A SET OF ENGLISH INTEGRATED MATERIALS
DESIGNED FOR THE ELEVENTH GRADE STUDENTS
OF ADMINISTRATION DEPARTMENT OF SMK NEGERI 1 KLATEN
BASED ON THEORY OF MULTIPLE INTELLIGENCES

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Susana Tri Cahyani
Student Number: 071214132

ENGLISH LANGUAGE EDUCATION STUDY PROGRAMME
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Date

25th November 2011
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Yogyakarta, 6th December 2011
Faculty of Teachers Training and Education
Sanata Dharma University
Dean
Rohandi, Ph.D.
This thesis is dedicated to:
my Saviour: Jesus Christ,
My beloved family: my father, mother, and sisters,
and to all my best friends.

Everything is worth something

-Susan-
STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 6th December 2011

The Writer

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PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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ABSTRACT


Learning English can be done using variety of activities to help the learners learn well. In learning English, there are four skills that need to develop. Those are listening, speaking, reading, and writing. One of the ways to learn English and develop the four skills is through Multiple Intelligences based materials. English materials based on Multiple Intelligences theory can help the learners learn through various activities and cover different kinds of learning styles.

This research aimed to design a set of English integrated materials for the eleventh grade students of SMK Negeri 1 Klaten Administration Department based on theory of Multiple Intelligences. It is expected that the materials help students learn English better and develop their multiple intelligences. There were two problems in this research. The first, How is a set of English integrated materials for SMK Negeri 1 Klaten based on Theory of Multiple Intelligences designed? The second, what does the designed set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten look like?

To answer those two questions, the researcher employed Borg and Gall cycle of Research and Development, and adapted Kemp’s model of instructional design. There were five steps in designing the materials in this research. The first was Research and Information Collecting. Needs survey was conducted to identify learners’ characteristics by distributing questionnaires and conducting interview. The second is Planning. Goals, topics, and general purposes were stated, learning objectives were listed. Besides, subject contents, and teaching and learning activities and resources were also selected. The third step was Develop Preliminary Form of Product. The materials were developed based on the planning step. The fourth step was Preliminary Field Testing. Questionnaires were distributed to some teachers, lecturers, and English instructor to evaluate the materials that had been developed. Then, the last step was Main Product Revision. The materials were revised based on the result of the evaluation. The second question was answered by presenting the final version of the designed materials. The materials consist of four units. There are two main parts in every unit. They are *Speak Up! Listen Up!* that focuses on listening and speaking, and *Read it! Pen it!* that focuses on reading and writing. Each part is divided into three sections, namely *Get the Hint! Get the shot!* and *Get to Show!*

Based on the evaluation in Preliminary Field Testing, the materials were acceptable. It was showed by the data that presented the mean that was from 3 up to 3.4 out of the scale range 1 up to 4. Hopefully, the materials will be useful for students and teachers to be applied in classroom. The researcher also hopes that
there will be other researchers or instructors that develop materials to facilitate students in learning English better.

*Keywords: Materials Design, Integrated Materials, Multiple Intelligences.*
ABSTRAK


Belajar Bahasa Inggris dapat dilakukan dengan aktivitas yang bervariasi. Dalam belajar Bahasa Inggris, terdapat empat kemampuan yang butuh dikembangkan, yaitu mendengarkan, berbicara, membaca, dan menulis. Salah satu cara untuk membantu siswa dalam belajar Bahasa Inggris dan mengembangkan ke-empat kemampuan tersebut adalah dengan menggunakan materi belajar berdasarkan teori kecerdasan majemuk. Materi Bahasa Inggris yang berdasarkan teori kecerdasan majemuk dapat membantu siswa dalam belajar dan dapat mencakup berbagai gaya belajar siswa yang berbeda.

Skripsi ini bertujuan untuk merancang seperangkat materi Bahasa Inggris terintegrasi untuk siswa SMK Negeri 1 Klaten berdasarkan teori kecerdasan majemuk. Materi yang dirancang diharapkan dapat membantu siswa agar dapat belajar Bahasa Inggris dengan lebih baik dan membantu mengembangkan kecerdasan majemuk mereka. Terdapat dua masalah yang dibahas dalam skripsi ini. Pertama, bagaimana seperangkat materi pengajaran Bahasa Inggris terintegrasi untuk siswa SMK Negeri 1 Klaten Program Keahlian Administrasi Perkantoran dirancang? Kedua, bagaimana bentuk seperangkat materi pengajaran Bahasa Inggris terintegrasi untuk siswa SMK Negeri 1 Klaten Program Keahlian Administrasi Perkantoran tersebut?


Berdasarkan hasil evaluasi pada tahap Pengujuan Awal di Lapangan, materi yang dirancang sudah dapat diterima. Hal ini ditunjukkan oleh data yang
yang menunjukkan hasil rata-rata adalah 3 sampai 3.4 dari skala 1 sampai 4. Materi ini diharapkan dapat berguna bagi para siswa dan guru untuk dapat diterapkan di sekolah. Penulis juga berharap akan ada penulis lain yang merancang materi untuk membantu siswa dalam belajar Bahasa Inggris dengan lebih baik.

Kata kunci: Perancangan Materi, Materi Terintegrasi, Kecerdasan Majemuk.
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CHAPTER I

INTRODUCTION

This research is aimed to design a set of English Instructional Materials for the eleventh grade students of SMK Negeri 1 Klaten based on theory of Multiple Intelligences. This chapter discusses (A) Research Background, (B) Problem Limitation, (C) Problem Formulation, (D) Research Objectives, (E) Research Benefits, and (F) Definition of Terms.

A. Research Background

English has become more and more essential for people. English is now learned by many people throughout the world. Many people use English to communicate with people from different countries. Moreover, information is largely presented in English.

Learning English can be done using various activities. Learners can be helped to learn English well through suitable activities. The activities provided for students are best suited with their learning styles. It can help them absorb the materials being taught well. The activities are also best developed based on the needs and characteristics of the students.

This research was done in SMK Negeri 1 Klaten, one of vocational high schools in Klaten, Indonesia. There were six Departments in SMK Negeri 1 Klaten, and one of them is Administration Department. This research selected Administration Department as the participants.
students are prepared for the multi-tasks jobs, such as secretary, receptionist, and administration staff. It is important for them to be able to use English both active and passive because they are prepared for jobs that need to face many people and acquire information in English. Besides, good English ability and well developed multiple intelligences will help them get jobs easily.

The students of the school, particularly Administration Department Students, were mostly interested in English. Based on the researcher’s experience in learning English in that school when the researcher was a student in that school, the teaching and learning process was teacher-centered and the students mostly sit and listen to the teacher. Then, based on the researcher’s observation, the teaching and learning process still used the same pattern. There were some references that the teachers used to teach English, but they mostly used references that only emphasized on linguistic intelligences, especially in grammar. From the activities in class, it could be concluded that the students needed more variation and motivation in learning.

Based on that needs, it is considered important to help students learn English better. This research aimed to provide students with well-developed English materials to help students learn using various and motivating activities. The materials would be developed were materials based on Multiple Intelligences (MI) theory.

There are some reasons why the materials were based on MI theory. First, it can provide students with various and motivating activities. MI that people have include linguistic, logical-mathematical, spatial, bodily kinesthetic, musical,
interpersonal, intrapersonal, naturalistic (Gardner, 1999). English materials which are developed based on those intelligences can give students various activities since it employs all students’ intelligences, not only linguistic intelligences. Besides, it can then motivate students to learn. MI theory offers patterns that can be used by teachers to consider important ecological factors in the process of teaching and learning (Uno & Kuadrat, 2009). Second, MI based materials provide students activities that are suited with different learning styles. The activities are various and cover different way of learning. The students can be more comfortable in learning if their ways of learning are suitable with their learning styles. Gardner’s theory of MI explains the different potentials that people have within them, and the tendency is that every person is good at certain intelligences. The intelligences that students have affect the learning style and way of learning. Then, they can absorb the materials well because of learning according to their learning style, which is the third reason of MI based materials. Forth reason of the development of the materials is that students can be helped to employ all the intelligences they have. MI is important to develop for people. The range of capacities and potentials that people have (MI) can be put to many productive uses, to acquire information, solves problems, and easily adapt with the changing circumstances (Gardner, 1999). In school, particularly, it is expected that students can develop well, together with the knowledge that they grasp through teaching and learning in school (Uno & Kuadrat, 2009).

The materials are integrated materials. They cover four skills of listening, speaking, reading, and writing. Those are the skills needed to learn a language.
One skill cannot be separated from the other skills. They complete each other. One skill will reinforce the other (Brown, 2001).

Thus, this research was aimed to design a set of integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of MI. MI based materials would provide various activities based on students’ needs. It would also help students learn English well through attractive activities and which are suitable with their learning styles. It is expected that the instructional materials presented in this research would be suitable for the students’ needs.

B. Research Problem

There are two questions in this research which will be discussed. The questions are:

1. How is a set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences designed?

2. What does the designed set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences look like?

C. Problem Limitation

The research is limited to the designing a set of English instructional for the students of SMK Negeri 1 Klaten, Administration Department Grade XI based
on Gardner’s theory of MI. The materials designed will be integrated skills materials, in which this kind of materials can provide varieties of learning styles for each student who has different ability in absorbing the materials from the other students and which can also maximize the development of students’ intelligences.

D. Research Objectives

The research is conducted in order to:

1. Find out how a set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences is designed.

2. Present the designed set of materials.

E. Research Benefits

This research aims to provide English integrated materials for students of SMK Negeri 1 Klaten, Administration Department Grade XI. This research is expected to give benefits as follow:

1. For the students of SMK Negeri 1 Klaten

The students of SMK Negeri 1 Klaten, particularly Administration Department Grade XI, will be provided with well-developed English materials, which conform to their learning style and enable them to absorb the materials well. Besides, the students will be helped to develop their MI and identify their own strengths and weaknesses.
2. For the English teachers of **SMK Negeri 1 Klaten**

The English teachers of **SMK Negeri 1 Klaten** will be provided with well-developed instructional materials, which can be used in the instructional process in the school later on. They also can use the materials for a reference to develop other materials and activities for other subjects and other grades in school.

3. For further studies

The result of this research can be used for another study about developing English materials based on MI theory. The further study will be needed in order to evaluate and improve the designed materials.

**F. Definition of Terms**

This part presents the terms that are used in this research. Those are Instructional Materials, Instructional Materials Design, Integrated Materials, Students of **SMK Negeri 1 Klaten**, and Theory of Multiple Intelligences.

**1. Instructional Materials**

Instructional materials are materials planned by the teacher for instructions (Dick, Walter and Reiser A., 1989). According to Nunan (1991):

Materials are the realistic form that can help teachers meet the goals and objectives of the instructional process stated in syllabus. Materials are an important and the visible element within curriculum. While the syllabus contains the goals and objectives, the linguistic and experiential content, the instructional materials can put flesh on the bones of those specifications (p. 208).
In this research, instructional materials are a set of materials designed by the designer to be implemented by the English teachers in their classrooms to help their students learn English well.

2. Instructional Materials Design

Instruction is a series of events facilitating learners to learn in certain ways. It is designed or planned in some systematic way (Gagne & Briggs, 1979). Kemp (1977) described instructional design as an approach and procedures of systematic planning to examine problems in instruction, solve them, and evaluate them. Instructional materials design is a part of instructional program design which is the beginning part of the instructional process. In this study, instructional materials design is a process of creating a set of materials which will be used for the students of SMK Negeri 1 Klaten based on theory of Multiple Intelligences.

3. Integrated Materials

Integrated materials are materials that cover four important skills in English language teaching, which are listening, speaking, reading, and writing. Although in history the four skills were treated in separate segments of a curriculum there is a recent trend toward skill integration (Brown, 2002).

4. Students of SMK Negeri 1 Klaten

SMK Negeri 1 Klaten is located at Jl. Wahidin Sudiro Husodo 22, Klaten. The students are females in majority and males in minority. There are six
departments in this school, and one of them is Administration Department. There are two classes of Administration Department in each grade. In Grade XI, there are 79 students who are divided into two classes. They are all female students.

5. Theory of Multiple Intelligences

Multiple Intelligences (MI) is a philosophy of learner-based that describes the intelligences of human as having multiple dimensions that must be acknowledged and developed in education (Richards & Rogers, 2001). According to Gardner (1999), there are nine intelligences that humans possess. They are linguistic, logical-mathematical, spatial, bodily kinesthetic, musical, interpersonal, intrapersonal, naturalistic, and existential intelligence. This study will employ the first eight mentioned intelligences, excluding the existential intelligences. It is because existential intelligence can be perplexing. Besides, existential intelligences relates strongly to religion. Since SMK Negeri 1 Klaten is a state vocational school, which has multi-religion students, this intelligence is excluded. All of the intelligences influence the way people learn. Each intelligence is generally not equally developed for each person. Each person has his/her own prominent intelligences.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review which is useful as background knowledge. Besides, it provides theories to be elaborated later on the discussion of the research in supporting the topic of the research. This chapter is divided into theoretical description, which is related to the terms and the theories supporting the research, and theoretical framework, in which the theories are applied in the research.

A. Theoretical Description

In this part, the related theories in this research are discussed. They are Integrated Materials Design, Kemp’s Model of Instructional Design, Borg & Gall’s Research and Development Cycle, Vocational High School, The Eleventh Grade Students of SMK Negeri 1 Klaten, Multiple Intelligences in Teaching and Learning English, KTSP or School Based Curriculum, and Previous Research.

1. Integrated Materials Design

According to Brown (2001), people have two forms of productive performance, oral and written, and two forms of receptive performance, aural (or auditory) and reading. Those performance or skills have relationship among one another. One skill cannot be completely separated from other skills. Production and reception are quite simply two sides of the same coin, which one cannot split
the coin in two (Brown, 2001). Besides, one skill will reinforce another. Although each skill has different characteristics, integration can still utilize a strong, principled approach to focus on separate skills (Brown, 2001).

Thus, the materials provided for teaching and learning English are best to be developed in the area of those four skills. Listening, speaking, reading, and writing skills can either be trained or learned separately or integrative. In integrated materials, the four skills become the focus of the development or adaptation of the materials, and also the activities. The latter is the kind of materials which would be developed in this study. The integrated materials are aimed to keep the balance between productive skills, speaking and writing, and receptive skills, listening and reading, so that there will be balance of development among four skills.

Those four skills, according to Feez and Joyce (2002), which are also called the four macroskills, are often paired in terms of spoken and written language. The first pair is listening and speaking (or oracy). The second pair is reading and writing (or literacy). Listening and speaking are paired up for the reason that the skills which support listening are complimentary to the skills which support speaking. They both constitute the same channel of communication. On the other hand, reading skills are complimentary to the skills which support writing (Feez & Joyce, 2002).
2. Kemp’s Model of Instructional Design

The instructional design that was adapted in this research is Kemp’s model of instructional design (1977). In Kemp’s model, there are eight steps of instructional design (1977). Each step is relation to one another. The followings are the review of those eight steps. However, not all of them were used in this research. Those eight steps are:

a. Goals, Topics, and General Purposes

Goals are the broad purpose of learning. Goals involve philosophical and ethical considerations derived from the perceived wishes or demands of the community, the nature of the institution, or other direction-establishing elements that control the particular educational program (Kemp, 1977).

When the goals have been stated, the topics and general purposes are listed. According to Kemp (1977), topics were selected and sequenced in relation with other subjects, and in correlation with that of another course. They are also selected in any restrictions set by learner characteristics and by the limitations of budget, facilities, resources, and personnel of the teaching institutions. After topics have been selected, the general purposes are listed. General purposes do not state precise learning objectives. They signify broadly what the teacher wants to accomplish in the topic (Kemp, 1977).
b. Learner Characteristics

Enumerate the important characteristics of the learners for whom the instruction is to be designed. Learner characteristics affect the emphasis of instructional planning, treatment, and the variety of learning activities (Kemp, 1977). It is important to obtain information about learners’ capabilities, needs, and interests. The information about learners characteristics can be obtained from student cumulative records, consultations, teachers, advisors, questionnaires, and survey (Kemp, 1977).

c. Learning Objectives

It is the element of specifying the learning objectives to be achieved in terms of measurable student behavioral outcomes. Learning objectives are precise statements that answer the question of what the student have to do in order to show that he or she has learned what he or she is required to learn (Kemp, 1977). According to Kemp (1977), there are two essential parts and two optional parts in stating learning objectives. The essential parts are the action verb and content reference. The optional parts are the performance standard in measurable terms and criteria or conditions under which learning must take place.

There are three domains of objectives for learning according to Kemp (1977). They are cognitive, psychomotor, and affective. The cognitive domain includes objectives concerning knowledge, or information, and thinking (naming, recognizing, predicting, and so on). The psychomotor domain treats the skills requiring use and coordination of skeletal muscles, as in the physical activities of
performing, manipulating, and constructing. Then, the affective domain involves objectives concerning attitudes, appreciations, values, and all emotions (enjoying, conserving, respecting, and so on.

d. Subject Content

It is the element of listing the subject content that supports each objective. It was the outline of the materials to be developed. Subject content comprises the selection and organization of the specific knowledge, skills, and step of procedures (Kemp, 1977). Further Kemp stated that the content must closely relate to the objectives and to the student's needs.

e. Pre-Assessment

It is the part of developing pre-assessments to determine the student's background and present level of knowledge about the topic (Kemp, 1977). It is the part of questioning and revealing two things. The first is whether students are prepared to study the topic or unit. The second is whether students are already competent in some of the stated objectives. Pre-assessment can be done by prerequisite testing and pretesting. A prerequisite test determines whether students have the appropriate background preparation for the topic. A pretesting is to determine which of the objectives students may already have achieved. The pre-assessments affect instructional planning. It is important for the elimination, modification, or additional objectives to the program after the results are analyzed.
f. Teaching/Learning Activities and Resources

Teaching/learning activities and instructional resources that will treat the subject content so students will accomplish the objectives are selected (Kemp, 1977). Kemp (1977) stated that the strengths and weaknesses of alternative methods and of various materials are identified to select the activities that meet student characteristics and needs that serve the objectives that have been established.

There are three basic methods of teaching and learning activities explained by Kemp (1977). They are presentation to a group, individualized learning, and teacher-students interaction. Those methods are used in consideration of time, facilities, and equipment. Then, students’ characteristics are also taken into account. Considering the methods of teaching and learning is important to select the activities contained in the teaching materials.

Beside considering the methods, it is important to adjust the activities in the materials with the principles of learning. It is to create effective learning. According to B. F. Skinner and his colleagues (as cited in Kemp, 1977), there are some principles of learning. They are prelearning preparation, motivation, individual differences, instructional conditions, active participation, practice, and rate of presenting material. There are more principles of learning stated by Skinner, but those six principles that were used in this research. Prelearning preparation is the acquired former learning to facilitate the structure of total course. Then, motivation or students’ attention can be captured when student perceive some personal value in a topic or learning task. Individual differences
should be considered because students learn at various rates. Next, instructional conditions also take a role in deciding the activities. Learning will be successful when objectives are clearly stated for students and when learning activities are carefully sequenced. Then, the content should be organized sequentially from simple to complex. Another learning principle is active participation. It means that learning must be performed by students and not by the teacher through some kind of transmission. Next principle is practice. Students should be provided by opportunities for them to use their newly acquired knowledge and skills in many situations. Finally, the rate and amount of material to be learned at any one time or in any one lesson must be related to the complexity and difficulty or the material in terms of the abilities of the students.

g. Support Services

It is the element of coordinating such support services as budget, personnel, facilities, equipment, and schedules to carry out the instructional plan. Support services can limit a new planned program when the support services, like funds and facilities, are neglected. Therefore, support services must be considered when the instructional plans are being made and materials being selected.

h. Evaluation

It is the activity of evaluating students’ learning in terms of their accomplishment of objectives, with a view to revising and reevaluating any
phases of the plan that need improvement. The cycle of Kemp’s model of Instructional design is illustrated in Figure 2.1.

