama

foreigner (n) /ˈfɒr.ə.nə r / : orang asing

fluent (adj) /ˈfluː.ənt/ : lancar

graduate (v) /ˈgrædʒ.u.eɪt/ : lulus

great (adj) /greɪt/ : hebat

imagine (v) /ɪˈmædʒ.ɪn/ : membayangkan

interest (n) /ˈɪn.trəst/ : perhatian, minat

introduce (v) /ˌɪn.trəˈdjuːs/ : memperkenalkan

magnificent (adj) /mægˈnɪf.ɪ.s ə nt/ : bagus sekali

mother tongue (n) /ˈmʌð.ə r / /tʌŋ/ : bahasa ibu

park ranger (n) /pɑːk/ /ˈreɪn.dʒə r / : penjaga taman

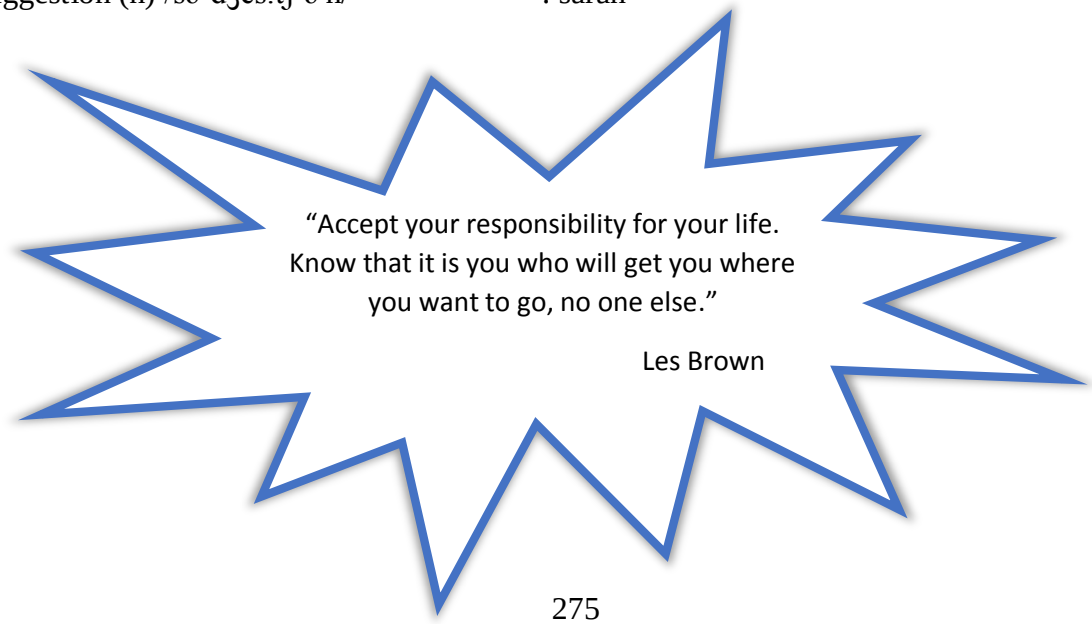
pen pal (n) /pen/ /pæl/ : sahabat pena

run (v) /rʌn/ : menjalankan

sound (v) /saʊnd/ : nampaknya

spend (v) /spend/ : menghabiskan

suggestion (n) /səˈdʒes.tʃ ə n/ : saran



UNIT 2

COMPLIMENTING AND SHOWING CARE

In this unit, you will learn how to write a text of complimenting and showing care.

Source: Dokumen Kemdikbud

LEARNING GOALS

1. Identify the social function and language features of complimenting and showing care texts.
2. Respond to the texts of complimenting and showing care.
3. Write a text of complimenting and showing care.

WARM-UP

What will you do if you find these following situations? Will you compliment or show sympathy to someone? Choose the answer by clicking the right box. Number one and two have been done for you.

1. Your friend had a stomachache.

   What will you do? complimenting **Showing sympathy**

2. You sister got a trophy in winning the debate.

   What will you do? **complimenting** Showing sympathy

3. Your cousin has a nice haircut.

   What will you do? complimenting Showing sympathy

4. Your father has bought a cool hat.

   What will you do? complimenting Showing sympathy

5. Your uncle got an accident and he got some bruises in his hands.

   What will you do? complimenting Showing sympathy

6. Your best friend has lost money.

   What will you do? complimenting Showing sympathy

7. Your classmate has made a beautiful drawing.

   What will you do? complimenting Showing sympathy

8. Your brother has received a scholarship to study abroad.

   What will you do? complimenting Showing sympathy

9. Your cousin has failed in his Math exam.

   What will you do? complimenting Showing sympathy

10. Your mother has burnt the delicious chicken soup.

    What will you do? complimenting Showing sympathy

OBSERVING **TASK 1**

Read the following card, email, sms, and LINE message about complimenting, showing care, and their responses then tick (√) and write items that you do not know and/or you want to know further.

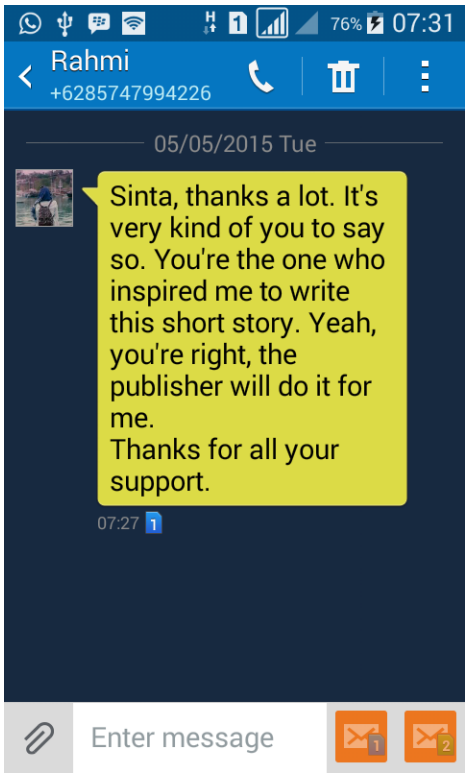
Rahmi,

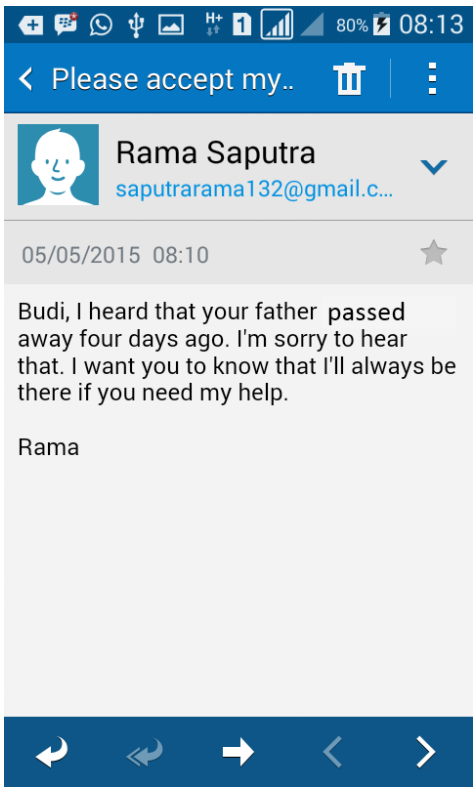
I have read the short story that you sent to me. Terrific! I like the title very much. The contents are also excellent. You really did a great job!

