



**DEVELOPING READING MATERIAL OF PUBLIC TOLERANCE
THROUGH INTERACTIVE MULTIMEDIA USING *FLASH PLAYER*
FOR THE FOURTH GRADE STUDENTS OF ELEMENTARY SCHOOL**

A final project

Submitted in partial fulfillment of the requirements

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in English

by

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Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan baik yang langsung maupun tidak langsung maupun sumber yang lainnya, ditulis dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah.

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Demikian, harap pernyataan ini digunakan seperlunya.

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Yang membuat pernyataan

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Dream is the only priceless treasure a human being has in his life.



My beloved Father, Mother, Family
and Wonderful Friends.....

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ABSTRACT

Nurcahyoko, Kunto. 2011. *Developing reading Material of Public Tolerance through Interactive Multimedia Using Flash Player for the Fourth grade Students of Elementary School.* Final project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Dr. Dwi Anggani L.B, M.Pd., Second Advisor: Maria Johana Ari W. S.S., M.Si.

Key Word : reading, character building, interactive multimedia, research and development.

Reading becomes essential aspect in learning English. Through reading, the students can access the knowledge and information everywhere. Seeing that significance role of reading, it is a must for the teacher to create effective material to teach reading.

Another aspects which is also important for Indonesia students now is character building material. Character building is very important to be integrated within the curriculum in Indonesia especially reading. By doing so, the students will get better understanding about public tolerance.

Based on those two urgencies, the researcher conducted research to know what the reading problem of the fourth students in elementary school. Besides that, the researcher also wants to know how to develop the reading material containing public tolerance to the students effectively. The subject of this study was fourth grade students of SD N 2 Kancilan in the academic year 2010/2011.

After conducting two months research using Research and Development method, it can be concluded that there was a bit problem in reading activities of fourth grade students in SD N 2 Kancilan in the academic year 2010/2011. The reading material and activities used by the teacher was not really attractive to the students. This problem could be solved by presenting the interactive reading multimedia material of public tolerance to attract the students' attention, not only reading, but also their understanding about the importance of public tolerance.

There is one more finding. It states that in developing the effective multimedia reading material, the teacher must do several steps. Generally, the process consists of 6 steps started from analyzing, designing, developing, experts validating, revising, implementing.

From the experts' validation, it can be concluded that overall the product was excellent. The average score for each aspect was 5. It covers up the content appropriateness, the content effectiveness and appropriateness, the ease of navigation, and the attractiveness of the multimedia. It means that by the design, the product is quite appropriate to be implemented in the classroom.

From the implementation step, it can be concluded that the multimedia reading material is significant in helping the students to understand the material. From this step, the almost all of the students can answer the exercise in the material correctly. From the interview, it can be concluded also that multimedia reading material is able to motivate the students in learning more.



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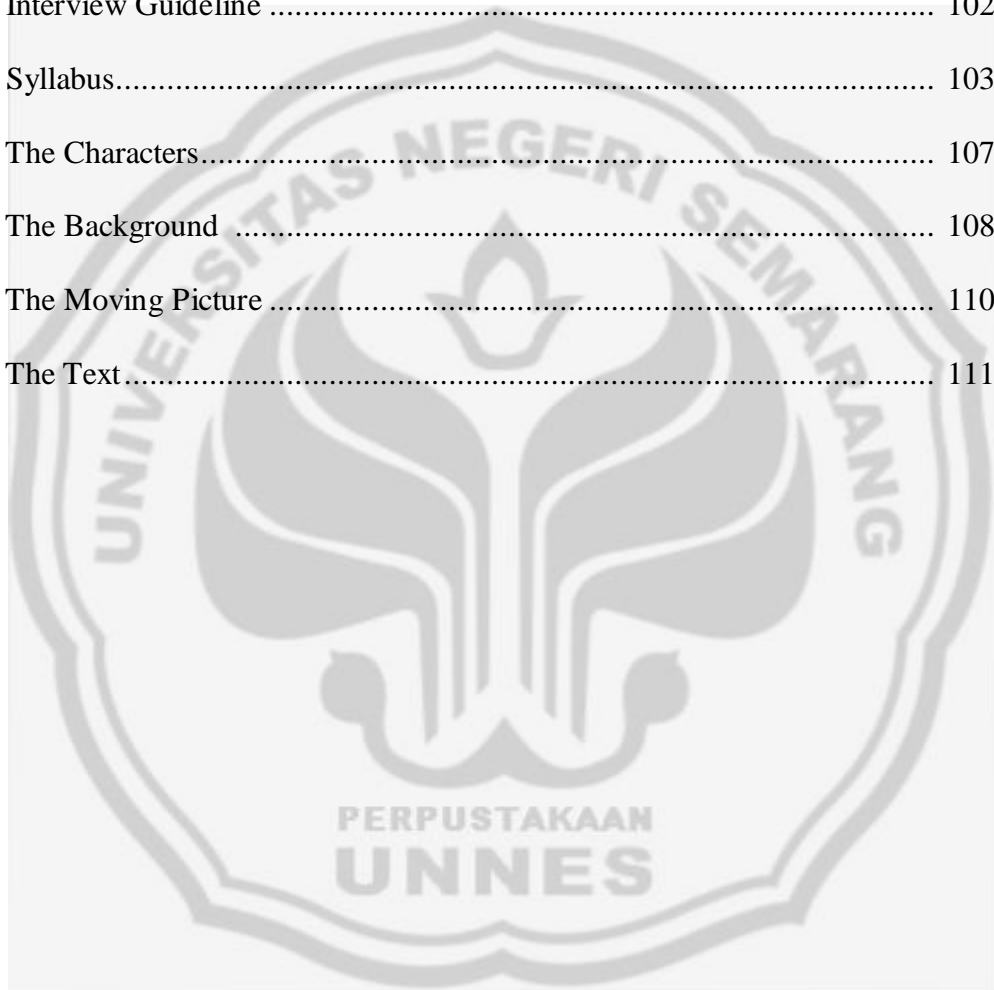
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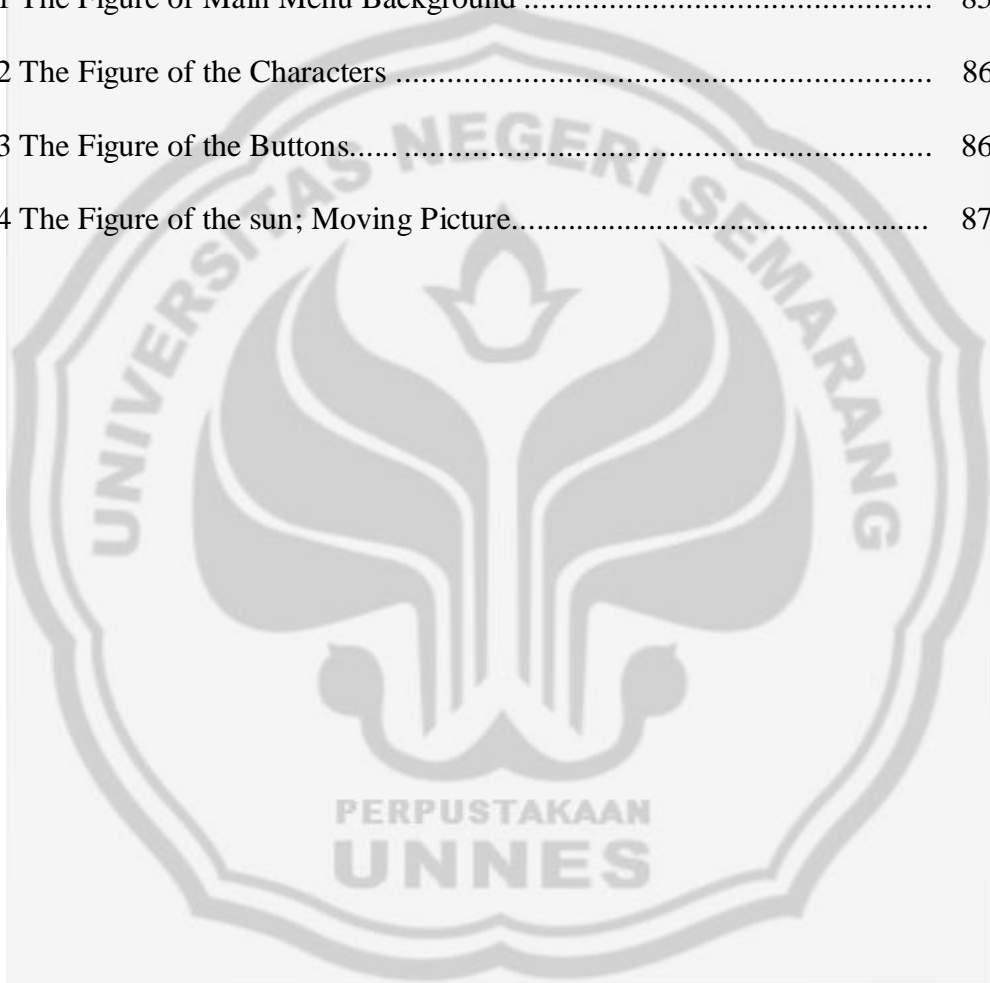
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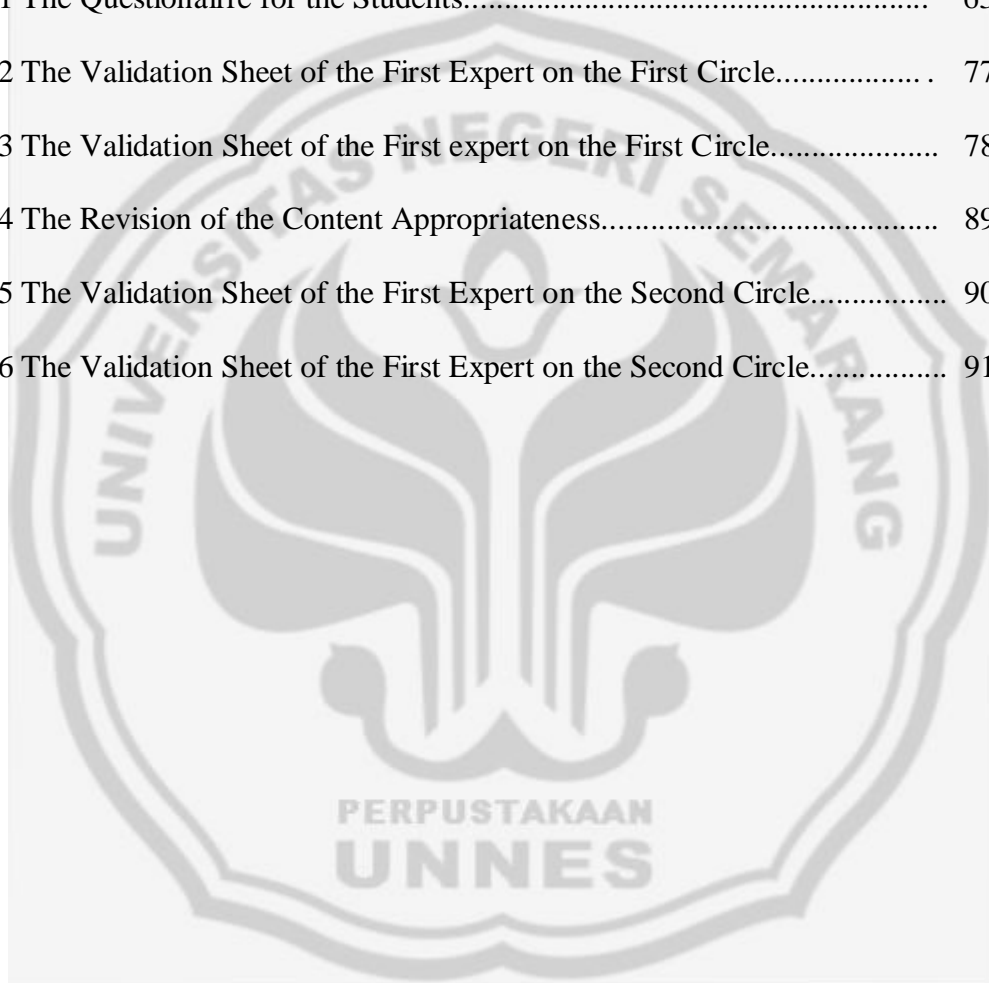
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CHAPTER I

INTRODUCTION

This chapter gives introduction about the study. It contains the background of the study, the reasons for choosing the topic, the statement of the problem, the purpose of the study, the significance of the study, and the outline of the report.

1.1 Background of the Study

English is a means of communication both oral and written. Communication itself is to understand and convey information, thought, and feeling to develop science, technology, and culture. Thus, teaching students English is very important to make sure that they will be able to develop their potential as social being.

In order to make English successful, Indonesia has applied new curriculum which enable students to get the best treatment in studying English. This curriculum is called School Based Curriculum (KTSP). It offers a different type of learning activity from the previous one. Based on BSNP (2006: 5), school-based curriculum is an operational curriculum that is designed and implemented on each educational item. In addition, the curriculum does not only concern with the material but also the implementation of the competence which is obtained during teaching and learning activity. The students are supposed to be active in the classroom while the teachers arrange the syllabus to direct the learning activity so

that the students can have better understanding of the material and the purpose of the Indonesian education objective can be reached.

As stated in Kurikulum Tingkat Satuan Pendidikan (National Education Department, 2000), teachers are demanded to develop their qualification. It's such a unique curriculum that the previous curricula didn't even have some of its characteristics. For example, in this curriculum, teachers are obliged to make their own syllabus, lesson plan, as well as the material. It is expected that the teaching and learning process will be based on the potency had by each school and region. They must also evaluate their students based on evaluation rubrics they have made.

However, for the time being, many teachers still get confused in interpreting the implementation of KTSP. They are apprehensive about the lack of text books and also handouts as their materials and instrument to support their teaching and learning process. It is because each school in KTSP will have their own curriculum. Although Badan Standar Nasional Pendidikan (BNSP) will give the standard, it is only the standard competence and basic competence for each subject, based on the Standar Isi (SI) created by Permen Diknas.

Seeing that fact, it is such an urgent needs for the teachers to be able to develop their own creativity in creating good and qualified materials. When the teachers can do it, the students will be interested and active in achieving the competence based on the provided material. Material development must be

contextual which means suitable with the condition, need, and reality faced by the students in particular school.

One of the basic needs for students now is character building material. Character building is very important to be integrated within the curriculum in Indonesia. This idea comes up as the message to the students about the importance of keeping the unity and finding the conflict resolution faced by our country right now. Most of the conflicts happened because of the lack of understanding and tolerance among the people. Yuniardi (2011:5) states that "religious, political, social, and racial issues in Indonesia could easily trigger conflict at the grassroots level as the government leaders fail to promote tolerance among people." The conflict happened in Ambon, Poso, Aceh, or even in Temanggung are serious problem and need to be solved soon.

Based on this fact, having a tolerance in facing other's differences is rather a must for the people, especially for the children. Sanjaya (2010:9) explains this notion in his research:

One of the important key in determining the significant effort to maintain the unity of the multiculturalism in Indonesia is the good tolerance. Because Indonesia is a multicultural nation, including the element of life like belief, thought, culture, and habit. Hence, the awareness of tolerance is absolutely required. Tolerance education must become an obligation for both individual and group actualized in their social interaction.

The earlier students learn, the better they will be. It is because children are a social-being within process. It's a fundamentally essential to make sure that students become a right member of society in the future. Baptitse (2009:9) states

that “to develop a child’s character, a person must understand core virtues, care about them, and act upon them”. Educating them the correct value and norm of the society needs an intensive attention as the prerequisite to prepare the optimal generation.

Based on that fact, elementary students’ period is the best stage for children to learn the good characters. Introducing elementary students about meaning is the first stage in learning language. It means that students must understand the materials given by the teachers. Introducing the meaning can be done when teachers teach the elementary students to play with the language. Therefore, putting the material of character building in reading material given to the elementary students will advance their understanding, not only language comprehension, but also character building skill.

We all understand that the aim of education is not only on the focus of transferring knowledge, but also see how the students will be the human being in line with the society expectation in the future. Indonesia adheres the value and norm of the eastern. In this multicultural country, the understanding of public tolerance must be put in the first priority by all layers of society. It also brings a logical consequence to the formal schools to actually take part in this responsibility by providing proper role in teaching students the tolerance itself and later develop interesting material of language skill integrated with character building materials for the students.

Reading is potential gate to open children’s understanding toward particular information. Reading might give the students the wider access to actually gain

new knowledge. Moreover, once we could make it as interesting as possible, we probably could take them into better atmosphere of understanding toward the given material.

In teaching reading, we must be able to construct structured learning. As teacher, it is needed to prepare all the instrument of teaching. It starts from preparing the teaching documents like syllabus, lesson plan, learning material, as well as the rubric of evaluation. It is also important to set the indicator to measure up the students' achievement in English.

School based curriculum syllabus is made up by standard competence and basic competence that is developed by the school itself. Here is one of the most difficult standard competence and basic competence faced by the fourth grade students in semester 2.

| Standar Kompetensi | Kompetensi Dasar |
|---|---|
| Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana |

Students tend to face the difficulties in understanding the reading. Thus, it is needed to develop the interesting media to teach students reading. We can combine the visual aids, sound, words, or even moving pictures to attract the students to read the material.

For students of every ability and background, it's the simple, miraculous act of reading a good book that turns them into readers, because even for the least experienced, most reluctant reader, it's the *one good book* that changes everything. The job of adults who care about reading is to move heaven and earth to put that book into a child's hands. (Atwell 2007)

As the world develops, the education inquiry currently gets also a significant influence. The method of teaching and learning process advances into a new stage. People can also access the information easily by the invention of the internet and computer. One of the most popular and useful education media is called multimedia. Based on Collins, Hammond, and Wellington (1997:4), "multimedia is a way of presenting material (often learning material) which involves three or more of the following media within a computer environment". By using this media, teacher can maximize the students' potential through interactive compact disc. Philips (1997:12) also states that "Multimedia has potential to accommodate people with different learning style". This means that teacher can come and transfer the knowledge to all students though they have different learning style. It will be also much more effective and efficient in using the time allocated for teaching and learning process.

The students are mostly reluctant to read the book because they find it boring. But, by using multimedia, the function of book can be replaced by the media called *Flash Player*. This media is able to create and present the material using visual aids, sound, words, or even moving pictures. Macromedia *Flash MX 2004* is the software for viewing animations and movies using computer programs such as an interactive CD. By making a good preparation, multimedia using *Flash Player* will absolutely answer this challenge.

Eventually, it is needed to invent more alternatives in teaching English and of course, in the same time, educate the children how to have good public tolerance. By developing reading material using *Flash Player*, students will not only get interested in understanding the English but also the public tolerance. Through this alternative, it can inform the students how important the public tolerance, empathy, and the other good virtues are. And as a means of character building, it will be able to create better young generation.