![Kemp's Model of Instructional Design](image)

*Figure 2.1 Kemp’s Model of Instructional Design (1977, p. 9)*

This study employed Kemp’s model of instructional design since the process of designing the materials based on Kemp’s Model is flexible. Each element of the model is independent of each other. Kemp (1977) stated that there is interdependence among the elements; decisions relating to one may affect others. And material designers can start with whichever element they are ready to
start with and then move back and forth to the other steps. The sequence and order are also flexible. The researcher can start from any element which is needed, just like it is shown on the circular diagram (Figure 2.1).

Besides, the elements in Kemp’s model state specific steps of the designing process. This study excludes the support services since this element becomes the authority of the school when the materials being applied. Then, the pre-assessment will also be excluded for the reason that assessment includes in revision of each element.

3. Vocational High School

According to, *Peraturan Pemerintah Republik Indonesia Nomor 29 Tahun 1990* Chapter 1, vocational high school is a school of intermediate level which focuses on developing students’ ability to do a particular job. In Chapter 3, it is stated that the rationale of vocational high school is preparing students to go into the working field, and developing professional behavior. Then, it is stated in the explanation for Chapter 7 of *Peraturan Pemerintah Republik Indonesia Nomor 29 Tahun 1990* related to high school, vocational high school, according to its form, establishes educational programs which are appropriate with kinds of working fields. It can be concluded that vocational high schools are schools whose aim is to prepare students for working world. They specify the skills to develop for students according to the specified jobs. The specification is made under the division of departments in schools.
4. The Eleventh Grade Students of SMK Negeri 1 Klaten

The eleventh grade students of SMK Negeri 1 Klaten are females students who have different characteristics and styles of learning. The total students of each classroom are about 40 students. The curriculum being applied in this school is School Based Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan). SMK Negeri 1 Klaten is an SBI (Sekolah Berstandar International) INVEST (Indonesia Vocational Education Strengthening), which is an international standardized school.

5. Multiple Intelligences in Teaching and Learning English

Teaching and learning English in class can be done based on Multiple Intelligences (MI) theory. It can make the activities more various and help students develop their abilities. Besides, it helps students to learn based on their learning styles. In this situation, they can absorb the materials well. MI theory is a theory which states that every human possesses more than one intelligence.

a. The Theory of Multiple Intelligences

Gardner’s definition of intelligences is a person’s ability to solve problems that he/she meets in real life, the ability to produce new problems to solve, and the ability to make something or offer a service that is valued within his/her culture (as cited in Campbell, 1999). People meet many problems in life. They can face and solve them well using their MI. They can also create strategies and proper and acceptable deed when they face certain situation. In further, the
problem-solving skill enables a person to attract a situation in which a goal is to be reached and to find the appropriate route to reach the goal.

MI is biological origins that cover each problem-solving skills (Gardner, 1993). There are seven intelligences; formerly, in Gardner’s theory of MI. Based on Gardner’s theory of MI (as cited in Campbell, 1996) people have nine intelligences. The first is linguistic intelligence. It consists of the ability to think in words and to use language to express and appreciate complex meanings. The second is logical-mathematical intelligence. It makes it possible to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations. The third is spatial intelligence. It instills the capacity to think in three-dimensional way. It enables one to perceive external and internal imagery, to recreate, transform, or modify images, to navigate oneself and objects through space, and to produce or decode graphic information. The fourth is bodily-kinesthetic intelligence. It enables one to manipulate objects and fine-tune physical skills. The fifth is musical intelligence. It is evident in individuals who possess a sensitivity to pitch, melody, rhythm, and tone. The seventh is interpersonal intelligence. It is the capacity to understand and interact effectively with others. The eighth intelligence is intrapersonal intelligence. It refers to the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one’s life.

Besides, there are still two more intelligences. Shu-Fen Chen in his journal ‘Coopertative Learning, MI and Proficiency: Application in College English Language Teaching And Learning’ mention two more intelligences. They are
naturalistic and existential intelligences. Naturalistic intelligence is the ability to recognize and classify both the animal and plant kingdoms, to make other consequential distinctions in the natural world and to use this ability productively. Existential Intelligence: those are people who concerned with questions regarding the human conditions such as the meaning of life, death, and love (Gardner, 1995).

This study will refer to the eight out of nine intelligences mentioned above because the last intelligences or existential intelligences is perplexing enough. Besides, it relates more to spirituality, which will be very complex to be learned through English lessons since humans’ spirituals are various and complex in the way they feel and accept. Furthermore, touching existential intelligences would relate to religion, as it is concerning human’s value of life and existence. Meanwhile, SMK Negeri 1 Klaten is a state school which had multi-religions students. It would be very sensitive to discuss something related to religion in English lesson.

b. Teaching and Learning English Using Theory of Multiple Intelligences

MI is a philosophy of learner-based that describes the intelligences of human as having multiple dimensions that must be acknowledged and developed in education (Richards & Rogers, 2001). People’s MI can be fostered by external factors. In education, MI become teaching and learning strategy for every material and every subject (Chatib, 2009), including in English lesson. It is expected that learning English will not only develop the linguistic intelligence of the learners
but also the other intelligences. Language links to life through senses which involve other intelligences, and the other intelligences support the linguistic intelligence as well (Richards & Rogers, 2001).

Learners have MI but not all of them are prominent and well-developed. It means that learners are different and thus, have different style of learning. Learning style can be defined as how information is acquired well and successfully (Chatib, 2009). Further, Chatib (2009) explained that learning style of the learners can be found by analyzing their intelligences’ tendency. MI focuses on the differences of learners, needs, and learning styles (Richards & Rogers, 2001). Learners are unique and therefore the instruction must be developed to respond to their uniqueness (Richards & Rogers, 2001). Covering students’ different learning styles can be done through activities based on MI theory, as it was the aim of this research.

Chatib (2009) stated that MI theory can be applied in any topic of any subject at school, and that its point is how to make teaching and learning process become easier to absorb by students. In teaching and learning based on MI, the learners are engaged in a personality development and successful language learners. When the students are aware of their intelligences, they can, afterwards, develop themselves to become more well-rounded individuals (Richards & Rogers, 2001). This is the role of MI approach in instructional process.

Richards and Rogers (2001) formulate taxonomy of language-learning activities for MI, which provide suggestions for teaching-learning activities, as it is described in Table 2.1.
Table 2.1 Taxonomy of Language-Learning Activities for Multiple Intelligences

<table>
<thead>
<tr>
<th>Linguistic Intelligence</th>
<th>Logical/Mathematical Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>Student speeches</td>
</tr>
<tr>
<td>Small- and large-group discussions</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Books</td>
<td>Debates</td>
</tr>
<tr>
<td>Worksheets</td>
<td>Journal keeping</td>
</tr>
<tr>
<td>Word games</td>
<td>Memorizing</td>
</tr>
<tr>
<td>Listening to cassettes or talking books</td>
<td>Using word processors</td>
</tr>
<tr>
<td>Publishing (creating class newspapers or collections of writing)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logical/Mathematical Intelligence</th>
<th>Spatial Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific demonstrations</td>
<td>Charts, maps, diagrams</td>
</tr>
<tr>
<td>Logic problems and puzzles</td>
<td>Videos, slides, movies</td>
</tr>
<tr>
<td>Science thinking</td>
<td>Art and other pictures</td>
</tr>
<tr>
<td>Logical-sequential presentation of subject matter.</td>
<td>Imaginative storytelling</td>
</tr>
<tr>
<td></td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Telescopes, microscopes</td>
</tr>
<tr>
<td></td>
<td>Visual awareness activities</td>
</tr>
<tr>
<td></td>
<td>Visualization</td>
</tr>
<tr>
<td></td>
<td>Photography</td>
</tr>
<tr>
<td></td>
<td>Using mind maps</td>
</tr>
<tr>
<td></td>
<td>Painting or collage</td>
</tr>
<tr>
<td></td>
<td>Optical illusions</td>
</tr>
<tr>
<td></td>
<td>Student drawings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodily/Kinesthetic Intelligence</th>
<th>Musical Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative movement</td>
<td>Playing recorded music</td>
</tr>
<tr>
<td>Cooking and other “mess” activities</td>
<td>Playing live music (piano, guitar)</td>
</tr>
<tr>
<td>Role plays</td>
<td>Music appreciation</td>
</tr>
<tr>
<td></td>
<td>Student-made instruments</td>
</tr>
<tr>
<td></td>
<td>Singing</td>
</tr>
<tr>
<td></td>
<td>Group singing</td>
</tr>
<tr>
<td></td>
<td>Mood music</td>
</tr>
<tr>
<td></td>
<td>Jazz Chants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Intelligence</th>
<th>Intrapersonal Intelligence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative groups</td>
<td>Independent student work</td>
</tr>
<tr>
<td>Peer teaching</td>
<td>Individualized projects</td>
</tr>
<tr>
<td>Group brainstorming</td>
<td>Options for homework</td>
</tr>
<tr>
<td></td>
<td>Inventories and checklists</td>
</tr>
<tr>
<td></td>
<td>Personal journal keeping</td>
</tr>
<tr>
<td></td>
<td>Self-teaching/programmed instruction</td>
</tr>
<tr>
<td></td>
<td>Reflective learning</td>
</tr>
<tr>
<td></td>
<td>Journal keeping</td>
</tr>
<tr>
<td></td>
<td>Interest centers</td>
</tr>
<tr>
<td></td>
<td>Self-esteem journals</td>
</tr>
<tr>
<td></td>
<td>Goal setting.</td>
</tr>
</tbody>
</table>
Those are examples of activities for teaching-learning based on MI theory. Table 2.2 mentions some additions of activities for the natural intelligences (Gunawan, 2007, p.132-133):

<table>
<thead>
<tr>
<th>Natural Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Classifying and recognizing kinds of plants and animals</td>
</tr>
<tr>
<td>2) Making journals related to natural phenomena; taking notes of what happens</td>
</tr>
<tr>
<td>surrounds and the effect to the learners.</td>
</tr>
<tr>
<td>3) Learning food chains.</td>
</tr>
</tbody>
</table>

Beside those activities, Uno and Kuadrat (2009) mentioned that doing outdoor activities and seeing outside through windows are situations that can be set for natural intelligences.

Teaching and learning based on MI provides teachers and learners of large numbers of activities which are attractive and effective (Chatib, 2009). Besides, developing MI means developing problem solving skills, because intelligences is the ability to solve problems and generate new problems to solve (Gardner as cited by Campbell, 1999). According to Krulik and Rudnick (1995), “problem solving is the means by which an individual uses previously acquired knowledge, skills, and understanding to satisfy the demands of an unfamiliar situation.” (p. 4). Thus, developing MI based materials includes many problem-solving activities.

There are many problem-solving activities for MI based activities. Most frequently used problem-solving activities or strategies mentioned by Krulik and Rudnick (1995) are pattern recognition, working backward, guess and test, experimentation or simulation, reduction/expansion, organized listing/exhaustive listing, logical deduction, divide and conquer. Further, Krulik and Rudnick (1995)
mentioned some examples of problem-solving strategies, which are multiple-choice questions for students to select correct answers, open-ended questions that require students to make decision, performance question that requires students solve a given problem completely and correctly. The problem that is presented may have multiple solutions and multiple answers, but they all lead to the same answer.

Another activity is imagination. In any sequence, every step needs deliberate effort and creative imagination. Creative imagination is quite controllable, and generally enjoyable. This is the power to see things in the “mind’s eye” that enable us to create a mental picture of almost anything whenever people wish (Osborn, 1979). This imagination can be used to solve problems. Some examples of imagining activities are writing, reading, puzzle, and games.

Games can be used to develop MI based activities. There are interactions, cooperation, imagination, logic thinking in playing a game. The various games and activities of games, could employ MI to add variation in learning. A game can be defined as any contest (play) among players that operates under constraints (rules) for an objective (winning) (Boocock and Schild, 1968). Games in language learning can also increase students’ energy, motivation, and help them develop their language and other skills. Games include interaction of the players that play (cooperate) with or against somebody. Then, problem solving skills can be developed through games because the players have to think of alternative strategies and decision making. Games are commonly interactive and provide
opportunities for players to analyze problems and manage real life situations. They make decisions, meet deadlines, control projects, and experience the consequences of their actions (Davies, 1981). According to Boocock and Schild (1968), although games are familiar for amusement, they can be directed for certain objectives, such as for education.

6. **KTSP (Kurikulum Tingkat Satuan Pendidikan) or School Based Curriculum.**

   Based on *Peraturan Menteri Pendidikan Nasional (Permendiknas)* No. 22 year 2006 (and no. 23 and 24 related to Standard Competence), *Kurikulum Tingkat Satuan Pendidikan* or School Based Curriculum is a decentralized curriculum where schools can develop the curriculum according to regions and learners characteristics. Every school can develop its syllabus and lesson plan suited to the background of school and the students. Then, the curriculum involves Standard Competence and Basic Competencies. The development of Standard Competence and Basic Competencies can be done by teachers, based on the characteristics of the learners. Hence, MI based learning strategy is suitable with the curriculum. Teachers have opportunity to develop syllabus and lesson plan, and to design activities which are attractive and appropriate with the learners.

7. **Previous Research**

   There is research that has been conducted related to MI in education, particularly MI approach to design instructional materials. The previous
researchers in the same university had conducted this kind of research to design instructional materials for students in Senior High School (SMA), for Elementary school (SD), and for kindergarten students (TK). The settings of the research were schools in Yogyakarta. However, there was not a research for students of Vocational High School (SMK). Therefore, this research was conducted in one of Vocational High School. The school was located in Klaten, Central Java. Beside approaching students’ general difference of characteristics to grasp the materials in school, this research aimed to help students foster their MI because it is important for development of problem solving skills.

B. Theoretical Framework

There were some steps to design the English instructional materials based on theory of Multiple Intelligences (MI). The designed materials were based on the needs in the classroom. The students needed more various and motivating activities. They could be helped by providing them English materials that contain various activities employing MI that they had. Besides various activities, using MI based materials can give students benefit of developing their MI as well.

Then, the materials cover the four skills. It aimed to make the students develop their listening, speaking, reading, and writing skills. It is because those skills are needed in learning a language. Each activity for each skill included in the materials is based on MI theory.

This study adapted Kemp’s model of instructional design. Then, pre-assessment would be done in every element. Meanwhile, the Support Services is
Figure 2.2 Theoretical Framework

-learners’ characteristics
-goals, topics, and general purposes
-learning objectives
-subject content
-t/l activities, resources
-designing complete materials
-evaluation
-revision

Continue to next step
Evaluation line
Revision line
not included because the authority of support services lay in school when the materials are applied for instruction at school. The instructional model of this study can be seen in Figure 2.2. The solid-arrowed dash indicates the flow of the steps in this research. The broken-dash indicates the revision that was done in every step.
CHAPTER III

METHODOLOGY

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

A. Research Method

This research is conducted in purpose to answer the problem formulation stated in Chapter I, which are (1) How is a set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on Multiple Intelligences designed? And (2) What does the designed set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on Theory of Multiple Intelligences look like?

In order to answer the questions stated in the problem formulation, a Research and Development method was employed. Research and Development (R & D) method was utilized because it helped the researcher develop, evaluate, and improve educational products that were applicable for the subject of the research, SMK Negeri 1 Klaten. In this research, the product that would be developed was a set of teaching materials design, including the techniques used for instructional activities that can be used for students of SMK Negeri 1 Klaten.
To construct a set of materials for instructional activities employing R & D method, there was a cycle to follow. The cycle was used as guideline for the researcher to construct, evaluate, and improve the designed set of materials. The researcher utilized Borg and Gall model of R & D cycle. The steps of R & D cycle are explained by Borg & Gall (1983) as follows:

1. **Borg & Gall’s Research and Development Cycle**

   According to Borg and Gall (1983), Research and Development (R & D) method is a process used to develop and validate educational products, such as teaching materials, teaching methods, and methods for organizing instructional. To construct a set of materials for instructional activities employing R & D method, there was a cycle to follow. The cycle was used as guideline for the researcher to construct, evaluate, and improve the designed set of materials. The researcher utilized Borg and Gall model of R & D cycle. There are ten steps of R & D cycle according to Borg & Gall.

   The first step is research and information collecting. It includes review of literature, classroom observations, and preparation of report of state of the art. When the nature of the educational product has been identified, literature review is done to collect research findings and other information related to the planned development. Besides, it was done to determine the state of knowledge in the area of concern.

   The second step is planning. It includes defining skills, stating objectives, determining course sequence, and small scale feasibility testing. The most
important aspect of planning a research-based educational product is the statement of the specific objectives to be achieved by the product.

The third step is develop preliminary form of product. It includes preparation of instructional materials, handbooks, and evaluation devices. In preliminary form of product, the product must be structured to permit obtaining as much feedback as possible from the field test.

The fourth step is preliminary field testing. According to Borg & Gall (1983), this step involves the implementation of the product to a small group of students. It also includes the collection and analysis of interview, observational and questionnaire. Preliminary field testing is the step of evaluating the materials. It is the evaluation of the new educational product and evaluated by a small group of teachers.

The fifth step is main product revision. Main Product Revision is the “revision of product as suggested by the preliminary field-test results” (p.771). It is the revision of product as suggested by the preliminary field-tests results.

The sixth step is main field testing. The revised product based on the main product revision was implemented to larger group of students or to some classes. Quantitative data on subjects’ pre-course and post-course performance are collected. Results are evaluated with respect to course objectives and are compared with control group data, when appropriate.

The seventh and eighth steps are operational product revision and operational field testing. Operational product revision is the revision of product as suggested by main field-tests results. Meanwhile, operational field testing is the
collecting and analyzing of interview, observational and questionnaire data. The product is implemented to some schools. Then, the ninth step is final product revision. Final product revision is the revision of product as suggested by operational field-test results.

The last step is dissemination and implementation. It is the report on product at professional meetings and in journal. Work with publisher who assumes commercial distribution. Monitor distribution to provide quality control.

Those mentioned above are the ten steps of Borg and Gall R & D cycle. However, this research would only apply the first to the fifth steps. It was for the reason of efficiency in time and capacity. Here are the steps of designing the materials in this research:

1. **Research and Information Collecting**

   Research and information collecting includes review of literature and classroom observation (Borg and Gall, 1983). In this study, learner characteristics were identified to get the sufficient information related to the participants’ needs of this study. Knowing the characteristics was useful in developing appropriate materials. Data collection of learner characteristics was done through classroom observation, distributing questionnaire to students and teachers, and conducting interview with some students and two teachers of SMK Negeri 1 Klaten. Besides, appropriate literature review was done from books and internet sources. It was done to find the solution for problems met from the data collection result.
2. Planning

Planning was done to prepare the materials that would be designed. According to Borg and Gall (1983), the most important aspect of planning is the statement of the specific objectives to be achieved by the products and precise specification of outcomes or objectives (p. 779). In this study, planning included defining the purpose and objectives of the designing materials. The skills that would be fostered were also identified. Then, the topics of the materials were also determined. The contents and activities of the materials were selected. The development the contents and activities were suited to the objectives and topics being stated. The objectives, skills, topics, and subject contents that would be developed in the materials were suited to the curriculum of SMK Negeri 1 Klaten, which is KTSP or School-Based Curriculum. All of them were used to establish the contents and activities of the materials. The objectives, skills, and time estimation of the materials that would be developed were presented in the form of syllabus.

3. Develop Preliminary Form of Product

In this step, the materials were developed based on the planning step. In this research, the materials employed integrative skills, and based on Multiple Intelligences theory. Lesson plans were made to outline the objectives, contents, activities, time allocation, and sources of the materials.
4. Preliminary Field Testing

Preliminary field testing aimed to get feedback from the expert in the field toward the designed materials. According to Borg & Gall (1983), it is done by implementing the materials to a small group of students. Then, the feedback is gathered from the students through interview, observation, and questionnaire. In this research, materials which were designed were reviewed and evaluated by two English lecturers of Sanata Dharma University, two English teachers of SMK Negeri 1 Klaten, and one instructor of Lembaga Bahasa Sanata Dharma University. Questionnaires were distributed to get the feedback for improvement of the materials.

5. Main Product Revision

Main product revision was the step after the materials being evaluated. From the evaluation, improvements were made to make the materials better and more proper.