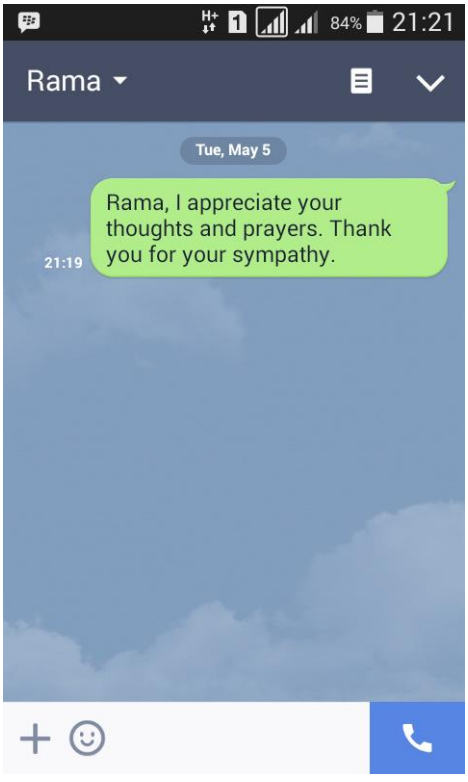
I think your publisher should send it to the bookstores in the city.

Your best friend,

Sinta







I want to know …	
1. how to compliment and show care.	☐
2. how to respond to the texts of complimenting and showing care.	☐
3. the tense used in the text.	☐
4. how to write a text of complimenting and showing care.	☐
Write more things you do not know or you want to know further.	
1. …	
2. …	
3. …	

QUESTIONING

TASK 2

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

Items	
1. How to compliment and show care?	☐
2. How to respond to texts of complimenting and showing care?	☐
3. What is the tense used in the text?	☐
4. How to write a text of complimenting and showing care.	☐

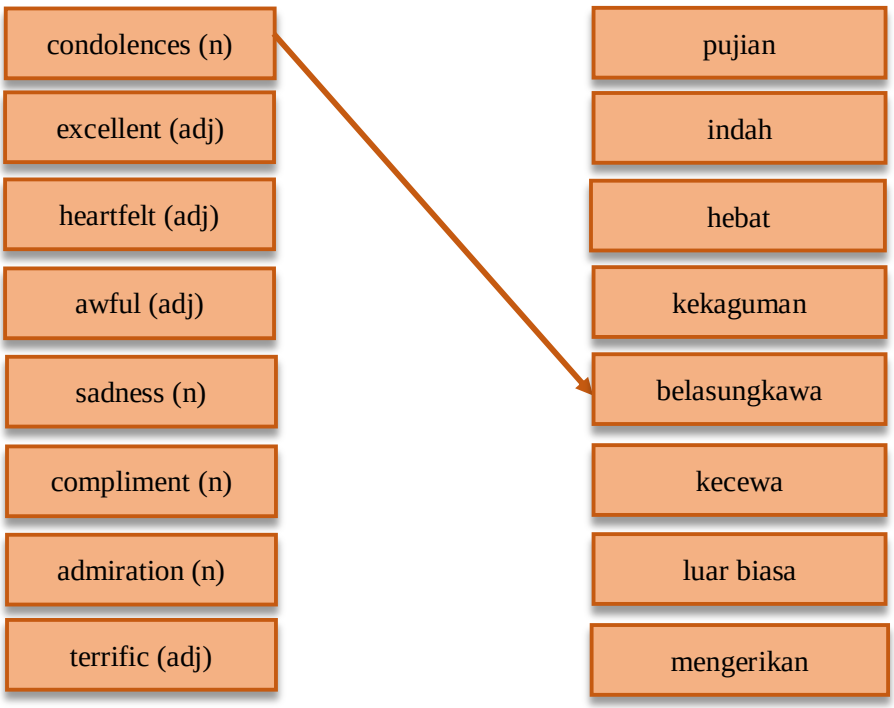
Temporary Answers
1. ...
2. ...
3. ...
4. ...

COLLECTING DATA, ANALYZING DATA, & COMMUNICATING

TASK 3

Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.

gorgeous (adj)	kesedihan
upset (adj)	dengan sepenuh hati



TASK 4

Read again the cards in Task 1 then state whether the following statements are True or False. Number one has been done for you.

No	Statements	T/F
1	Rahmi writes an awful short story.	**F**
2	Sinta compliments Rahmi's short story.	
3	Rahmi does not like Sinta's compliment.	
4	Sinta inspires Rahmi to write the short story.	
5	The publisher will not publish Rahmi's short story.	
6	Budi's father passed away four days ago.	
7	Rama shows his sympathy to Budi.	
8	Budi dislikes Rama's sympathy.	
9	Rama is a good friend of Budi.	
10	Rama shows his condolences through the card.	

TASK 5

Study the explanation about complimenting below.

Complimenting

Complimenting is an expression to appreciate or praise other people. Compliment is used to give encouragement so that people will keep on doing their best and even improve their performance.

The examples of situations to express compliment:

- on general occasions,
- when someone has done his/her best,
- when you visit someone's house for the first time,
- if you notice something new about someone's appearance.

In the cards in Task 1 you find the expressions like:

- Terrific!
- I like the title very much.
- Thanks a lot.
- It's very kind of you to say so.

They are some examples of expressions to compliment and the responses. Here are the other expressions you can use:

Expressions	Responses
• You did a great job! • What a + NP! • I must express my admiration to you! • You look gorgeous! • Great job!	• Thank you. • Thank you very much. • Thanks a lot for your appreciation. • I'm glad you like it.

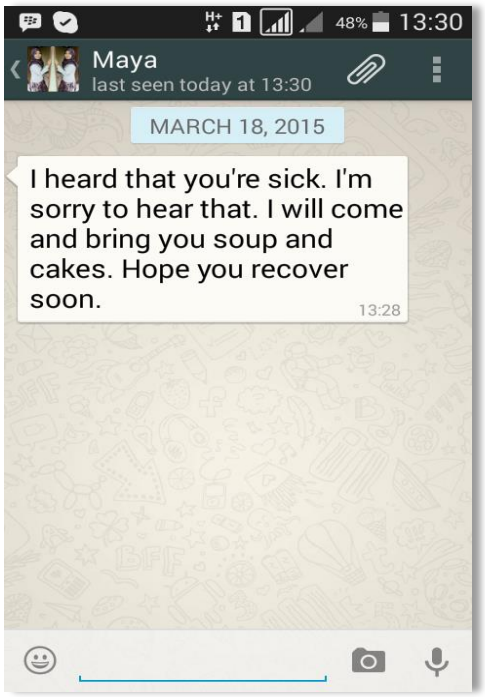
TASK 6

Read the texts carefully and then study the explanation that follows.