1.2 Reason for Choosing the Topic

The reasons in choosing the topic for this academic writing are based on;

- 1.2.1 In School Based Curriculum (KTSP), teachers are demanded to develop their own teaching material creatively based on school and students potential.
- 1.2.2 Reading is one of the most important language acquisitions to study. However, most of students find that reading book is boring because their teacher uses the dictation or conventional method only.
- 1.2.3 Children need to be taught about public tolerance as a means of character building in formal school.
- 1.2.4 Reading material has a very wide chance to be developed in supporting the character building purposes
- 1.2.5 The Research in developing Multimedia is still its infancy.

1.2.6 Interactive Multimedia using *Flash Player* is effectively proven as a good and interactive media in teaching students.

1.2.7 Interactive Multimedia using *Flash Player* is not like other teaching English method. It requires students to be interactive with the learning process because there is such an interesting Audio-Visual media.

1.3 Statement of the Problem

The problems which the writer wants to find out in this final project are:

1.3.1 What are the problems faced by the fourth grade students of SD N 2 Kancilan in learning reading?

1.3.2 How to develop the reading material containing public tolerance to the students?

1.4 Purpose of the Study

Based on the problem explained above, the purpose of the study is:

1.4.1 To know what the problems the fourth grade students of SD N 2 Kancilan in learning reading are.

1.4.2 To describe how to develop the reading material containing public tolerance to the students.

1.5 Significance of the Study

This final project is actually directed to give the significance for two major areas, which are theoretically for the development of the scientific advance and practically for the students and practitioners especially the teacher in conducting the English teaching and learning.

Theoretically, it should be beneficial and interesting for the researchers and scholars in the wider community especially those persons concerned with teaching material using multimedia, character building development, and social interaction. This study will give additional references and contribution for the next research about public tolerance and the use of Interactive Multimedia using *Flash Player* for the children.

Practically, for the students, it is expected that they will get mutual understanding upon public tolerance from an interesting material, which is by using the interactive *Flash Player* multimedia. Furthermore, they are expected to apply all the value of the reading material provided in the project in their real life. Then, this study will be also beneficial for the teacher in conducting their class, especially to teach the students about public tolerance and develop the creativity of teachers to make their own reading material.

1.6 The Outline of the Report

Chapter I consists of background of the study, reasons for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the report.

Chapter II presents the review of the related literature. It covers the review of previous study, theoretical review that consist of theory in social and public tolerance for children, teaching English, teaching technique using multimedia, the overview of multimedia *Flash Player*, and theoretical framework that underlying the theory of research and development method.

Chapter III discusses the method of investigation. It includes the object of the study, research design, steps in doing the research, type of data, instrument for collecting data, method of collecting data and analyzing data.

Chapter IV describes the results of the study based on data analysis and the discussion of research findings.

Chapter V contains the conclusions and suggestions. This chapter concludes the study and provides suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theoretical description which presents the definition and discussion of some theories which are related to curriculum and teaching material, reading, public tolerance, multimedia, and the characteristics of young learners.

2.1 Curriculum

Curriculum is important part in our education system. It is the main guideline to teach the students.

2.1.1 General Concept of Curriculum

Curriculum is a plan for what is to be taught in schools. It is developed to facilitate the teaching-learning process under the direction and guidance of a school, college or university and its staff members. In addition, Suzan Feez and Helen Joyce (1998:9) stated that curriculum is a general statement of goals and outcomes, learning are arrangements, evaluations, and documentation relating to the management of programs within an education institution.

Curriculum is the sets of equipment of plans and rules about objectives, materials, and methods which are used as guideline of learning process implementation to achieve particular education goals (National Education Department, 2000). Hornby (1997:287) also stated that curriculum is the subject included in a course of study or taught at a particular school.

Based on the definition stated above, it can be concluded that curriculum is the subject included in a course of study or taught at a particular school and how teaching learning process in school can be planned, measured, and evaluated.

For the time being, education in Indonesia uses School Based Curriculum (KTSP). It is developed and designed from previous curricula.

2.1.2 Definition of the School Based Competence (KTSP)

Curriculum is always developing. The needs to adjust to the development of education of other countries and the discoveries of new theories and knowledge help to explain this condition. KTSP is the revised version of the previous curricula including 2004 and 1994. The school based Curriculum (KTSP) is the operational curriculum is designed and done in educational institutions or groups (National Education Department, 2000:12).

Curriculum must answer the national education's objectives of the appropriateness with the condition and regional potencies, education and students themselves. Thus, curriculum is designed to give the chance of the accommodation of education programs with the regional need and potency. By relying on this, every school may have different curriculum depending on the need and condition of the school itself. Yet, the government will only give a general standard of the curriculum which serves as a model for the school.

KTSP based on Standar Nasional Pendidikan (SNP) is effective to be done in the formal education and non-formal education of the elementary schools, junior high schools, and senior high schools, and designed by educational institutions or groups referred to Standar Isi (Content Standard) and Standar

Kompetensi Lulusan (SKL) also guide by Badan standar nasional Pendidikan (BSNP) guideline.

There are several differences between KTSP and previous curricula. These differences are shown in table 2.1.

Table 2.1 the difference of KTSP and previous curricula

| School Based Curriculum | Previous Curricula |
|--------------------------------|-------------------------------|
| Created by school | Created by government |
| Based on competence | Based on content |
| Students are more active | Teachers are more active |
| Based on national standard | There is no national standard |

2.1.3 The Goals of the School Based Curriculum (KTSP)

According to Mulyasa (2006:15), KTSP has several goals. It can be explained as follow;

(1) The general goal

The general goal of the School Based Curriculum is to give autonomy to the educational institutions and support the schools to make decision in curriculum development.

(2) The specific goals

Based on the Mulyasa (2006) the specific goals of the School Based Curriculum are:

- 1) To improve the education quality through school autonomy and initiative in curriculum development, using, and managing the provided resources.

- 2) To improve the attention of the school citizen and society in the curriculum development through decision making.
- 3) To improve fair competition among the educational institutions in improving their education quality.

2.1.4 The Characteristics of the School Based Curriculum (KTSP)

The implementation of education with School Based Curriculum will involve and expect the teachers to have sufficient responsibility. Alwasilah (2006:8) states some important characteristics of School based Curriculum as follows:

- (1) School Based Curriculum has flexibility of principle; school is given a freedom to give extra four hours in a week that can be used as a local content or compulsory lesson.
- (2) School Based Curriculum needs schools' understanding and motivation to change old behavior that is dependent on the bureaucrat.
- (3) Creative teachers and active students.
- (4) School Based Curriculum is developed with diversification principle; school takes a role as "broker" local wisdom.
- (5) School committee together with the teachers developed the curriculum.
- (6) School Based Curriculum perceived science and technology and arts, concentrated on potential, development, needs, students' importance, and environment.
- (7) School Based Curriculum is various and integrated; even though school is given autonomy in the development, school have to join national examination.

2.1.5 The Component of the School Based Curriculum (KTSP)

A component of curriculum means some parts or sections of the curriculum, which works functionally and in integrated way. Commonly, curriculum has three components: goals, content, and methods.

In the present study six components are initially formulated; Objectives, Curriculum Plan, Teaching Methods and Learning Activities, Learning Materials, Evaluation Procedures, and Curriculum Implementation (Nasution, 2003:45).

(1) Objectives

The curriculum objectives are statements about what the curriculum should accomplish. Those statements may be made at many levels of inclusiveness, such as at the national level, for the entire school stage, or different grade levels of schooling or of different subject matter areas. The objectives, basically, is the objectives of each educational program that will be given to the students. This includes the instructional, subject matter and instructional objectives.

(2) Curriculum Plan

The curriculum plan is formal design for implementing the objectives. It is usually thought of as incorporating two important facets: the first, defining curriculum content, and the second, specifying teaching learning process. The curriculum plan is usually a written document that has emerged from a complex interactive process.

(3) Teaching Methods and Learning Activities

The manner in which teaching and learning is finally carried out represents the real implementation of the objectives of the curriculum as mediated by the curriculum plan. It is obvious that discrepancies can arise between educational objectives themselves, the plans derived from those objectives, and the real events that occur during the learning process.

(4) Learning Materials

The materials utilized in the learning process include textbooks and exercise materials as well as a variety of other aids, such as libraries, audio-visual centers and community learning resources such as museums and exhibitions.

(5) Evaluation Procedures

Evaluation refers to pupil assessment, either formal or informal. Curriculum evaluation basically aims at the improving and completing the students' education and strategies of implementing the program.

(6) Curriculum Implementation

There are many elements in implementing the curriculum. Among others are degree and level of education.

2.1.5.1 Syllabus

Syllabus is an outline and summary of topics to be covered in a course. A syllabus usually contains specific information about the course, such as the information on how, where, and when to contact the teacher; an outline of what will be covered in the course; a schedule of test dates for assignments, the grading policy for the course; specific classroom rules, etc.

Cunningsworth (1995:54) states that syllabus can be broadly defined as specification of the work to be covered over a period of time, with a starting point and final goal. The focus of a syllabus is on what is taught and in what order it is taught. And School Based Curriculum (KTSP) is made up by standard competence and Basic Competence that is developed by the school itself. In order to make a structured material, the teachers must follow the curriculum implementation based on the standard competence (SK) and basic competence (KD) given. This is the SK and KD about which are given for IV years students in semester 2.

| Standar Kompetensi | Kompetensi Dasar |
|---|---|
| Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana |

Here is the example of the syllabus that we can develop into creative and enjoyable media based on the SK and KD provided above..

Table 2.2 the example of Syllabus of KD 7.1 and 7.2 Semester 2 Year IV

| STANDAR KOMPETENSI | KOMPETENSI DASAR | MATERIAL | LEARNING ACTIVITIES | INDICATOR | EVALUATIONS | TIME ALLOT-MENT |
|---|---|---|---|--|---|-----------------|
| Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana | 1. Mengajarkan cara membaca kata, frasa, dan kalimat sangat sederhana, meliputi: <ul style="list-style-type: none"> • Memperkenalkan kosakata sederhana. • Memahami makna macam – macam kata dan frasa • Mempraktekkan | 1. The teacher gives some examples of simple vocabularies, expressions and sentences by writing them on the blackboard and showing the multimedia in front of the class | 1. Students are able to read, know, and understand various kinds of simple vocabularies, expressions, and sentences. | Oral test which deals with greetings, introduction, parting, and commands through mechanism: <ol style="list-style-type: none"> 1. Giving a time for preparation | 2 x 35 minutes |

| | | | | | | |
|--|--|--|--|--|---|--|
| | | <p>berdasarkan konteks yang diberikan oleh guru.</p> | <p>The examples are given from the very simple one in order. For instance: <i>Greeting ;</i> <i>Hallo</i> <i>Good morning</i> <i>Good day</i> <i>Good afternoon</i> <i>Good evening</i> <i>Good night</i> <i>How do you do?</i> <i>How are you?</i> <i>How are you doing?</i> <i>How have you been?</i> <i>How's life?</i> <i>Welcome to our house.</i> <i>Welcome.....</i></p> <p>2. The teacher pronounces those expressions and orders the students to repeat after him/ her.</p> <p>3. The teacher enlightens the students to understand the meaning of each expressions and the functions.</p> <p>For instance: <i>Hi, Hallo, welcome to our house, welcome....., Good morning, Good day, Good afternoon, Good evening, Good night: the earliest greetings to greet others at the very first time.</i> <i>How do you do?, How are you, How are you doing?, How have you been?, How's life: the continuation greetings</i></p> | <p>2. Students can memorize various kinds of simple vocabularies, expressions, and sentences by heart.</p> <p>3. Students can practice based on the proper context given by the teacher.</p> | <p>such as making a script, understand it or memorize it.</p> <p>2. Practice it in front of the teacher orally.</p> | |
|--|--|--|--|--|---|--|

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>to greet others in order to ask the recent condition of others.</p> <p>4. The teacher enlightens the students about the very simple responses; for instance: how do you do?; fine, thanks; very good; amazing; wonderful; very well; etc; and then, the teacher teaches them how to apply those responses in the greetings.</p> <p><i>A: hi, how are you?</i> <i>B: fine, thanks.</i></p> <p>5. The teacher orders the students to memorize those greeting expressions.</p> <p>6. The teacher asks the students to practice in front of class in partners without any notes. (two students in a team).</p> | | |
|--|--|--|---|--|--|

2.1.5.2 Lesson Plan

Lesson plan is a writing noting the method of delivery, the specific goals, and time-lines associated to the delivery of lesson content. It helps the teachers to know what to do in a class with specific activities. Rebecca Crawford stated that lesson plans describe in detail what and how the teachers intend to teach on a day-to-day basis at the sequence of activities, students grouping, and resource used.

2.1.5.3 Teaching Material

2.1.5.3.1 General Concept of Teaching Material

Teaching material is an important element in language teaching process. Students need to have sufficient material as their sources in which they can get and learn the knowledge. There are some various kinds of material. The most common one is commercial materials which teacher can simply use it. The other one is teacher-made material, also known as instructional material. It generally serves as the basis for much of the language input learners receive and the language practice that occurs in the classroom (Richard, 2001:251).

Despite there are different kinds of material, all of them generally have the same roles as proposed by Cunningsworth (1995:7) as follow:

- 1) a resource for presentation material (spoken and written)
- 2) a source of activities for learner practice and communicative interaction
- 3) a reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) a source of stimulation and ideas for classroom language activities
- 5) a syllabus (where they reflect learning objectives which have already been determined)
- 6) a resource for self-directed learning or self-access work
- 7) a support for less experienced teachers have yet to gain in confidence

By looking at the explanation above, it is clear the teaching material has significant roles for both teachers and learners. Teachers can use it as a source and supporting ideas on their teaching. It gives inspiration for teacher to create some learning activities in which the students can practice and have communicative interaction. Students can learn so many things from the materials and it can support them to have self-access learning.

2.1.5.3.2 Evaluating Materials

By knowing some advantages and disadvantages of commercial materials, it is a must for teachers to take into consideration in selecting the right materials. Selecting the most appropriate materials is challenging task for teachers. They need to know and analyze it whether the materials meet the criteria of their language teaching or not.

There are many criteria that can be used to evaluate the commercial materials. The teachers can use their own criteria by identify the priorities of their teaching. It is very helpful to make such manageable list of the most important criteria and draw it into checklist. Cunningsworth (1995:2) proposes basic criteria in evaluating materials; (1) aim and approaches, (2) design and organization, (3) language content, (4) skills, (5) topic, (6) methodology, (7) teachers books, (8) practical consideration

Another type of criteria in textbooks evaluation and selection is also proposed by Richard (2001:259). He identifies questions to the specific factors to be generated in evaluating materials issues. There is a large number of questions rises when teachers are evaluating the materials. Firstly, it is better for teachers to define what the most priorities are in the criteria of their teaching. It involves the objective of the lesson, the teacher and learner's needs. It also covers how the content and practical usage of the materials. Then, after that the teachers can create some questions of each criterion.

Based on the explanation above, it can be concluded that in evaluating the material the teacher should be able to identify the objectives and specific needs from the text.

2.1.5.3.3 Guideline for Evaluation

Teachers need to pay attention in deciding the answer for the each criterion. They cannot simply say yes or no without any reasons. There are some guidelines which deal with how material is supposed to be as stated by Cunningsworth (1995:15-17).

- (1) The materials should correspond to learners' needs. They should match the aims and objectives of the language-learning program.
- (2) The materials should reflect the uses (present or future) which learners will make of the languages. Select materials which will help to equip students to use the language affectively for their own purposes
- (3) The materials should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'
- (4) The materials should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

2.1.5.3.4 Adopting Materials

The aim of selecting materials is to identify the strength and the weakness of the materials so the teachers can choose the right and appropriate one for their teaching. By knowing the strength of the materials, the teachers can optimize the usage to support their teaching activity, and at the same time they also can adjust

the weakness by substituting the material from other sources. This is called as adopting materials.

This adaption allows the teachers to make the materials which are available in the market into more suitable for the particular context and meet their need. Richard (2001:160) explains some variety of adaption forms which are modifying content, adding or deleting content, reorganizing content, addressing omissions, modifying tasks, extending tasks. All of the forms can be used by teachers according to their teaching context. Teachers can do only one form of adaption. For example, the content is suitable with the objective but the tasks are not fit the students' need, so the teacher can modify the tasks, or in other situation teacher needs to add some additional materials and extend the tasks because of student factors.

2.2 Reading

This section will discuss the reading in general and also entirely related to reading itself, including the general concept of reading, reading purpose, teaching reading, types of reading, and reading comprehension.

2.2.1 General Concept of Reading

Reading becomes a very important skill that students need to master, especially for those who are in academic environment. Through reading, the students will be able to look for meaning and decode the messages provided within the text or any signs. The ability to read will play a significant role in understanding global

development. Therefore, teaching students to read correctly is something essential for the time being.

As stated above, reading is one of the four main language skills we need to master. Reading is used as a means of acquisition, communication, and sharing the information in a text to internally absorb the information and knowledge. This concept is like what Beatrice and Jeffries (1996: vi) state that reading is one important way to improve the general language skills in English.

There are many theories about how students learn to read. Marie Clay (1991:34) defined reading, “as a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced” (p.6). Based on my experiences with students in elementary school settings, I believe this statement is true. According to Tickou (1995:189), reading is defined as a process of looking and understanding the written language. The other expert like Grabe and Stoller (2002:9) define reading as the ability to draw meaning from printed page and interpret this information appropriately.

Richard and Renandya (2002:273) suggest that special focus that reading receives in foreign language teaching. To them, there are two important reasons for this. First, many foreign language students often have reading as one of their most important goals. Second, various pedagogical purposes served by written texts help reading to receive this special focus. Although there have been a number of definitions of reading, it is not so easy to define it just in a single sentence.

In 1993, Louise Rosenblatt's theory also described reading as an interactive process. She used the terms aesthetic and efferent (nonaesthetic) reading. Aesthetic reading refers to the act of reading for enjoyment. It is important to foster reading for pleasure in elementary school-aged children because it can promote a life-long habit of reading. "Another major goal of literacy instruction is to instill in students an appreciation of the value of reading" (Ontario Ministry of Education, 2006:5).

Various reading is also important, particularly for junior-aged readers who must read for knowledge in the content areas, such as science and social studies. It occurs when the student is reading for a specific purpose; it is employed, for example, when reading non-fiction materials or analyzing a text in English class. "The distinction between aesthetic and nonaesthetic reading then derives ultimately from what the reader does, the stance he adopts and the activities he carries out in the relation to the text" (Rosenblatt, 1994:27). Extracting relevant information from a variety of text forms and formats is essential for academic and personal success. "Reading is a thinking process, is part of everything that happens to you as a person and comprehending a text is intimately related to your life" (Fountas & Pinnell, 2006:7). This definition reinforces Rosenblatt's theory that reading comprehension requires the reader to interact with the text.

The Ministry of Education for Ontario (2004:61) used a similar definition of the reading process in its latest publications: "Reading in the junior grades is an interactive, problem-solving process, with the primary purpose of making meaning". The researcher based his research on the concept that reading is an

interactive, transactional process that requires the application of a variety of strategies for proficiency.