In order to fulfill the first up to the fifth steps, this research employed survey research in data collecting. Survey research is research technique in which data are gathered by asking questions of a group of individuals called respondents (Ary, Jacobs & Razavieh, 2002). In this research, the data are gathered through distributing questionnaires and conducting interviews with the participants or respondents. The step of designing the materials in this research can be seen in Figure 3.1.
Figure 3.1 The Cycle or Steps of Designing English Materials in this Research

Note:

→ → Continue to next step  ← ← Evaluation line

——— Containing line ← ← Revision line
B. Research Settings

The research was conducted in *SMK Negeri 1 Klaten, Jl. Dr. Wahidin Sudiro Husodo 22, Klaten*. The location was in the main town of Klaten regency. It was a state vocational high school. There were some departments in this school, and one of them was Administration Department. It had a language laboratory and sufficient numbers of computers to facilitate students learning process. There were sufficient rooms for each Department. Besides, the school yard was large enough. The number of students in one class was approximately forty students. Most of the students were female. The cultural background of the students was Javanese.

The research began in July 2011 and ended in January 2012. The research began from July 29, 2011. It was the started with permission process from *BAPPEDA* Klaten and from the school. Then, it continued into informal and formal observation. It was followed by formal observation in classrooms, questionnaire, and interview. The last process was giving the final thesis and product to the school where the research was conducted. This research was finished in January 2012.

B. Research Participants

Groups of participants in this research were divided into two groups according to the steps of the data collection. The first were the participants for Research and Information Collecting. They were the participants before the
materials were designed. The second were participants of Preliminary field testing. They were the participants after the materials were designed.

1. Participants of Research and Information Collecting

The participants in research and information were the students of eleventh grade, Administration Department, and English teachers of SMK Negeri 1 Klaten. Questionnaires were distributed to 70 students of Administration Department Grade XI and 3 English teachers of SMK Negeri 1 Klaten. The questionnaire for students was about the needs, difficulties, and characteristics of students. Then, the questionnaire for teachers was about the materials, method, activities, and characteristic of students. In addition to questionnaires, interviews were conducted with four students and an English teacher. Four students were chosen to be interviewed to get further information about teaching and learning English and students’ needs of English materials. The students were chosen because they had many questions for researcher when the researcher did the observation. Besides, one English teacher was interviewed because the related teacher had the most teaching hours in Administration Department Grade XI. Therefore, the teacher was considered understand the characteristics of the students and the English teaching and learning process well.

The participants in this step were selected through cluster sampling. It is the sample taken from naturally occurring group of individuals (Borg & Gall, 1983). The reason of choosing cluster sampling was because the research was done in specified classrooms, which was Administration Department Grade XI.
The researcher decided to take two classes since there were two classes of Administration Department in the school. The department which was chosen was Administration because they were primary prepared to be good in language, including English, and performance among people.

2. Participants of Preliminary Field Testing

In preliminary field testing step, the participants were two English lecturers of English Language Education Study Programme of Sanata Dharma University, two English teachers of SMK Negeri 1 Klaten, and one instructor of Lembaga Bahasa Sanata Dharma University. They were asked to give feedback, comments, and suggestions for the improvement of the designed materials. The participants in this step were selected through purposive sampling because they were considered experts in teaching and learning, as well developing English instructional materials.

C. Instruments and Data Gathering Techniques

There were two parts of data gathering. The first was for research and information collecting. The second was for preliminary field testing.

1. Instruments and Data Gathering Techniques of Research and Information Collecting

The instruments for Research and Information Collecting were field notes, interview guideline, and questionnaire. Data gathering techniques involved
literature review, taking notes, conducting interview, and distributing questionnaire.

a. Literature Review

Literature review was reviewing sources to collect information related to the planned development (Borg and Gall, 1983). Books, online websites, and journals were reviewed to gain enough information about the materials would be designed. The literature reviewed started from October 2010.

b. Field Notes

Field-notes was used for needs analysis. It is the most common method of recording the data collected during observation (Ary, Jacobs, and Razavieh, 2002). The field notes in this research used paper and pencil. It is used for gathering data related to activities of the students in class during English lesson. The researcher took note on some points about the process of teaching and learning English in Administration Department of SMK Negeri 1 Klaten Grade XI during the process. This classroom observation was done in July 29, August 2 and 5, 2011.

c. Questionnaire

In research and information collecting, questionnaire was used to find out the methods in English teaching learning process, and also to find out students’ needs and characteristics. Questionnaire was used in this research and information
collecting because it allowed students to answer questions and identify their Multiple Intelligences easily in a quiet short time. The questionnaire used Likert scale and open-ended questions. Likert scale (a summated rating scale) assess attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they strongly agree, agree, undecided, disagree, or strongly disagree (Ary, Jacobs, and Razavieh, 2002). In this research, the researcher only used four judgments, which were strongly agree, agree, disagree, and strongly disagree. It was aimed to avoid uncertainty in respondents’ opinions and decide the respondents’ tendency of opinions. Open-ended questions are used when there are numbers of possible answers or when the researcher can’t predict all the possible answers. It allows a free response rather than restricting the respondent to a choice from among stated alternatives (Ary, Jacobs, and Razavieh, 2002).

There were two kinds of questionnaire which were distributed. The first was the questionnaire delivered to the Administration Department students of SMK Negeri 1 Klaten Grade XI. The second questionnaire was delivered to three teachers of SMK Negeri 1 Klaten, who taught Administration Department students Grade XI. Both questionnaires were distributed in August 5, 2011.

d. Interview

Interview in this step was aimed to find further related information about teaching and learning English before constructing the materials. According to Ary, Jacobs, and Razavieh (2002), interviews are used to gather data on subjects’
opinions, beliefs, and feelings about the situation in their own words. In interview, the interviewer (researcher) reads the questions to the respondent in a face-to-face setting and records the answers (Ary, Jacobs, and Razavieh, 2002). There were two steps of interview in this research. The first was interview with four students of Administration Department to gain further information about their experience and opinion toward their learning English in that school. The second was interview with one teacher who taught in Administration Department Grade XI. The teacher was selected to be interviewed because the teacher had the most teaching hour in that class, so the teacher was considered know the class well. The interviews were conducted in July 29th and August 5th, 2011.

2. Instrument and Data Gathering Technique for Preliminary Field Testing

In preliminary field testing, questionnaire was used to gain feedback, comments, and suggestions from experts toward the design materials. The questionnaires were distributed after the materials were designed. They were distributed to two English teachers of SMK Negeri 1 Klaten, two English lecturers of Sanata Dharma University, and one English instructor of Lembaga Bahasa Sanata Dharma University. This questionnaire aimed to evaluate the materials that were constructed from the qualified and experienced persons in the field for later improvement. The questionnaires were distributed from October 17 until November 4, 2011.
D. Data Analysis Technique

The data were collected through field notes, questionnaire, and interview. The data for research and information collecting were collected through field notes, questionnaire, and interview. Meanwhile, the data for preliminary field testing were collected through questionnaire.

1. Data Analysis of Research and Information Collecting

The data collection in research and information collecting were aimed to find the tendency of participants’ opinions toward the process of teaching and learning English in classroom and toward the importance and existence of Multiple Intelligences.

Data from field notes during English lesson and interview with a teacher and four students would be analyzed in narrative description. Meanwhile, the data from questionnaire for teachers and students were in the form of Likert Scale and open-ended questions. Therefore, the analysis would be in numerical data for data using Likert scale, and narrative description for open-ended questions. In Likert scale, the participants’ judgments were categorized into 4 degrees of agreement (scales), which are strongly disagree, disagree, agree, and strongly agree. The total scale score was found by summing the numeric responses for each item. This total score represented the respondent’s attitude toward the statements. Table 3.1 describes the participants’ judgments using Likert Scale.
Table 3.1 Degree of Agreement

<table>
<thead>
<tr>
<th>Degree of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

2. Data Analysis of Preliminary Field Testing

In preliminary field testing, the data collection was aimed to get evaluation and feedback of the designed materials. The data collection was done using questionnaires. The questionnaires were distributed to experts in the field. The questionnaires for experts were in the form of Likert scale and open-ended questions. Hence, the data would be analyzed in the form of numerical presentation or descriptive statistic for the Likert Scale, and narrative description for the open-ended questions.

Analysis of Likert scale, the central tendency or averages of the participants’ opinion could be found. According to Ary, Jacobs, and Razavieh (2002) central tendency can be used to summarize data to find three indexes that can represent a whole set of measures. The three indexes are the mode, median, and mean. The mode is the value in a distribution that occurs most frequently. The median is the point in the centre of distribution after the data are arranged in rank order. Then, the mean or average point is the sum of all the values in a distribution divided by the number of cases. In this research, the central tendency of the respondents’ opinions was the mean of the data. The data presentation would be as in Table 3.2.
Table 3.2 Descriptive Statistics of Participants’ Opinion (Blank)

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Opinion on…</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note:

N : Number of participants
Mdn : Median
Mn : Mean
Md : Modus

The following is the formula to calculate the mean:

$$\bar{X} = \frac{\sum X}{N}$$

Note:

$\bar{X}$ = Mean (average point)
$\sum X$ = The sum of the score
X = Score
N = Number of subject

In preliminary field testing, the description of participants were also gained. It was aimed to identify the background of the participants. Table 3.3 shows the data presentation of the participants’ description.
Table 3.3 Description of the Research Participants (Blank)

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>No.</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience (in years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Education lecturers of Sanata Dharma University</td>
<td>1.</td>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>English teachers of SMK Negeri 1 Klaten</td>
<td>2.</td>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>English instructor of Lembaga Bahasa Sanata Dharma University</td>
<td>1.</td>
<td></td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>F</td>
</tr>
</tbody>
</table>

E. Research Procedure

To conduct this research, there was procedure to follow. It began from asking permission and dealing with administration staffs. Then, it continued to the process of the designing materials. Finally, it was ended by presenting the final version of the materials.

1. Procedure of Research and Information Collecting

In this step, data needed for this research were collected. The characteristics and needs of students were identified to defined proper materials for them. To gain the data needed in SMK Negeri 1 Klaten, the researcher asked permission to conduct research to BAPPEDA Klaten and also to the related school. After having permission, the researcher collected data. Questionnaires were distributed to students of Administration Department SMK Negeri 1 Klaten.
Grade XI and the English teachers who taught the classes. Then, to get further information about the process of teaching and learning English in those classes, interview with a teacher and four students were conducted. Besides data collection of participants, review of books, sites, journals, and other sources were done to collect information for development of suitable materials.

2. Procedure of Planning

Students’ needs and characteristics were identified to be the basis of developing materials suitable with their needs and characteristics. When the needs and characteristics of the students were identified, the researcher defined the Goals, Topics, and General Purposes, and Learning Objectives to plan what the materials would be like, suited to the data collection results. Then, topics of the materials were selected, general purposes, and learning objectives were stated, and the skills should be mastered were defined. Next, it continued with listing the subject content, constructing the teaching and learning activities, and reviewing resources. All of them were based on the KTSP or School-Based Curriculum that was applied in SMK Negeri 1 Klaten. They were presented in the form of syllabus to prepare the designing of materials. They covered the outcome learning that the materials were expected to facilitate students.

3. Procedure of Develop Preliminary Form of Product

After the objectives were stated, the researcher started to develop and arrange the materials. The development of the materials was suited according to
the learning objectives and the students’ needs. The materials covered the four skills of listening, speaking, reading, and writing. The materials would include four units of lessons suited to School-Based Curriculum, and based on theory of Multiple Intelligences.

4. Procedure of Preliminary Field Testing

This step aimed to get feedback from the expert in the field, persons who taught English in classroom, toward the impressions of the designed materials. The feedback was used to improve the materials to be better. The researcher used the evaluation element from Kemp’s model in this step. The materials which were designed were reviewed and evaluated by two English lecturers of Sanata Dharma University, two English teachers of SMK Negeri 1 Klaten, and one instructor of Lembaga Bahasa Sanata Dharma University. The researcher distributed questionnaire for the teachers, lecturers, and instructor to gain feedback and evaluation for improvement.

5. Procedure of Main Product Revision

This was the last step of this study. This was the revision of the materials designed based on the evaluation from the English lecturers, teachers, and instructors. This step was aimed to determine whether the materials already met the objectives and appropriate for the subjects, which were students of Administration Department of SMK Negeri 1 Klaten Grade XI.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the research. It is divided into two parts. The first part is the Process of Designing a Set of English Integrated Materials for the Eleventh Grade Students of Administration Department of SMK Negeri 1 Klaten Based on Theory of Multiple Intelligences (MI). The second part is the Presentation of the English Materials. The first part answers the first question in problem formulation, which is: How is a set of English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences designed? Meanwhile, the second part answers the second question of the problem formulation, which is: What does the English integrated materials for the eleventh grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences look like?

A. The Result of Process of Designing the Materials

The process of designing the materials for the eleventh grade students of Administration Department student of SMK N 1 Klaten included five steps of Borg and Gall’s R & D cycle. Those steps were Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, and Main Product Revision. This part presents the result of those processes. This part presents the results of the process from those steps.
1. The Result of Research and Information Collecting

In Research and Information Collecting, the researcher adapted Kemp’s model of instructional design step. It was Learners Characteristics. According to Kemp (1977), learner characteristics can affect the emphasis of instructional planning, treatment, and the variety of learning activities.

Learner characteristics were identified to collect sufficient information about the needs of the learners. The information about learners characteristics can be obtained from student cumulative records, consultations, teachers, advisors, questionnaires, and survey (Kemp, 1977). In this research, the information collecting concerning participants’ or students’ needs and characteristics, the researcher distributed questionnaire to students and teachers, and conducted interview with an English teacher and with four students. Besides, the researcher also observed the students in classes during their English lessons. The result of the observation, questionnaire, and interview were used as the basis to design proper materials for the students, so that the materials are suitable for them.

a. The Result of Observation in Class

Class observations were done three times, which were at 29th July, 2nd August, and 5th August 2011. The purpose of the observation was to find out how students learn in class. The time allocation of the English lesson was normally 2 x 45’. However, due to fasting season, the time allocation was cut into 2 x 35’.

In the first observation, the class activity was a quiz. The teacher gave the quiz to test students’ knowledge and mastery of tenses they got from the previous
grades. The activity was working on the quiz. There were several things that the researcher found out. It was that English was needed to use more in class. Then, to check the process of students’ work, it would be better for teacher to walk around the class. The first observation did not give enough information about the teaching and learning activities. Therefore, the researcher felt that the second observation was needed.

The second observation, the activity was discussion on the answers of the previous quiz. The activity was a teacher-centered since the teacher explained the answers and students listened to the explanation. Sometimes some students asked questions related to the answers of the quiz, but not about the language (English). They asked questions mostly in Bahasa Indonesia. The teacher-centered or listening-to-explanation for two lesson hours could cause students be bored and therefore lack motivation to learn, sometimes. Actually, this kind of activity could be made more various, such as by asking students to answer the question and explain it. Then, asking questions not in English would make students lack experience of speaking in English.

After the second observation, the last observation was done along with the distribution of the questionnaire. At the time, the researcher had time to ask and answer about learning English with the students, such as the difficulties and the tips to learn English. The researcher took note on students’ difficulties and needs through sharing. Their difficulties were generally on motivation and how to master the language. Although some students have interest in English, some of them said they did not like English. They needed help to increase their motivation.
Besides, they wanted learning activities that could attract them to learn English better. The students also needed to find how they could learn English better. And, they found difficulties in mastery of vocabulary, grammar, pronunciation, and spelling, listening, and speaking.

b. The Result of Questionnaire for English Teachers

This was the first part of questionnaire for the English teachers who taught in the related department. It was aimed to collect data related to their experiences in teaching the students and for needs analysis to be the basis of designing materials. There were three teachers who became the participants. Two of them were full-time teachers from related school and one of them was hired from another institution, which was Higher Learning. The result of the questionnaire can be seen in Appendix B Table B1.

The questionnaire for three English teachers showed that one class was taught by three teachers whose time allocation was different. The characteristics of the students were varied. Although they were generally active in participating English lesson, they had different ability in English. It was shown by each teacher who mentioned that students were good, not really active, and active in English. Then, two teachers considered they were in elementary level, but one of them stated they were in beginner level. Those meant that some students might need more enforcement to learn English than the other students.

The two out of three teachers found it difficult to help students develop their vocabulary, one of them felt difficult in increasing students’ motivation to
learn, and one of them did not find difficulty. The questionnaire’s result also showed that in teaching students, the teachers generally used module from LP2IP and *Get Along With English* book. There were also other references to support those two references, such as *Welcome English, BSE: English for SMK, Surat Menyurat Bahasa Inggris*, and from Dyned software. Meanwhile, the topics which were selected based on school’s curriculum, available reference books, and Dyned.

For questions related to integrated materials, all participants agreed that developing four skills in language was helpful for students in learning English. Although all four skills were taught in class, the teaching strategy was generally lecturing, which was showed from two teachers answering lectures for teaching strategy. The other strategies were exercise, question and answer, discussion, and speaking. Related to media for teaching, the teachers used power point slide and tape recorder (2), film (1), and Dyned (1).

In order to make teaching and learning materials which provide more variation in teaching and learning process, more activities were needed. It could be seen from two teachers who agreed with it. Materials with various activities could be developed based on theory of MI. It conforms with what Chatib (2009) stated that teaching and learning based on MI provides teachers and learners of large numbers of activities which are attractive and effective. MI based materials can make teaching activities suitable to the students’ way of learning. It is because MI focuses on the differences of learners, needs, and learning styles (Richards & Rogers, 2001). In addition, it can help students improve their intelligences, not
merely linguistic intelligences. Language links to life through senses which involve other intelligences, and the other intelligences support the linguistic intelligence as well (Richards & Rogers, 2001).

It could be seen from teachers’ opinion that intelligences, which were logical/mathematical, visual/spatial, bodily/kinesthetic, musical, intrapersonal, interpersonal, and natural intelligences, could not be separated from linguistic intelligences. They support each other. This connectivity could add variation in activities for students by employing MI. Lastly, there was suggestion for the materials which would be designed. It was to add vocabulary activity and stories for reading.

c. The Result of Interview with English Teacher

The interview was conducted with an English teacher who taught English with the longest time allotment in Administration Department. The researcher conducted the interview to gain more detail explanation about teaching and learning activities for needs analysis.

The result of interview with an English teacher (see the result in Appendix B Table B2) helped the researcher to know the students’ condition and needs from teacher’s point of view. It could be used to develop suitable materials for students. The result of the interview showed that students were enthusiastic in English class but they tended to be passive because of less speaking practice. Then, the materials that they used were a book and a module. The book covered listening, speaking, reading, writing. Then, the module focused on grammar, reading, and
listening, for exam. Therefore, the module was used more often. Then, the activities in class were explaining, oral question and answer, discussion, and presentation. Role play was done when students less enthusiastic. However, the dominant technique for teaching was explanation or lecture and written tasks. To add more variation for the current teaching, the researcher would design materials that can increase students’ enthusiasm and speaking ability, such as more listening and speaking, group works, and role play, and in balance with reading and writing.

Related to MI, the teacher agreed that English materials based on MI need to be developed, particularly in this school. The materials could help students learn English better. There would be various activities that employ MI. They could be more attractive and innovative materials for students and teachers.

d. The Result of Questionnaire for Students

The questionnaire was distributed to 70 students in two classes of Administration Department. The questionnaire for students was aimed to find out students’ needs and characteristics as the beginning step of designing the materials. The result of the questionnaire is presented in Appendix B Table B4.

There were nine items in the questionnaire for students which were aimed to identify students’ view toward English, difficulties they face in learning English, and teaching and learning English which were applied in school (items no. 1-6, 31-33). The first 6 items of the questions used Likert Scale, one item
multiple choices, and two items were open-ended questions. The information of students’ needs was very important to determine the suitable content of materials.

The result of students’ needs analysis showed that 78.57% or 55 out of 70 students were interested in English, and the rest were strongly interested (11.43%) and were not interested English (10%). It meant that students were interested to learn English. Then, more than ¾ of the students considered that English was important for them. This fact showed that the students have enthusiasm to learn English that support better English materials development for the researcher.