Today Imran is not feeling well. He is staying at home. He has just received a sympathy card through an email from his sister who lives far away in Singapore.

Sending you sunny smiles, warm wishes, and healing thoughts.
Hope today finds you feeling much better!

Maya, his friend, also sends him a message in Whatsapp showing her care.



Showing care/ Sympathy

Sympathy expression is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition.

Expressing sympathy is used to comfort people who have trouble or are in bad condition. It is also used to let people know that we care for them. We can express sympathy directly to him/her orally by saying something supportive or we can send him/her a letter, postcard, short message service (sms), or email to show our care/sympathy.

In the card and message above you find the expressions like:

- Hope today finds you feeling much better!
- I'm sorry to hear that.
- Hope you recover soon.

continued

They are some examples of expressions to show care. Here are the other expressions and responses you can use:

Expressions	Responses
• I'm extremely sorry to hear that. • I am deeply sorry to hear that you're sick. • Please accept my condolences. • You must be very upset. • I know how it feels.	• Thank you. • Thank you very much. • Thank you for your sympathy. • It's very nice of you. • You're truly a good friend. • I appreciate your thoughts and prayers. • What a shame.

TASK 7

In pairs, match the expressions with the situations by clicking and dragging the responses. Number one has been done for you.

Expressions	Situations
What a wonderful performance!	You compliment your friend's drawing.
Great job!	You compliment your friend's dress.
You look gorgeous in that dress.	Your friend won a contest.
I am deeply sorry sorry to hear that you lost your wallet.	Your cousin got an accident.
You must be very upset.	Your best friend is sick.
I'm truly sorry to hear that.	Your friend's father has just passed away.
I like your new car.	Your aunt has just lost her favorite wallet.
Please accept my condolences.	Your friend failed to get the scholarship.
I must express my admiration to you!	You gave a compliment to your friend's new car.
I'm really sorry to hear that you're sick.	A compliment to show an admiration to someone.

TASK 8

Choose the right responses for the expressions below. Number one has been done for you.

1. You've helped me a lot during my difficult situation.
   a. ***That's what friends for.***
   b. I'm so sorry.
2. You are such a nice boy.
   a. Never mind.
   b. Thanks a lot. It's very kind of you to say that.
3. Happy birthday Dani. I wish all the best for you.
   a. Thank you. You remember my birthday when nobody does.
   b. It is no need for you to say that.
4. I am sorry about your accident. I'll always be here if you need my help.
   a. Oh dear.
   b. Thank you for your sympathy.
5. What a wonderful performance!
   a. Thanks a lot.
   b. No, it's not.
6. I know you have tried your best. I am sure next time you will get a better score.
   a. No need to say that, Maya. I'm very sad now.
   b. Thanks a lot, Maya. It's very kind of you to say that. I hope the same for next time.
7. Good job! Well done.
   a. What a shame.
   b. Thanks.
8. If you need anything, please just call me.
   a. It's very kind of you to say that.
   b. I appreciate it but I don't need your help.
9. Please accept my condolences.
   a. I hate it so much.
   b. Thank you very much.
10. I didn't get to see Vera yesterday. She was already discharged.
    a. What a shame.
    b. It was very nice.

TASK 9

Study the following explanation about Simple Present Tense.

<table>
<tr><td rowspan="2">Statement</td><td colspan="3">Verbal sentence</td><td colspan="3">Nominal sentence</td></tr>
<tr><td>I/we/you/they</td><td>+ V1 +</td><td>O/adj/adv</td><td rowspan="2">S</td><td rowspan="2">+ be (am, is, are) +</td><td rowspan="2">adj, adv, noun</td></tr>
<tr><td>he/she/it</td><td>+ V1 + -s/-es +</td><td>O/adj/adv</td></tr>
<tr><td>Examples in sentences:</td><td colspan="3">In Task 1, you find:
I <u>like</u> the cover very much.</td><td colspan="3">In Task 6, you find:
I <u>am</u> sorry to hear that.</td></tr>
</table>

TASK 10

Fill in the blank spaces with the right words in the box by dragging and dropping.

gorgeous	admiration	great	amazing	excellent

Tiara,

I have read the poem that you gave to me. It's terrific! The content is also (1) …. I must express my (2) … to you of being a good poet. You really did a (3) … job!

Well, I guess you should send it to Journalistic Club to make it published for the next school bulletin.

With my Admiration,

Dina

Sinta,

I must tell you that you looked (4) … with your new haircut. I love it very much.

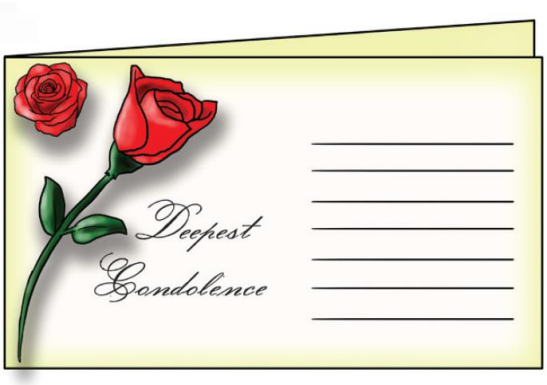
Wish you always be (5) ….

Your best friend,

Anggun

CREATING **TASK 11**

Write responses to the following sympathy cards. You may choose two among the four cards.

1. 

Source: Dokumen Kemdikbud

Tony,

There are no words that can truly ease the pain of a sudden loss like this …
But if caring thoughts can help, they are with you there right now.

With Heartfelt Sympathy,

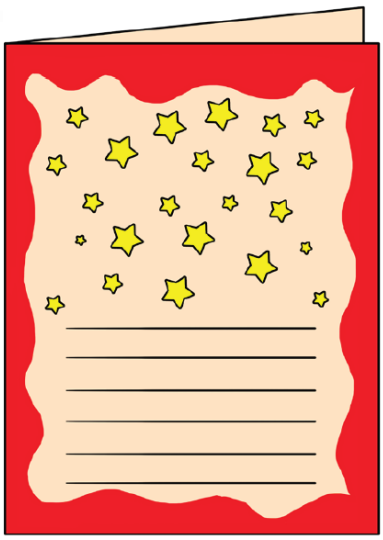
Ana

2.
Source: Dokumen Kemdikbud

Just wanted you to know, Budi …

I'm thinking of you during this difficult time.

Bima

3. 
Source: Dokumen Kemdikbud

Rina

I have this feeling there's one more star up in the sky tonight.
And eventhough it's far away, its brightness and warmth still reach us here to make the night a little less dark.

With my Deepest Sympathy,

4.