Basically, reading is a selective process. It involves partial use of available minimal language cues selected from perceptual; input on the basis of the reader's expectation. During the reading process, the writer of the text or passage will activate the background and linguistics knowledge to create the meaning; and then the reader's task to confer those meaning based on their background and linguistics knowledge as writer's expectation. As this partial information is processed, tentative decision are made to be confirmed, rejected or refined as reading progresses. And sometime, the readers need to go beyond the printed text to get the writer's intended meaning.

There are some benefits of reading. Reading helps students learn to think in English and in the same time, it also can increase the students' English vocabulary. Because the students have enough knowledge from the reading, it can also impact toward their writing. Besides that, Reading can help students to prepare for studying in English speaking countries.

Based on the definitions stated above, it can be conclude that reading is not merely a process of reading sequence of words. Yet, it's must be complexly define as a process of conferring meaning provided in a text or passage which also combines the reader's background and linguistics knowledge.

2.2.2 Reading Purpose

People may read for different purposes. Some of them will do it to find the information they look for. Some of them will conduct reading to critique a

writer's idea or writing style while other will read only for the sake of enjoyment. But generally, people will read to gain information, knowledge or verify their existing knowledge.

Different reading purposes will determine the best approach they can use in reading. According to Grabe and Stoller (2002:13) the purpose of reading are as follows:

- (1) Reading to search, it is used so often in reading tasks that is probably best seen as a type of reading ability.
- (2) Reading to skim. It's a common part of many reading tasks and a useful skill in its own right.
- (3) Reading to learn from text. It's typically occurs in academic and professional context in which a person needs to learn considerable amount of information from a text.
- (4) Reading to integrate information. It requires the additional decisions about the relative importance of complimentary, mutually supporting or conflicting information and the likely restricting of a rhetorical frame to accommodate information from multiple sources.
- (5) Reading to critique text. A text may probably have many errors in writing or conferring the idea. Thus, reading while correcting is possible to do.
- (6) Reading for general comprehension. It is the most basic purpose for reading, underlying and supporting most other purpose of reading.

2.2.3 Teaching Reading for Elementary School

Teaching is activities done by teacher in the classroom. It is a responsibility of a teacher to teach their students to develop their skill, especially in reading. Making sure that children are reading is necessary for their growth. Allington (1995:67) state that struggling readers make more rapid progress when given explicit instruction in how to read.

From the explanation above, we must provide a good environment for students to start having the habit of reading. Students will not become the real readers unless they have time, materials, models, and motivation. It becomes the first priority in all classrooms that contain struggling readers should be set up an effective program of daily reading.

To teach reading, teacher must provide such an interesting media for students. It is because students will be encouraged to study enthusiastically.

2.2.4 Types Of Reading

Brown (2000:35) divides reading types into some points. Perceptive reading is a type of reading which involves attending to the components of larger stretches of discourse: letters, words, punctuation, and other grapheme symbols.

Selective, ascertains one's reading recognition of lexical, grammatical or discourse features of language within a very short stretch of language, certain typical tasks are used: picture cued tasks, matching, true or false, multiple choice, etc.

Interactive, the focus on interactive tasks is to identify relevant features. It includes grammar, meaning, etc. Meanwhile the extensive reading is a type of reading which applies to a text more than a page. It's used to two or three

2.2.5 Reading Comprehension

When readers read a text or reading material, they must try to comprehend the meaning and material. Nunan (1992:20) says that comprehension is regarded as an active process of contracting mental representation of meanings by anticipating message contents. More specifically, Weir C.J and Urquhart A.H. (1998:84) state that comprehension is frequently mentioned in cognitive and educational psychology, as well as, the pedagogical literature.

It can be concluded that reading comprehension is the process of understanding and constructing meaning from the text. Reading comprehension also has some techniques. It enables the reader to achieve their goal based on their needs.

Scanning is a searching that requires a reader to float over the material until he finds what he needs. It may involve looking for specific words/phrases, figures, names, dates of particular events or specific items in an index.

Skimming is a technique used to look for the 'gist' of what author is saying without a lot of detail. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

Extensive reading, reading a longer text, usually for one's own pleasure. It is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business book. It uses extensive reading skills to improve your general knowledge of business procedure.

Intensive reading, reading a short text, to extract specific information. It is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. It uses intensive reading skill to grasp the details of specific situation.

According to Burn, Roe, and Ross (1982:109), there are seven major types of questioned based on comprehension skill, which can be useful in guiding reading, they are (a) main idea, to ask students to identify the central theme of the selection, (b) detail, to ask for bits of information conveyed by the material, (c) vocabulary, to ask for the meaning of words used in the selection, (d) sequence, to require knowledge of events in their order of occurrence, (e) inference, to ask information that is implied but not directly stated the material, (f) evaluation, to ask for judgments about material, (g) creative response, to ask children to go beyond the material and create new ideas.

Wallace (2001:22) discusses the development of reading models and examines the role given to the reader in these models. According to her, the role of the reader changed in the 1980s and 1990s. Reading was accepted as a passive skill in early accounts, and then the role of the reader changed and was described as extracting meaning from a text. Lately, reading has started to be described as interactive rather than simply being active. Wallace defines the bottom-up model

as passive, the top-down model reader as active, and interactive model reader as interactive.

2.2.5.1 Bottom-up Models

According to Grabe and Stoller (2002:63), the reader goes through a mechanical pattern by creating a piece-by-piece mental translation of the information presented in the text. The interaction between the reader and the text includes little or no inference from the reader's own background knowledge.

2.2.5.2 Top-down Models

Contrary to bottom-up models, in top-down models, the reader is expected to bring her background knowledge to the text. Grabe and Stoller (2002:64) stress that top-down models assume that reading is primarily directed by reader goals and expectations, which is why top-down models characterize the reader as someone who has a set of expectations about the text information from the text to confirm or reject these expectation.

2.2.5.3 Interactive Models

The criticism against bottom-up and top-down models led the theorists to develop a new approach: the interactive model. Interactive models combine the element of both bottom-up and top-down models. In interactive models, the reader needs to be fast in order to recognize the letters. This is similar to what readers do in top-down models in order to skim a text for the main idea. Not only should the word recognition be fast, but also efficient. In interactive reading purposes, both bottom-up and top-down processing should be occurring at all levels simultaneously.

Readers may employ bottom-up process as a base for comprehending a text and then turn to top-down process to execute high-level interpretation of the content will be confirmed, revised or rejected through further data analysis. Interactive model of reading process is the combination of bottom-up and top-down models, and thus absorbs their merits and avoids the limitations to a great extent.

2.3 Nature of Public Tolerance

Apparently, it can be seen that so many signs showing disintegration in our nation. It can be concluded from the phenomena in which some of parts of Indonesia declare their expectation to be the independent country. Consistently speaking, what Nangroe Aceh Darussalam and Papua even have done some separatism is showing how we should really aware upon the issue.

Tolerance is willingness to accept behavior and beliefs which are different from our own, although we might not agree with or approve of them (Tracey Baptiste. 2009:24). It's very important to have such a good tolerance in the society because Indonesia is a heterogenic and multicultural country. This situation makes Indonesia consisted of various people. So the clash of interest may occur in every layers of the society if there is no mutual tolerance among them. Tolerance means accepting all of these differences. A tolerant person tries to find the good in all people. Tolerance may seem like a simple thing, but prejudice has been a part of the world that we live in for a long time.

W.J.S. Poerwodarminto defines attitude as an action which is based on beliefs and norms upheld in the society, especially religion. Young generation is the one who should get the understanding of social tolerance because they are the future maker. By teaching tolerance since they are young, the internalization of the norm and value will come easily and stay in a deep picture.

Character education integrated in curriculum of English teaching is essential part to do. Thomas Lickona (2001: 54), the author of several books including *Educating for Character* and *Character Matters*, explains that the premise of character education is that there are objectively good human qualities—virtues—that are enduring moral truths. Courage, fortitude, integrity, caring, citizenship, and trustworthiness are just a few examples. These moral truths transcend religious, cultural, and social differences and help us to distinguish right from wrong. They are rooted in our human nature. They tell us how we should act with other human beings to promote human dignity and build a well-functioning and civil society—a society in which everyone lives by the golden rule.

To develop his or her character, a child must understand core virtues, care about them, and act upon them. The school environment is expected to aim to help young readers *want* to become people of character. The right teaching process will help young people understand such core ethical values as fairness, honesty, responsibility, respect, fortitude, self-discipline, teamwork, and especially tolerance of others and leadership.

2.4 General Concept of Multimedia

Based on the researcher's observation, the English teaching in Primary School for all this time is still using conventional method. In teaching, teachers only use classical speech and do not try to explore the other supporting media except books. This kind of method does not fulfill the ideal of effective learning and less developing the student's potential as well. The learning process should be based on the following principles: (1) student-centered, (2) developing students creativity, (3) creating challenging and interesting environment, (4) developing various skill and values, (5) providing the experiential learning, (6) learning by doing.

According to the situation above, both teachers and students in primary school need to find the innovative method in learning activities. This innovation is used to improve the quality of learning. One of the technologies which can be used as innovation in learning process is computer. That statement fits with the Surjono (1995:2) who claims that computer as one of the technological product is best used as learning equipment. By using computer, we can develop the teaching with multimedia.

Nowadays, multimedia learning is an important component in a teaching system used in supporting learning process. The development of multimedia is based on the perception that teaching and learning process will be conducted effectively if it is supported with the interesting media too. That's why; the developer should understand the concept, model, design, and evaluation of a good multimedia.

Multimedia brings positive effects toward teaching and learning activity. The implementation of multimedia in education is meant to support learning activity. Multimedia is another type media which teacher can use it to help the students to understand the lesson and stimulate them in learning as well.

Teachers also get some advantages by having practice in designing multimedia learning. They can develop and improve their skill in multimedia program. Knowing basic understanding about multimedia is good start to learn how to develop a good multimedia learning.

To know more detail about multimedia, in this part it will be discussed about definition of multimedia, the role of multimedia in language teaching, model of multimedia, and the guideline in designing multimedia.

2.4.1 Definition of Multimedia

Multimedia can be defined in variety ways. When people see the presentation with consist of text, pictures and videos, they may think it is multimedia. They also may think it is multimedia when they are sitting in the front of computer and watching the screen which presents some graphic pictures with spoken input.

Multimedia can be defined based on two concepts, which are before 1980s and after 1980s. Before 1980s, Backer and Tucker (1990) defined multimedia as a sequence of various media equipments used in presentation. In this definition, we can conclude that multimedia is the types of various media used in teaching and learning process, for instance wall chart and wall-attached graphic made from paper. Tan Seng Chee & Angela Wong (2003:217) stated that traditionally,

multimedia relates to the use of some media meanwhile current definition of multimedia relates to the combination some media in teaching through computer.

After 1980s, multimedia defined as the combination use of text, graphics, animation, pictures, video, and sound to present information in a coherent manner. Since these media can now be integrated using a computer, there has been a virtual explosion of computer-based multimedia instructional applications. Hackbart (1992:229) claimed that hypermedia and hypertext are included interactive multimedia based on computer. Constantinescu (2007:2) stated that “Multimedia refers to computer-based systems that use various types of content, such as text, audio, video, graphics, animation, and interactivity”

Meyers (2005:2) then defines multimedia as presenting both words (such as spoken text or printed text) and pictures (such as illustrations, photos, animation or video). Neo & Neo (2001:33) on their paper extend this definition as the combination of various digital media types such as text, images, sound and video, into an integrated multi-sensory interactive application or presentation to convey a message or information to an audience. Philips (1997: 12) states that “Interactive Multimedia has the potential to accommodate people with different learning style”.

So, it can be concluded that multimedia is combination of some media (texts, sound, pictures, animation, and video) which presents certain information interactively to the users by using supported devices.

2.4.2 The role of Multimedia in Language Teaching

Multimedia is not only used as learning media for students but also used as the stimulus to increase student's motivation in learning English. By using multimedia, the information can be transformed into pictorial symbols so that students can easily understand. It is supported by Mayer (2005:3) who states that people learn more deeply from words and pictures than words alone. The multimedia which presents the material with words and pictures is more effective for student to understand and get the idea of the lesson.

Multimedia can be motivating and engaging, and it can provide learners with quick and easy access to a wide range of new material. It can also encourage learners to take control of their own learning and sustain their interest. However, multimedia imposes demands on teachers to manage learning in new and innovatory ways.

According to Lindstrom (1994) as cited by Neo and Neo (2001:25), the research has been shown that people remember 20% of what they see, 40% of what they see and hear, but about 75% of what they see and hear and do simultaneously. Combining some components can help the students to remember the materials, for example the explanation text which tells about the water cycle process. In teaching process the printed-text can be modified into spoken text with some illustrations in presenting or it can be in the form of moving pictures with a sequence of short explanation sentences.

The computer-based multimedia also offers student-centered learning approach. Students can choose the specific material that they want to learn which

is suitable with their need. Neo and Neo (2000:54) on their paper successfully created multimedia which is based student-centered approach. They state “this is a student-centered learning approach which allows them to construct their own knowledge and understanding, and determine their own learning goals.

The multimedia also can give some feedbacks for students during the learning process so students can get such interaction when they use it. It also enables them to get independent learning and self assessment. Reddi and Mishra (2003:5) summarize the benefit multimedia to learners below:

- (1) Work at own pace and control their learning path
- (2) Learn form an infinitely patient tutor
- (3) Actively pursue learning and receive feedback

2.4.3 Model of Designing Multimedia

There are so many ways in designing multimedia. Teacher who has skill on multimedia programming can use their own way to create multimedia. However, it is very important to consider the each step in designing multimedia especially for multimedia learning. Multimedia refers to the presenting of combination of various kinds of media, whereas learning refers to the process of learners in constructing knowledge. Therefore, in designing multimedia for learning purpose it is a must for teachers to consider the question of how the multimedia can be appropriate and used effectively to help students in learning.

Phillip (1996:43) stated that for developing interactive multimedia, it must be started with defining the problem and performing a feasibility study to define

possibilities related to the project that will be developed. Then it is followed by a cycle of the production which consists of design, develop, evaluate and implement.

Lee and Owens (2004:22) propose multimedia-based in instructional design. The process involves following stages:

(1) Assessment/analysis

In this analysis approach, Lee and Owens break the phase into two parts. First is needs analysis. It involves process of determining goals, identifying the condition, and establishing the priorities for action. The second is front-end analysis which refers to the various kinds of techniques to obtain more detail information about what will be developed.

(2) Design

After all the information is gathered, the next step is design the multimedia. It is a process to formulate the structural planning of the project, such as organizing the schedule, preparing the media that is needed in the project, construct the instruction of the lesson, etc.

(3) Development

The multimedia project then is developed in this phase. It includes writing the storyboards, recording the audio, editing the sounds, and many other types of developing multimedia project.

(4) Implementation

The implementation is done when the development multimedia produces the final product. In this phase the teachers can see how the performance of the product.

(5) Evaluation

This is the final phase in which the product is evaluated. The result of the evaluation tells the teacher whether the product needs to be revised or not.

Robinson (2003:13), an instructional designer, states that the process of instructional design is defining where you want to go instructionally, and developing a “map” of information and experiences to guide your students to the same destination or goal. She suggests twelve major steps in the instructional media development process. First is to determine your overall goal. After doing so, you need to define your instructional goal and develop your learning objectives. Analyzing your students or audience and determining what expertise is needed for your project come thenext. Then to determine your computer hardware and software requirements.

The later step mainly focus in writing down some aspects we need to focus on whixh are drawing your conclusions and writing down your design specification. The next are develop an implementation plan, developing a field test plan, developing our project. Conducting your field test and revising as needed come next. And the las step is implementing your module, use it, and monitor its result.

All the models generally have the three basic in designing multimedia which the design, develop and implementation. It is better to have analysis related to the present condition before the teachers start with the design phase. The result of the analysis gives the information about what the teachers need in developing multimedia. Design phase involves a structural planning which is prepared to create multimedia. Then teachers can start to create the multimedia in development phase. The final product is applied in the implementation phase. Evaluation can be done during the implementation to see the performance of the product.

Each principle involves some principles in designing multimedia. The first characteristic is content. It relates to how the content of the multimedia should be design as described below:

- (1) Words and pictures are better than words. According to Mayer (2005:3) the fundamental principle in multimedia learning is that people learn more deeply from words and pictures than words alone. The words here refer to written and spoken text, while the pictures include static graphic, animation or videos. The combination of both words and pictures is more effective to help the student in learning.
- (2) Multimedia learning is more effective when learner attentions is focused, not split. If the multimedia has presentation design using narration and animation, it is better to present it together. When it is separated, for example it presents the narration first then followed by the animation, the students cannot focus to the content since their attention is split. Their brain has more work to do to

integrate the disparate information. It is line with Ayres and Sweller (2005:135) who states materials should be formatted so that disparate sources of information are physically and temporally integrated thus obviating the need for learners to engage in mental integration.

- (3) The presentation of multimedia content should exclude extraneous and redundant information. Sweller (2005) explains that redundant is when the additional information has negative effects on learning. The content of the multimedia should present the relevant information which is aligned to the instructional objectives.

The second characteristic of multimedia learning deals with delivery or how the multimedia is presented. It includes the following principles.

Multimedia learning is more effective when it is interactive and under the control of the learner. Each student has different capacity in learning so they cannot learn in the same pace. It is better that multimedia allows them to control the presentation of the multimedia by themselves.

Multimedia learning is most effective when the learner is engaged with the presentation. Teachers need to pay attention in determining the content and how it is formatted. The content and the format should be able to reach the engagement of the objectives of learning.

The last one is the context of multimedia learning which involves the following principles.

Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content. Before starting the lesson it

is important to activate students' prior knowledge so the students has a map about the material they are going to learn. For that reason, it is better that multimedia can help students to activate their schema.

Multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback. It is better that multimedia can give opportunities for students to apply what they have learned so they can integrate the material with their daily life. The feedback may be provided in the self-assessment format which the students can see their progress.

2.4.4 General Concept of CALL

The term CALL stands for Computer-Assisted Language Learning. It begins with the advance of technology which has been spread out in many fields, especially for providing information, called information technology (IT) or others call it as ICTs which stands for Information and Communication Technology. The benefit of IT has been used for education purpose that is for learning process which is concerned in the utilizing computer as the media, called Computer-Assisted Learning (CAL).

In his article Davies (2002:2) defines CALL as an approach to language teaching and learning in which the computer is used as an aid to the presentation, reinforcement and assessment of material to be learned, usually including a substantial interactive element. The utilization of computer as an aid in language teaching and learning has various kinds. Web-based CALL is very common type which allows the learner to go online using internet access. Nowadays there are many website of learning program available in the internet. It can be accessed

freely by learners. Since the web-based CALL needs internet access to operate it, the utilization depends on the availability of the internet access. Software of learning program using multimedia is one type of CALL which doesn't need internet access. Multimedia uses combination of various media on presenting the material so it is much appealing.