The result also presented that there were some teaching techniques which were used in school. The item for this question was multiple choices, and each student could choose more than one option. The most often used techniques were listening to songs (75.71%), group activity (72.86%), individual activity (68.57%), and discussions and sharing (65.71%). The rests and the less often techniques were learning using Dyned (17.14%), learning outside class (11.43%), watching videos (5.71%), drawing (4.29%), role play (2.86%), and question-answering (1.43%). It showed that the techniques were various enough.

More than half of the students were satisfied with the teaching and learning English they got in their school. It was showed by 67.14% who agreed that the teaching and learning were satisfying. However, there were only 2.86% of the students who were really satisfied. The rest, which are 30% of the students were not satisfied. Therefore, the students needed new techniques to make them to be more satisfied in learning English so that it can make them to be more enthusiastic in learning and understand better as well.
The need for different or variation of English materials was supported by students’ interest to learn English through other techniques. It was showed by students who were strongly agreed (67.14%) and agreed (32.86%) to learn English using different techniques.

According to their experiences in their current school, students improved their listening, speaking, reading, and writing. It was seen from 24.28% students who strongly agreed with the statement, and 72.86% agreed, and only 2.86% did not agree. Moreover, all students considered that improving those skills (listening, speaking, reading, and writing) was important. Even 80% of the students strongly agreed with it and 20% students agreed. This data supported the importance of developing English materials which include the four skills with appropriate portion for each.

Beside the importance of English and developing the four skills, students found difficulties in learning. While the questions number 1-6 used Likert Scale and question number 31 used multiple choices, question number 32 and 33 were open-ended questions. It was aimed to get students’ opinion freely without limiting the choices for students to choose. And it revealed that the majority of students found difficulty in vocabulary (62.85%), and tenses (52.86%). Besides tenses, grammar became the next difficulty for students (28.57). The grammar difficulty was more on verb and its forms. Related to vocabulary problem, the researcher would add vocabulary building in the materials, and listing of vocabulary in reading part. Tenses and grammar, which was suited with the related topic, would be added in every unit of lesson to improve students’ mastery
of tenses and grammar. Some pictures would be used to make them more interested to learn.

Then, students also found difficulties in pronunciation (27.14%), listening (24.28%), arranging words to make sentences (22.86%), and speaking (18.57%). To solve the problem of pronunciation, the researcher would provide listening to vocabulary to be repeated by students. Then, there would be listening and speaking part for each unit to help students improve their listening and speaking, since the materials that would be designed was integrated materials. Problem of arranging words would be solved by giving students a task in the grammar part. Besides, writing task would also help them practice to make sentences.

The other difficulties that students found in learning English were translation (8.57%), students’ perspective toward English that they did not like it and it was difficult (8.57%), difficulty in spelling (7.14%), not confident to speak (4.28%), and boredom (2.86%). Translation became one of the students’ problems. However, they used to have translation task, as the researcher could see from the interview with some students. The problem could be reduced by vocabulary building and grammar part. They can be helped by knowing the meaning of the words and the form of the sentences. Furthermore, writing tasks will help them practice English spellings of words. Meanwhile, the problems related to students’ unconfident in speaking can be helped by speaking part of the integrated materials. Then, for the uninterested in English and boredom that some students faced would be solved by more variation of activities in the materials, such as practicing four skills, some language games, pictures, and other MI based
activities. According to Boocock and Schild (1968), games in language learning can also increase students’ energy, motivation, and help them develop their language and other skills.

Based on the problems that students faced in learning English, they mentioned some suggestions for teaching and learning English that can help them improve their English better. Most students would like to have more variation of teaching and learning using electronic media for materials such as pictures, videos, films, and recordings (40%). From the observation, the researcher found that the classes were not yet facilitated by LCD projector. It might make the teacher did not use electronic media in class. However, there was an LCD projector in the language laboratory that could be used. The availability of the facility in language laboratory encouraged the researcher to include materials using videos and recording. Those kinds of materials are also related to multiple intelligences. The next suggestion was more speaking activity (22.86%), followed by learning outside classroom (21.43%), and more vocabulary tasks, such as memorizing vocabulary (14.28%). Students also suggested to use more interesting and variation of teaching and learning activities, but they did not mention the specific activities they wanted (11.43%), more relaxing teaching and learning (12.86%), and more listening activity (10%).

Besides, there were other suggestions mentioned by minor amount of students. They were learning by using language games (7.14%), group activity (1.43%), more writing task (1.43%), and more pronunciation drill (1.43%). Then, the rest of the suggestions were related to technical delivery of materials by
teacher, such as the use of simpler and easier to understand language in class by teacher (5.71%), slower explanation of materials (4.28%), and louder voice by teacher (1.43%), and related to school facility and school’s policy, which were additional lesson hour (1.43%) and establishment of English laboratory (1.43%).

Based on the findings from the questionnaire for students, suitable materials would be developed. Integrated materials would provide students with speaking and listening activities as they suggested. Vocabulary building would help them memorizing vocabulary. Reading and writing can also help students add vocabulary and improve their spelling. There would be variation in teaching also, such as using pictures, videos, learning outside classroom, language games, etc. The various activities might make students be more relaxed as well.

Other activities to solve the students’ problems would be language games, group activity, writing task, and pronunciation that would be covered by integrated materials that were based on MI because those kinds of task also related to MI and their development. On the other hand, the suggestions that were related to technical delivery by teacher, such as teacher’s voice and language use, and that were related to school facility or policy, such as English laboratory and additional lesson hour, could not be covered in this research.

The researcher also identified students’ dominant intelligences together in the questionnaire. There were three items in the questionnaire to identify each intelligence using Likert Scale. The result of the identification (refer to table B6 & B7 of Appendix B) would be used to develop the materials which could better stimulate students’ intelligences and add more variation in teaching and learning.
The result of the questionnaire demonstrated that one student might have more than one dominating intelligences, but all of the eight intelligences existed in each student (see Appendix B Table B5 for complete result). In class XI AP 1, there were 11.76% with linguistic, 11.76% with logical/mathematical intelligences, 17.65% with spatial/visual intelligences, 35.29% with musical intelligences, 11.76% with bodily/kinesthetic intelligences, 17.65% with interpersonal intelligences, 26.47% with intrapersonal intelligences, and 17.65% with naturalistic intelligences.

In class XI AP 2, most of the students also had more than one dominant intelligence. There were 7.89% and also 7.89% students with linguistic and logical/mathematical intelligences, 21.05% students with spatial/visual intelligences, 41.02% with musical intelligences, 7.89 with bodily/kinesthetic intelligences, 28.20% with interpersonal intelligences, 10.53% with intrapersonal intelligences and 13.16% with naturalistic intelligences.

The data showed that each student’s dominant intelligences were varied. The variation could make them enjoy different kinds of activities. It indicated the difference of learning style. Learning style of the learners can be found by analyzing their intelligences’ tendency (Chatib, 2009). Therefore, the researcher would develop materials based on MI which could create variation in learning English through the materials and activities. There would be various activities that could employ various intelligences that could cover different kinds of learning styles. MI theory based materials were important to help students stimulate their intelligences.
e. The Result of Interview with Students

The researcher interviewed four students randomly from two classes, two students from each class. The purpose was to gain deeper explanation of students’ interest toward English and their experiences of learning English in more personal and relaxing situation. The sample was selected because they had many questions about learning English when they had time to ask questions about learning English with the researcher.

From the result of interview (see table B8, Appendix B) with 4 students, there were three students who liked English and one student who did not like English. The students who liked English had different reasons, such as because it was easier than math, because the teacher’s way of teaching, because English is important, and because of English songs. Meanwhile the student who did not like English had a reason that it was difficult. From those answers, the researcher would develop materials that can reduce students’ fear of English and help them change their paradigm that English is difficult by providing more colourful and enjoyable materials along with enjoyable teaching techniques guides for teachers. On the other side, four of the students agreed that English was important to find jobs.

Related to teaching and learning in school, those students were not yet satisfied with the teaching and learning English in their school because of less variation of teaching and learning. Then, the major activities in English lesson were explaining the module, and translating. It was proved by the answers of all of those students. Then, students said that they practiced the four skills, which are
reading, writing, speaking, and listening. For the English materials, they used 2 references of materials, a book and a module, but they mostly discussed the module. Related to the less variation of English in class, the researcher would design materials that provide students with various activities, such as pictures, recording, or learning outside the class.

The interview also showed that those students had different ways of learning. In this situation, MI based materials would help them learn according to their dominant intelligences. Besides, it was expected that students could develop well, together with the knowledge that they grasp through teaching and learning in school (Uno & Kuadrat, 2009).

From all results of the questionnaires for teachers and students, and the results of interviews with teachers and some students showed the major similarities of the students’ needs. The first, students needed more various activities in learning English. The second, students needed to be encouraged and more motivated to learn English. Lastly, it could be inferred from the mostly used teaching and learning activity which was lecturing, the students needed to be more active in learning in classroom.

From the students’ needs results, the development of MI based materials was a good solution for them. MI consists of linguistic, logical-mathematical, spatial/visual, bodily/kinesthetic, musical, interpersonal, intrapersonal, and natural intelligences. Various activities which are provided through MI based materials allow students to learn English through English texts, pictures, recordings, interactive activities, moving, role play, games, etc. Those provide students with
situations to learn English. Additionally, various activities can increase students’ motivation. Besides, students would not only sit and listen for the whole lessons. It could help them avoid boredom.

2. The Result of Planning

The second step of R & D cycle is planning. After gathering information related to the participants, the next step was to plan the materials before they were designed. It included defining skills, stating objectives, determining course sequence (Borg and Gall, 1983). The plan was elaborated in the form of syllabus (see syllabus in Appendix C), based on the information gathered from interview and questionnaire. This step included four parts. The first part was Considering Goals, Listing Topics, and Stating the General Purposes. The second part was Defining Learning Objectives. The third part was Listing the Subject Contents. And the last part was Selecting Teaching and Learning Activities and Resources.

a. Considering Goals, Listing Topics, and Stating the General Purposes

Goals can be derived from the nature of the institution, or other direction-establishing elements that control the particular educational program (Kemp, 1977). The goal of this research was derived from the School Based curriculum (KTSP) that had been stated for the vocational high schools in Indonesia. The goal of the designing materials was to communicate in English in elementary level.

After the goal had been stated, the topics were selected. According to Kemp (1977), topics were listed and sequenced in relation with other subjects, and
in correlation with that of another course. In SMK Negeri 1 Klaten, the topics were already listed in the school curriculum, which had relation with the Department of the students, and what the students needed to learn. Hence, the topics were conformed to the curriculum that was applied in school, which was Kurikulum Satuan Pendidikan (KTSP) or School-Based Curriculum for Vocational High School and from the English syllabus for Business and Management Department of SMK N 1 Klaten. Therefore, the topics were suitable with those in the syllabus, and have relation with the Department. There were four topics for four units. The titles and contents of the units were selected by the researcher. The topics for the materials are listed in Table 4.1.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hobbies</td>
<td>What Do You Like to Do in Your Free Time?</td>
</tr>
<tr>
<td>2</td>
<td>Telephoning</td>
<td>May I Speak to Mr. Dannisons?</td>
</tr>
<tr>
<td>3</td>
<td>Describing Jobs</td>
<td>Tell Me about Yourself!</td>
</tr>
<tr>
<td>4</td>
<td>Past Events</td>
<td>What Did You Do?</td>
</tr>
</tbody>
</table>

The general purposes were also stated for each unit. They were the general or unspecific objectives of the materials. They were not precise terms, and used to signifying broadly what to be accomplished in the topics before stating the precise learning objectives (Kemp, 1977). The general purposes in this study were derived from the Basic Competence of KTSP. Table 4.2 presents the basic competence:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Titles</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What Do You Like to Do in Your Free Time?</td>
<td>2.1 Understanding simple daily conversation in professional or personal context with non-native speakers.</td>
</tr>
<tr>
<td>2</td>
<td>May I Speak to Mr. Dannisons?</td>
<td>2.2 Taking notes on simple messages of direct or through device interactions.</td>
</tr>
</tbody>
</table>

b. Defining Learning Objectives

Defining the learning objectives, which were also called as indicators, became the second part in planning step. In this part, the researcher formulated the learning purposes to be more specific and in observable terms. The indicators became the achievements that students were to gain after learning and using the materials. Learning objectives are precise statements that answer the question of what the student have to do in order to show that he or she has learned what he or she is required to learn (Kemp, 1977). They were the performances that students needed to promote as the result of their learning. The indicators for each topic were defined in Table 4.3.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Titles</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tell Me about Yourself!</td>
<td>2.3 Describing jobs and educational background both orally and written.</td>
</tr>
<tr>
<td>4</td>
<td>What Did You Do?</td>
<td>2.4 Describing past events and future working plans.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 4.3 The Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| 1    | What Do You Like to Do in Your Free Time? | Students are able to:  
  - List vocabulary related to hobbies.  
  - Identify his/her own hobbies.  
  - Write words from recording about hobbies.  
  - Identify expressions used to talk about hobbies  
  - Practice using expressions to talk about hobbies.  
  - Answer questions related to reading passage about hobbies.  
  - Answer grammar questions of gerunds.  
  - Write a short paragraph of someone’s hobbies. |
| 2    | May I Speak to Mr. Dannisons? | Students are able to:  
  - Arrange sentences based on recording of telephone conversation.  
  - Answer questions related to the information |
c. Selecting Subject Content

Subject content in this research was the materials included in the product as the content. It was the outline of the materials to be developed. Subject content comprises the selection and organization of the specific knowledge, skills, and step of procedures (Kemp, 1977). The content was suited with the objectives that had been stated. According to Kemp (1977), the subject content of the materials was listed to support each objective. There are four units included in the materials. The subject contents for each unit are described as follow:
1) Subject Content of Unit 1

In unit 1, the materials are under the topic of hobbies. There are vocabularies and comprehensions related to hobbies. In the beginning of the unit, the students are working with background experience about their hobbies and vocabulary related to hobbies for listening section. Then, students listen to recording of conversation about hobbies, along with the comprehension questions. The expressions related to hobbies are provided. To check the students’ understanding, they are to identify expressions about hobbies in a conversation, and use the expressions for speaking practice with friends.

For reading and writing part, students are provided with hobbies reading and writing activities. Students are to read someone’s hobbies and answer the comprehension questions. Related to the topic, grammar of gerund is provided to add students’ understanding of the English grammar. After the reading text about hobbies, there is writing activities. Students are to write someone’s hobbies. At the end of the unit, there is learning reflection. It aims to help students identify, reflect, and find solution of the problems they find from learning unit 1.

2) Subject Content of Unit 2

The topic for unit 2 is telephoning. It begins with a game, and some questions related to telephoning. For listening section, students arrange jumbled conversation between two persons who make a business call, based on the listening passage. It is followed by an informal conversation between two persons. The listening is followed with comprehension questions. After the example of
conversation, there is a list of expressions used in telephoning. It continued with speaking practice of making business telephone calls based on provided situation.

In reading section, there is another written telephone conversation between a secretary and a sales representative, along with the comprehension questions based on the conversation text. Continuing to writing section, there is note-taking activity based on telephone conversation. Then, related to direct speech used in telephoning, there is grammar explanation and exercise of direct and reported speech. Reflection about the learning ends up the unit.

3) Subject Content of Unit 3

Unit 3 is about describing jobs. Vocabulary building is provided through a game and listening to job descriptions. A video about job interview that includes job description is also provided. Then, to practice speaking, there is role-play activity of interviewing friends.

Reading part of unit 3 is about job advertisements, in which there is qualifications for certain job position. It is followed by explanation and exercise about simple present tense that is used to describe jobs. The writing part, there is an exercise of writing family’s jobs. The last part of unit is learning reflection.

4) Subject Content of Unit 4

The topic of the last unit is about past event. Listening part provides conversation between two men about past sighting of UFO landing, followed by comprehension questions. For speaking part, there is exercise to make role play of
the conversation about UFO landing. Reading part consists of reading text about near death experience because of coconut and in a minibus. Since the topic is about past event, grammar part includes simple past tense. The exercise for the grammar is a text about experience about boating trip in Thailand. Then, writing part consists of an exercise to write about unforgettable experience. Reflection of learning experience in unit 4 becomes the last activity of the unit.

In addition, each unit contains additional information to broaden students’ knowledge namely *Check It Out*…! It also has quotation to motivate and inspire students in their lives, and *Fun Riddle* to stimulate them think creatively. Those can be additional reading activities.

d. Selecting Teaching and Learning Activities and Resources.

The teaching and learning activities were based on theory of Multiple Intelligences (MI) by Howard Gardner. The teaching learning activities and instructional resources were selected to facilitate the subject contents to meet the objectives. It was conformed with Kemp’s statement (1977) that the strengths and weaknesses of alternative methods and of various materials are identified to select the activities that meet student characteristics and needs that serve the objectives that have been established.

There were four units of materials which had two parts. First part focuses on listening and speaking, and the second part focuses on reading and writing. Those pairing ups is in conformed with what Feez and Joyce (2002) who stated that the fourskills are paired in terms of spoken and written language. The first pair is listening and speaking (or oracy). The second pair is reading and writing
(or literacy) They are *Speak Up! Listen Up!* which focus on listening and speaking, and *Read it! Pen it!* which focus on reading and writing. Every part consisted of three parts namely *Get the Hint! Get the Shot! and Get to Show!*

Here are the activities in each part of materials:

1) **Warm up**

   In the materials, warm up can be found under the name of *Get the Hint!* Warm up consisted of personalized questions for students to answer before getting into the main topic. It serves as the prelearning preparation, which is the elicitation of students’ background knowledge. Prelearning preparation is the acquired former learning to facilitate the structure of total course (B. F. Skinner as cited by Kemp, 1977). In warm up activity, students are directed to answer some questions based on pictures and their daily experiences. Sometimes, there are games for students. Warm-up part aims to get students’ interest when starting the lesson and prepare students for the topic to be learned. Students’ attention will be captured when they are encouraged to learn a topic (Kemp, 1977). Warm up includes discussion and group works.

2) **Whilst Activity**

   It is the part of the main topic presentation. The name of this part is *Get the Shot!* There are some activities in this part. For the listening and speaking part, the students are asked to fill in the missing words in dialogue or other listening passage, read aloud the dialogue with friends, arrange jumbled dialogue, and answer questions related to the dialogue or listening passages. Then, in reading
and writing part, the activities include reading passage for students to read, and questions to answer based on the reading passage. Besides, there are also exercises of grammar after the reading passage. This activity includes individual and group work, and discussion.

3) **Free Practice**

It is the *Get to Show!* part. Free practice contains exercises for students to practice dialogue or role play, and compose writing related to topic. Practice dialogue and role play require students to work in group, and writing make them work individually. This free practice aims to give students opportunity to use their acquired knowledge. Students should be provided by opportunities for them to use their newly acquired knowledge and skills in many situations (Kemp, 1977).

4) **Post Activity**

Post activity involves reflection for students namely *My Learning Experience*. They are to make reflection on their experience in the lesson, such as their difficulty, what they get, their opinion towards the lesson, and their solution for their difficulties. It is an individual work followed by discussion.

3. **The Result of Developing Preliminary Form of Product.**

The third step in designing the materials was Developing Preliminary Form of Product. It was the preparation of instructional materials (Borg and Gall, 1983). According to Gagne & Briggs (1979) materials can be in the form of printed or other media that carry the stimuli and content of instruction to facilitate
the instructional process. The materials in this research were presented in the form of an English book which is supported with compact disc (CD) containing video and recordings for listening materials.

In Developing Preliminary Form of Product, the researcher developed the materials based on the goals, topics, general purposes, learning objectives, subject contents, and teaching and learning activities and resources in the planning step. Some books were reviewed and the materials were selected from internet source. The researcher selected the suitable materials according to the objectives, which were in accordance to the curriculum 2006 (KTSP). The subject contents and teaching and learning activities were developed in the form of printed and recorded materials. Then, the materials were also sequenced according to the sequences in the subject contents and teaching and learning activities and resources that had been selected.

4. The Result of Preliminary Field Testing

Preliminary field testing is the step of evaluating the materials. It is the evaluation of the new educational product and evaluated by a small group of teachers (Borg & Gall, 1983). The materials were evaluated for the purpose of finding out whether they met the goals, general purposes and indicators, and whether they were acceptable, interesting, matched with the Standard Competence and Basic Competence of KTSP, and suitable for the students of Administration Department SMK Negeri 1 Klaten Grade XI. The evaluation was conducted by
distributing questionnaire as well as the materials to some participants who were considered expert and had enough experience in teaching and learning English.