Source: Dokumen Kemdikbud

Reaching out to you in sympathy and friendship to let you know how much I care.

Indah

TASK 12

In pairs, study the pictures and then discuss what you can see in the pictures to make appropriate cards of complimenting and showing care. Look at the example in picture number 1.

No.	Pictures
1.	win running competition great job proud Congratulations on winning the running competition. You really did a great job! I'm very proud of you. source: http://thumbs.dreamstime.com/x/olympic-winners-24361706.jpg&imgrefurl
2.	failed English exam sorry better score source: https://materialforenglishclasses.files.wordpress.com

3.	 new bag nice source: *http://i00.i.aliimg.com/wsphoto/v0/1138527212/2013-new-3d-three-dimensional-package-cartoon-bag-travesty-backpack-shchoolbag-school-bag-like-jump-out.jpg&imgrefurl*
4.	 broken glasses upset source:*http://previews.123rf.com/images/milo827/milo8271307/milo827130700089/21220113-broken-glasses-snapped-in-half.jpg&imgrefurl*
5.	 house clean nice large source: *http://myfirstchat.com/myfirstworld/aug11/5321e.jpg&imgrefurl*

TASK 13

Individually, write cards of complimenting and showing care for the following situations. The people in the situations below live far away from you.

1. Your friend has a new bag.
2. Your cousin wears a lovely dress.
3. Your friend from England has lost his pet.
4. Your sister failed to be admitted to a university.

EVALUATION

TASK 14

Individually, fill in the blank spaces with the right expressions of complimenting and showing sympathy.

1.

Dear Ana,

I heard from Dina that you had won the English spelling contest last week. I'm really happy to hear such a (1) _____ news from you. You must be very happy for being the winner. You're doing (2) _____, Ana. Congratulations!

Your best friend,

Sari

(1) A. very good
B. very sad
C. very bad
(2) A. a terrible job
B. a great job
C. bad performances

2.

Dear Malik,

I just heard that your grandmother has passed away two days ago. (1) _____to hear the bad news. I know how it feels to lose a nice grandmother like yours. Please (2) _____, Malik.

With my deepest sympathy,

Dani

(1) A. I'm very happy
B. I'm really sorry
C. I'm very angry
(2) A. be happy
B. always smile
C. accept my condolences

3.

Dear Nia,

Dani said that you lost your wallet in the swimming pool last week. (1) _____ to hear about it, Nia. You must (2) _____. Please be patient about it.

Your best friend,

Dita

(1) A. I'm sick
B. I'm very happy
C. I'm very sorry
(2) A. be very upset
B. be very happy
C. be very cool

4.

Dear Tiara,

I must say that you looked (1) _____ in Sandra's birthday party yesterday. I like your new haircut and your new dress. They are (2) _____. You also looked so great on your blue shoes.

Your best friend,

Dian

(1) A. very gorgeous
B. very ugly
C. terrible
(2) A. imperfect for you
B. perfect for you
C. bad

5.

Dear Anggun,

I heard that you are the winner of a drawing competition in Yogyakarta. (1) _____! I'm very happy for you because you are very talented in drawing. Once again (2) _____!

Your best friend,

Diana

(1) A. What a shame
B. That's really a great job
C. I'm sorry to hear that
(2) A. what a shame
B. I'm sorry to hear that
C. congratulations

REFLECTION

Before I studied this unit	I didn't understand …….. ……..
When I was studying this unit	Difficulties: ……. How I overcame the difficulties: ……. …….. …….
After I had studied this unit	I think …….. ……. …….

SUMMARY

Complimenting

Complimenting is an expression to appreciate or praise other people. Compliment is used to give encouragement so that people will keep on doing their best and even improve their performance.

The examples of situations to express compliment:

- on general occasions,
- when someone has done his/her best,
- when you visit someone's house for the first time,
- if you notice something new about someone's appearance.

In the cards in Task 1 you find the expressions like:

- Terrific!
- I like the cover very much.
- Thanks a lot.
- It's very kind of you to say so.

They are some examples of expressions to compliment and the responses. Here are the other expressions you can use:

Expressions	Responses
• You did a great job! • What a + NP! • I must express my admiration to you! • You look gorgeous! • Great job!	• Thank you. • Thank you very much. • Thanks a lot for your appreciation. • I'm glad you like it.

Showing care/ Sympathy

Sympathy expression is an expression or feeling of pity and sorrow when we know and see people are unlucky, have trouble, or are in bad condition.

Expressing sympathy is used to comfort people who have trouble or are in bad condition. It is also used to let people know that we care for them. We can express sympathy directly to him/her orally by saying something supportive or we can send him/her a letter, postcard, short message service (sms), or email to show our care/sympathy.

In the card and message above you find the expressions like:

- Hope today finds you feeling much better!
- I'm sorry to hear that.
- Hope you recover soon.

They are some examples of expressions to show care. Here are the other expressions and responses you can use:

Expressions	Responses
• I'm extremely sorry to hear that. • I was deeply sorry to hear that you're sick. • Please accept my condolences. • You must be very upset. • I know how it feels.	• Thank you. • Thank you very much. • Thank you for your sympathy. • It's very nice of you. • You're truly a good friend. • I appreciate your thoughts and prayers. • What a shame.

Simple Present Tense

<table>
<tr><td rowspan="3">Statement</td><td colspan="3">Verbal sentence</td><td colspan="3">Nominal sentence</td></tr>
<tr><td>I/we/you/they</td><td>+ V1 +</td><td>O/adj/adv</td><td rowspan="2">S</td><td rowspan="2">+ be (am, is, are) +</td><td rowspan="2">adj, adv, noun</td></tr>
<tr><td>he/she/it</td><td>+ V1 + -s/-es +</td><td>O/adj/adv</td></tr>
<tr><td>Examples in sentences:</td><td colspan="3">In Task 1, you find:
I <u>like</u> the cover very much.</td><td colspan="3">In Task 6, you find:
I <u>am</u> sorry to hear that.</td></tr>
</table>

GLOSSARY

admiration /ˌæd.mɪˈreɪ.ʃ ə n/ (n) : kekaguman
appreciate (v) /əˈpriː.ʃi.eɪt/ : menghargai
awful (adj) /ˈɔː.f ə l/ : mengerikan
better (adj) /ˈbet.ə r / : lebih baik
care (v) /keə r / : peduli
condolence (n) /kənˈdəʊ.lən *t* s/ : belasungkawa
gorgeous (adj) /ˈgɔː.dʒəs/ : indah, hebat
grateful (adj) /ˈgreɪt.f ə l/ : berterima kasih
heartfelt /ˈhɑːt.felt/ (adj) : dengan seenuh hati
occasion (n) /əˈkeɪ.ʒ ə n/ : kesempatan
performance (n) /pəˈfɔː.mən *t* s/ : penampilan
pleasure (n) /ˈpleʒ.ə r / : kesenangan
praise (v) /preɪz/ : memuji
prayer (n) /preə r / : doa
recover (v) /rɪˈkʌv.ə r / : sembuh
sympathy (n) /ˈsɪm.pə.θi/ : simpati/ kepeduliaan
terrific (adj) /təˈrɪf.ɪk/ : hebat
thought (n) /θɔːt/ : pikiran
upset (adj) /ʌpˈset/ : kecewa