Any type of CALL program basically has main purpose that is to help learners in language learning. It is also flexible which can be used any time and allows the learners to use as long as they want. It also offers the learner to choose certain topic that they want to learn. Besides that, it can encourage them to have independent learning. It is in line with Han (2008:142) who identifies some benefits of computer assisted language learning and teaching below:

- (1) Call programs could offer second language learners more independence from classrooms.
- (2) Language learners have the option to study at anytime and anywhere.
- (3) CALL programs can be wonderful stimuli for second language learning.
- (4) Computer can promote learning interaction between learners and teachers.
- (5) Computers can help classroom teaching with a variety of materials and approaches.

There are some advantages in designing interactive multimedia program using flash. The first benefit is flash can import almost all types of picture and sound files so the programs can perform more attractively. The next is the animation can move because it can be formed and controlled. Flash also could create executable file (*.exe) which means it can run in any other computer

without installing the flash program. The other benefit is the picture on the flash program is vector graphic so it won't blur when it is zoomed. Then flash can run in any operations systems of windows. Finally, the file result can be saved in many types of format such *.avi, *.gif, *.mov and others.

2.4.5 The Concept of Flash Player Multimedia

Currently, Flash Player Multimedia is the favorite to create an interesting media. This application can be used to create our own character and fill it up with interactive sounds and graphic.

We will get so many benefits from using flash player Multimedia. Besides the fact of its great interactivity, Learning also appeared to take less time when multimedia instruction was used. Kulik, Bangert, and Williams (1983) found one study that recorded an 88% savings in learning time with computerized instruction (90 minutes) versus classroom instruction (745 minutes) and another study that recorded a 39% savings in learning time (135 minutes for computerized instruction versus 220 minutes for classroom instruction). Kulik, Kulik, and Schwalb (1986:18) identified 13 studies in which students using computers mostly for tutoring learned in 71% less time than students in traditional classroom instruction. In a comparison involving eight studies, Kulik, Kulik, and Cohen (1980:23) found that computer-based instruction took about 2.25 hours per week while traditional classroom instruction took about 3.5 hours, a 36% savings in learning time.

The Adobe Flash Player is software for viewing animations and movies using computer programs such as a web browser. Flash Player is a widely

distributed proprietary multimedia and application player created by Macromedia and now developed and distributed by Adobe Systems after its acquisition. Flash Player runs SWF files that can be created by the Adobe Flash authoring tool, by Adobe Flex or by a number of other Macromedia and third party tools.

Flash, popular authoring software developed by Macromedia, is used to create vector graphics-based animation programs with full-screen navigation interfaces, graphic illustrations, and simple interactivity file format that is small enough to stream across a normal modem connection. The software is ubiquitous on the Web, both because of its speed (vector-based animations, which can adapt to different display sizes and resolutions, play as they download) and for the smooth way it renders graphics. Flash files, unlike animated GIF and JPEG, are compact, efficient, and designed for optimized delivery. (http://searchcio-midmarket.techtarget.com/topics/0,295493,sid183_tax316976,00.html).

In developing Multimedia using Flash Player, there particular steps to consider. It must be done to get a good and qualified multimedia product used in teaching and learning process. Luther (1994:75) stated that there are six steps in developing Multimedia, namely, concept, design, material collecting, assembly, testing, and distribution. Philips (1997:33) introduced interactive learning multimedia called waterfall model. This model uses participatory interactive approach which functions like tutor. The steps of waterfall model are: 1. Analyzing the needs and definition, 2. Designing the software and system, 3. Implementing and trying out, 4. Fit and proper test of the system.

2.4.6 Educational Research and Development

Borg and Gall (1983:772) defines educational research and development or sometimes called as research-based development as a process used to develop and validate educational products. The products here not only refer to the material object, such as textbooks, but it also refers to the established procedures and processes, such as a teaching method. The process involves some steps which are studying research findings related to the product to be developed, developing the product based on these findings, field testing it where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage.

These processes are similar with the instructional design's processes. The methods on the instructional design can be used in educational research and development. One of the instructional design models which has been discussed is from Lee and Owens which is drawn below.

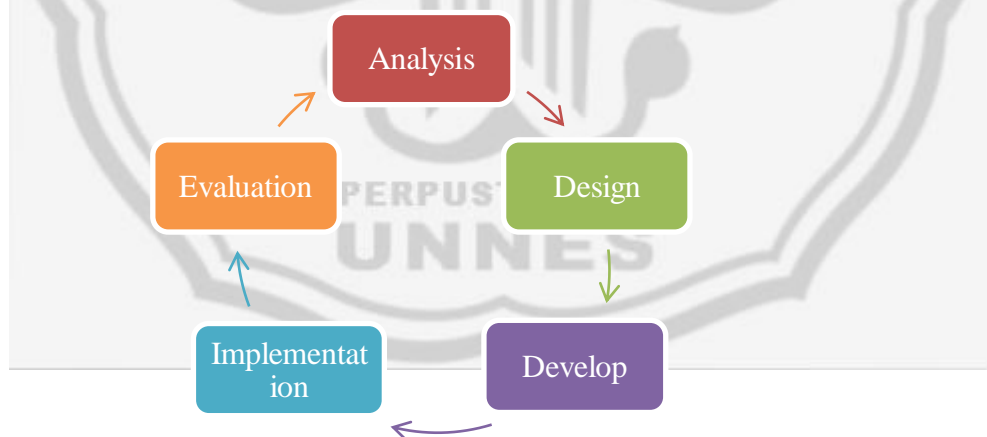


Figure 2.1 Steps on educational research and development based on Lee and Owens' instructional design model.

It can be concluded that the instructional design process can be applied in conducting educational research and development. Developing a product is purposed to answer the research questions. In developing the product, the researches need to know the condition and the situation in which it is implemented, so that the product is appropriate with the need. Therefore, the process begins with analysis to collect the information about what product will be developed. It includes the analysis of students' need, teachers' need, and the facilities to implement the product.

The second step is in design phase. It involves the preparation in creating the product such as project schedule, media devices that is needed in creating the product, and structure of the material. After the researcher is finished with all the preparation and their design, they are ready to develop and create the product. The initial product needs to be evaluated by the expert before it is implemented. The final product is ready to be implemented when it reaches the final revision and it gets positive comment by the expert.

In the implementation, the researchers need to take note how the product works and how the performance itself. The evaluation can be done not only by the researcher. Students who use the product also can give the comment about the product. This data is evaluated in the evaluation phase. The result tells the researchers the whole performance of the product whether it answers the questions of the problem or not.

2.5 The Characteristics of Students in Elementary School

Multimedia learning is presented to the fourth grade students of elementary school because in this level, they are considered having such a good attention to learn new materials. The students who have a good attention to learn new materials will learn the language easily, compared with the one who have no good comprehension on it.

Slattery and Willis (2001:4) give description about what children are like as learners:

“They are developing quickly as individuals, learn in variety of ways, for example by watching, by listening, by imitating, by doing things, are not able to understand the grammatical rules and explanations about the language, try to make sense of situations by making use of non-verbal clues, talk in their mother tongue about what they understand and do – this helps them learn, can generally imitate the sounds they hear quite accurately and copy the way adults speak, are naturally curious, love to play and use their imagination, are comfortable with routines and enjoy repetition, have quite a short attention span and so need variety”

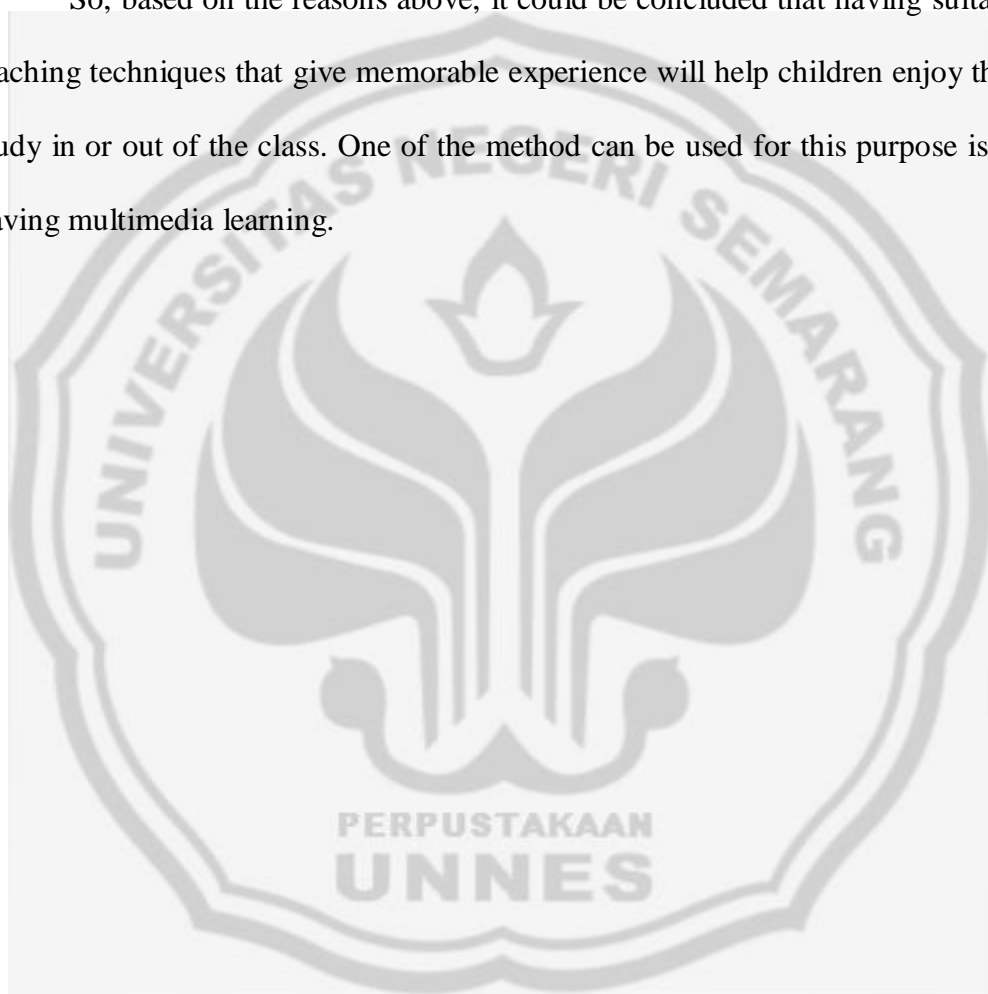
Scott and Ytreberg (1993:2-4) define some characteristics concerning with the characteristics of young learners:

Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learning....they ask questions all the time, rely on spoken word as well as physical word to convey and understand meaning, they are able to work with others and learn from others...

Young learners are unique; they will do what they like to do. They love playing and learn will be best given when they enjoy themselves. They also have short attention and concentration span. But, as we know that young learners have a big imagination and creativity. Thus, setting an interesting and enjoyable class

will keep them get into the class enthusiastically. The other reason why it must be the IV year of elementary school students is they have learnt English before. It's expected that they will cope when they face the reading text and push them to be active in making the works.

So, based on the reasons above, it could be concluded that having suitable teaching techniques that give memorable experience will help children enjoy their study in or out of the class. One of the method can be used for this purpose is by having multimedia learning.



CHAPTER III

METHODS OF RESEARCH AND DEVELOPMENT

This chapter deals with the methods of investigation. It consists of the research design, the subject of the study, the instrument of the study, the stage of the study, the method of collecting the data and the procedure in analyzing the data.

3.1. Research Design

Since this study aimed to develop the students' character building of public tolerance through multimedia reading material, the researcher used the qualitative approach and R&D research design. They are explained as follow.

3.1.1 Qualitative Approach

The approach used in this research is the qualitative research. It enables the researcher to collect and summarize data using primarily narrative or verbal methods: observations, interviews, and document analysis (Lodico, Spaulding, & Voegtle, 2006:5). Based on the theory explained before, the qualitative approach will analyze the data using descriptive way. It's the main different between qualitative and quantitative approach. The second approach stated previously uses the number to analyze the data of the research.

The researchers use the theory as the main guidance to describe the real contexts and situation on the field. This deep analysis of theory then is used as the guidance so the focus of the research reflects the real situation. It is also useful to give general description about the background of the research and as a material for

discussing the result of the research. It is in line with Lodico, Spaulding, & Voegtle (2006:5) that states

Qualitative researchers believe that full understanding of phenomena is dependent on the context, and so they use theories primarily after data collection to help them interpret the patterns observed. However, ultimately qualitative researchers do attempt to make claims about the truth of a set of hypotheses

It is also said that in doing the research, the researches often take inductive approaches in collecting the data. Inductive reasoning is an approach in which the researcher uses particular observations to build an abstraction or to describe a picture of the phenomenon that is being studied (Lodico, Spaulding, & Voegtle, 2006:5).

The study used the qualitative research since the aim of the study is to describe the situation of how the multimedia was developed and implemented to help the students and teachers in understanding the reading material containing public tolerance aspects. The research began with the field observation to check whether the created media was precise with the real needs and problem faced by the students and teacher at school in understanding the public tolerance material.

In order to collect reliable and factual data, the questionnaire and interview were conducted. Through these steps, the researcher would be able to describe the problem and design the solution to deal with. The aim of all of those steps was to create a valid product of education to teach the public tolerance integrated within reading material.

3.1.2 Research and Development (R & D)

This research used educational research and development (R&D) method. Based on Borg and Gall (1983:772), educational research and development is a process used to develop and validate educational products. Gay (1981:10) also stated that R & D is not used to create nor to test such a theory, but to develop the effective and reliable educational products used at school. It's aimed to help teachers and students to get the best educational product in teaching and learning process.

The educational products in R & D do not only refer to the material object only, but it also refers to the established procedures and processes such as teaching method. The material can be in the form of hardware such as book, module, or teaching aid; and it can be software such as learning models, or tutorial program. The process in R & D itself begins with the needs analysis to check whether the products can solve the existing problem or not. The next step is to design and develop the product. After getting the validation of the experts, the product is tested and revised based on the data of the test.

This study used R & D (Research and Development) as the research design since the objective of the study was to develop multimedia reading material containing the aspects of public. The product that was developed in this study was material object. The designed material was software using flash player. The material was designed to meet the educational need. The objective of the material was based on the standard competence and basic competence in the curriculum.

3.2. Subject of the Study

The subject of the study was the students of fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011. The school was chosen because of

the consideration that SD N 2 Kancilan is one of the national standard schools in Jepara. It enabled the researcher to conduct the study with the sufficient equipment such as LCD, computer, etc. Besides that, SD N 2 Kancilan had various students from different culture and places. Thus, this school was perfect example to show how students get their interaction done in their daily life.

However, the random sampling was used in implementing the product. The fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 were expected to be the good sample. They were selected as a sample to have a try-out to apply the multimedia material. As explained by Lodico, Spaulding, & Voegtle (2006:143) random sampling is a technique or tool that produces essentially a miniversion of the initial population.

3.3. Instrument of the Study

Instrument in collecting data is a tool that is chosen and used by the researcher to collect data. There are various kinds of instrument such as questionnaire, check list, interview guide or interview schedule, observation sheet, test, and scale. The researchers can use some various kinds of instrument in their method of collecting the data which is appropriate with their research.

This study used two kinds of instrument which were questionnaire and interview.

3.3.1. Questionnaire

According to Arikunto (2006:151), a questionnaire is a number of written questions, which are used to gather information from the respondents about themselves or another thing to know. There are three kinds of questionnaire which is proposed by him. They are:

- (1) From the way how to answer the question
 - 1) Opened questionnaire, the respondent can answer the questions using their own sentences.
 - 2) Closed questionnaire, the respondents can directly choose the appropriate answer provided.
- (2) From the given answer
 - 1) Direct questionnaire, the respondents answer the questions about themselves.
 - 2) Indirect questionnaire, the respondents answer the questions related to other person.
- (3) From the form of questionnaire
 - 1) Multiple-choice questionnaire, the respondents choose the appropriate answer.
 - 2) An essay questionnaire, the respondents answer the questions by using their own sentences.
 - 3) Checklist questionnaire, the respondents put the check (√) on the appropriate column.
 - 4) Rating-scale questionnaire, the respondents choose the statement followed by rating column for example “very good” to “bad”.

This study used a closed in which the respondents could directly choose the appropriate answer provided. There were two form of questionnaire which the writer used. The first one aimed to find the students' problems. It was direct questionnaire in which the respondents were asked about their experiences in teaching-learning of reading text. It used a checklist form, so the respondents simply put the check (√) in the appropriate answer.

The second one was indirect questionnaire in which the questions ask about the performance and the effectiveness of reading multimedia material. The form of the questionnaire was also in checklist form.

3.3.2. Interview

Interview is also said as an oral questionnaire, which is done by the interviewer to get some information from interviewee, Arikunto (2006:155). There are some kinds of interview to collect data. Arikunto (2006:136) classified it into three types as follow:

(1) Un-guided interview

The interviewer is free to ask anything to the interviewee without guided sheet. However she/he has to focus about the data that she/he would collect.

(2) Guided interview

The interviewer prepares the questions that she/he wants to ask first so the interview asks the questions based on the guided sheet.

(3) Free-guided interview

It is the combination un-guided interview and guided interview which the interview gives the interviewee opportunity to express his/her idea, but the conversation does not deviate from the topic.

This study used the free-guided interview to collect data. So, the interviewee could give as much as information that the writer needed to support the data, but it was still in the topic of reading material development containing public tolerance.