The questionnaire included three parts. The first part was descriptions of participants. The second was the Data Presentation and Analysis. The third was the participants’ comments, feedback, and suggestions. The data obtained for the designed materials were presented as follows:

a. Descriptions of Participants

The participants were two English Language Education lecturers, two English teachers of *SMK Negeri 1 Klaten*, and one English instructor of *Lembaga Bahasa Sanata Dharma* University. The participants were expected to give their feedback, comments, and suggestions toward the materials for improvements of the materials. The participants’ identity (gender, educational background, and teaching experience) were described in this part. Table 4.4 is the presentation of Descriptions of participants.

<table>
<thead>
<tr>
<th>Group of Participants</th>
<th>No.</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience (in year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Education lecturers of <em>Sanata Dharma</em> University</td>
<td>1.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>English teachers of <em>SMK Negeri 1 Klaten</em></td>
<td>1.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
**Group of Participants**

<table>
<thead>
<tr>
<th>No.</th>
<th>Gender</th>
<th>Educational Background</th>
<th>Teaching Experience (in year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>M</td>
<td>S1</td>
</tr>
<tr>
<td>1.</td>
<td>√</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

**b. Data Presentation and Analysis**

This part presents the participants’ opinions of the appropriateness of the materials in the form of descriptive statistics. The participants were expected to give their opinions by indicating the degree of agreement. Table 4.5 shows the degree of agreement to evaluate the materials.

<table>
<thead>
<tr>
<th>Degree of Agreement</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td>4</td>
<td>Strongly disagree</td>
</tr>
</tbody>
</table>

The data presentation of the evaluation can be seen in Table 4.6.

**Table 4.6 Descriptive Statistics of Participants’ Opinion on the Designed Materials**

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Opinion on …</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The materials are relevant to the basic competence and competence standard.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>The materials match with the indicators.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>The indicators help students achieve the basic competence and competence standard.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>The materials are relevant to the topic in each unit.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>The instructions are clear and well stated.</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>The materials are appropriate with students’ level of English competency.</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>The materials and activities help students</td>
<td>5</td>
</tr>
</tbody>
</table>
Participants’ Opinion on …

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Opinion on …</th>
<th>Central Tendency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
</tr>
<tr>
<td>9.</td>
<td>The activities in the materials are appropriate with Gardner’s theory of Multiple Intelligences (linguistic, logical mathematic, spatial/visual, musical, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic).</td>
<td>5</td>
</tr>
<tr>
<td>10.</td>
<td>The activities are able to help students learn using their intelligences.</td>
<td>5</td>
</tr>
<tr>
<td>11.</td>
<td>The activities are able to stimulate students to use their intelligences.</td>
<td>5</td>
</tr>
<tr>
<td>12.</td>
<td>The activities are interesting and motivating for students to learn English.</td>
<td>5</td>
</tr>
<tr>
<td>13.</td>
<td>The layouts of the designed materials are attractive.</td>
<td>5</td>
</tr>
<tr>
<td>14.</td>
<td>The materials and activities are various.</td>
<td>5</td>
</tr>
<tr>
<td>15.</td>
<td>The materials being designed are well-arranged according to the level of difficulty.</td>
<td>5</td>
</tr>
<tr>
<td>16.</td>
<td>The materials are well elaborated.</td>
<td>5</td>
</tr>
</tbody>
</table>

Note:

N : Number of participants
Mdn : Median
Mn : Mean
Md : Modus

The data presentation showed that the average point of the degree of agreement for the designed materials evaluation was from 3 up to 3.4 out of scale range of 1 up to 4. It indicated that the designed materials were acceptable and appropriate to be used and applied in SMK Negeri 1 Klaten Grade XI, Administration Department.

c. Participants’ Comments and Suggestions

The result of the evaluation in preliminary field testing had showed that the designed materials were already acceptable. However, there were some
comments and suggestions from respondents who evaluated the materials for the improvement of the materials. Comments and suggestions were given for student’s book as well as for teacher’s manuals.

There were some comments from the evaluators toward the designed materials. First comment was that the layout was very good. Second comment, the materials were reader friendly. They were concise and clear purpose and instructions. Then, the designed materials were excellent. There were many kinds of game that could make students happy. The fourth comment, the materials could encourage the students to be creative and innovative. There was also a comment that the materials were amazing because they were quite well arranged based on the basic competencies to meet its indicators. Another one was that the activities were various and interesting. It would create a good mood and motivate students to learn more. The materials were also commented that they were good to had reflection in the end of every unit. The last comment, the materials were good to include some activities which employ students’ MI.

The evaluators of the designed materials also gave some suggestions for Student’s Book. The first, the researcher or the researcher of the materials should check the grammar, diction, phrasal verbs, and preposition again. There were still some mistakes although they were not fatal ones. Then, the researcher should check again the instructions in each section, especially game section. Next, some examples (especially in grammar part) were not in the same context with the discussed topic. Therefore, it should be revised to suit the topic. Another suggestion was that it would be better to give or mention what intelligences that
students were actually learning in some activities, so they would realize what the activity was created for. Then, there should be additional time for games part considering the number of the students. Next suggestion was that answers key should not be in or separated from the Student’s Book. Giving more explanation about grammar became the last suggestion.

Those were the participants’ comments and suggestions toward the designed materials for students. Then, for the Teacher’s Manuals, the respondents’ also gave their comments and suggestions. Related to the instructions and guidelines for teacher in each activity, all respondents agreed that they were clear and well arranged. Then, there were some comments and suggestions for Teacher’s Manuals. Firstly, there were still some mistakes (grammar and diction). Secondly, the instructions should be simplified. Lastly, it was clear and practical.

5. The Result of Main Product Revision

Main Product Revision is the "revision of product as suggested by the preliminary field-test results" (Borg & Gall, 1983, p.771). In Main Product Revision, there would be some revisions and improvements of the designed materials, both in Student’s Book and Teacher’s Manuals. The improvements and revisions were made based on the comments and suggestions from experts toward the designed materials. It was aimed to make the materials more appropriate and acceptable to be applied, particularly in SMK Negeri 1 Klaten.

Revisions were done in some aspects. The first revision was on grammar and dictions. There were some minor mistakes in grammar and dictions.
Therefore, the researcher revised and improve the use of grammar and dictions. The second was revising some instructions. Some instructions both in Student’s Book and Teacher’s Manuals were revised to make them clearer and easier to understand. Next improvement was revising grammar part’s examples in Unit 2. The examples of grammar in Unit 2 were revised to make it suitable and in relation to the topic discussed in Unit 2. Revising some time allocations in the Lesson Plan became another improvement. In the lesson plan, some time allocations were revised to suit the activities. For example, time allocations in games part and some other activities. The last revision was separating the answers key from the Student’s Book and compiled it in Teacher’s Manuals.

As it was suggested, the answers key was separated from Student’s Book. To make it practical, the answers key along with the appendices were bind in Teacher’s Manuals.

Those points were the revisions and improvements of the designed materials. There were some suggestions that the researcher considered not to revise as it was suggested. The first was to give more explanations on grammar part. It was because the grammar was considered enough. It was also because the grammar that was presented in the book was only grammar that had relation to the topic of each unit. The second was to mention parts of intelligences that were employed in each activity. The intelligences were not mentioned exactly in each activity because it would confuse the students. Parts of intelligences have been mentioned clearly in Teacher’s Manuals.
B. Presentation of the English Materials

This part aimed to answer the second problem formulation, which is ‘what does the English integrated materials designed for the eleven grade students of Administration Department of SMK Negeri 1 Klaten based on theory of Multiple Intelligences look like?’ Based on the evaluation from expert in the preliminary field testing, some improvements of the materials were made. Then, the final version of the materials was presented.

The materials consist of four units. They are What Do You Like to Do in Your Free Time? ; Can I Speak to Mr. Dannisons? ; Tell Me about Yourself! ; and What Did You Do? Each unit consists of two main parts. The first part is Listen Up! Speak Up! that focuses on listening and speaking. The second part is Read it! Pen it! that focuses on reading and writing. Then, each part contains three sections, which are Get the Hint! ; Get the Shot! ; and Get to Show! ; Get the Hint! functions as the leading in and introduction of the topic, Get the Shot! is the main activity for receptive skills (listening and reading), and Get to Show! is the main activity for productive skills (speaking and writing).

There were some considerations in selecting topics for each unit. The topics of the materials were suitable with the syllabus of SMK Negeri 1 Klaten and KTSP. Besides, the activities were based on theory of Multiple Intelligences. It was aimed to ensemble the contents of the materials with the institution and needs of the students. The final version of the materials can be seen in Appendix C.
CHAPTER V

CONCLUSIONS AND RECOMMENDATION

This chapter presents the conclusion and suggestions of the research. The conclusion part concludes the findings for problems formulation. Then, the second part presents the suggestions for English teachers of *SMK Negeri 1 Klaten* and future researchers.

A. Conclusions

This part discusses the findings of the problems formulation. The first, How is a set of English integrated materials for the eleven grade students of Administration Department of *SMK Negeri 1 Klaten* based on theory of Multiple Intelligences designed? The second, what does the English integrated materials for the eleven grade students of Administration Department of *SMK Negeri 1 Klaten* based on theory of Multiple Intelligences look like

The first problem formulation was answered by adapting six elements of Kemp’s model of instructional design and 5 steps of R & D cycle by Borg and Gall. There were five steps employed in this study. The first is Research and Information Collecting. In this step, related literature was reviewed, and students’ characteristics were identified. It was found that the students needed more various activities in learning English and they needed to improve their English better. Then, Multiple Intelligences (MI) based materials would be made to solve the problems. The second step is Planning. In Planning, the goals of the designed
materials were stated; topics and general purposes were listed. The goal of the designing materials was to help students learn English better through MI based activities. Besides, it also aimed to stimulate students’ MI through English lesson. The general purposes of the study were the basic competence of the curriculum. In planning step, the sequences of the materials were also arranged by listing subject contents and selecting teaching and learning activities and resources. The third step of the study is Develop Preliminary Form of Product. In this step, the materials were developed based on the planning step. The next step is Preliminary Field Testing, in which evaluation of the product or the designed materials was conducted by distributing questionnaire to experts in the field. The last step is Main Product Revision. In this step, revision and improvement of the designed materials were made based on the evaluation result. The revisions were done in some grammar, separating answers key from Student’s Book and compiling it with the Teacher’s Manuals, revising some instructions, and revising some examples in Grammar part. The revised materials were the final version of the materials that can be applied in SMK Negeri I Klaten Grade XI.

The second problem formulation was answered by presenting the final version of the materials. The materials are integrated materials and are designed based on MI theory. There are four units of the designed materials. They are What Do You Like to Do in Your Free Time? May I Speak to Mr. Dannisons? Tell Me about Yourself! and What Did You Do? Each unit consists of two main parts, which are Listen Up! Speak Up! that focuses on listening and speaking, and Read it! Pen it! that focuses on reading and writing. Then, each part contains
three sections. They are *Get the Hint! Get the Shot!* and *Get to Show!* The complete presentation of the materials can be seen in Appendix C.

The designed materials are expected to give benefits for English teachers and students of *SMK Negeri 1 Klaten* in English lessons. English integrated materials which are based on Multiple Intelligences are expected to provide students with various activities in learning English, increase their motivation and activeness, and help them develop and use their intelligences.

**B. Recommendation**

This part presents recommendation from the researcher for current practice of teaching for English teachers of *SMK Negeri 1 Klaten* and for future researchers who would conduct similar study:

1. **For English Teachers of SMK Negeri 1 Klaten**

   It is suggested that English teachers of *SMK Negeri 1 Klaten* implement the materials that were designed as one of the sources in English lesson, particularly for the eleventh grade of Administration Department. The activities provided in the materials can encourage students to be more active and have various activities in learning English.

   In implementing the materials, it is better for teachers to study and prepare the activities well. It is for the reason that MI theory has not been familiarized at the related school. In addition, teachers should prepare and manage the time very
well in the implementation because some activities are quite complex and sometimes need the support of medias.

2. **For Future Researchers**

MI based activities are various and can encourage students to be more active and employ their intelligences. It is recommended for future researcher to conduct similar study of developing other materials. Besides, it is recommended for future researcher to develop other variation of activities based on MI theory for other schools, grades, and/or departments.
REFERENCES


PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
# Appendix A

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</tr>
</tbody>
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Mriran, Tromol Pos 29 Yogyakarta 55002, Telp. (0274) 513301, 515352, Fax. (0274) 562383

Nomor : 121 /Pnl/ Kajur/ JPBS / V / 2011
Hal : Permohonan Ijin Penelitian

Kepada

Yth. Kepala sekolah SMK Negeri 1 Klaten
Di Klaten

Dengan hormat,

Dengan ini kami memohonkan ijin bagi mahasiswa kami,

Nama : Susana Tri Cahyan
No. Mahasiswa : 071214132
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : 3 (delapan)

Untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi, dengan ketentuan sebagai berikut:

Lokasi : SMK Negeri 1 Klaten
Waktu : Juni-Desember 2011
Topik/Judul : A Set of English Integrated Materials Design for the Tenth Grade Students of Secretary Department of SMK Negeri 1 Klaten Based on Theory of Multiple Intelligences

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 30 Mei 2011
Ilir Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni

C. Tutiyandari, S.Pd., M.Pd.
NPP: 1680

Tembusan Yth.:
1. __________________
2. Dekan FKIP
PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)
Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314–318 Faks 328730
KLATEN 57424

Nomor : 072/514/V/09
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Klaten, 30 Mei 2011
Kepada Yth.
Ka. SMK N 1 Klaten
Di –

KLATEN


Nama : Susana Tri Cahyani
Alamat : MRican, Yogyakarta
Pekerjaan/Mahasiswa : Universitas Sanata Dharma
Penanggungjawab : Tutiyandari, S.Pd, M.Pd
Jenis Penelitian : Survey
Judul/ topik : A Set English Intergrated Materials Design For The Tenth Grade Students Of Secretary Departement Of SMK negeri 1 Klaten Based On The Theory Of Multiple Intelligences
Jangka Waktu : 1 Bulan (30 Mei s/d 30 Juni 2011)
Catatan : Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang PEPP/Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar Saudara berkenan memberikan bantuan sepihalknya

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Dj. Sekretaris

Hari Budiono, SH
Bambina Tingkat I
NIP. 19611008 198802 1 001

Tembusan disampaikan Kepada Yth :
3. Dekan FKIP Universitas Sanata Dharma
4. Yang bersangkutan
5. Arsip
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<tr>
<td>The Result of Questionnaire for the English Materials Evaluation</td>
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</tr>
<tr>
<td>The Result of Questionnaire for the English Materials Evaluation</td>
<td></td>
</tr>
<tr>
<td>Part 2</td>
<td>119</td>
</tr>
</tbody>
</table>
CLASS OBSERVATION’S RESULT

Observation 1

Date : 29th July 2011
Class : 2 AP 1 & 2 AP 2
Topic : Quiz on tenses
Time Allocation : 2 x 35’

<table>
<thead>
<tr>
<th>Teacher’s Activities:</th>
<th>Students’ Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greeted students.</td>
<td>- Greeted the teacher.</td>
</tr>
<tr>
<td>- Gave instruction to prepare for a sudden quiz.</td>
<td>- Worked on the quiz.</td>
</tr>
<tr>
<td>- Asked students to submit the answers.</td>
<td>- Submitted the quiz’s answers.</td>
</tr>
</tbody>
</table>

The class began about 5 minutes after the bell which was rang the sign of changing lesson hour. Teacher greeted students using English and vice versa. Later, for more complicated instructions and explanations teacher used Bahasa Indonesia with little English. When the teacher came in and announced them to put away their books and paper and to prepare for quiz, students were surprised. They were not prepared for the quiz, but they followed the instruction. During the quiz, the class was quiet. Some students tried to work on the quiz by themselves, but some of them sometimes asked for answer to friends. During the quiz, the teacher very rarely, almost didn’t walk around the class.

O.C. (Observer Comments): English is better used before Bahasa Indonesia. To minimize students’ cheating, walking around the class sometimes is better to be done by teacher.
Observation 2

Date: 2<sup>th</sup> August 2011
Class: 2 AP 1 & 2 AP 2
Topic: Discussion on the answers of the quiz.
Time Allocation: 2 x 35’

<table>
<thead>
<tr>
<th>Teacher’s Activities:</th>
<th>Students’ Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greeted students.</td>
<td>- Greeted the teacher.</td>
</tr>
<tr>
<td>- Discussed the answers of the quiz.</td>
<td>- Listened to teacher’s explanation.</td>
</tr>
<tr>
<td>Explained the answers to the students.</td>
<td>Some students ask about the answers of the quiz.</td>
</tr>
</tbody>
</table>

Class began more than 10 minutes after the bell rang, which was sign of changing lesson hour. Due to fasting days, one lesson hour was cut into 35 minutes. Answer sheets were distributed to students randomly. Students helped the teacher check the students’ answer by listening to teacher’s explanation. The teacher stood in front of the class, in the center, explained the answer for each number while sometimes wrote the example or explanation on the board. Students listened to the teacher and asked one or two questions related to the answer, whether the answer was correct, partly correct, or wrong. While explaining, teacher used both English and Bahasa Indonesia. Then, students paid attention to the teacher well.

O.C.: Teacher less or didn’t walk around the class to give students more attention. As I sat in the back chair, it seemed the teacher was so far away and the voice sometimes couldn’t be heard. Then, I got sleepy easily as I only listened to the explanation for two lesson hours. Students’ questions were not about the language but about the score for the answers.
Observation 3

Date: 5th August 2011
Class: 2 AP 1 & 2 AP 2
Topic: Sharing about learning English.
Time Allocation: 2 x 35’

<table>
<thead>
<tr>
<th>Teacher’s Activities:</th>
<th>Students’ Activities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Greeted students.</td>
<td>- Greeted the teacher.</td>
</tr>
<tr>
<td>- Distribution of questionnaire from researcher.</td>
<td>- Filled in the questionnaire.</td>
</tr>
<tr>
<td>- The researcher shared experiences about learning English.</td>
<td>- Listened to the researcher’s sharing.</td>
</tr>
<tr>
<td>- Answered students’ questions related to learning English.</td>
<td>- Asked and shared experiences and difficulties related to learning English.</td>
</tr>
</tbody>
</table>

Result of Students’ sharing related to learning English:
- Some students lacked interest of learning English.
- Some students had interest in English.
- Students needed motivation to learn English.
- Students found difficulties in mastering structure and vocabulary.
- Students needed to speak English more.
- Some students found difficulties in spelling and pronunciation.
- Students needed activities to increase their motivation in learning English.
- Students needed some tips on how to learn English well.
- Some students did not like English because it was difficult.

It was the time for me to deliver my questionnaire to students. The teacher also gave me time to share and have a talk with the students. After students had completed the questionnaire, I started to share about my experience in learning English and my interest in English since Junior high school until in university. The students were interested in listening to my sharing. When I asked them to ask, they were all silent at first, but then one or two students began to ask. Some of them asked questions in English, but most of them asked in Bahasa Indonesia. Most of the questions were about how to learn English well and how to increase their motivation and interest in English and learning English.

O.C.: Most students used less English, but some of them used English fluently. They need motivation and were still confused how to learn English best. Sometimes it seemed that they had question(s), but they had less courage to ask. It reminded me when I sat as a student.
KUESIONER

Kuesioner ini disusun untuk tujuan penelitian. Berikan jawaban yang lengkap dan jelas untuk setiap pertanyaan dengan jawaban yang sesuai dengan pengalaman Anda.

Petunjuk menjawab kuesioner:
Berikan pendapat Anda tentang berbagai hal yang berhubungan dengan pengajaran Bahasa Inggris untuk kelas 11 AP menurut pengalaman Anda.

1. Pertanyaan pilihan: lingkari pada huruf a, b, c, atau d pada pilihan yang tersedia, dan boleh memilih lebih dari 1 jawaban apabila terdapat keterangan.
2. Pertanyaan isian: berikan pendapat dan saran Anda pada tempat yang tersedia.