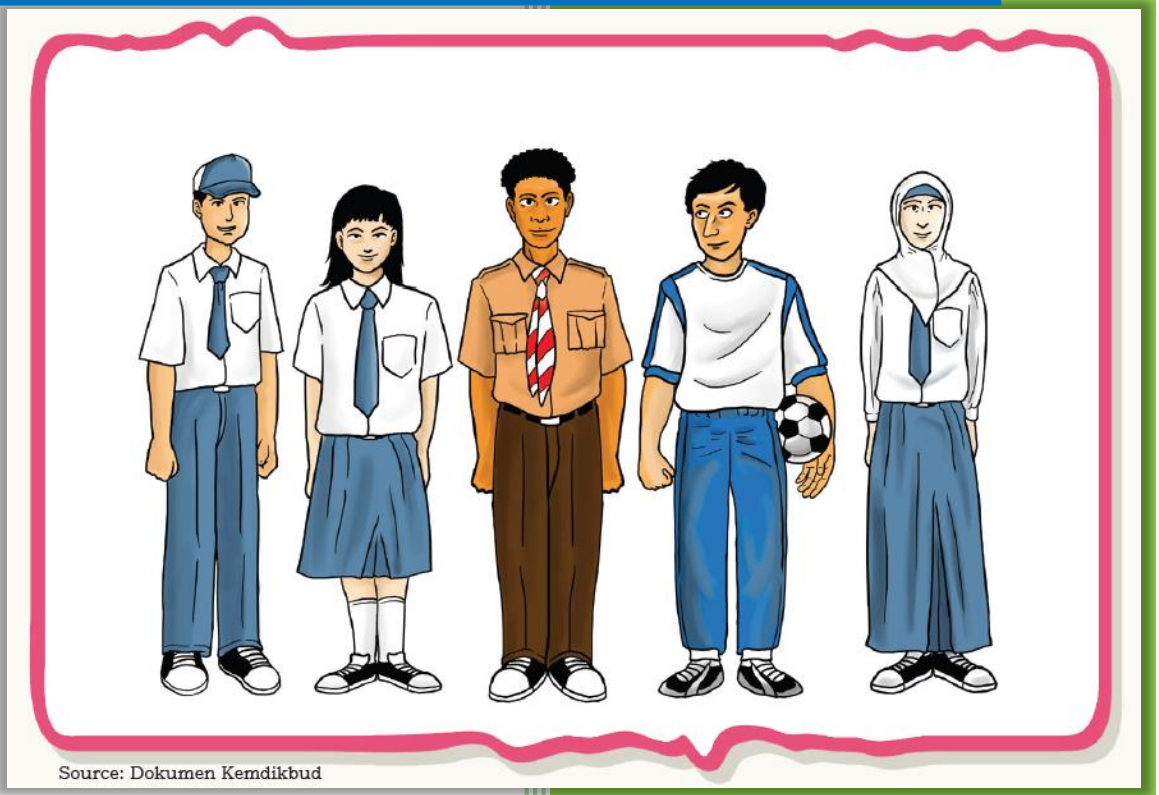
"The only thing that stands between you and your dream is the will to try and the belief that it is actually possible"

Joel Brown

UNIT 3

DESCRIBING PEOPLE

In this unit, you will learn how to write a text of describing people.



Source: Dokumen Kemdikbud

LEARNING GOALS

1. Identify the social function, text structure, and language features of descriptive text about people.
2. Find a message in descriptive texts.
3. Read descriptive texts.
4. Write a descriptive text about people.

WARM-UP

Look at the pictures below and then answer the questions that follows based on your knowledge by ticking (√).

Picture A

Picture B

Sources:

Picture A: *http://cliparts.co/cliparts/Bcq/E89/BcqE89Ezi.jpg&imgrefurl*

Picture B: *http://google.com*

Questions:

1. What do people in Picture A look like?

Beautiful	☐
Handsome	☐
Tall	☐
Short	☐
Fat	☐
Slim	☐
Old	☐
Young	☐
Attractive	☐

2. What can you tell about the people in Picture B?

Smart	☐
Diligent	☐
Lazy	☐
Friendly	☐
Kind	☐
Mean	☐
Naughty	☐
Strong	☐

OBSERVING — TASK 1

Read the following text and then tick (√) and write items that you do not know and/or you want to know further.

My Best Friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. She likes to wear jeans, casual t-shirts, and sneakers. Her favorite t-shirts are those in bright colors like pink, light green, and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that is why many friends enjoy her company. However, she can be a bit childish sometimes, for example, when she does not get what she wants then she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.

Source: Buku Bahasa Inggris for Grade X based on Curriculum 2013

I want to know …	
1. the content of the text.	☐
2. the social function of the text.	☐
3. the adjectives used in the text.	☐
4. the tense used in the text.	☐

Write more things you do not know or you want to know further.
1. …
2. …
3. …

QUESTIONING

TASK 2

Referring to the items you want to know, tick (√) relevant questions and propose your answers based on your current knowledge.

Items	
1. What is the text about?	☐
2. What is the social function of the text?	☐
3. What is the adjectives used in the text?	☐
4. What is the tense used in the text?	☐

Temporary Answers
1. …
2. …
3. …
4. …

COLLECTING DATA, ANALYZING DATA, & COMMUNICATING

TASK 3

Match the words with their Indonesian equivalents. You may find the meaning in the dictionary, internet, or other sources.

cheerful	rambut bergelombang
childish	pintar
fair skin	cerewet
friendly	tinggi
good-looking	kekanakan

kind	berkulit kuning langsat
smart	ceria
talkative	ramah
tall	baik hati
wavy hair	rupawan

TASK 4

Read again the text in Task 1 then state whether the following statements are True or False. Number one has been done for you.

No	Statements	T/F
1	Dinda is not the writer's best friend.	**F**
2	The writer and Dinda are friends since junior high school.	
3	Dinda is good-looking, not too tall with fair skin, and has wavy black hair.	
4	Dinda likes to wear skirts, shirts, and slippers.	
5	Dinda likes to wear t-shirts in dark colors like black, dark blue, and brown.	
6	Dinda is a cheerful, friendly, and talkative girl.	
7	Many friends enjoy to be with Dinda.	
8	Dinda will act like a child when she is sleepy.	
9	Dinda loves drawing very much.	
10	Dinda likes to draw manga characters.	

TASK 5

Look at the puzzle below. In pairs, find 14 words related to people's physical appearance and personality. You can find the words by looking vertically and horizontally. Number one has been done for you.