3.4. Stage of the Material Development

In Research and Development (R & D), the study aimed to develop and validate the educational products in supporting teaching and learning process. In order to create effective products, some experts provide the models to develop multimedia learning

itself. In this study, researcher tried to combine the model of development research from Borg & Gall (2003:775), the model of material design development from Dick, Carey & Carey (2005:1), and also the model of product development from Luther, 1994 (Sutopo 2003:32). These three models of development theory were adapted and combined into simpler model of development, and become the foundation for this research. Basically, the model can be seen from the figure below

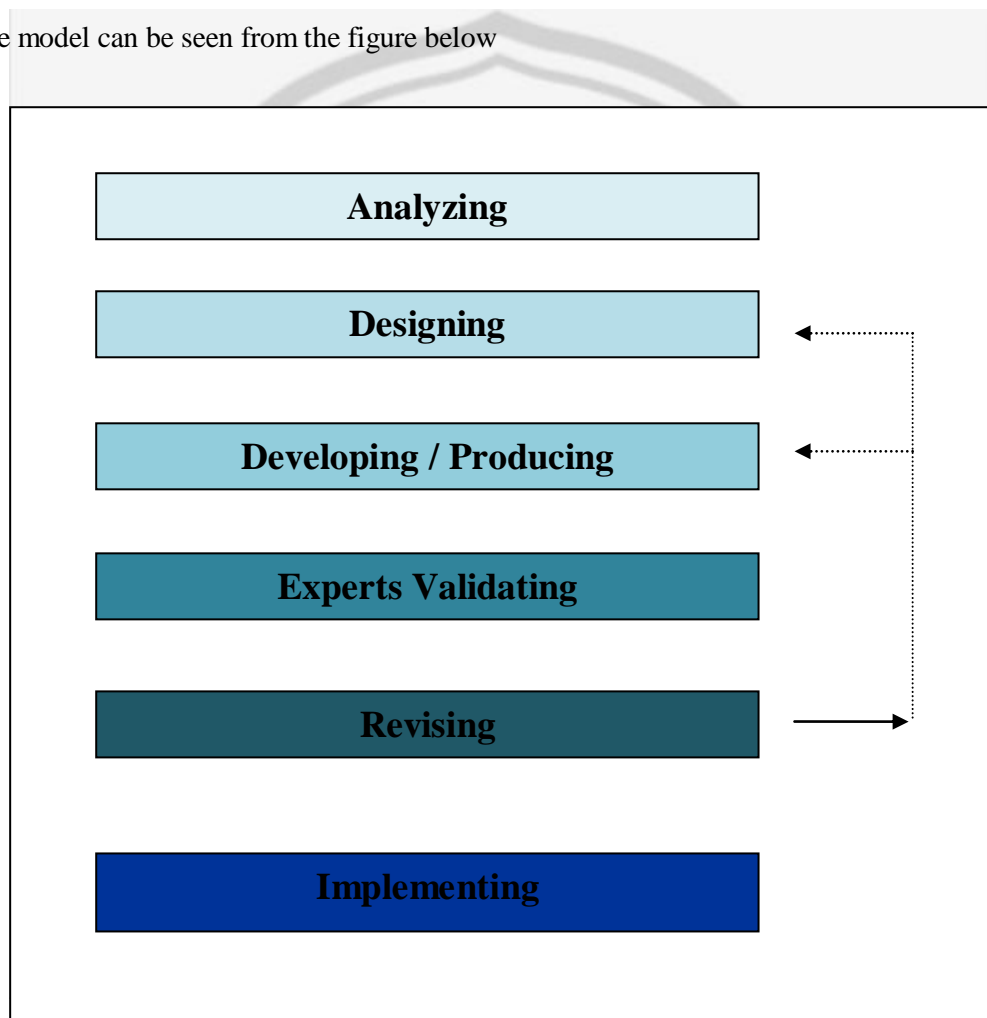


Figure 3.1

The model of multimedia learning development.

Adapted from Borg & gall (1983:772), Dick & Carey (2005:1),
and Sutopo (2003:32)

This research consists of six stages. Each stage is explained as follow:

3.4.1. Analyzing

The first stage is needs analysis. Based on Thiagarajan, Semmel and Semmel (1974:6), the purpose of this stage is to stipulate and define the instructional requirements. This stage aimed to collect the relevant information dealing with the multimedia reading material containing public tolerance aspects the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011. This collected data would be the first ground to decide whether the development of the material is really necessary or not. The information and data also included the current status quo of how teaching reading is conducted in SD N 2Kancilan. That is why, an assessment/analysis was used to obtain information as much as possible related to developing the material. A peer observation was needed to consider the possible product that would be developed.

This study used two major kind of instrument to collect the data and information in SD N 2 Kancilan. They were questionnaire and interview,

(1) Questionnaire

The study used questionnaire method in collecting the data. There was one questionnaire that was provided for students. The purpose of questionnaire was to find out how the students understand the public tolerance and the process of teaching-reading that they had at school, what problems that students faced especially for reading skill and the school facilities whether multimedia was possible to be implemented.

(2) Interview

The interview that the writer used was free-guided interview. It gave the respondents opportunity to express his idea related to the topic. It was conducted between the writer and teacher to support the data needed in develop multimedia material. The

writer gave some questions as a guidance related to the need in developing the public tolerance aspect integrated in multimedia reading material.

3.4.2. Designing

The second step is designing. This step aimed to design the teaching material design to create the syllabus as the basic ground to develop the multimedia teaching material. After collecting the needed data and information from the first step, the researcher then used them to plan designing the product. A well-prepared mapping, syllabus and lesson plan was designed in this stage. Some tasks were provided to help students in learning reading text and in the same time, create better understanding of public tolerance.

The designer tried to make a good educational product to help teachers and students understanding the public tolerance through reading. That is why, in this step, the designer chose and prepared some tools to develop multimedia material. For this project, it used combination various kinds of media such as pictures, audio, and text. The initial draft of the storyboard was arranged which involved menu and sub-menu design of the multimedia.

3.4.3. Developing/Producing

The third step is developing or producing. This step aimed to create the first product which later had to be tested by computer to make sure that the product was appropriate and fitted with the needs.

In the developing stage, the material was created using multimedia program. Specific software of multimedia program that was used in this project was Adobe Flash. The prototype of the material was created using this software. Format factory, the other software, was also used to convert the audio or pictures file which was not suitable with adobe flash.

Creating multimedia began with the drawing the background using Adobe flash. The entire menus page was created in different scene and files. The material and some tasks were typed. Some supporting media such video and audio files were imported in the project.. The prototype of the product then was edited.

3.4.4. Experts Validating

After creating the product, the next step is the expert validating. This step aimed to measure up the appropriateness of the product professionally. By involving the experts in the process, the product would be even much more reliable. Moreover, the experts suggestion and validation would cover the weaknesses of the product, so when it's implemented, the mistake or error in the product could be minimized.

In this study, the first draft of the product was evaluated by some experts below:

- 1) Dr. Dwi Anggani L.B. M.Pd, a first advisor of this study.
- 2) Endra Sulianna S.Pd., an English teacher in SD N 2 Kancilan.

Those experts were chosen to represent each field of study in developing the product. The teacher was also asked to evaluate the product because she was the one who knew better the students condition in the field. The evaluation did not only focus on the appropriateness of the content related to the curriculum, student and teachers, but also about the performance or the attractiveness of the multimedia material. For the other aspect it asked the ease of the program navigation.

3.4.5 Revising

The revision of the product was done after it had been validated by the experts. This step aimed to improve the quality of the product. In revising, the researcher had to really consider the experts suggestion. Probably, in some aspects of product needed to be

revised. In this case, the researcher had to start to design or develop the product well. It could make the researcher went back to the previous stages several times until it got the perfect form.

3.4.6. Implementing

The last step is implementation. It is done when all revisions have been approved by the experts. In this study, the material was applied in the school and the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 were selected as the subject of the study. This stage was such a try-out to see the performance and the effectiveness of the product.

The stage of implementation contained the evaluation process also. In this study, the evaluation was conducted to measure up the respond given by the teacher and students about the multimedia reading material containing the public tolerance. The method of evaluation used in this study was by collecting the data of students' respond and then tried to interpret it in descriptive way.

Firstly, the students were asked to follow the teaching-learning process using the multimedia material. After that, they were given questionnaire which was in checklist form so that the students simply put the check (√) in the appropriate answer. The questions were mainly about the clarity of the material and the attractiveness of the multimedia performance. The evaluation was done by analyzing the questionnaire done by the students. The result of the data informed the quality of the multimedia material whether it was good or not and whether it needed to be revised or not. The writer examined and analyzed the result of the questionnaire in descriptive way. Firstly, the answer on the each question was counted into percentage and then it was discussed in a descriptive way. The result of questionnaire would inform how well the performance and the effectiveness of multimedia material were.

CHAPTER IV

MATERIAL DEVELOPMENT DISCUSSION

AND ANALYSIS

This chapter describes the analysis of the research based on the data and research finding. The discussed points are the fourth students' reading problem of SD N 2 Kancilan in the academic year of 2010/2011 and the process of developing multimedia reading material containing public tolerance.

4.1. Reading Problem of the Fourth Grade Students of SD N 2 Kancilan in the Academic year of 2010/2011

SD N 2 Kancilan as one of the national standard schools in Jepara shared the same problem with the other national standard-accredited schools; it needed hard effort in improving its global quality. One of its most important aspects was improving the students' English mastery. It also made this school really put a huge attention to the development of the students' English comprehension. As proof, it had one English teacher who always helped the students after school and conducted several internal English competitions like spelling bee, etc. However, the result of the students' English achievement was not quite satisfying yet, especially on the English reading comprehension.

The researcher found that there was a bit reading habit problem of the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 as the place where

the research took place. The students were mostly reluctant to read the books and the materials given by their teacher. The researcher then tried to scrutinize this problem. He spread out the questionnaire and conducted some interviews to know the main barrier of reading problem of the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011. It was also aimed to map the initial steps in finding its effective solution.

The questionnaire was analyzed by counting the number of the students' answers for each question. The respondents simply put the check (√) on the columns because the writer used close-ended questions and the form is checklist questionnaire.

Table 4.1 the questionnaire for the students

| No. | Questions | Students' Response | |
|-----|---|--------------------|-------|
| | | Ya | Tidak |
| 1. | Apakah anda menyukai aktivitas membaca di kelas anda? | 6 | 35 |
| 2. | Apakah materi bacaan di kelas anda menarik? | 5 | 36 |
| 3. | Apakah buku yang disediakan guru sudah cukup membuat anda tertarik untuk membaca? | 7 | 34 |
| 4 | Apakah bahan bacaan yang disajikan dalam bentuk multimedia menggunakan komputer akan semakin membuat anda tertarik untuk membaca? | 41 | 0 |
| 5. | Apakah anda tahu tentang toleransi dan kerukunan? | 32 | 9 |
| 6. | Apakah guru anda sudah mengajarkan toleransi dan kerukunan dengan baik? | 41 | 0 |

| | | | |
|----|--|----|---|
| 7. | Apakah materi tentang toleransi dan kerukunan jika dimasukkan ke dalam bahan bacaan multimedia akan membuat anda semakin paham tentangnya? | 41 | 0 |
|----|--|----|---|

From the questionnaire above we could jump into the below analysis:

The first question asked about whether or not the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 liked their reading activities. Thirty five students answered no meanwhile the other six answered yes. From this number, it could be concluded that most of students did not like their reading activities in their class.

The second question asked about whether or not the reading material in their classroom was interesting. The data showed that thirty six students answered no, and the other five answered yes. So, it could be also concluded that based on the students' perspective, the reading material in their classroom was not interesting.

The third question asked students whether or not they liked the books given by their teacher in their classroom. The data showed that thirty four students answered it was not enough and the other seven students answered yes. From the result it could be said that the book given by teacher was not sufficient in attracting students' attention to read.

The fourth question asked the students whether or not the reading material presented in the form of computerized multimedia would attract them to read more. All of the students answered yes. It meant that students really wanted to have multimedia reading material in their classroom.

The fifth question started asking about whether or not the students had understood the concept of tolerance. Thirty two students answered yes and the other nine

answered no. So, basically most of the students had understood about the public tolerance.

The sixth question asked whether or not the students had the sufficient knowledge of public tolerance from their teacher. All students agreed that their teacher did it well because forty one students answered yes. It showed that teacher had already taught the public tolerance to the students.

The seventh question on the questionnaire asked whether or not the material of public tolerance inserted on their reading material and presented in the form of computerized multimedia would attract them more, all of the students answered yes. Thus, it could be concluded that it was such a good idea to make multimedia reading material containing public tolerance for the students.

Those questions were classified based on the general topic of the research and asked further in the interview session. The analysis of each topic was presented as follows:

The first three questions focused on the students' problem in reading activities. Most of them said that reading activities and material they had in class were not really good. So the researcher conducted further interview to analyze the cause. After interviewing some students and teacher, the researcher got the information that the reading activities mostly focused on dictating. The teacher read and wrote down the material from the books and students read and repeated after her. There was no effective communication created from this activity. The optimum transfer of knowledge did not work either. School had provided the media like computer, LCD, etc but because there was no material and lack of technical knowledge, the teacher tended to use the conventional method in teaching reading for the students.

The fourth question focused on whether or not the material presented in computerized multimedia would attract them. All students agreed that the computerized multimedia would make the reading activities more attractive. It was because they found their routine reading dictation was extremely arid. By providing the new method of teaching reading, the students would pay more attention. The computerized multimedia also enabled the teacher to create active atmosphere reading to the students because they were not only presented a bunch of words, but also the interesting audio and visual too.

The fifth up to seventh questions focused on the students understanding upon public tolerance. When the researcher asked about this topic to the students, all of them said that their teacher had taught the tolerance well. The public tolerance as one of the aspects in character building had been implemented well within their daily activities. The teacher strongly obliged their students to shake hands and greet each other when they met their friend or teacher. They were also obliged to respect others. It really helped them to live harmonious.

However, the public tolerance had not been integrated in the material of curriculum yet, especially the multimedia reading material. They told the researcher that it would be so much fun if they got material of public tolerance from interactive multimedia reading material.

From the questionnaire and interview conducted by the researcher, it could be concluded that there was a bit problem in reading activities of the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011. The reading material and activities used by the teacher was not really attractive to the students. This problem could be solved by presenting the interactive reading multimedia material of public tolerance to attract the students' attention, not only reading, but also their understanding about the importance of public tolerance.

4.2. The Process

In developing interesting multimedia reading material, the developer should be able to precede the correct and appropriate steps. In doing the research, the researcher adjusted and combined the model of development research from Borg & Gall (2003:775), the model of material design development from Dick, Carey & Carey (2005:1), and also the model of product development from Luther, 1994 (Sutopo 2003:32) to make simpler model of material development.

Generally, the process consisted of 6 steps started from analyzing, designing, developing, experts validating, revising, implementing. These entire steps took 2 months altogether from June until July 2011. And the step of implementation as the last step was conducted on July 29th 2011. The overall steps were divided into two major circles. In the research, the final material was got after several steps were passed. The most taking-time step in the process was the developing. It was because the material needed to be revised several times to get the complete material. The circles were explained as follow:

4.2.1 First Circle

First circle took one month in June. It had resulted in the first material which later was revised in the second circle into more perfect material. The aim of the first circle was to make a strong basis of the material development. It was focused in finding out the reading problem occurred in the classroom so the product could be really designed based on the needs found in this step.

4.2.1.1 Analyzing

The first step on the first circle was analyzing. This step was aimed to get better and clearer understanding of the real problem. It was held on June 2nd until 5th 2011. The process started by conducting the interview to the teacher and students about the problem found in the classroom dealing with reading and public tolerance teaching. The questionnaires were also spread out on the first step.

The interview was free-guided interview. So, the interviewee could give the information as much as the writer needed to support the data. The topic of the interview was mainly focus on whether or not the multimedia reading material containing public tolerance would be suitable to be given to the students. Besides that, the researcher also investigated the information about the condition and the characteristics of fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011.

Based on the interview, the researcher could conclude that the concept of the public tolerance had by the students was sufficient. Moreover, SDN 2 Kancilan implemented the character education in conducting the teaching and learning process. For example by shaking hands and greeting each other in every beginning and ends of the class, praying together, etc. Yet, in some points, it needed to be strengthened. The teacher suggested that the public tolerance had to be integrated in the curriculum as the material to make sure that the students could access the concept of public tolerance through all provided media.

In this step, the researcher also tried to look for the information dealing with the equipments availability at school. SD N 2 Kancilan as one of the national standard school in Jepara had sufficient equipment to support the multimedia learning. This school had their own computer and laptop as their teaching and learning media. It also had LCD and active speaker that could be used in every classroom. This condition guaranteed that the multimedia learning could be applied well in SD N 2 Kancilan in terms of the equipment availability.

Students in SD N 2 Kancilan were quite familiar with the multimedia learning. Teacher said that they sometime used it to watch video or conducted learning. But never did they use it to read multimedia learning containing public tolerance. The teacher also said that it would be such a great learning experience for the students if they could use it appropriately.

The students added that most of their learning materials were taken from the books. It bored them. It was because students could not get the contextual knowledge because it did not provide the sufficient audio visual information. The new method of learning by using multimedia reading material would attract and motivate the students to learn more.

4.2.1.2 Designing

After getting the data and information needed to develop the material, the researcher then try to design it. It was started on June 6th until 12th 2011. The guideline for developing the set of behavioral objective for the material was the curriculum. The researcher started to make the mapping, syllabus and lesson plan

to develop the material. All those steps were taken from school-based curriculum (KTSP) procedure. Since this material was made to teach students reading, the researcher inserted the concept of public tolerance in reading material. It was aimed to make students understood about it well.

The researcher adapted the material from internet, books, and articles based on the standard competence and basic competence for IV grader. The researcher used standard competence 7 and basic competence 7.1 which stated that students had to be able to understand and read simple expression. In line with this goal, the researcher made a simple material which enabled students to understand the material and, in the same time, create better awareness of the importance of public tolerance. The material was also designed to meet the needs of students upon simple vocabularies and public tolerance understanding.

The media was designed by the combination of different types of file as the framework of the product. The initial draft was designed to choose the software and files needed. The various types of media such as audio files, pictures, and written text were prepared. Some supporting softwares were also prepared such as Macromedia Flash MX Professional 2004 to create multimedia material and compile the frames and Corel Draw X4 to edit the pictures.

As general, the expected product had to be an interesting media for students. It was also expected to be an exciting alternative reading media than the handout provided by the teacher. In the same time, the public tolerance aspect on

the reading material would be a good media to teach students behave well through this product.

4.2.1.3 Producing/Developing

The main step is producing or developing. In this step, the researcher started to make the media based on the design made before. The researcher began to produce the media on June 13th until June 26th 2011. The first product was resulted on June 26th 2011. The process was explained as follows:

(1) creating main menu

In this product, the main menu was the main centre or station. Firstly, the menu page on the product was made using Corel Draw X4. The researcher made them in slight to be the initial menu and it was only their background. After doing that, the researcher made the main menu which enabled the students to directly go to the menu they liked by providing the links in Macromedia Flash MX 2004.

The background of the main menu was black. It was aimed to make such a color contrast compared to the letters used in the main menu. The script used different colors to make it more attractive. In main menu, there were four buttons as the content of the product. They were at school, at home, my best friend, and wonderful story. Each button contained reading text as reading material for students.

Before the main menu was presented, the image of a boy wearing Javanese traditional outfit appeared as a guide to show the “next” button. The button would

appear better if the pointer directed to the picture. The picture was made using Corel Draw X4. It was made in such a way to campaign the cultural awareness for the students. Besides that, it was made to attract the students to study more all the material in the product.

(2) creating purpose page

The purpose page was important to show the students the goal of the product. The researcher added this page and put it before the main menu page appeared. It contained the standard and basic competence, including the indicators to measure up the students' understanding after using the product.

The researcher also made the purpose page by making its background first. After that, standard competence, basic competence, and the indicator were attached to this page. Those three items were not separately presented to make the students get easy in seeing the goal of the study.

(3) creating the menu

The menu was the page where the students could find the reading material. Each menu had different topics and goals. The difficult vocabularies on each menu were prevented by providing words building in the beginning of the page before the main text appeared. The description of each menu as follows:

a) “At School”

This menu talked about the tolerance at school. The idea of the harmonious diversity at school had to be presented to the students. It was aimed to insert the awareness of the tolerance since they were young. It was also

important because their most daily life was spent at school. So they could also implement the moral value on the reading text in their real life.

The reading material in this page mainly consisted of two pages. The first page was the vocabulary building. It provided the students about the meaning of the difficult words they might see on the text. Besides that, it was also good for the students to brainstorm the topic before the whole text was presented. The second page was the main text. To go to the second page, the students had to click the “next” button which would appear if the pointer got near the Javanese boy.