Nama: ______________________________________
Jenis kelamin: ______________________________________
Masa Kerja: ______________________________________
Pendidikan terakhir: ______________________________________

Jawablah pertanyaan-pertanyaan berikut.
1. Berapa jam pelajaran Anda mengajar di kelas 11 AP 1 & 2 dalam 1 minggu?
   ______________________________________

2. Secara umum, apakah para siswi kelas 11 AP yang Anda ampun, aktif dalam belajar Bahasa Inggris?
   a. Ya
   b. Tidak

3. Jika tidak, apa alasannya?
   ______________________________________
   ______________________________________
   ______________________________________

4. Apakah solusi untuk masalah no. 2 tersebut?
   ______________________________________
   ______________________________________
   ______________________________________
5. Apakah Anda mengalami kesulitan dalam mengajar Bahasa Inggris? Jika ya, sebutkan kesulitan yang Anda alami.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

6. Menurut Anda, bagaimana kemampuan Bahasa Inggris kelas 11 AP?

________________________________________________________________________________________

7. Berada dalam level apakah para siswi 11 AP?
   a. Beginner/novice.
   b. Elementary
   c. Intermediate
   d. Advanced

8. Menurut Anda, apakah para siswi mengalami kesulitan dalam belajar Bahasa Inggris? Jika ya, kesulitan apa saja yang mereka alami?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

9. Materi/referensi apa saja yang Anda gunakan untuk mengajar Bahasa Inggris?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

10. Dalam memilih topik untuk diajarkan dalam kelas Bahasa Inggris, pedoman apa yang Anda gunakan? (boleh memilih lebih dari 1 jawaban).
   a. Kurikulum sekolah.
   b. Buku referensi yang tersedia.
   c. Ketertarikan siswi.
   d. Kemampuan siswi.
   e. Lain-lain
11. Strategi mengajar atau kegiatan apa saja yang Anda terapkan dalam mengajar Bahasa Inggris?
______________________________________________________________
______________________________________________________________
______________________________________________________________

12. Media apa saja yang Anda gunakan dalam mengajar Bahasa Inggris? (gambar, video/film, tape recorder, dll.).
______________________________________________________________
______________________________________________________________
______________________________________________________________

   a. Listening
   b. Speaking
   c. Reading
   d. Writing

14. Apakah ke-4 *skills* (*listening, speaking, reading, writing*) yang bertujuan untuk meningkatkan 4 kemampuan siswi, efektif untuk membantu siswi menguasai Bahasa Inggris?
   a. Ya
   b. Tidak

______________________________________________________________
______________________________________________________________
______________________________________________________________

16. Menurut Anda, apakah cara belajar dan mengajar Bahasa Inggris yang disesuaikan dengan cara belajar siswi dapat membantu siswi untuk lebih cepat dan mudah dalam memahami pelajaran Bahasa Inggris?
   a. Ya
   b. Tidak
17. Menurut Anda, apakah kecerdasan siswi selain kecerdasan berbahasa (kecerdasan lain seperti: matematis, bersosialisasi, memahami diri sendiri, visual, kinestetis, musical, dan natural) perlu dikembangkan? Mengapa?

18. Dalam teori inteligensi ganda, banyak aktivitas yang dapat diterapkan, seperti mendengarkan musik, role play, melihat gambar-gambar, aktivitas dalam kelompok, dll. Apakah aktifitas-aktifitas tersebut dapat membantu siswi meningkatkan kemampuan Bahasa Inggris mereka? Mengapa?

19. Apakah ada saran untuk integrated materials Bahasa Inggris yang akan saya kembangkan untuk kelas 11 AP?

😊 Terima Kasih 😊
Table B1 The Result of Questionnaire for English Teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Points to Consider</th>
<th>Responses</th>
<th>Numbers</th>
<th>%</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching hour in 11 AP 1 &amp; 2.</td>
<td>a. 180’</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. 90’</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. 45’</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>In general, students were active in learning English.</td>
<td>a. Yes</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Teachers found difficulties in teaching English.</td>
<td>a. Yes</td>
<td>2</td>
<td>66.67</td>
<td>-difficult in developing students’ vocabulary.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>1</td>
<td>33.33</td>
<td>- less motivation of students.</td>
</tr>
<tr>
<td>4.</td>
<td>Students’ ability in English.</td>
<td>Good</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students’ level in English.</td>
<td>a. Beginner</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Elementary</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Intermediate</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Advanced</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Students found difficulties in learning English.</td>
<td>a. Yes</td>
<td>3</td>
<td>100</td>
<td>Difficulty in vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Teaching materials/references used by teachers.</td>
<td>- LP2IP Module</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Get Along with English</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Welcome English</td>
<td>1</td>
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<td></td>
<td></td>
<td>- BSE: English for SMK</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Surat Menyurat Bahasa Inggris</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Dyned</td>
<td>1</td>
<td>33.33</td>
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<td>8.</td>
<td>Source of selecting topics for teaching English.</td>
<td>a. School’s curriculum</td>
<td>2</td>
<td>66.67</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>b. Reference books</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Students’ interest</td>
<td>2</td>
<td>66.67</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>d. Students’ ability</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Others (Dyned)</td>
<td>1</td>
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<td></td>
</tr>
<tr>
<td>No.</td>
<td>Points to Consider</td>
<td>Responses</td>
<td>Numbers</td>
<td>%</td>
<td>Information</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------</td>
<td>---------</td>
<td>-----</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Strategies in teaching English.</td>
<td>Lectures</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exercises</td>
<td>1</td>
<td>33.33</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Question-answer</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Medias for teaching English.</td>
<td>Power point</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tape recorder</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Film</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dyned</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Language skills which were developed in English classes.</td>
<td>Listening</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speaking</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>2</td>
<td>66.67</td>
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<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Improving 4 skills are effective to help students learn English.</td>
<td>Yes</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Teachers pay attention to students’ learning style.</td>
<td>Yes</td>
<td>2</td>
<td>66.67</td>
<td>participant said almost the same that learning English was a duty, and another said different.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Teaching and learning English which is suited to students’ learning style can help them learn English better.</td>
<td>Yes</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Besides linguistic intelligences, students’ other intelligences (logical/math., visual, bodily/kinesthetic, musical, interpersonal, intrapersonal, natural) need to be developed.</td>
<td>Yes</td>
<td>3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>English materials based on theory of multiple intelligences can help students improve their English better.</td>
<td>Yes</td>
<td>2</td>
<td>66.67</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Depends</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Suggestion for English materials which were going to be developed.</td>
<td>Vocabulary and stories for reading</td>
<td>1</td>
<td>33.33</td>
<td></td>
</tr>
</tbody>
</table>
Interview with English Teachers

1. Secara umum apakah siswi di kelas yang Anda ajar antusias untuk mengikuti pelajaran Bahasa Inggris?
2. Aktivitas dan materi apa sajakah yang Anda terapkan dalam mengajar Bahasa Inggris?
3. Apa yang Anda lakukan ketika siswi terlihat tidak antusias dalam mengikuti pelajaran?
4. Apakah integrated materials diperlukan dalam mengajar Bahasa Inggris di kelas? Apakah sudah diterapkan di sekolah ini?
5. Apakah kecerdasan siswi selain kecerdasan bahasa perlu ditingkatkan?
6. Apakah materi berdasarkan multiple intelligences, seperti yang berhubungan dengan gerak, musik, lingkungan, dll perlu dikembangkan untuk pengembangan kemampuan pribadi siswi dan memudahkan siswi dalam menyerap pelajaran?
### Table B2 The Result of Interview with English Teacher

<table>
<thead>
<tr>
<th>No.</th>
<th>Points to Consider</th>
<th>Respondent’s Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students’ enthusiasm in learning English.</td>
<td>Students’ enthusiasm is good. However, they only learn English at school without taking another course since their orientation (most of them) is to pass the exam, and then find a job. Meanwhile, the focus of exam is on grammar and reading, besides listening. Therefore, they tend to be passive in English.</td>
</tr>
<tr>
<td>2.</td>
<td>The activities and materials used in teaching and learning English in school.</td>
<td>There are 2 books which are used. The first is Get Along with English, which includes activity of listening, speaking, reading, and writing. The second is a module by Yiyis Kristiyani, which is more often used in class. It focuses on grammar and reading to prepare students for exam. Then, the activities include lecturing/explaining, oral questions-answers, discussion, and presentation. Especially presentation, it is done at the late of semester. This class has not done presentation yet.</td>
</tr>
<tr>
<td>3.</td>
<td>The activity in English class when students are not enthusiastic.</td>
<td>Simple role play in pairs.</td>
</tr>
<tr>
<td>4.</td>
<td>The need of integrated materials and the implementation in the school.</td>
<td>It is needed. In class, the English teachers from school teach grammar, reading, writing. Then, instructors from HL (Higher Learning) from Jakarta teach speaking and listening. The allotment time for the school’s teacher is 4 hours per week for reading and grammar, 1 hour for English letters, and for HL is 2 hours per week.</td>
</tr>
<tr>
<td>5.</td>
<td>The need of developing students’ multiple intelligences.</td>
<td>Yes, it is needed, especially to prepare students in the working world later.</td>
</tr>
</tbody>
</table>
KUESIONER

Nama : 
No. Absen : 
Kelas : 


Isilah setiap nomor di bawah ini dengan member tanda centang (√)

1 : Sangat tidak setuju (STS)
2 : Tidak setuju (TS)
3 : Setuju (S)
4 : Sangat setuju (SS)

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>STS</th>
<th>TS</th>
<th>S</th>
<th>SS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Saya menyukai Bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Saya merasa puas dengan teknik belajar Bahasa Inggris yang saya dapatkan selama di bangku SMK ini.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Saya ingin belajar Bahasa Inggris dengan metode yang baru (seperti dengan gambar, video, mini role play, gerak, dll).</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td>Saya melatih kemampuan listening, speaking, reading, dan writing di sekolah.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Menurut saya keempat kemampuan berbahasa Inggris tersebut (listening, speaking, reading, writing) penting untuk dikembangkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Uraian</td>
<td>STS</td>
<td>TS</td>
<td>S</td>
<td>SS</td>
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</tr>
<tr>
<td>7</td>
<td>Saya mudah meyakinkan orang dengan kata-kata saya.</td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>Saya merasa mata pelajaran Bahasa Inggris, ilmu sosial, dan sejarah lebih mudah dibandingkan matematika dan sains.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>Saya suka mencoret-coret atau merangkai kata-kata.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Saya suka permainan puzzle, dan permainan memecahkan masalah yang menggunakan logika.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11</td>
<td>Saya menyukai dan cepat mempelajari mata pelajaran matematika dan sains.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Saya suka membuat hipotesis (perkiraan-perkiraan) tentang sesuatu permasalahan dan membuat argumentasi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saya mengenali arah mata angin (utara, selatan) dengan mudah dimanapun saya berada.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Saya cepat belajar dan mengingat sesuatu dengan melihat gambar, video, dll</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>15</td>
<td>Saya mempunyai kemampuan berimajinasi yang kreatif.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Saya sering bersiul atau bersenandung mengikuti irama lagu.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>17</td>
<td>Saya senang belajar sambil mendengarkan lagu.</td>
<td></td>
<td></td>
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<tr>
<td>18</td>
<td>Saya hafal hampir semua kata-kata dalam lagu yang saya Dengarkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Saya pandai dalam menari dan atau olahraga, membuat, atau menirukan gerakan-gerakan seperti gerakan dance, senam, dll.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>20</td>
<td>Saya mudah dalam mengekspresikan perasaan saya dengan gerakan tubuh (body language), dan mimik muka.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>21</td>
<td>Saya merasa sulit untuk duduk diam dalam waktu yang lama.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Saya peka terhadap perasaan dan sifat orang lain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Saya pandai bergaul dan mencari teman.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Saya lebih menyukai dan menikmati pekerjaan kelompok daripada kegiatan individu.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Saya tahu pikiran saya, dan memutuskan sendiri keputusan saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Saya suka menulis buku harian pribadi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Saya sering menyendiri untuk memikirkan hal-hal penting dalam hidup saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Saya suka menggambar obyek-obyek alam seperti pohon, tanaman, bunga, sungai, dsb</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
29. Saya menyukai kegiatan-kegiatan outdoor seperti di lapangan, taman, dll.

30. Saya suka mempelajari dan atau memelihara tanaman dan atau binatang.

Total

31. Teknik belajar yang digunakan dalam pelajaran Bahasa Inggris antara lain:
   (lingkarilah pernyataan yang sesuai dengan pengalaman yang kamu dapatkan di sekolah ini!)
   a. Kegiatan individu
   b. Kegiatan kelompok.
   c. Mendengarkan lagu
   d. Melihat video
   e. Role play
   f. Menggambar
   g. Bekerja dengan puzzle
   h. Diskusi atau sharing
   i. Belajar di luar ruangan
   j. Lain-lain (sebutkan)

Jawablah pertanyaan-pertanyaan berikut dengan jawaban yang menggambarkan keadaan Anda yang sebenarnya.

32. Kesulitan dan hambatan apa saja yang kamu temui dalam belajar dan menguasai Bahasa Inggris?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

33. Apakah ada saran untuk pengajaran dan atau materi Bahasa Inggris yang digunakan di kelas? Jika ada, sebutkan!

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

😊 Terima Kasih.... 😊
<table>
<thead>
<tr>
<th>Questions number</th>
<th>Items number</th>
<th>What is identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6, 31, 32</td>
<td>8</td>
<td>Needs analysis for English materials (students’ motivation)</td>
</tr>
<tr>
<td>7-9</td>
<td>3</td>
<td>Linguistic intelligences</td>
</tr>
<tr>
<td>10-12</td>
<td>3</td>
<td>Logical/Mathematical intelligences</td>
</tr>
<tr>
<td>13-15</td>
<td>3</td>
<td>Spatial/visual intelligences</td>
</tr>
<tr>
<td>16-18</td>
<td>3</td>
<td>Musical intelligences</td>
</tr>
<tr>
<td>19-21</td>
<td>3</td>
<td>Bodily/kinesthetic intelligences</td>
</tr>
<tr>
<td>22-24</td>
<td>3</td>
<td>Interpersonal intelligences</td>
</tr>
<tr>
<td>25-27</td>
<td>3</td>
<td>Intrapersonal intelligences</td>
</tr>
<tr>
<td>28-30</td>
<td>3</td>
<td>Naturalistic intelligences</td>
</tr>
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</table>
Table B4 The Result of Questionnaire for the Eleventh Grade Students

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>Responses</th>
<th>Number of students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students are interested in English.</td>
<td>a. Strongly agree</td>
<td>8</td>
<td>11.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>55</td>
<td>78.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>English is important in the working world and to access information.</td>
<td>a. Strongly agree</td>
<td>52</td>
<td>74.29</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>18</td>
<td>25.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>Students are satisfied with the teaching and learning technique in their school.</td>
<td>a. Strongly agree</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>47</td>
<td>67.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>21</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Students are willing to learn English using new techniques (such as using pictures, video, role play, moving, learning outside the class, etc.)</td>
<td>a. Strongly agree</td>
<td>47</td>
<td>67.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>23</td>
<td>32.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Students improve their skills in listening, speaking, reading, and writing at school.</td>
<td>a. Strongly agree</td>
<td>17</td>
<td>24.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>51</td>
<td>72.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Students think that ability in listening, speaking, reading, and writing in English is important to improve.</td>
<td>a. Strongly agree</td>
<td>56</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. Agree</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. Disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Strongly disagree</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>Teaching and learning techniques for English lesson which are used in school.</td>
<td>a. Individual activity</td>
<td>48</td>
<td>68.57</td>
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<tr>
<td></td>
<td></td>
<td>b. Group activity</td>
<td>51</td>
<td>72.86</td>
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<tr>
<td></td>
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<td>c. Listen to songs</td>
<td>53</td>
<td>75.71</td>
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<td></td>
<td></td>
<td>d. Watching videos</td>
<td>5</td>
<td>5.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Role play</td>
<td>2</td>
<td>2.86</td>
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<td></td>
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<td>f. Drawing</td>
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<td>4.29</td>
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<td>g. Working with puzzles</td>
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<td></td>
<td></td>
<td>h. Discussions and sharing</td>
<td>46</td>
<td>65.71</td>
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<td></td>
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<td>i. Learning outside class</td>
<td>8</td>
<td>11.43</td>
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<td></td>
<td></td>
<td>j. Others</td>
<td>- Dyed</td>
<td>12</td>
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<tr>
<td></td>
<td></td>
<td>- Classical question &amp; answers.</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Responses</td>
<td>Number of students</td>
<td>%</td>
</tr>
<tr>
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<td></td>
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<td>b. Tenses</td>
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<td>52.86</td>
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<td>c. Arranging words into sentences.</td>
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<td>22.86</td>
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<td>d. Vocabulary</td>
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<td>62.85</td>
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<td></td>
<td></td>
<td>e. Listening</td>
<td>17</td>
<td>24.28</td>
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<td></td>
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<td>f. Grammar (verb)</td>
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<td>28.57</td>
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<td>g. Pronunciation</td>
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<td>27.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. Speaking</td>
<td>13</td>
<td>18.57</td>
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<td>i. Spelling</td>
<td>5</td>
<td>7.14</td>
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<td>j. Unconfident to speak English</td>
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<td>4.28</td>
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<td></td>
<td></td>
<td>k. Unlike English &amp; it is difficult</td>
<td>6</td>
<td>8.57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. Boredom</td>
<td>2</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b. More listening</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. More vocabulary (memorizing)</td>
<td>10</td>
<td>14.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. Teaching using electronic media (pictures, videos, films, recording)</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e. Simpler and easy to understand language in class by teacher.</td>
<td>4</td>
<td>5.71</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Slower in explaining materials (teacher).</td>
<td>3</td>
<td>4.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. Learning outside classroom.</td>
<td>15</td>
<td>21.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>h. More relaxing teaching and learning.</td>
<td>9</td>
<td>12.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i. More interesting materials and variation of teaching-learning activities.</td>
<td>8</td>
<td>11.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j. Language games.</td>
<td>5</td>
<td>7.14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>k. English laboratory</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l. Additional lesson hour.</td>
<td>1</td>
<td>1.43</td>
</tr>
<tr>
<td>No.</td>
<td>Statements</td>
<td>Responses</td>
<td>Number of students</td>
<td>%</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td>--------------------</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>m. Activity/learning in group.</td>
<td>1</td>
<td>1.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n. More writing.</td>
<td>1</td>
<td>1.43</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o. Louder voice by teacher.</td>
<td>2</td>
<td>2.86</td>
<td></td>
</tr>
<tr>
<td></td>
<td>More</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>p. pronunciation drill</td>
<td>1</td>
<td>1.43</td>
<td></td>
</tr>
</tbody>
</table>
### Table B5 The Raw Data of Students’ Multiple Intelligences