A	S	D	**H**	**A**	**N**	**D**	**S**	**O**	**M**	**E**	F	B	G
E	M	D	G	S	E	I	E	C	A	D	C	E	H
D	E	R	I	S	D	L	A	X	R	E	N	A	S
F	A	T	N	H	K	I	N	D	I	T	B	U	D
R	N	E	M	I	R	G	D	S	M	A	R	T	F
I	I	E	U	O	D	E	T	Q	S	L	I	I	E
E	O	H	I	P	A	N	C	E	S	K	I	F	I
N	U	S	H	O	R	T	A	A	H	A	O	U	O
D	S	I	O	W	D	O	G	E	A	T	A	L	L
L	A	Z	Y	D	C	S	F	K	S	I	S	N	B
Y	C	L	O	F	I	L	J	P	D	V	S	I	N
I	H	L	S	T	R	O	N	G	Y	E	E	O	O
N	V	K	G	I	S	B	K	H	F	S	A	O	A
S	S	L	I	M	I	B	L	I	P	W	E	A	K

TASK 6

Study the following explanation about descriptive text. Then match the paragraph that follows with the correct part of the text.

Descriptive Text

Descriptive text is a text that describes the characteristics of a specific thing, for example a specific person, animal, or object. The aim of the descriptive text is to describe a particular person, animal, or thing. The descriptive text in Task 1 describes a person. The text has two main parts, which are:

1. Identification: it gives a general information about the person (name, job, and age). The writer usually identifies phenomenon to be described.
2. Description: it describes the person in details (for example how she/he looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and legs).

Sometimes a descriptive text has a general comment at the end, for example:

I am really glad to have a best friend like Dinda.

Adapted from: Scaffolding: English for Junior High School Students Grade VII

My Best Friend

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We do not study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we have been friends ever since.

Dinda is good-looking. She is not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. She likes to wear jeans, casual t-shirts, and sneakers. Her favorite t-shirts are those in bright colors like pink, light green, and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that is why many friends enjoy her company. However, she can be a bit childish sometimes, for example, when she does not get what she wants then she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I am really glad to have a best friend like Dinda.

Source: Buku Bahasa Inggris for Grade X based on Curriculum 2013

identification

description

My Cousin

I have many cousin, but there is only one who is very close to me. Her name is Alisa. She is 17 years old, one year older than me. Her hometown is in Cilacap, but now she lives in Yogyakarta. I usually call her Caca. She attends Kusumawijaya senior high school in Yogyakarta.

Alisa is tall, her height is 170 cm. She is a beautiful girl. Her skin is brown and her eyes are big. She has pointed nose and thick lips. She is not too skinny but her waist has a small size. Her hair is a bit wavy, but now she wears veil to hide it. She is friendly and kind to other people. She likes to help others whenever she can. She has many good friends at school because of her kindness. At home, she usually wears jeans, long t-shirts, and veils.

She loves drawing, singing, and playing games. She has a lot of specialties. She likes to draw beautiful scenery that she sees. She usually brings her sketches book in her bag wherever she goes. At home she usually sings many songs. She has a beautiful voice. We usually spend time together by playing our favorite games after school. I really love her and I'm really proud to have a cousin like her.

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

Adapted from: http://unspokenthingy.blogspot.com/2012/11/example-of-descriptive-text_24.html

TASK 7

Study the following explanation about Simple Present Tense. In pairs, complete the text using the correct form of verbs.

	Verbal sentence			Nominal sentence		
Statement	I/we/you/they	+ V1 +	O/adj/adv	S	+ be (am, is, are) +	adj, adv, noun
	he/she/it	+ V1 + -s/-es +	O/adj/adv			
Examples in sentences:	In Task 6, you find: Her waist <u>has</u> a small size. She <u>has</u> a beautiful voice.			In Task 1, you find: Dinda <u>is</u> good-looking. Her sketches <u>are</u> amazingly great.		

In pairs, complete the text using the correct form of verbs.

cute /kjuːt/	: imut	naughty /ˈnɔː.ti/	: nakal
fair skin /fer/ /skɪn/	: kulit kuning langsat	pointed nose /ˈpɔɪn.tɪd/ /noʊz/	: hidung mancung
friendly /ˈfrend.li/	: ramah	smart /smɑːrt/	: pintar
good-looking /ˌgʊdˈlʊk.ɪŋ/	: rupawan	tall /tɑːl/	: tinggi
lovely /ˈlʌv.li/	: menyenangkan	thin /θɪn/	: kurus

My brother

I have a younger brother. His name is Ramadhani and my family usually call him Dhani. He is 6 years old, 10 years younger than me. Now he attends a kindergarten near our home in Yogyakarta. He (1) … very cute and lovely. I love him very much.

Dhani (2) … tall enough for other children in his age. He (3) … good-looking and thin. It is difficult for my mother to ask him to eat food. He (4) … thick lips and small pointed nose. He also (5) … fair skin like my mother and he has short black hair. His eyes (6) … big and black. Sometimes he (7) … naughty to his friends when they are playing together. He also likes to joke a lot with me at home. He (8) … smart, friendly, and he likes to smile to other people.

His hobbies (9) … playing games, reading children's short stories, and drawing. He usually draws abstract paintings in his sketches book and they (10) … amazingly great. He likes to read short stories before he goes to sleep. Sometimes we spend time together to play games in the computer.

TASK 8

Study the following explanation about adjectives.

Adjectives

Adjectives are words that describe or modify person or thing in a sentence. In a descriptive text, adjectives are used to describe people's physical appearance and personality. In Task 6, you find the sentences like:

- Dinda is good-looking.
  S be Adj
- She is friendly.
  S be Adj

To describe people's physical appearance and personality, you can use the following words.

Physical appearance					
Height	**Body**	**Age**	**Hair**	**Face**	**Eyes**
Tall	Slim	Young	Long	Round	Big
Short	Thin	Old	Short	Oval	Round
Medium	Fat	Teenager	Straight	Square	Slanting
	Skinny	In 20s, 30s	Wavy	Wrinkles	Blue
			Curly	Bearded	Brown
			Black	Pale	
Personality					
smart, stupid, diligent, lazy, confident, generous, cheerful, friendly, kind, stubborn, energetic, humorous, sensitive, humble, introvert, extrovert, talkative.					

Adapted from: Interlanguage: English for Senior High School Students X

TASK 9

Match the sentences in table below with the correct description (physical appearance or personality). Number one and two have been done for you.

No	Sentences	Description	
		Physical appearance	Personality
1.	Dinda is good-looking.	√	
2.	She is very cheerful.		√
3.	She has fair skin and wavy black hair.		
4.	She is also very friendly.		
5.	She is very talkative.		
6.	Alisa is a beautiful girl.		
7.	Her skin is brown and her eyes are big.		
8.	She is friendly and kind to other people.		

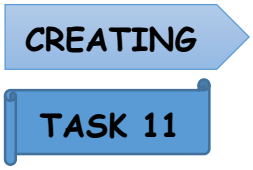
9.	She is not too skinny but her waist has a small size.		
10.	She is smart.		