The text told about the tolerance at school. The text described a story of a student who studied at multicultural school. They lived in difference but they kept maintaining the harmony. They kept helping and never fighting against each other. The story would teach the students how to behave well and live in tolerance at school.

There were some quite difficult words and phrases, but all of them were anticipated by the previous page which was the words building. Thus the students would get more vocabularies building.

b) “At Home”

This menu was also about tolerance. It mainly talked about the situation faced by the students in their home. It sent the moral message to the students that maintaining tolerance and harmony in their home was really important thing to do. By helping their parents, sister, or brother, the peace of the family would be always kept because their time in home really affected their behavior.

This menu consisted of two pages. The first page was about the vocabulary building. The students were provided a lot of difficult words that

they might find on the text. It was similar to the vocabulary building on the previous menu. It was aimed to make students ready in facing the text on this menu. It was also beneficial for the students to brainstorm upon the topic before reading the whole text. The second page was the main text. To go to the second page, the students had to click the “next” button which would appear if the pointer got near the Javanese boy.

The text told the story of a boy in a harmonious family. In his family, they lived together in peace. Every member of family always did their job well. They even helped each other if the other members needed other’s help. It was good example for the students to show how to behave in their own home. By providing reading material containing this moral value, the students would get accustomed to implement this in their real life.

c) **“My Best friend”**

The third menu was different than the two previous pages. It was in the form of conversation between two friends. This page was aimed to give students the importance of understanding others’ needs. It was also part of tolerance and urgent since some students tended to be arrogant and ignorant toward others.

This page told the story of two boys met at the street. The one asked the other to play football; meanwhile the other politely rejected his offer because he had homework to do. The first boy understood and let his friend to do his homework. Then, they said good bye and hoped to be able to play together next time.

The vocabularies and the expression used in this page were quite simple. That what made the researcher didn’t need to give words building in this page. It would help the students to learn about the tolerance toward other needs.

Besides, it would also give the students new knowledge how to greet and say good bye appropriately.

The conversation flowed when the students click the purple image on the right bottom of the menu. It gave the time for the students to read the conversation between two boys as long as they want.

d) “Wonderful Story”

The last menu called wonderful story. It was aimed to inspire the students to do great things. By telling them such a motivating story, it would give them superb willingness to do something.

This menu consisted of two pages. The first page was the vocabulary building. It was similar to the menu of “at school” and “at home”. It was beneficial to brainstorm students upon the topic before reading the main text. It would also anticipate students from the difficult words and phrases they might face on the main text. The second page was the main text.

This page told about the story of Severn Suzuki. A Canadian girl who established the Environmental Children Organization (ECO) when she was nine. By reading her story, students were expected to do the other inspirational action for others.

To enter this page, the students had to click the “next” button which would appear when the mouse was near the Javanese boy.

4.2.1.4 Adding and Editing the Sounds

Having good sound on the product was very important. It made the product more attractive. The process started with the analysis of each menu. The sounds attached on the menu were suited by the content of the pages. After doing so, the

researcher chose some instrumental sounds downloaded from the internet. The files had been in format .mp3 so the researcher could directly import the sound to the flash through the menu 'import to the library'.

4.2.1.5 Adding Back and Next Button

The next step was the adding of the "back" and "next" button. This two buttons were quite important to make the students able to move to the previous menu or to go to the next menu. The button was represented by the picture of Javanese boy which was made and edited using Corel Draw X4. When the mouse got near it, there would be a text namely "next" or "back". And when they clicked on it, they would automatically jump up to the next or back to the previous menu.

To make this button was quite easy. The researcher only needed to add the action script "next/back" to the Javanese boy. The action script could be written in selecting frame or in selecting button. It was based on what object that the creator wanted to be the button.

4.2.1.6 Experts Validating

After finishing the first product of multimedia reading material, the researcher asked some experts to give some comments dealing with the quality of the product. The validation step was held on June 20th until 26th 2011. The researcher used interview and questionnaire as the media to get the comments and validation. The experts were chosen based on the expertise and experience they had got in their own fields. Those two experts were:

(1) Endra Sulianna, S.Pd, an English teacher of SD N 2 Kancilan who knew and had responsibility for the condition of the English students' development in SD N 2 Kancilan.

(2) Dr. Dwi Anggani L.B, M.Pd, an English lecturer of Curriculum and Material Development of the English Department of Semarang State University, a text book reviewer and a textbook writer.

The two experts were given the validation sheet to make the evaluation easier. The questions dealt with some aspects such as the content appropriateness, the ease of navigation, and the attractiveness of the multimedia.

Table 4.2 The validation sheet of the first expert

| No | Aspek | 1 (very poor) | 2 (poor) | 3 (fair) | 4 (good) | 5 (excellent) |
|----|---|------------------|-------------|-------------|-------------|------------------|
| 1 | Kesesuaian materi produk dengan SK dan KD KTSP | | | V | | |
| 2 | Tingkat kesulitan pengoperasian produk | | V | | | |
| 3 | Tingkat kesesuaian materi untuk siswa kelas 4 sekolah dasar | | | V | | |
| 4 | Tampilan suara dan grafis | | | | V | |
| 5 | Tampilan produk secara | | | V | | |

| | | | | | | |
|--|-------------|--|--|--|--|--|
| | keseluruhan | | | | | |
|--|-------------|--|--|--|--|--|

The first expert gave the whole score 3,0 which meant that overall product got fair score. The detail of the scoring was explained as below.

She gave the fair score for three items. They were the content appropriateness of the product (question number 1 and 3) and the overall attractiveness of the product (question number 5). She gave poor score for the ease of navigation (question number 2). However, she gave “good” for the sound and graphic design attractiveness (question number 4).

From the first expert, the researcher got some constructive suggestions for the product. She said that the instruction for the navigation had to be improved. There was no clear instruction for each page. It would make the students confused. The vocabularies used in the text were actually difficult, but by providing words building, the students would not find it difficult anymore. However, the letter in words building had to be enlarged. The background color and also the sound had to be made more attractive by adding interesting contrast and sounds.

Table 4.3 The validation sheet of the second expert

| No | Aspek | 1 (very poor) | 2 (poor) | 3 (fair) | 4 (good) | 5 (excellent) |
|----|--|------------------|-------------|-------------|-------------|------------------|
| 1 | Kesesuaian materi produk dengan SK dan | | V | | | |

| | | | | | | |
|---|---|--|---|--|--|--|
| | KD KTSP | | | | | |
| 2 | Tingkat kesulitan pengoperasian produk | | V | | | |
| 3 | Tingkat kesesuaian materi untuk siswa kelas 4 sekolah dasar | | V | | | |
| 4 | Tampilan suara dan grafis | | V | | | |
| 5 | Tampilan produk secara keseluruhan | | V | | | |

The second expert gave the whole score 2,0. It meant that the first product deserved only “poor” score. She thought that the first product needed to be revised because there were so many weaknesses. The content appropriateness of the product was graded as poor because the sentences used were not suitable with the standard and basic competence which stated that it had to be in the form of simple expression or sentences.

The ease of navigation got poor because there was no clear instruction on every page. It would confuse the students and make them did not know what to do. The content appropriateness with the students’ level understanding got poor too because the product did not provide the appropriate level of difficulties for fourth grade students. She found so many difficult words and complicated sentences.

The graphic and sound attractiveness got “poor” because both items were not quite satisfying yet. The overall background color was black. Besides, there was no illustration picture for the students. The sound was not attached attractively on every page. It gave the impression of uninteresting media. Because of these reason, the score for overall attractiveness of the product was also “poor”.

4.2.1.7 revising

The next step after experts validating is revising. It was held on June 27th 2011. After getting so many constructive suggestions from the experts, the researcher made the list for the product improvement. The draft was useful to design the next product in the second circle. Based on the validation, here were the points which needed to be revised;

- (1) The words building on every page was too wordy. The font size had to be enlarged and divided into two pages. Besides that, it had to b created more colorfully to attract students’ attention. The words building could be also presented as picture dictionary.
- (2) The main text in each menu was too long and complex. It was inappropriate for the fourth year students of elementary school level of understanding. It had to be developed by only using simple sentences. Besides, it had to be added by illustration picture also to attract the students’ attention.
- (3) The vocabularies used on the main text of each menu needed to be simplified. Too many difficult words would make the students ended up

in confusion. For example, the word “tolerance” could be replaced by “respecting others”. By doing this, the students would understand more toward the material.

- (4) The students needed to survive and communicate with their friends in the classroom first. Thus, the menu of at school should be started by giving adequate understanding upon their classroom.
- (5) The product had to be added with the instruction on every page. This instruction would give the students the illumination toward what they needed to do in classroom. The product had to be started by providing fair knowledge how to communicate and interact with their classmate effectively. Thus, there had to be a page entitled my classroom before the product presented at school and at home.
- (6) The product had to teach the common-used English communication. Asking the direction of the other people suddenly could be regarded as the impolite behavior. It occurred in the “my best friend” page.
- (7) To check the students’ understanding upon the material, the product had to be added with the exercise page. The type of the exercise could be in the form of yes/no questions, true/false, and matching words.
- (8) For the wonderful story page, the level of vocabularies was too high for fourth grade students. The topic was also not contextual for the students. The story had to be familiar with the students’ understanding and knowledge to make sure they could get the moral value on it effectively. It could be taken from the Disney story or Indonesian figure.

4.2.2 Second Circle

Second circle took one month. It was conducted on August, starting from July 1st until 24th 2011. It was done based on the revision of the first draft in the first circle. The analyzing step was not needed since the problems and revised points had been known in the first circle. The later steps were similar to the first circle.

4.2.2.1 designing

The foundation in designing the product in second circle was from the revision done in the first circle. It was held on July 1st until 3rd 2011. The writer prepared all needed software and also made the mapping for the better product. Some supporting softwares were also prepared such as Corel Draw X4 to edit the picture and Macromedia Flash MX 2004 to compile and develop the materials.

There were basically three main problems existed in the first draft. They were the content appropriateness, the ease of navigation, and the attractiveness of the product. The researcher designed the second product focusing on these three aspects.

For the content appropriateness, the researcher tried to look for the correct material development stated in SK and KD of KTSP. The researcher found that some of vocabularies used in the first product actually were not appropriate for the fourth grade students' level. The vocabularies used were too high. In the first product, the use of the complex sentences was quite often used. The use of "because of" and compound sentence would be much trouble for the students. Thus the researcher simplified the words and sentences in the next product. Eventhough the researcher had anticipated the difficult words by providing words building, it was not sufficient in solving the problem.

In designing the second product, the researcher did some reading dealing with the topic to broaden up the knowledge how to develop a good reading material for fourth grade students. Children books became the alternative to be the great reference. The

researcher saw many things after reading books for children. The main different with the adult reading was on the attractiveness of the image and story.

4.2.2.2 *Producing*

After preparing and designing the revised product, the researcher started making it. The process was held from July 4th 2011 until July 20th 2011. The process of producing was mainly divided into three major steps. They were:

4.2.2.2.1 revising the attractiveness of the product

Based on the first validation sheet, the researcher could conclude that attractiveness of the product needed to be improved. The experts' average score for the attractiveness aspect was poor. It showed that the first product was not satisfying yet. Whereas, the product would be used by fourth grade students and it required attractive and colorful appearance.

1) creating the background and layout design

The most important aspect in improving the attractiveness of the product was by creating interesting background. The designing a good and attractive background color was important thing. Both of the experts thought that the color used in the first product was not attractive yet. The researcher made the new background using Corel Draw X4. The color was put by adding the action script.

In revising the background, the researcher played with the color. The bright colors dominated the second draft. The image of sun, mountain, classroom, and some objects were added to make the product looked more attractive. It was more complete than the first draft because the revision had been done so the researcher could make better layout and design of background.

In the second circle, the researcher tried to design the initial background and layout using the hand drawing first. If the fixed background had been made, the researcher then drew it on the computer using the Corel Draw X4. It was quite different compared to the first circle because the researcher directly drew on the Corel Draw without having fixed design. It gave additional points because the researcher could save so much time by having the fixed draft already.

After finishing the image in Corel Draw, the researcher then saved it in JPEG format. The file was imported to the library on the Macromedia Flash. It was helpful to make some layers and then compiled into a complete frame.

The second draft frame was made by combining the images made from the Corel Draw files. Each image was attached to the layer until the frame was completely made. For example the main menu frame was the combination of the files of foreground, sun, sky, penjor, and buttons. It was made through that way to make the researcher easy in making some moving picture or links.

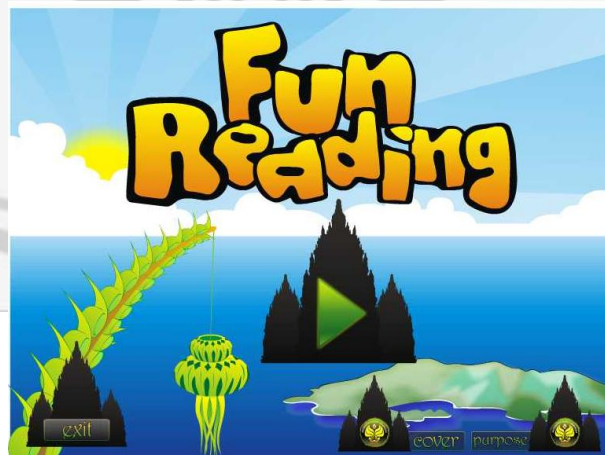


figure 4.1 the main menu background

2) creating characters

Besides that, the researcher also made some additional figures to be shown to the students. The characters shown as the illustration for the students upon the reading material presented. The figures were presented according to the topic of the text. For example, when the reading topic was about the classroom, the figure who appeared would be students. When the reading topic was about home, the figure that appeared would be family, and so on. There were four topics of reading presented in the second draft they were in the classroom, at home, in the field, and wonderful story.

The more interesting point of the characters in the second draft was their outfits. Each figure represented unique traditional culture of Indonesia. They wore the special attributes as the identity of their culture. For example, the boy students wore Javanese traditional hat called “blankon”. The girl student was made up using Balinese style. It was aimed to promote the cultural awareness of the students. Besides that, it would be good also for them to know other’s culture in order to create better understanding of public tolerance.

In making the character, the steps used were quite similar to background making. The initial image was made through Corel Draw. The researcher converted it in JPEG format. Then the image was imported to the Macromedia to be attached on the frame.

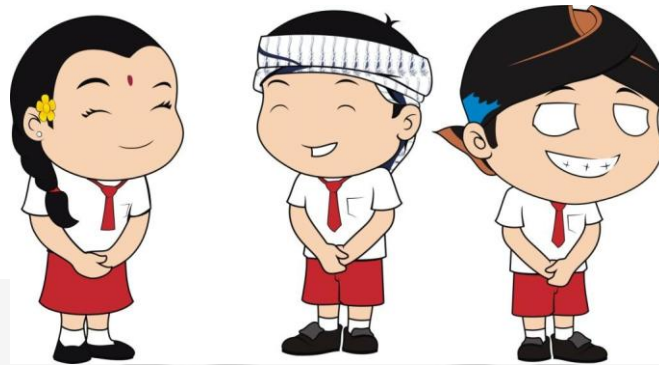


figure 4.2 the characters on the product

The researcher also designed the button using the Javanese style. The temple of Prambanan was the inspiration. It was aimed to create the cultural awareness to the students too.

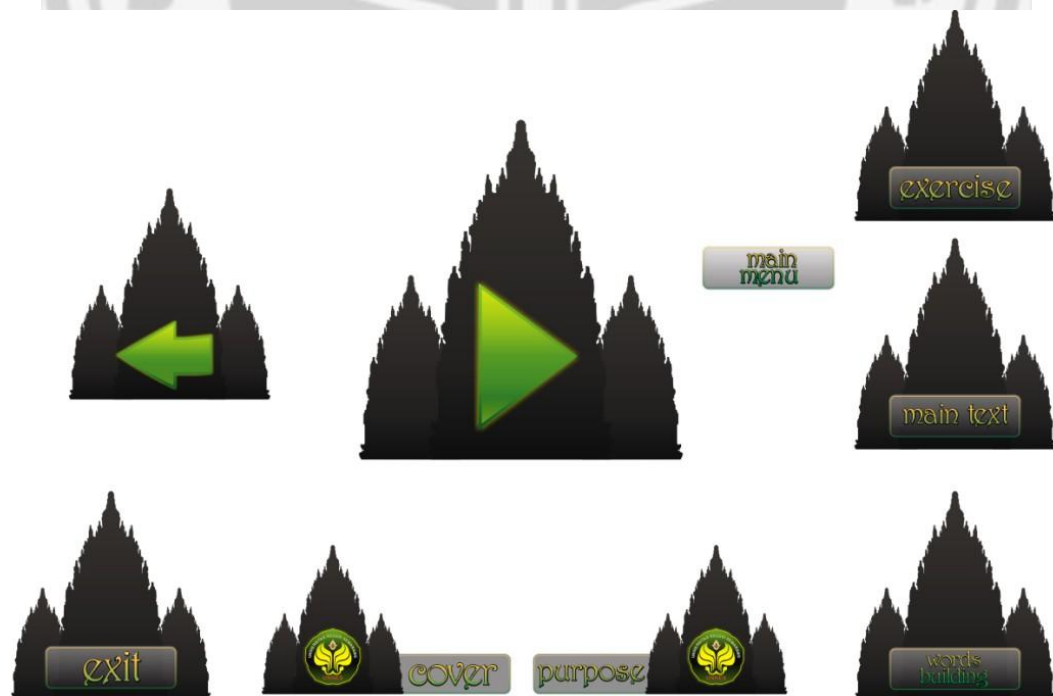


figure 4.3 the buttons on the product

3) creating moving pictures and adding the sound

The next step to create an interesting draft was by creating moving picture. The moving picture used in the product was the simple one. The example is the spinning sun and moving clouds. It was created by giving the action script of moving effect.

The example of the moving object on the frame was the sun. The researcher made the sun using Corel Draw first. If the object was made clearly, then it was imported to the library on the Macromedia flash. We dragged this object to the frame and click the time line to activate this object as a layer. After that, we click the effect motion. The sun would spin clockwise if chose CW and vice versa. The other object used the similar trick to add the moving effect.

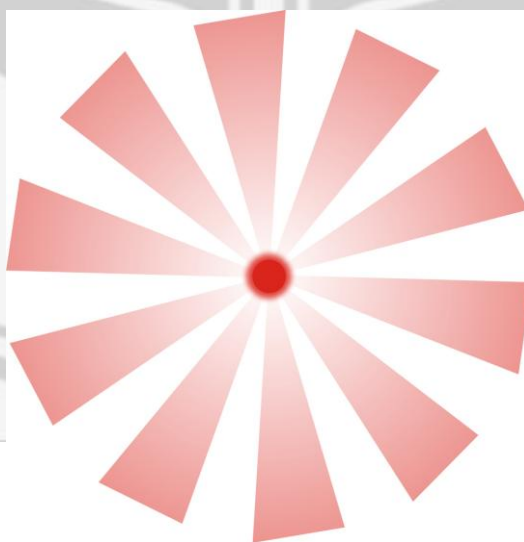


figure 4.4 Sun; the moving object

The sound effect was also added by importing the chosen sound to the library. The researcher downloaded the sounds from the internet. The files were in

.mp3 type. After putting it on the library, the researcher then dragged the sound to the frame. Then sound would be automatically added to the frame.