<table>
<thead>
<tr>
<th>Class</th>
<th>XI AP 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Name of Students</td>
</tr>
<tr>
<td>1.</td>
<td>Ani Arum Sari</td>
</tr>
<tr>
<td>2.</td>
<td>Ani Endia Putri</td>
</tr>
<tr>
<td>3.</td>
<td>Anista Eka Nurseyatmi</td>
</tr>
<tr>
<td>4.</td>
<td>Anna Maria Setyani</td>
</tr>
<tr>
<td>5.</td>
<td>Asri Setyo Rini</td>
</tr>
<tr>
<td>6.</td>
<td>Atika Mintari</td>
</tr>
<tr>
<td>7.</td>
<td>Ayu Sriningsih</td>
</tr>
<tr>
<td>8.</td>
<td>Ayu Vita Hermawati</td>
</tr>
<tr>
<td>9.</td>
<td>Chatarina Ines Risnawati</td>
</tr>
<tr>
<td>10.</td>
<td>Chindi Anggraeni Nurvita Intani</td>
</tr>
<tr>
<td>11.</td>
<td>Desy Fajar Budiyan</td>
</tr>
<tr>
<td>12.</td>
<td>Dewi Istiqomah</td>
</tr>
<tr>
<td>13.</td>
<td>Dita Utami Anggraeni</td>
</tr>
<tr>
<td>14.</td>
<td>Elfrida Rosihana R.</td>
</tr>
<tr>
<td>15.</td>
<td>Erliyana Sari</td>
</tr>
<tr>
<td>16.</td>
<td>Fatma Putranti</td>
</tr>
<tr>
<td>17.</td>
<td>Fitri Cahyani</td>
</tr>
<tr>
<td>18.</td>
<td>Handa Kusuma Wati</td>
</tr>
<tr>
<td>19.</td>
<td>Ina Nafsia</td>
</tr>
<tr>
<td>20.</td>
<td>Ira Mawarni</td>
</tr>
<tr>
<td>21.</td>
<td>Irma Lestari</td>
</tr>
<tr>
<td>22.</td>
<td>Kurnia Auliasari</td>
</tr>
<tr>
<td>No.</td>
<td>Name of Students</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------</td>
</tr>
<tr>
<td>23</td>
<td>Mariyana Triswati</td>
</tr>
<tr>
<td>24</td>
<td>Ngaifah Hasanah</td>
</tr>
<tr>
<td>25</td>
<td>Nur Halimah Handayani</td>
</tr>
<tr>
<td>26</td>
<td>Nurrohmah Setyawati Puteri</td>
</tr>
<tr>
<td>27</td>
<td>Murul Ergita Mibawani</td>
</tr>
<tr>
<td>28</td>
<td>Pungki Prasetyaningtiyas</td>
</tr>
<tr>
<td>29</td>
<td>Risa Damayanti</td>
</tr>
<tr>
<td>30</td>
<td>Sari Hastuti</td>
</tr>
<tr>
<td>31</td>
<td>Sischa Apriliyani</td>
</tr>
<tr>
<td>32</td>
<td>Sri Wahyuni</td>
</tr>
<tr>
<td>33</td>
<td>Sri Wiji</td>
</tr>
<tr>
<td>34</td>
<td>Suci Nurrohayati</td>
</tr>
<tr>
<td>35</td>
<td>Tantri Dwi Sulistyorini</td>
</tr>
<tr>
<td>36</td>
<td>Tri Wahyuni</td>
</tr>
<tr>
<td>37</td>
<td>Tutik Nurjanah</td>
</tr>
<tr>
<td>38</td>
<td>Widi Astuti</td>
</tr>
<tr>
<td>39</td>
<td>Yuni Astuti</td>
</tr>
<tr>
<td>No.</td>
<td>Name of Students</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Affifah Puji Astuti</td>
</tr>
<tr>
<td>2.</td>
<td>Ana Mayasari</td>
</tr>
<tr>
<td>3.</td>
<td>Anik Prehatini</td>
</tr>
<tr>
<td>4.</td>
<td>Anita Siti Yulaika</td>
</tr>
<tr>
<td>5.</td>
<td>Ari Wahyuni</td>
</tr>
<tr>
<td>6.</td>
<td>Ayuk Istiana</td>
</tr>
<tr>
<td>7.</td>
<td>Desy Rahmawati Yuniar</td>
</tr>
<tr>
<td>8.</td>
<td>Devisa Yuni Sara</td>
</tr>
<tr>
<td>9.</td>
<td>Diah Puji Astuti</td>
</tr>
<tr>
<td>10.</td>
<td>Dwi Rahayu</td>
</tr>
<tr>
<td>11.</td>
<td>Emy Dian Wulandari</td>
</tr>
<tr>
<td>12.</td>
<td>Endah Wahyuningsih</td>
</tr>
<tr>
<td>13.</td>
<td>Fararatri Clarastina</td>
</tr>
<tr>
<td>14.</td>
<td>Farikiah Nur’aini</td>
</tr>
<tr>
<td>15.</td>
<td>Idayanti</td>
</tr>
<tr>
<td>16.</td>
<td>Ielma Qodri</td>
</tr>
<tr>
<td>17.</td>
<td>Indah Ekayati Rahayu</td>
</tr>
<tr>
<td>18.</td>
<td>Istiyah Wulandari</td>
</tr>
<tr>
<td>19.</td>
<td>Laeli Mudrikah</td>
</tr>
<tr>
<td>20.</td>
<td>Marwati</td>
</tr>
<tr>
<td>21.</td>
<td>Meita Hendri Astuti S.</td>
</tr>
<tr>
<td>22.</td>
<td>Muyas Saroh</td>
</tr>
<tr>
<td>23.</td>
<td>Ndari Nur Priyanti</td>
</tr>
<tr>
<td>No.</td>
<td>Name of Students</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------</td>
</tr>
<tr>
<td>24</td>
<td>Nurul Ustat Fiyani</td>
</tr>
<tr>
<td>25</td>
<td>Puput Suryani</td>
</tr>
<tr>
<td>26</td>
<td>Rina Hastuti</td>
</tr>
<tr>
<td>27</td>
<td>Rina Rahayu</td>
</tr>
<tr>
<td>28</td>
<td>Ririn Eka Pratiwi</td>
</tr>
<tr>
<td>29</td>
<td>Riris Dwi Rahayu</td>
</tr>
<tr>
<td>30</td>
<td>Riska Kristianova Novitasari</td>
</tr>
<tr>
<td>31</td>
<td>Selvi Ana Nurul P.</td>
</tr>
<tr>
<td>32</td>
<td>Setiyaningsih</td>
</tr>
<tr>
<td>33</td>
<td>Siska Ayu Tri Wardani</td>
</tr>
<tr>
<td>34</td>
<td>Siti Kotimah</td>
</tr>
<tr>
<td>35</td>
<td>Sri Widiawati</td>
</tr>
<tr>
<td>36</td>
<td>Ummu Sholikah</td>
</tr>
<tr>
<td>37</td>
<td>Via Martayanti</td>
</tr>
<tr>
<td>38</td>
<td>Wahyuni Ningsih</td>
</tr>
<tr>
<td>39</td>
<td>Yunita Sari Listyarini</td>
</tr>
<tr>
<td>40</td>
<td>Zenny Dwi Putri</td>
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</tbody>
</table>
Table B6 The Result of Students’ Dominant Intelligences Class XI AP 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Intelligences</th>
<th>Number of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Linguistic</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>2.</td>
<td>Logical/Mathematic</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>3.</td>
<td>Spatial/Visual</td>
<td>6</td>
<td>17.65</td>
</tr>
<tr>
<td>4.</td>
<td>Musical</td>
<td>12</td>
<td>35.29</td>
</tr>
<tr>
<td>5.</td>
<td>Bodily/Kinesthetic</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>6.</td>
<td>Interpersonal</td>
<td>12</td>
<td>17.65</td>
</tr>
<tr>
<td>7.</td>
<td>Intrapersonal</td>
<td>9</td>
<td>26.47</td>
</tr>
<tr>
<td>8.</td>
<td>Naturalistic</td>
<td>6</td>
<td>17.65</td>
</tr>
</tbody>
</table>

Table B7 The Result of Students’ Dominant Intelligences Class XI AP 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Intelligences</th>
<th>Number of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Linguistic</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>2.</td>
<td>Logical/Mathematic</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>3.</td>
<td>Spatial/Visual</td>
<td>8</td>
<td>21.05</td>
</tr>
<tr>
<td>4.</td>
<td>Musical</td>
<td>16</td>
<td>41.02</td>
</tr>
<tr>
<td>5.</td>
<td>Bodily/Kinesthetic</td>
<td>3</td>
<td>7.89</td>
</tr>
<tr>
<td>6.</td>
<td>Interpersonal</td>
<td>11</td>
<td>28.20</td>
</tr>
<tr>
<td>7.</td>
<td>Intrapersonal</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>8.</td>
<td>Naturalistic</td>
<td>5</td>
<td>13.16</td>
</tr>
</tbody>
</table>
Interview with Students

1. Apakah kamu menyukai pelajaran Bahasa Inggris?
2. Menurut kamu Bahasa Inggris itu penting atau tidak? Jelaskan!
3. Apakah kamu sudah merasa puas dengan pengajaran yang kamu dapatkan selama di SMK ini?
4. Apa saja kegiatan dan aktivitas belajar mengajar di SMK ini? Diskripsikan!
5. Apakah kamu menginginkan metode dan cara belajar yang baru? Jika ya, seperti apa?
6. Menurut kamu, gaya belajar kamu itu seperti apa?
7. Apakah cara belajar di SMK selama ini sudah sesuai dengan cara belajar kamu?
8. Menurut Gardner ada 8 kecerdasan yang dimiliki setiap manusia: linguistic (berbahasa/berbicara), logical/mathematical (logis, matematika), bodily kinesthetic (berhubungan dengan kemampuan fisik seperti olahraga, menari), interpersonal (bersosialisasi), intrapersonal (memahami diri sendiri/jati diri), musical (berkaitan dengan musik), naturalistic (alam sekitar), spatial (visual). Menurut kamu, apakah penting untuk mengembangkan kecerdasan-kecerdasan tersebut? Jelaskan!
9. Jika ya, apakah kamu setuju jika pelajaran Bahasa Inggris di sekolah turut membantu siswa dalam mengembangkan semua kecerdasan tersebut?
Table B8 The Result of Interview with Some Eleventh Students

<table>
<thead>
<tr>
<th>No.</th>
<th>Points to Consider</th>
<th>Student</th>
<th>Students’ Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students like English.</td>
<td>1</td>
<td>No, because it is difficult to remember (vocabulary).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Yes, better than math.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Yes, because the junior high school’s teacher is good and easy to understand in teaching using formulas, and because it is important in globalization era.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Yes, from songs.</td>
</tr>
<tr>
<td>2.</td>
<td>English is important.</td>
<td>1</td>
<td>Yes, to find jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Yes, to find jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Yes, to find jobs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Yes, to find jobs</td>
</tr>
<tr>
<td>3.</td>
<td>Students are satisfied with teaching and learning English they get in school.</td>
<td>1</td>
<td>Not yet, because the lesson is dominated by translating.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Not yet, because of less speaking.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Not yet, too much translating.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Not yet, because confusing.</td>
</tr>
<tr>
<td>4.</td>
<td>The activities in English lessons.</td>
<td>1</td>
<td>Discussing the module from Yiys, explaining, speaking and listening (HL).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Explaining, discussing module.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Translating, explaining, less practice. Reading and writing (school), speaking and listening (HL).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Translating, explaining, speaking and listening (HL).</td>
</tr>
<tr>
<td>5.</td>
<td>The way students learn English.</td>
<td>1</td>
<td>While listening to songs, in crowded place, and speak out loud.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>In a silent place.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>In a silent place, writing personal experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Reading and listen to songs.</td>
</tr>
<tr>
<td>6.</td>
<td>Students’ multiple intelligences are important to develop.</td>
<td>1</td>
<td>Yes, to know the strengths and weaknesses. However, linguistic is more important to find jobs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Yes, to find jobs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Yes, but in balance and focus on the most important one.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Yes, the strongest one is used to find jobs.</td>
</tr>
<tr>
<td>7.</td>
<td>Students’ opinion of English materials which can help students develope multiple intelligences.</td>
<td>1</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>Agree</td>
</tr>
</tbody>
</table>
QUESTIONNAIRE
FOR THE ENGLISH MATERIALS DESIGN
FOR XI GRADE STUDENTS OF ADMINISTRATION DEPARTMENT

This questionnaire is aimed to get feedback from the participants for the designed materials, and for further improvement of the materials.

There are two sets of materials, which are student’s book and teacher’s book. Therefore, the questionnaire is divided into two parts. Part A is questionnaire for Student’s Book. Part B is questionnaire for Teacher’s Manuals. You are expected to give your opinion toward each designed materials.

Participant’s identity :
Name :
Educational background :
Teaching experience :

A. Questionnaire for Student’s Book.

For questions number 1-18, give your opinion on the Student’s Book by ticking (√) in the column which indicates your degree of agreement. The following are the category of degree of agreement:

1 : Strongly disagree (SD)
2 : Disagree (D)
3 : Agree (A)
4 : Strongly Agree (SA)

For questions number 19 and 20, write your comments and suggestions for the designed materials.

<table>
<thead>
<tr>
<th>No.</th>
<th>Participant’s Opinion</th>
<th>Student’s Book</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials are relevant to the basic competence and competence standard.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The materials match with the indicators.</td>
<td></td>
</tr>
</tbody>
</table>
17. Please give your comments or opinions toward the designed materials.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

18. Please give your suggestion for the designed materials.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
B. Questionnaire for Teacher’s Manuals

Write your opinions and suggestions for the Teacher’s Manuals on the provided space.

19. The instructions and guidelines for teacher in each activity are clear and well arranged.
   a. Yes
   b. No

20. Please give your comments and suggestions for the Teacher’s Manuals.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thank You… 😊
# Table B9 The Result of Questionnaire for English Materials Evaluation Part 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Participants’ Opinion on …</th>
<th>Degree of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1.</td>
<td>The indicators are well formulated.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The materials are relevant to the basic competence and competence standard.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The materials match with the indicators.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The indicators help students achieve the basic competence and competence standard.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The materials are relevant to the topic in each unit.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The instructions are clear and well stated.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The materials are appropriate with students’ level of English competency.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The materials and activities help students improve the four skills (listening, speaking, reading, and writing).</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The activities in the materials are appropriate with Gardner’s theory of Multiple Intelligences (linguistic, logical mathematic, spatial/visual, musical, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic).</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The activities are able to help students learn using their intelligences.</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The activities are able to stimulate students to use their intelligences.</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The activities are interesting and motivating for students to learn English.</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The layouts of the designed materials are attractive.</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>The materials and activities are various.</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The materials being designed are well-arranged according to the level of difficulty.</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>The materials are well elaborated.</td>
<td></td>
</tr>
</tbody>
</table>

Note:
Numerical 1,2,3,4,5 in the right columns is the total number of participants.
Table B10 The Result of Questionnaire for English Materials Evaluation Part 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Point to Consider</th>
<th>Participants’ statements</th>
<th>English Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lecturer 1</td>
<td>Lecturer 2</td>
</tr>
<tr>
<td>17.</td>
<td>Comments or opinions toward the designed materials (Student’s Book).</td>
<td>• Reader friendly.</td>
<td>• Good.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Concise &amp; clear purpose and instructions.</td>
<td>• There are many kinds of game, make students happy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The layout is very good.</td>
<td>• Your book is excellent.</td>
</tr>
<tr>
<td>18.</td>
<td>Suggestions for the designed materials (Student's Book).</td>
<td>Check the grammar and diction again, there are still some mistakes (although they are not fatal ones).</td>
<td>• Grammar mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Some examples (in grammar, they are not with the same context with the discussed topic).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Answer key should not be in the student’s Book.</td>
</tr>
<tr>
<td>No.</td>
<td>Point to Consider</td>
<td>Participants’ statements</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecturer 1</td>
<td>Lecturer 2</td>
</tr>
<tr>
<td>20.</td>
<td>The instructions and guidelines (in Teacher’s Manuals) for teacher in each activity are clear and well arranged.</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>21.</td>
<td>Comments and suggestions for the Teacher’s Manuals.</td>
<td>-</td>
<td>Still there are some mistakes.</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
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<td>122</td>
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<tr>
<td>Lesson Plans</td>
<td>128</td>
</tr>
<tr>
<td>The Designed Materials</td>
<td>149</td>
</tr>
</tbody>
</table>
Look Up English!

A Model Book for SMK Negeri 1 Klaten Administration Department
Grade XI Based on Theory of Multiple Intelligences

Student's Book
PREFACE

Look Up English is an English book model designed for the Administration Department of SMK Negeri 1 Klaten Grade XI. It is designed based on 2006 School-Based curriculum. The materials are intended to provide students with various and meaningful activities based on Multiple Intelligences theory.

According to Gardner, every human consists of more than a single intelligence, which are linguistic, bodily/kinesthetic, musical, visual/spatial, logical/mathematical, intrapersonal, interpersonal, naturalistic. For that reason, this book tries to provide students with activities based on Gardner’s theory of Multiple Intelligences. Multiple intelligences-based theory is expected to make students learn English better in various ways and develop the intelligences they have.

The materials in this book consist of four units. Each unit is divided into two main parts. They are Listen Up! Speak Up! that focuses on speaking and listening, and Read it! Pen it! That focuses on reading and writing. Each part is divided into three sections, which are Get the Hint, Get the Shot, and Get to Show. The first section provides students with pictures, questions, and directions of game to introduce students with the topic, and functions as the leading-in. The second section provides students with listening or reading activities for main activities. The last section provides students with activity to let students practice speaking or writing skills.

Besides, there are additional features included in every unit of this book. The first one is Check it Out…! which aims to give students more information related to the topic. The second is Fun Riddle, which is riddle to stimulate students’ creative imagination. Then, there is also quotation at the end of every unit to motivate students.

Hopefully this book can be a good reference for teacher in applying teaching and learning English based on Multiple Intelligences theory. Comments and suggestions would be received in gratitude for improvement of the materials.

Susana Tri Cahyani
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
MULTIPLE INTELLIGENCES

Multiple intelligences theory is a theory proposed by Dr. Howard Gardner, a Professor of Education at Harvard University. It is a theory which explains that human possesses various intelligences. Intelligences, according to Gardner, can be defined as the ability to solve problems that one encounters in real life, the ability to generate new problems to solve, and the ability to make something or offer a service that is valued within one’s culture (Campbell, 1996, p.xv).

There are eight intelligences, which are used in teaching and learning English in this book. They are:

1. Linguistic intelligence. It consists of the ability to think in words and to use language to express and appreciate complex meanings.
2. Logical-mathematical intelligence. It makes it possible to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations.
3. Spatial intelligence. It instills the capacity to think in three-dimensional way. It enables one to perceive external and internal imagery, to recreate, transform, or modify images, to navigate oneself and objects through space, and to produce or decode graphic information.
4. Bodily-kinesthetic intelligence. It enables one to manipulate objects and fine-tune physical skills.
5. Musical intelligence. It is evident in individuals who possess a sensitivity to pitch, melody, rhythm, and tone.
6. Interpersonal intelligence. It is the capacity to understand and interact effectively with others.
7. Intrapersonal intelligence. It refers to the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one’s life.
8. Naturalistic intelligence: It is the ability to recognize and classify both the animal and plant kingdoms, to make other consequential distinctions in the natural world and to use this ability productively.
Why Multiple Intelligences?

The activities in this book are based on multiple intelligences for some reasons. Firstly, it is to develop students’ intelligences. The intelligences need to be developed because it helps students to acquire information, solve problems, and easily adapt with the changing circumstances in their lives. In working world later on, the developing of multiple intelligences will help students solve problems in the workplace and adapt with the environment surrounds. Therefore, it is better for teachers to help students develop their intelligences in balance because not all students are good at all intelligences. It is expected that students can develop well, together with the knowledge that they grasp through teaching and learning in school.

Secondly, multiple intelligences based activities can help students absorb the materials well. Each individual is unique and different in their intelligences. Gardner’s theory of Multiple Intelligences explains that the intelligences that students have affect the learning style and way of learning. Therefore, it is important to help the students maximize their ability in absorbing the learning materials according to their prominent abilities.

Thirdly, Multiple Intelligences based activities provides various and meaningful activities that can avoid boredom. Students can enjoy their learning since the activities are not monotonous. This can increase students’ desire in learning.