TASK 10

Read again the text in Task 6 entitled "My Cousin" then answer the following questions.

1. Who is being described in the text?
   a. Alisa
   b. Kusumawijaya
   c. Sasa
2. How old the person being described in the text?
   a. 16 years old
   b. 17 years old
   c. 18 years old
3. Where does she come from?
   a. Yogyakarta
   b. Cilacap
   c. Kusumawijaya
4. How the writer tells about her physical appearance?
   a. Alisa has medium height and she is very skinny, her skin is brown and her eyes are black, she has flat nose and thick lips, her hair is long curly black.
   b. Alisa is tall and ugly, her skin is fair and her eyes are big, she has pointed nose and big lips, she is not too skinny and her hair is straight.
   c. Alisa is tall and beautiful, her skin is brown and her eyes are big, she has pointed nose and thick lips, she is not too skinny and her hair is a bit wavy.
5. How the writer tells about her personality?
   a. Alisa is friendly and bad to other people.
   b. Alisa is friendly and kind to other people.
   c. Alias is mean and kind to other people.
6. She is <u>friendly</u> and kind to other people. What does the underlined word refer to?
   a. Not willing to give or share things.
   b. Intelligent, or able to think quickly or cleverly in difficult situations.
   c. Behaving in a pleasant, kind way towards someone.

7. What are her hobbies?
   a. Alisa likes drawing, singing, and reading.
   b. Alisa likes drawing, singing, and playing games.
   c. Alisa likes singing, reading, and eating.
8. In what occasion does the writer usually spend the time together with her cousin?
   a. They spend their time together by playing their favorite games after school.
   b. They spend their time together by singing their favorite songs after school.
   c. They spend their time together by drawing beautiful scenery after school.



In pairs, fill in the blank spaces with the words available in the box.

introvert	long	straight	slim	height
medium	happy	energetic	pointed	slanted

My Family

My family has four members: my father, my mother, my sister, and me. My father, Mr. Lukman, is 52 years old. He is a businessman. He has a gadget shop near our home. His face is square and his eyes are big. He has big (1) … nose and short (2) … black hair. He is tall with 180 cm (3) …. He is smart, diligent, and (4) …. Sometimes he is stubborn too.

My mother is Mrs. Anisa. She is 47 years old. She is a doctor. She has oval face and (5) … black eyes. Her hair is (6) … straight black. She is not too tall and she is (7) … because she likes to do sport. She is good-looking and always well-dressed. She is smart, friendly, and talkative.

My sister, Nadia, is 22 years old. She is 6 years older than me. She has big black eyes and oval face. She has (8) … height and she is shorter than me. She is a bit (9) … but she is very smart, cooperative, and diligent. She likes reading books and she has many collections of many books in her books' shelves. She is studying English Literature in her university. I am very (10) … to have a family like them.

Adapted from: http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html

TASK 12

Look at the picture below. In pairs, make a description about the picture by studying the words available in the box.

straight black hair

thin eye-brow

slanted eyes

round face

fair skin

pointed nose

tall

red and black jacket

blue jeans

blue sport shoes

headphone

Source: http://cdn-7.motorsport.com/

TASK 13

Prepare a photograph. It can be a personal photograph or a family photograph. Individually, write a descriptive text that describe the people in the photograph.

EVALUATION

TASK 14

Look at the picture below. Individually, make a description about the picture.

Source: http://www.jpnn.com/uploads/berita/dir08112009/img08112009536281.JPG

REFLECTION

Before I studied this unit	I didn't understand …….. ……..
When I was studying this unit	Difficulties: ……. How I overcame the difficulties: ……. …….. …….
After I had studied this unit	I think …….. ……. …….

SUMMARY

In this unit, you learn:

Descriptive Text

Descriptive text is a text that describes the characteristics of a specific thing, for example a specific person, animal, or object. The aim of the descriptive text is to describe a particular person, animal, or thing. The descriptive text in Task 1 describes a person. The text has two main parts, which are:

3. Identification: it gives a general information about the person (name, job, and age). The writer usually identifies phenomenon to be described.
4. Description: it describes the person in details (for example how she/he looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms, and legs).

Sometimes a descriptive text has a general comment at the end, for example:

I am really glad to have a best friend like Dinda.

Adjectives

Adjectives are words that describe or modify person or thing in a sentence. In a descriptive text, adjectives are used to describe people's physical appearance and personality. In Task 6, you find the sentences like:

- Dinda is good-looking.
  S be Adj
- She is friendly.
  S be Adj

To describe people's physical appearance and personality, you can use the following words.

Physical appearance					
Height	**Body**	**Age**	**Hair**	**Face**	**Eyes**
Tall Short medium	Slim Thin Fat Skinny	Young Old Teenager In 20s, 30s	Long Short Straight Wavy Curly black	Round Oval Square Wrinkles Bearded pale	Big Round Slanting Blue Brown
Personality					
smart, stupid, diligent, lazy, confident, generous, cheerful, friendly, kind, stubborn, energetic, humorous, sensitive, humble, introvert, extrovert, talkative.					