4.2.2.2.2 revising the content appropriateness

The second important revision on the second draft was the level of material difficulties. Based on the experts' criticism, the first draft material was too difficult for the students of fourth grade. She suggested that the material needed to be revised.

The researcher then tried to look for the references of the material. The researcher found that material for the fourth grade students had to be in a very simple form. They would not be able to read long, wordy, and complicated sentences. The researcher then designed the material and showed it to the expert to check whether the level of difficulties had been appropriate to the students. After getting the acceptance and some suggestion, the researcher then put this material to the second draft.

The second draft was more complete and comprehensive than the first draft. The second draft was added some features which the first draft didn't have, like the page for exercise. The students could do some exercises after reading the text to measure up their understanding upon the material given. The types of material varied, for example, yes/no questions, words matching, and vocabulary meaning. The simple exercise would also give the students slight linkage toward the materials.

The words building page was modified into less-wordy page and attractive. The previous page seemed to be too complicated because it contained wordy and many vocabularies. The researcher enlarged the font size and changed the font type. As result, the words building looked more comprehensive.

Table 4.4 the revision of the content appropriateness

| Parts of Revision | First Draft | Second Draft |
|--------------------------|--|--|
| The Word Building | It was too wordy. | The word building was made less wordy. Its font had been enlarged as well. |
| The Instruction | There was no instruction on the first draft. | The instruction was made in every page. |
| The Exercise | There was no exercise page. | The exercise page was created in every menu to measure up students' understanding |
| Content Appropriateness | The vocabularies used were too difficult. | The vocabularies and sentences were simplified. There were no complex sentences and difficult phrases. |

4.2.2.2.3 revising the ease of navigation

The both experts graded the ease of navigation on first draft as “poor”. It’s because there was no clear instruction provided on it. Because of that reason, the researcher added the instruction on each page. It was aimed to direct the students toward what they needed to do on it.

These instructions were presented on the top of each page. They appeared before the main activities presented. So the students would get easier to know directly what the pages were intended to.

The second draft was modified by the clearer instruction button. The exit button was added in such a way to cope the students to quit anytime they want. The next and back buttons were also added on each page.

The researcher had prepared the purpose page in the beginning of the draft. It was aimed to help the students if they wanted to know the aim of the teaching and learning activities. It could be accessed by clicking the purpose page on the main menu. The students could jump forward and backward easily because of the next and back button. This feature did not exist on the first draft.

4.2.2.3 expert validating

After resulting in second draft, the researcher asked for the expert validation. It was held in July 22nd 2011. The first and second experts agreed that second draft was a lot better than the first draft. They both gave “excellent” on the validation sheets. It went to the three aspects, which were the content appropriateness, ease of navigation, and the attractiveness of the product.

Table 4.5 The validation sheet of the first expert

| No | Aspek | 1 (very poor) | 2 (poor) | 3 (fair) | 4 (good) | 5 (excellent) |
|----|--|------------------|-------------|-------------|-------------|------------------|
| 1 | Kesesuaian materi produk dengan SK dan KD KTSP | | | | | V |

| | | | | | | |
|---|---|--|--|--|--|---|
| 2 | Tingkat kesulitan pengoperasian produk | | | | | V |
| 3 | Tingkat kesesuaian materi untuk siswa kelas 4 sekolah dasar | | | | | V |
| 4 | Tampilan suara dan grafis | | | | | V |
| 5 | Tampilan produk secara keseluruhan | | | | | V |

Table 4.6 The validation sheet of the first expert

| No | Aspek | 1 (very poor) | 2 (poor) | 3 (fair) | 4 (good) | 5 (excellent) |
|----|---|------------------|-------------|-------------|-------------|------------------|
| 1 | Kesesuaian materi produk dengan SK dan KD KTSP | | | | | V |
| 2 | Tingkat kesulitan pengoperasian produk | | | | | V |
| 3 | Tingkat kesesuaian materi untuk siswa kelas 4 sekolah dasar | | | | | V |
| 4 | Tampilan suara dan grafis | | | | | V |
| 5 | Tampilan produk secara keseluruhan | | | | | V |

4.2.2.4 revision

The second draft got “excellent” grade from both experts. There was no aspects had to be revised from the second draft. Because of that, the researcher did not make any revision for the second draft in the second circle

4.2.2.5 implementation

The last step on the development of the product was the implementation. It was an important step because it was the stage where the product was launched to the students. It was aimed to measure up how significant the product would give impact to the fourth grade students in understanding multimedia reading material containing public tolerance.

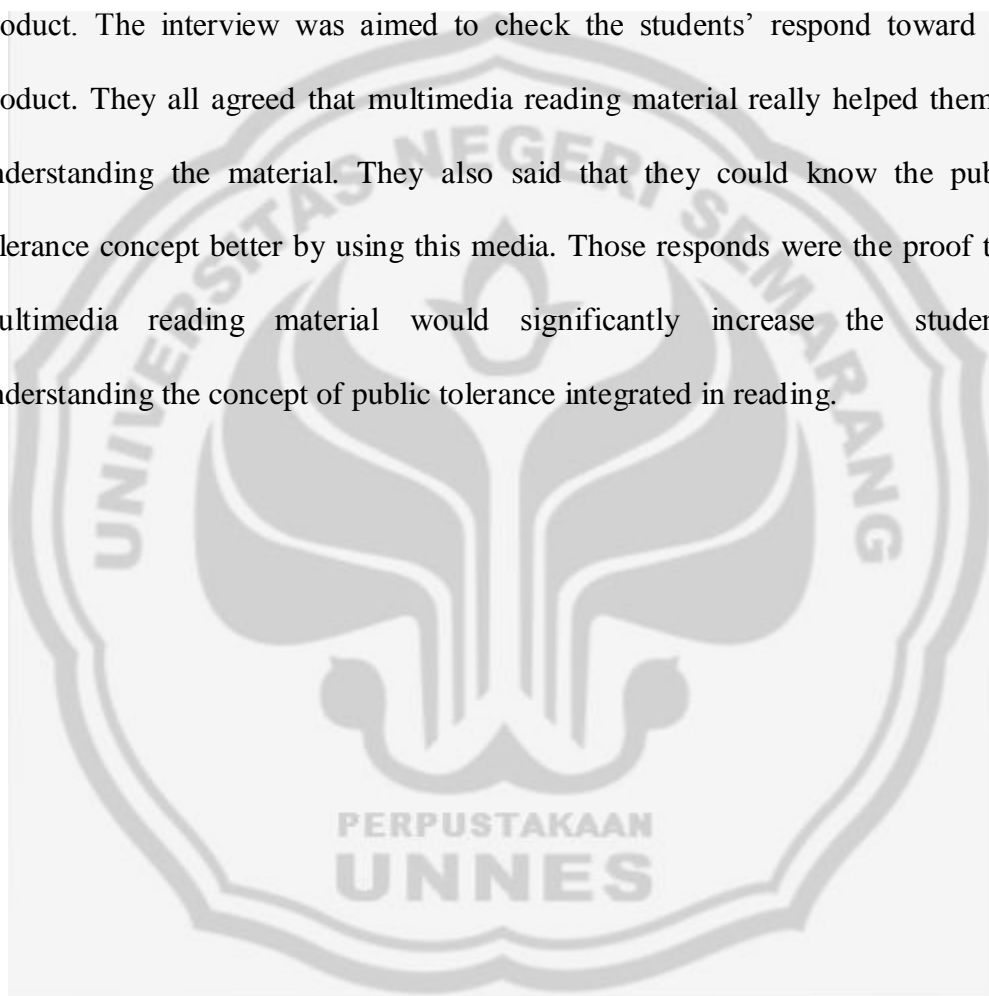
The implementation was done in SD N 2 Kancilan on September 23rd 2011. The students were given the reading material using multimedia. In the end of the session, the researcher conducted the interview to the students about the product. It was aimed to know the students respond upon the product.

The result of the activities was satisfying. Students enthusiastically paid a huge attention toward the given material. They actively read the text of the product with the guidance of their teacher. It was because the conventional method of reading by dictating had failed in create active atmosphere.

In doing the exercise, the students could successfully answer all of the questions correctly. The students could answer the entire exercise like “simple yes/no questions” in the menu of “in the classroom”. They could also answer the

exercise of words matching and true/false in the menu of “wonderful story” and “at home”. The teacher sometime still guided the students when they found new difficult words.

The interview was also conducted after the researcher implemented the product. The interview was aimed to check the students’ respond toward the product. They all agreed that multimedia reading material really helped them in understanding the material. They also said that they could know the public tolerance concept better by using this media. Those responds were the proof that multimedia reading material would significantly increase the students’ understanding the concept of public tolerance integrated in reading.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of the conclusion of the study and some suggestions.

5.1 Conclusion

As it is stated in chapter I, the objective of this study is to find out what the problems faced by the fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 in learning reading are and to describe how to develop the reading material containing public tolerance to the students. The subject of this study was fourth grade students of SD N 2 Kancilan in the academic year 2010/2011.

The fourth grade students of SD N 2 Kancilan in the academic year of 2010/2011 as the place where the research took place were mostly reluctant to read the books and materials given by their teacher. The researcher spread out the questionnaire and conducted interview for the students and teacher. From the questionnaire and interview conducted by the researcher, it could be concluded that there was a bit problem in reading activities of fourth grade students in SD N 2 Kancilan in the academic year 2010/2011. The reading material and activities used by the teacher was not really attractive to the students. This problem could be solved by presenting the interactive reading multimedia material of public

tolerance to attract the students' attention, not only reading, but also their understanding about the importance of public tolerance.

The process in developing interesting multimedia reading material, the developer should be able to precede the correct and appropriate steps. The researcher adjusted and combined the model of development research from Borg & Gall (2003:775), the model of material design development from Dick, Carey & Carey (2005:1), and also the model of product development from Luther, 1994 (Sutopo 2003:32) to make simpler model of material development. Generally, the process consisted of 6 steps started from analyzing, designing, developing, experts validating, revising, implementing. These steps took 2 months altogether from June until July 2011.

From the experts' validation, it can be concluded that overall the product was excellent. The average score for each aspect was 5. It covers up the content appropriateness, the content effectiveness and appropriateness, the ease of navigation, and the attractiveness of the multimedia. It means that by the design, the product is quite appropriate to be implemented in the classroom.

From the implementation step, it can be concluded that the multimedia reading material is significant in helping the students to understand the material. From this step, the almost all of the students can answer the exercise in the material correctly. From the interview, it can be concluded also that multimedia reading material is able to motivate the students in learning more.

5.2 Suggestion

Based on the result of the research, the writer would like to offer some suggestions concerning about English material development, specifically multimedia reading material containing public tolerance aspect.

For English teacher, they should have various ways in teaching reading containing public tolerance so that the learning process will not be boring. The conventional method of book detating only will never help improve the students' motivation to read. English teacher should also use multimedia or computerized teaching so that the students will be more active in learning. Teacher should only be the facilitator and the guide for the students when they get barrier in the learning process. By doing so, it is expected for th students to explore themselves in learning process actively.

Developing the multimedia reading material for specific purposes like inserting public tolerance aspects is possible way to do. However it requires the creativity from the creator. The material should pass some requirements to be called as qualified material.

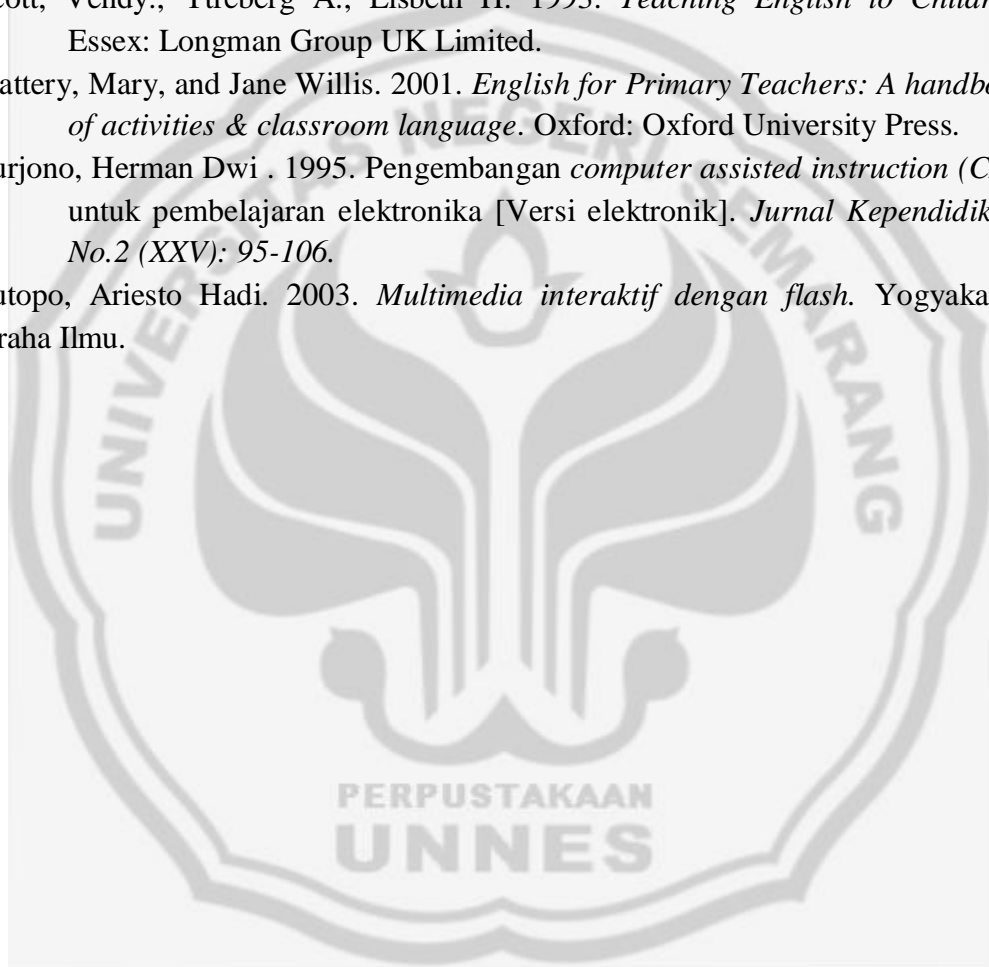
For Further research, it is needed to obtain the better strategies to teach English, particularly its multimedia reading material development. Some methods and steps are also needed to explore. It is because the multimedia reading development is still in its infancy.

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APPENDICES



Appendix 1

The Questionnaire for the Students

1. Apakah anda menyukai aktivitas membaca di kelas anda?
Do you like the reading activity in your class?
(a) Ya / Yes (b) Tidak / No
2. Apakah materi bacaan di kelas anda menarik?
Is the reading material in your class interesting?
(a) Ya / Yes (b) Tidak / No
3. Materi bacaan seperti apakah yang anda sukai?
What kind of reading material do you like?
(a) Buku / naskah
Books / Script
(b) Teks / artikel lewat komputer
Text / article through computer
(c) Kombinasi teks, suara, dan gambar gerak melalui komputer
The combination between text, audio, moving picture through computer
4. Apakah anda tahu tentang toleransi dan kerukunan?
Do you know about tolerance and harmony?
(a) Ya / Yes (b) Tidak / No
5. Apakah guru anda sudah mengajarkan toleransi dan kerukunan dengan baik?
Has your teacher taught the tolerance and harmony well?
(a) Ya / Yes (b) Belum / Not yet
6. Apakah materi tentang toleransi dan kerukunan jika dimasukkan ke dalam bahan bacaan multimedia akan membuat anda semakin paham tentangnya?
Do you think that the material of tolerance and harmony integrated in the multimedia reading material will make you understand them better?
(a) Ya / Yes (b) Tidak / No

Product Evaluation Sheet

| No | Aspek | 1 (very poor) | 2 (poor) | 3 (fair) | 4 (good) | 5 (excellent) |
|----|---|---------------------|-------------|-------------|-------------|------------------|
| 1 | Kesesuaian materi produk dengan SK dan KD KTSP | | | | | |
| 2 | Tingkat kesulitan pengoperasian produk | | | | | |
| 3 | Tingkat kesesuaian materi untuk siswa kelas 4 sekolah dasar | | | | | |
| 4 | Tampilan suara dan grafis | | | | | |
| 5 | Tampilan produk secara keseluruhan | | | | | |

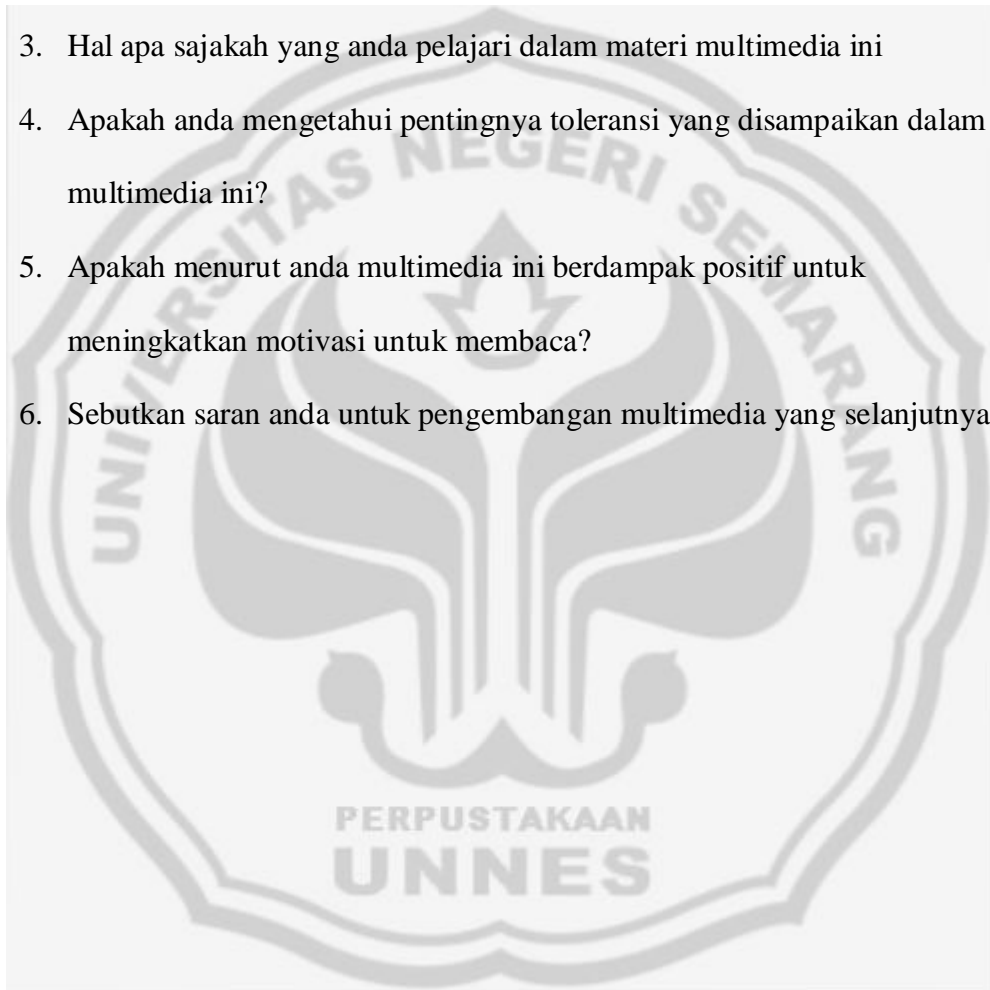
Place, date

Expert

Appendix III

The Interview Guideline for the Students after implementation

1. Apakah anda menyukai materi reading berbentuk multimedia ini?
2. Apa yang anda sukai dari multimedia ini?
3. Hal apa sajakah yang anda pelajari dalam materi multimedia ini
4. Apakah anda mengetahui pentingnya toleransi yang disampaikan dalam multimedia ini?
5. Apakah menurut anda multimedia ini berdampak positif untuk meningkatkan motivasi untuk membaca?
6. Sebutkan saran anda untuk pengembangan multimedia yang selanjutnya.



Silabus

NAMA SEKOLAH : SD N 2 Kancilan Jepara

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : IV/ 2

STANDAR KOMPETENSI: 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas
 KOMPETENSI DASAR : 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana
 ALOKASI WAKTU : 2 X 35 menit

| STANDAR KOMPETENSI | KOMPETENSI DASAR | MATERIAL | LEARNING ACTIVITIES | INDICATOR | EVALUATIONS | TIME ALLOT-MENT |
|---|---|---|--|--|--|-----------------|
| Membaca 7. Memahami tulisan bahasa Inggris sangat sederhana dalam konteks kelas | 7.1 Membaca nyaring dengan ucapan yang tepat dan berterima yang melibatkan: kata, frasa, dan kalimat sangat sederhana | 2. Mengajarkan cara membaca kata, frasa, dan kalimat sangat sederhana, meliputi: <ul style="list-style-type: none"> • Memperkenalkan kosakata sederhana. • Memahami makna macam – macam kata dan frasa • Mempraktekkan berdasarkan konteks yang diberikan oleh guru. | 7. The teacher gives some examples of simple vocabularies, expressions and sentences by writing them on the blackboard and showing the multimedia in front of the class The examples are given from the very simple one in order. | 4. Students are able to read, know, and understand various kinds of simple vocabularies, expressions, and sentences. 5. Students can memorize various kinds | Oral test which deals with greetings, introduction, parting, and commands through mechanism: 3. Giving a time for preparation such as making a script, understand it or | 2 x 35 minutes |

| | | | | | | |
|--|--|--|--|---|---|--|
| | | | <p>For instance: <i>Greeting :</i> <i>Hallo</i> <i>Good morning</i> <i>Good day</i> <i>Good afternoon</i> <i>Good evening</i> <i>Good night</i> <i>How do you do?</i> <i>How are you?</i> <i>How are you doing?</i> <i>How have you been?</i> <i>How's life?</i> <i>Welcome to our house.</i> <i>Welcome.....</i></p> <p>8. The teacher pronounces those expressions and orders the students to repeat after him/ her.</p> <p>9. The teacher enlightens the students to understand the meaning of each expressions and the functions.</p> <p>For instance: <i>Hi, Hallo, welcome to</i></p> | <p>of simple vocabularies, expressions, and sentences by heart.</p> <p>6. Students can practice based on the proper context given by the teacher.</p> | <p>memorize it.</p> <p>4. Practice it in front of the teacher orally.</p> | |
|--|--|--|--|---|---|--|

| | | | | | | |
|--|--|--|---|--|--|--|
| | | | <p><i>our house, welcome....., Good morning, Good day, Good afternoon, Good evening, Good night: the earliest greetings to greet others at the very first time.</i></p> <p><i>How do you do?, How are you, How are you doing?, How have you been?, How's life: the continuation greetings to greet others in order to ask the recent condition of others.</i></p> <p>10. The teacher enlightens the students about the very simple responses; for instance: how do you do?; fine, thanks; very good; amazing; wonderful; very well; etc; and then, the teacher teaches them how to apply those responses in the</p> | | | |
|--|--|--|---|--|--|--|

| | | | | | |
|--|--|--|---|--|--|
| | | | <p>greetings. <i>A: hi, how are you?</i> <i>B: fine, thanks.</i></p> <p>11. The teacher orders the students to memorize those greeting expressions.</p> <p>12. The teacher asks the students to practice in front of class in partners without any notes. (two students in a team).</p> | | |
|--|--|--|---|--|--|

Guru Mata Pelajaran

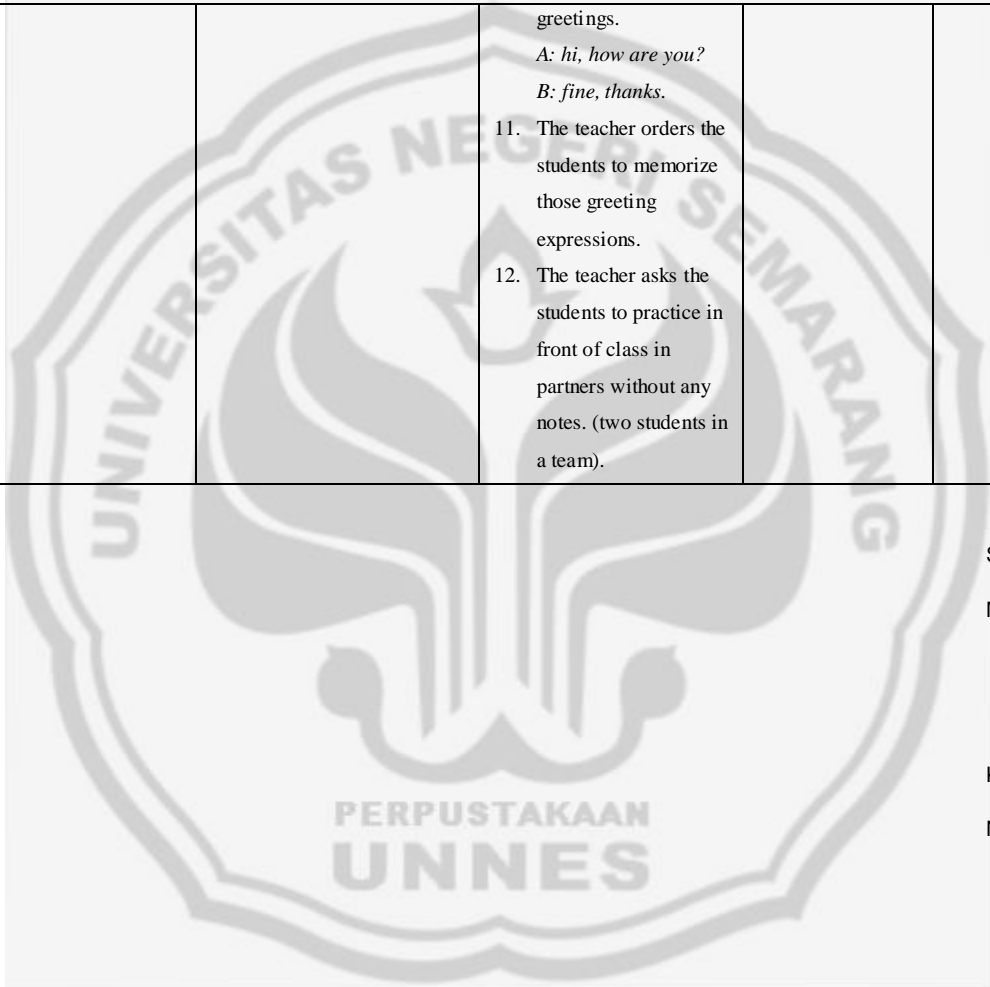
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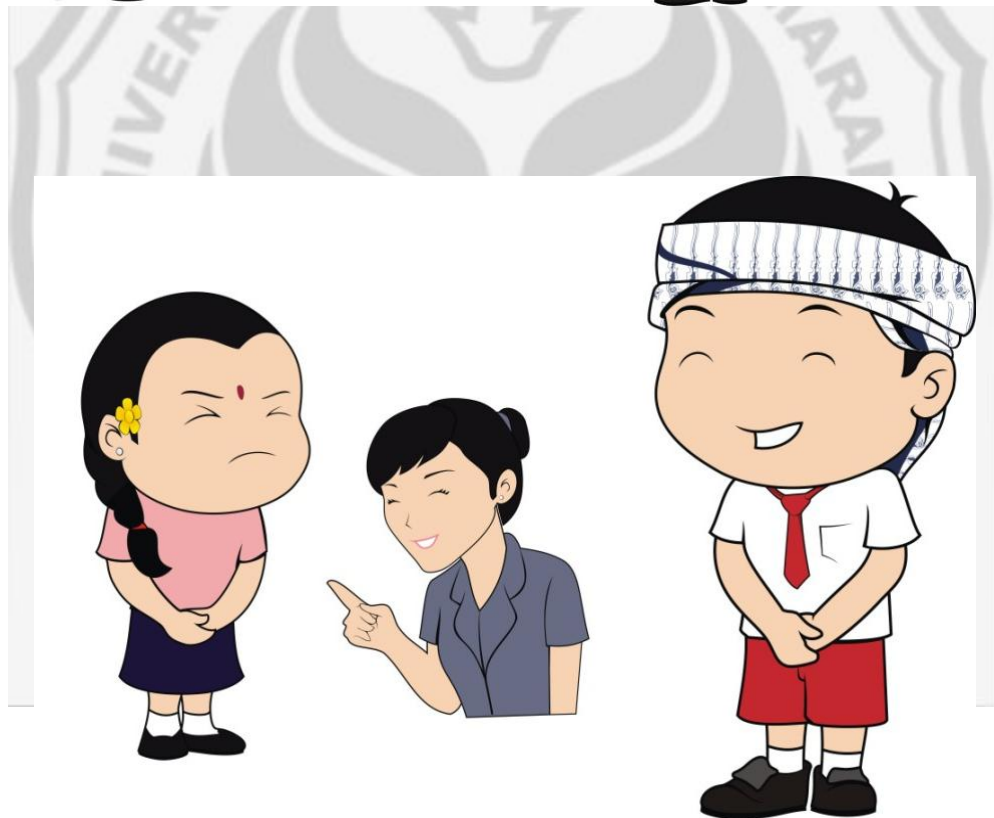
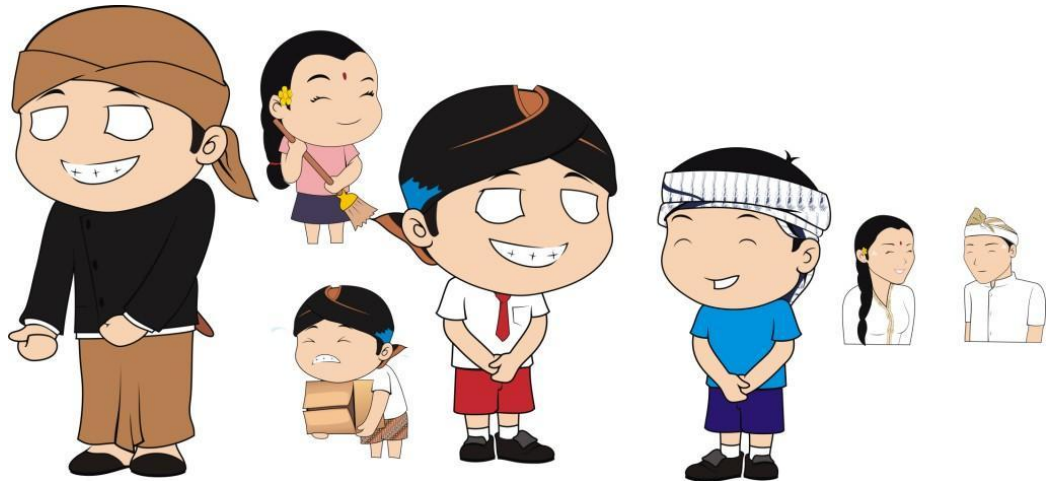
Semarang, 27 Juli 2011

Mahasiswa

Kunto Nurcahyoko

NIM 2201407137





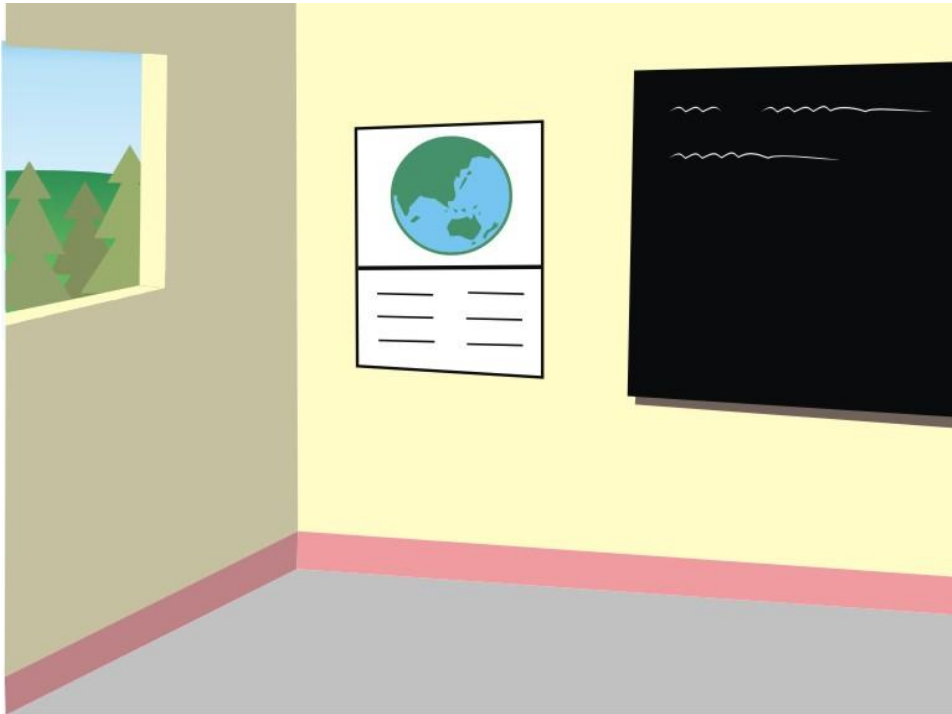
(1) at home



(2) In the field



(3) In the classroom

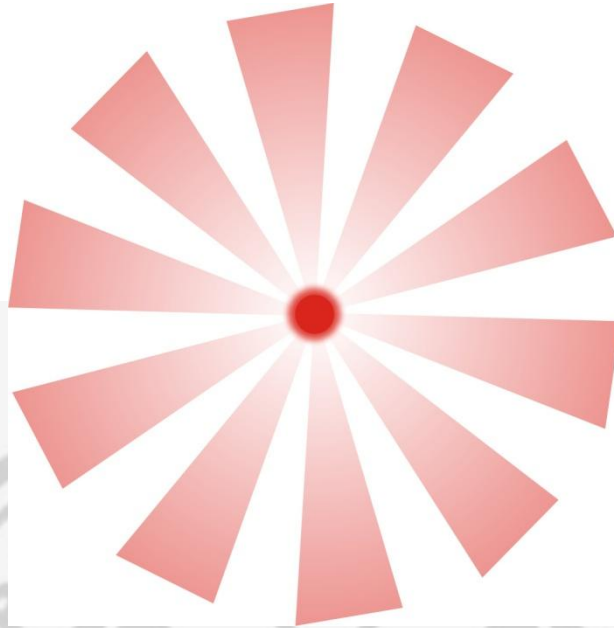


(4) a wonderful story

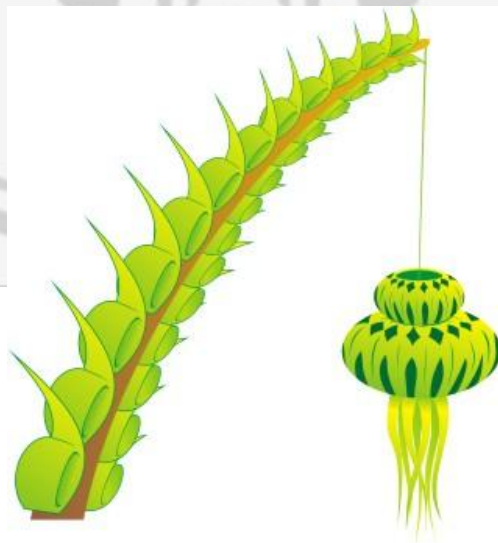


Appendix VII. The Moving Picture

(1) sun



(2) penjor



Appendix VIII. The Text

In the classroom

exercise

a.3 answer the following question correctly!

for example:

do sastro and his friend help each other?
yes they do

1. is the boy's name sastro?
2. does he come from sd tunas bangsa?
3. are some of his friends from java and bali?
4. does he hate his classmates?

Main Text

A.1 Look at the vocabularies and find the meaning!

- | | |
|------------------|----------------|
| a. Hi, everyone! | F. balinese |
| b. fourth grade | g. respect |
| c. welcome to | h. never fight |
| d. Javanese | I. classmates |
| e. Sundanese | |

A.3 Read the text carefully!

Hi, everyone! My name is Sastro.
I am a student in SD Tunas Bangsa.
I am a fourth grade student. Welcome to my classroom!

I have many friends in my classroom.
They are Javanese, Sundanese, Balinese, and many others.
They are very kind.

We study together happily. We help and respect each other.
We never fight. I love my classmates so much.

At home

B.2 Read the text carefully!

B.2 Read the text carefully!

Hello! My name is Idayu. Welcome to my house.

I live in a happy family.
I live with my father and my mother.

I help my parents to do the house works.
I sweep the floor and mop it.

Exercise

b.3 answer the following questions correctly by putting the true (t) or false (f) on bracket!

example:

Idayu and her family do the house works together (t)

1. the girl's name is idayu (t/f)
2. she lives in a sad family (t/f)
3. she has a young brother (t/f)
4. she respects and loves her family (t/f)

Main Text

B.1 Look at the vocabularies and find the meaning!

- | | |
|----------------|-------------|
| a. House works | d. mop |
| b. sweep | e. together |
| c. floor | |



wonderful story

A.2 Read the text carefully!

A.2 Read the text carefully!

Sastro is a kind boy. He always helps others.

One day, he saw Idayu. She looked very tired.
He said, "May I help you Idayu?"

"Thanks Sastro. You are so kind", She said

That's the story of Sastro. He's very kind.

exercise

C.2 Match the words on the left with the appropriate meaning on the right!

example:
box = square package

- | | |
|----------|---|
| 1. kind | a. to be useful to somebody |
| 2. tired | b. to admire others |
| 3. help | c. feeling that one would like sleep/rest |