Adapted from: Interlanguage: English for Senior High School Students X

GLOSSARY

appearance (n) /əˈpɪə.rən *t* s/ : penampilan

beard (n) /bɪəd/ : brewok

cheerful (adj) /ˈtʃɪə.f ə l/ : ceria

fair skin (n) /feə r / /skɪn/ : berkulit kuning langsat

generous (adj) /ˈdʒen. ə r.əs/ : dermawan

humble (adj) /ˈhʌm.bl/ : rendah hati

mean (adj) /miːn/ : jahat

ponytail (n) /ˈpəʊ.ni.teɪl/ : rambut ekor kuda

recess (n) /rɪˈses/ : istirahat

stamp (v) /stæmp/ : menghentakkan kaki

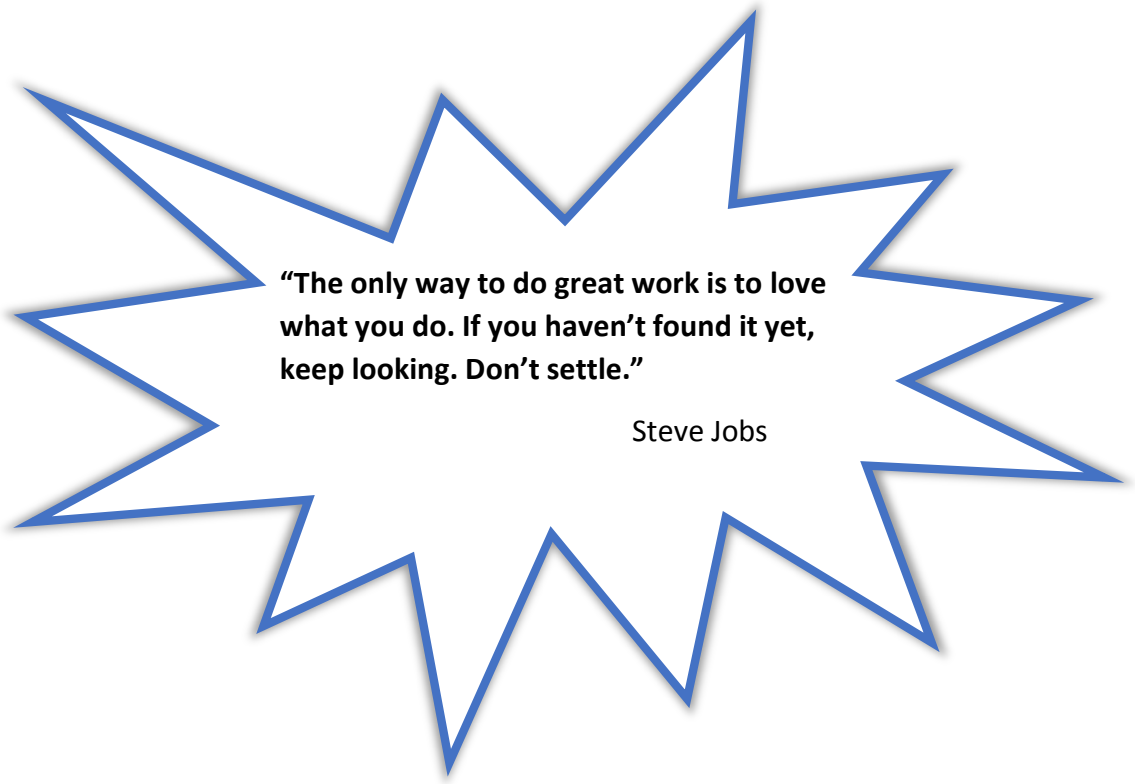
skinny (adj) /ˈskɪn.i/ : kurus

slanting (adj) /ˈslɑːn.tɪŋ/ : bermata sipit

thought (n) /θɔːt/ : pikiran

veil (n) /veɪl/ : jilbab

wrinkles (n) /ˈrɪŋ.kl̩/ : keriput



APPENDIX J

Permit Letters

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1055a/UN.34.12/DT/IX/2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

11 September 2014

Kepada Yth.
Walikota Yogyakarta
c.q. Kepala Dinas Perizinan Kota Yogyakarta

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

DEVELOPING INTERACTIVE MULTIMEDIA FOR READING WRITING MATERIALS FOR GRADE X STUDENTS OF SMA N 2 YOGYAKARTA

Mahasiswa dimaksud adalah :

Nama	: ISTIKHAROH
NIM	: 10202244060
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: September - Oktober 2014
Lokasi Penelitian	: SMA N 2 Yogyakarta

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

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

a.n. Dekan
Kasubbag Pendidikan FBS,

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

Tembusan:
1. Kepala SMA N 2 Yogyakarta

PEMERINTAH KOTA YOGYAKARTA
DINAS PERIZINAN
Jl. Kenari No. 56 Yogyakarta Kode Pos : 55165 Telp. (0274) 555241,515865,515866,562682
Fax (0274) 555241
EMAIL : perizinan@jogjakota.go.id
HOT LINE SMS : 081227625000 HOT LINE EMAIL : upik@jogjakota.go.id
WEBSITE : www.perizinan.jogjakota.go.id

SURAT IZIN

NOMOR : 070/2854
0216/34

Membaca Surat : Dari Dekan Fak. Bahasa dan Seni - UNY
Nomor : 1055a/UN.34.12/DT/2014 Tanggal :11/09/2014

Mengingat :
1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Diijinkan Kepada :
Nama : ISTIKHAROH NO MHS / NIM : 10202244060
Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
Alamat : Kampus Karangmalang, Yogyakarta
Penanggungjawab : Joko Priyana, Ph.D.
Keperluan : Melakukan Penelitian dengan judul Proposal : DEVELOPING INTERACTIVE MULTIMEDIA FOR READING-WRITING MATERIALS FOR GRADE X STUDENTS OF SMA N 2 YOGYAKARTA

Lokasi/Responden : Kota Yogyakarta
Waktu : 12/09/2014 Sampai 12/12/2014
Lampiran : Proposal dan Daftar Pertanyaan
Dengan Ketentuan :
1. Wajib Memberi Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
2. Wajib Menjaga 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 seperlunya

Dikeluarkan di : Yogyakarta
pada Tanggal : 12-9-2014

Tanda tangan
Pemegang Izin

ISTIKHAROH

An. Kepala Dinas Perizinan
Sekretaris

ENY RETNOWATI, SH
NIP. 196103031988032004

Tembusan Kepada :
Yth. 1. Walikota Yogyakarta(sebagai laporan)
2. Ka. Dinas Pendidikan Kota Yogyakarta
3. Kepala SMA Negeri 2 Yogyakarta
4. Dekan Fak. Bahasa dan Seni - UNY
5. Ybs.

PEMERINTAH KOTA YOGYAKARTA
DINAS PENDIDIKAN
SMA NEGERI 2
Jl. Bener, Tegalrejo, Yogyakarta Kode Pos : 55243Telp. (0274) 563647 Fax. 520079
EMAIL : sman2yk@gmail.com/info@sman2jogja.sch.id
HOT LINE SMS : 08122780001 HOTLINE EMAIL : upik@jogjakota.go.id
WEBSITE: http://www.sma2jogja.sch.id

SURAT KETERANGAN

No : 070/ 7589

Yang bertanda tangan di bawah ini :

Nama	: Drs. Jumadi, M.Si.
NIP	: 19640927 198703 1 014
Jabatan	: Plh. Kepala Sekolah
Alamat	: Jl. Bener – Tegalrejo – Yogyakarta 55243

menerangkan bahwa mahasiswa tersebut dibawah ini :

Nama	: ISTIKHAROH
NIM	: 10202244060
Pekerjaan	: Mahasiswa Fak. Bahasa dan Seni – Universitas Negeri Yogyakarta

Telah melaksanakan penelitian di SMA Negeri 2 Yogyakarta tanggal 16 September 2014 dengan judul **"Developing Interactive Multimedia For Reading-Writing Materials For Grade X Students of SMA Negeri 2 Yogyakarta"** dan yang bersangkutan tidak mempunyai tanggungan. Surat dari Dinas Perijinan Kota Yogyakarta nomor : 070/2854 dan 0216/34 tanggal 12 September 2014.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Yogyakarta , 22 September 2014
Plh. Kepala Sekolah

PEMERINTAH KOTA YOGYAKARTA
SMA NEGERI 2
DINAS PENDIDIKAN

Drs. Jumadi, M.Si.
NIP. 19640927 198703 1 014

SEGORO AMARTO
SEMANGAT GOTONG ROYONG AGAWE MAJUNE NGAYOGYOKARTO
KEMANDIRIAN – KEDISIPLINAN – KEPEDULIAN - KEBERSAMAAN