The activities based on Multiple Intelligences that can be applied in classroom teaching can be seen in the following table of taxonomy of language-learning activities for Multiple Intelligences (Richard and Rogers, 2001):

<table>
<thead>
<tr>
<th>Linguistic Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lectures</td>
<td>- Student speeches</td>
</tr>
<tr>
<td>- Small- and large-group discussions</td>
<td>- Storytelling</td>
</tr>
<tr>
<td>- Books</td>
<td>- Debates</td>
</tr>
<tr>
<td>- Worksheets</td>
<td>- Journal keeping</td>
</tr>
<tr>
<td>- Word games</td>
<td>- Memorizing</td>
</tr>
<tr>
<td>- Listening to cassettes or talking books</td>
<td>- Using word processors</td>
</tr>
<tr>
<td>- Publishing (creating class - newspapers or collections of writing)</td>
<td></td>
</tr>
<tr>
<td>Logical/Mathematical Intelligence</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--</td>
</tr>
<tr>
<td>- Scientific demonstrations</td>
<td>- Creating codes</td>
</tr>
<tr>
<td>- Logic problems and puzzles</td>
<td>- Story problems</td>
</tr>
<tr>
<td>- Science thinking</td>
<td>- calculations</td>
</tr>
<tr>
<td>- Logical-sequential presentation of subject matter</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spatial Intelligences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Charts, maps, diagrams</td>
<td>- Visualization</td>
</tr>
<tr>
<td>- Videos, slides, movies</td>
<td>- Photography</td>
</tr>
<tr>
<td>- Art and other pictures</td>
<td>- Using mind maps</td>
</tr>
<tr>
<td>- Imaginative storytelling</td>
<td>- Painting or collage</td>
</tr>
<tr>
<td>- Graphic organizers</td>
<td>- Optical illusions</td>
</tr>
<tr>
<td>- Telescopes, microscopes</td>
<td>- Student drawings</td>
</tr>
<tr>
<td>- Visual awareness activities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bodily/Kinesthetic Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Creative movement</td>
<td>- Hands-on activities</td>
</tr>
<tr>
<td>- Cooking and other “mess” activities</td>
<td>- Field trips</td>
</tr>
<tr>
<td>- Role plays</td>
<td>- Mime</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Playing recorded music</td>
<td>- Singing</td>
</tr>
<tr>
<td>- Playing live music (piano, guitar)</td>
<td>- Group singing</td>
</tr>
<tr>
<td>- Music appreciation</td>
<td>- Mood music</td>
</tr>
<tr>
<td>- Student-made instruments</td>
<td>- Jazz Chants</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interpersonal Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Cooperative groups</td>
<td>- Conflict mediation</td>
</tr>
<tr>
<td>- Peer teaching</td>
<td>- Board games</td>
</tr>
<tr>
<td>- Group brainstorming</td>
<td>- Pair work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intrapersonal Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Independent student work</td>
<td>- Reflective learning</td>
</tr>
<tr>
<td>- Individualized projects</td>
<td>- Journal keeping</td>
</tr>
<tr>
<td>- Options for homework</td>
<td>- Interest centers</td>
</tr>
<tr>
<td>- Inventories and checklists</td>
<td>- Self-esteem journals</td>
</tr>
<tr>
<td>- Personal journal keeping</td>
<td>- Goal setting.</td>
</tr>
<tr>
<td>- Self-teaching/programmed instruction</td>
<td></td>
</tr>
</tbody>
</table>
Natural Intelligences

- Classifying and recognizing kinds of plants and animals
- Making journals related to natural phenomena; taking notes of what happens surrounds and the effect to the learners.
- Learning food chains.

(Gunawan, 2007, p.132-133)

Those mentioned above are examples of activities that can be used which are based on Multiple Intelligences theory. However, teachers can create other activities according to each intelligences they want to employ.

Hopefully, the model of materials provided in Look Up English! can help students develop their intelligences as well as absorb and learn English well in interesting way. Besides, hopefully this can help teacher provides activities that can increase students’ motivation to learn English.
The Indicators of Learning for Each Unit

UNIT 1
(Hobbies)
What Do You Like to Do in Your Free Time?

At the end of the lesson, students are able to:
 List vocabulary related to hobbies.
 Identify his/her own hobbies.
 Write words from recording about hobbies.
 Identify expressions used to talk about hobbies.
 Practice using expressions to talk about hobbies.
 Answer questions related to reading passage about hobbies.
 Answer grammar questions of gerunds.
 Write a short paragraph of someone’s hobbies.

UNIT 2
(Telephoning)
May I Speak to Mr. Dannisons?

At the end of the lesson, students are able to:
 Arrange sentences based on recording of telephone conversation.
 Answer questions related to the information from recording of telephoning.
 Identify expressions used in telephoning.
 Practice using expressions for telephoning.
 Answer questions related to reading passage about telephoning.
 Write notes on telephone message.
UNIT 3
(Describing Jobs)
Tell Me About Yourself!

At the end of the lesson, students are able to:

- Write kinds of jobs from the recording.
- Answer questions related to jobs from video recording.
- Describe kinds of jobs orally.
- Answer questions related to reading passage about job.
- Answer questions related to sentences that simple present tense.
- Write short paragraphs of someone’s job.

UNIT 4
(Past Events)
What Did You Do?

At the end of the lesson, students are able to:

- Write words from recording that uses simple past tense about past events.
- Practice role play about past events.
- Answer questions related to reading passage about past events.
- Write the correct form of words in a text using simple past tense.
UNIT 1

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

Listen Up! Speak Up!

A. Get The Hint!

Game Time.....!!!

Play a “Miming” game. Play it outside classroom for larger space.
This is how to play the game:
- Make four groups.
- One student from each group takes a paper from teacher (at the small tree).
- Student who takes paper must mime the word in the paper. For example, in the paper written swimming. Then, the student should mime the movement of swimming.
- The group of the student who mimes the word must guess what is being mimed.
- Each student of each group takes turns to do the miming.
- Stop the game when your teacher asks you to stop.
- Group that can guess the most pictures wins the game.

Discuss these questions with your friends and teacher.
* What can you see in the picture?
* Do you think the man in the picture likes fishing?
* Do you like fishing?
* Where are possible places for fishing?
* What do you like to do, especially in your spare time?
Activity 1

Now, look at the picture number 1-12. Put a tick (✓) in the column of the pictures that describe the things you like to do. Then, listen to the recording once and write the words that you hear below the pictures.

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  

When you have the right answers for each number, listen to the recording once again, and repeat the words after the recording.

B. Get the Shot!

Activity 2

Listen to the conversation about hobbies and sport in Activity 2 twice, and complete the missing words.
A Talk about Hobbies and Sports

Woman : There you are. Sorry, we are bit 1.________.
Man : That’s okay. I’m here with two my classmates, Simon and Tom.
Woman : Hi Simon and Tom. This is Kim and this is Maria.
Man : Hallo…! Are they in your English course?
Woman : Yeah, that’s right. Kim is from 2.________ and Maria is from Italy.
Man : Anyway, can I get you a drink?
Woman : Thanks. Can I have a glass of a red wine?
Man : Okay, and…oh, it looks like Simon is getting drinks for your friends.
Woman : That’s nice of him.
Man : Okay, see you in a minute. Here you are.
Woman : Thanks very much. Cheers!
Man : Oh wow, that’s great. How was it?
Woman : It’s a hot class, but it’s 4.________ fun.
Man : 5.________ do you do it?
Woman : Just once a week on Saturdays. Do you do much exercise?
Man : Quite a lot, yes. I cycle everywhere and go weight-6._________ regularly. I’m also in the rock climbing class. So, I’m pretty active.
Woman : No, kidding. How often do you go rock 7._________.
Man : Well, there are no actually 8._________ near here, so I train to the university climbing wall. I guess, I do it at least three or four times a week. It’s 9._________.
Woman : I’d love to try.
Man : Come along to the gym anytime. I’m sure you’d enjoy it.
Woman : Okay, I’ll do that.
Man : So, what else do you like doing in your free time?
Woman : Well, in Japan, I was in the 10._________ club. I’ve not found the new hobby yet, but my friends and I are thinking of joining a photography club here. It seems like a good quite to making friends.
Man: I know some people in the photo club. There are really friendly bunch.
Woman: That’s good to hear. Anyway, what about your day? Was only sports and part time jobs? Do you have time for any hobbies?
Man: Yeah, my 11.____________ pretty fold. Luckily, my hobby fits in with my jobs in the computer room. I make internet websites. I’m really into music and movies. So, I have entertainment 12.____________ sites for York University students.
Woman: Brilliant. I’ll take a look at it next time I’m in the computer room.

Taken from: http://us.cdn1.123rf.com

Activity 3

Answer the following questions based on the conversation in Activity 2.
1. What are the woman and the man talking about?
2. What kinds of exercises does the man usually do?
3. Where does the woman come from?
4. Where did the woman join tea ceremony club?
5. What are the man’s hobbies?
6. Does the man have time to enjoy his hobbies?
7. Underline the expressions used by the man and the woman of to ask about hobbies.

How to say it…

Expressions used to talk about hobbies

Conversation openers

"What are your interests/hobbies?"
"What do you like to do in your free/spare time?"
"Do you do anything for fun?"
"Do you have any interests/hobbies?"
"What sort of things do you do to relax?"/"What sort of things do like to do to help you relax?"
"What sort of hobbies do you have?"
"What are you keen on?"

Continue to the next page…
<table>
<thead>
<tr>
<th>Possible responses</th>
<th>List of reasons why...</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I am really/quite into...(verb+ing/gerund + noun).&quot;</td>
<td>&quot;...because it's a great way to relieve stress.&quot;/&quot;...because it's a great stress reliever.&quot;</td>
</tr>
<tr>
<td>&quot;My interests and/or hobbies are....(verb+ing/gerund + noun).&quot;</td>
<td>&quot;...because it helps me to relax.&quot;</td>
</tr>
<tr>
<td>&quot;I really like/enjoy...&quot;</td>
<td>&quot;...because it's fun and interesting.&quot;</td>
</tr>
<tr>
<td>&quot;In my spare/free time I like to ________.&quot;</td>
<td>&quot;...because it's exciting/(other adjectives).&quot;</td>
</tr>
<tr>
<td>&quot;I like to ________ (list hobby/hobbies) for fun.&quot;</td>
<td>&quot;...because it helps me meditate/clear my head/mind.&quot;</td>
</tr>
<tr>
<td>&quot;I like to....&quot;</td>
<td>&quot;...because it helps me to think.&quot;</td>
</tr>
<tr>
<td>&quot;My hobby is/hobbies are....&quot;</td>
<td>&quot;...because it's a great way to escape/get away from the everyday.&quot;</td>
</tr>
<tr>
<td>&quot;I am really keen on __________ (verb+ing/gerund + noun).&quot;</td>
<td>&quot;...because it's a great form of meditation.&quot;</td>
</tr>
<tr>
<td>&quot;I like/enjoy relaxing to ________ (noun).&quot;</td>
<td></td>
</tr>
<tr>
<td>&quot;I relax by _________ (verb+ing/gerund + noun).&quot;</td>
<td></td>
</tr>
</tbody>
</table>

C. Get to Show!

Read the dialogue in this Activity with your partner and underline the expressions to ask and answer about hobbies.
A Good Price of 1971 Spiderman Comic Books

Jason has taken up a new hobby and has decided to call his friend Juan to share the news.

Juan : Hello?
Jason : Hey man. Guess what? Today I was at the bookstore and I found Spiderman comic book from 1971. Guess how much it's worth?
Juan : I am not into comics so my guess wouldn't be good. How much?
Jason : $140! Can you believe it?!
Juan : I guess $140 is a good price?
Jason : Yes. One reason is because there aren't a lot of them out there anymore. And the second reason is because I only paid $2 for it!
Juan : That is really good... I didn't know you were into comic books? I thought you were keen on collecting model cars?
Jason : I am still into that, but I was at the bookstore with my brother and saw boxes of old comic books a week ago that they were trying to get rid of and started to go through it and found it to be fruitful.
Juan : Really? How?
Jason : Because most of the comic books were in fine and very fine condition. The problem is that they have so many of them and nowhere to store them. Maybe you would like to consider collecting...
Juan : That's okay. I will stick to collecting guitars, but thanks for the information.
Jason : You are going to regret it... I got to run.
Juan : Bye.
Find three friends randomly. Ask him/her hobbies. Use the expressions to talk about your hobbies/interests or things you like to do (see How to Say It part).

Write your conversation result in the column below. Then, share it in front of the class.

Example:
You: What are you into? (You can replace it with any of the questions above).
Your friend: I am really/quite into __________ (verb+ing/gerund + noun).
You: Why do you enjoy doing that?
Your friend: I enjoy it because/I like doing that because... (give a reason)."
You: When do you usually do that?
Your friend: I usually ________ on Sunday/on holiday, etc.
You: Do you like doing other things?
Your friend: Yes, I like____________ because_________/ No, I don’t.
What about you? What are you keen on?

Adapted from: http://learnenglishonline101.blogspot.com
Write your conversation result in the following column. Then, share it to the class.

### MY FRIENDS' HOBBIES

<table>
<thead>
<tr>
<th>NO.</th>
<th>ITEMS</th>
<th>NAMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hobby</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Reason</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The time doing the hobby</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hobby</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Reason</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The time doing the hobby</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Read it! Pen it!

**A. Get the Hint!**

**Activity 6**

Look at the people in the pictures in page 9!

**Guessing:** Write prediction answers for questions no.1-5 with your partner:

1. How old are the people?
2. What do they like doing in their free time?
3. How do they know each other?
4. Why do you think there is a picture of a raft and a horse?
B. Get the Shot!

Activity 7

Now, read the text from your teacher to find out if your guessing is correct.

Activity 8

Answer the questions that will be given by your teacher based on the reading text. Answer the questions by doing competition game.
(How to play the competition game will be explained by your teacher).

What am I?

The Moon

I control the sea but cannot touch it,
I am bound by time but do not keep it,
I am alone but surrounded by many.

1 control the sea but cannot touch it,
1 am bound by time but do not keep it,
1 am alone but surrounded by many.

What am I?
The Moon
Gerunds

Look at the following sentences, and pay attention on the underlined words:

1. We like swimming.
2. We swim in the pool.

Discuss with your friends and teacher:

a. What is the difference between ‘swimming’ and ‘swim’?
b. What kind of word is ‘swimming’ and what kind of word is ‘swim’? (Noun, verb, Adjective, Adverb)
c. Which one is gerund, ‘swimming’ or ‘swim’?
d. What is gerund?

A gerund is the -ing form of a verb. It is used as a noun. A gerund is used in the same ways as a noun. It can be as a subject or an object.

Example:
- Travelling is exciting. → in this sentence, travelling is a gerund. It is used as the subject of the sentence.
- She likes skiing. → skiing is a gerund. It is used as object.

Some common verbs followed by gerund:

<table>
<thead>
<tr>
<th>Verb</th>
<th>Gerund</th>
<th>Gerund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit</td>
<td>finish</td>
<td>anticipate</td>
</tr>
<tr>
<td>Advise</td>
<td>forget</td>
<td>delay</td>
</tr>
<tr>
<td>Avoid</td>
<td>keep</td>
<td>can’t help</td>
</tr>
<tr>
<td>Complete</td>
<td>like</td>
<td>mention</td>
</tr>
<tr>
<td>Consider</td>
<td>mind</td>
<td>quit</td>
</tr>
<tr>
<td>Delay</td>
<td>go</td>
<td>recall</td>
</tr>
<tr>
<td>Deny</td>
<td>miss</td>
<td>recollect</td>
</tr>
<tr>
<td>Discuss</td>
<td>practice</td>
<td>recommend</td>
</tr>
<tr>
<td>Dislike</td>
<td>remember</td>
<td>resent</td>
</tr>
<tr>
<td>Enjoy</td>
<td>stop</td>
<td>resist</td>
</tr>
<tr>
<td>Suggest</td>
<td>understand</td>
<td>tolerate</td>
</tr>
</tbody>
</table>

Adapted from: Understanding and Using English Grammar 2nd Ed. By Betty Azar
Activity 9

Complete the following sentences using the words in parentheses.

1. Andy likes (travel) ________ along the forest.
2. (be) __________ an explorer of forests attracts him so much.
3. He likes (go) ________ travelling with his friends from college.
4. Andy likes forest because in the forest he can enjoy the fresh air and (bird-watch) ________ freely.
5. He knows that (do) ________ something that he likes best can make him get refreshed and enjoy his life.

Check it Out...

Hobbies can engage you physically and mentally. People who have a hobby "are generally healthier," says Peter Lichtenberg, Ph.D., director of the Institute of Gerontology at Wayne State University. "We also know they are at a lower risk for depression and dementia. The great value of hobbies is they're a way for people to stay engaged on multiple levels." (Joseph Saling)
https://stores.healthmart.com/danielpharmacy/NewsRecent/1,2540

C. Get to Show!

Activity 10

Write stars’ hobbies. This is how to do it:

- The class is divided into groups. Each group consists of 5 students. (The cards that can be used to divide the groups can be asked from your teacher).
- However, there will be 5 students who do not join in groups. They will be the stars later.
- Each group has to interview one of those stars about his/her activities in his/her free time.
• Then, each group has to write about the stars’ hobbies as attractively as possible.
• Write the result of the interview in the space provided below, or you can use your own paper.
• Present and read the result of the interview in front of the class.

The following questions can guide you to start the interview. You may add other questions.
1. What are your favourite pastimes?
2. How often do you ________________?
3. Where do you usually...?
4. When do you usually ________________?
5. Who do you usually ________________with?
6. Why do you enjoy ________________?

Write the interview result in the following space. You may also use other paper to write the interview result.

**ST★ R’S HOBBIES**

What activities does this famous star enjoy doing?

*Star’s name: ________________

__________________________

likes__________________________

She usually__________________________

________________________________________

________________________________________

________________________________________

________________________________________
My Learning Experience

Write what you get from learning English in this unit.

My English Diary

1. What I learn in this unit

________________________________________________________________________

________________________________________________________________________

2. This unit’s activities that I like most

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Activities that I don’t like

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. The difficulties I find in learning English in this unit

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. The solutions I make to overcome the difficulties

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
May I Speak to Mr. Dannisons?

A. Get The Hint!

Game Time….!!!

Play “Mirror-Mirror” game. Play it outside classroom for larger space, if it is possible.

This is how to play the game:

1. Make 4 groups; Say, group 1,2,3, and 4. Each group stands in line. Group 1 and 2 face each other. Group 3 and 4 face each other (Group 1 and 3 become the real people, group 2 and 4 become the mirror. After that, take turns).

2. The 1st student of group 1 creates movement as the music played, imitated by the 1st student of group 2 (student who faces the 1st student of group 1). When teacher says move/snap/change/etc., stops moving, continue to student 2 of group 1 that is imitated by student 2 of group 2. Then, when all students have done, take turns. Students in group 2 create movement, students group 1 imitate the movement. It also works that way with student in group 3 and 4 at the same time.

3. Follow the music played by your teacher while you are moving. If the music is hard, you have to create fast movement. If the music is slow, you should create slow movement.

4. If the music stops, stop moving.

5. Time of miming for 1 student is approximately 20-30 seconds.

6. Questions to reflect:
   a. Do you think it is easy to create a movement?
   b. What are the difficulties that you find?
   c. Is it easy to be imitated or followed? Is there any burden?
   d. Lesson from the game: be good if you want people around you be good to you. How other people treat you is the mirror of how you treat them, including in telephoning. Then, continue to the topic about telephoning.

Activity 1

Discuss the following questions with your friends and teacher.

* Do you often receive and make a telephone call?
What do you say to open the conversation in telephone call?
What do you say to close the conversation?
What do you do if the person you want to talk with is not available?
What do you do if the person who calls wants to talk to person but the person is not available?
Make a list of reasons why a person may not available to talk on the phone.

B. Get the Shot!

Activity 2

Listen to the conversation between Claire and Jonathan, and arrange the conversation into the right order by giving numbers in the provided spaces. Listen to it twice.

Claire : Can I take your number, please?
Jonathan : Hello, can I speak to Adrian Hopwood, please?
Claire : In about an hour. Can you call back later?
Jonathan : No, I need to talk to Mr. Hopwood, I think. What time will he be out of the meeting?
Claire : I'm afraid he's in a meeting at the moment. Can I help?
Jonathan : Actually, would you mind? Could you tell him that Jonathan McAndrews called, and that I'm in the office all day if he could call me back.
Claire : Or can I take a message?
Jonathan : Okay, I'll do that.
Claire : Hello, finance department.
Jonathan : Yes, it's 5556872
Claire : Goodbye!
Jonathan : 5556872. Okay, I'll make sure he gets the message.

Guess it!

What kind of person is Claire?
In what situation is Jonathan probably in?
Where are they probably doing the conversation?
Activity 3

Answer the following questions based on the telephone conversation in Activity 2.
1. Who makes the call?
2. Who is the person that the man needs to talk to?
3. Why can’t Mr. Hopwood talk on the phone?
4. What message that the man leaves for the man?
5. Underline the expressions used to: open and close conversation, asking for someone, offering help to take message, and leave message.

Activity 4

Listen to the next telephone conversation twice, and decide whether the following statements are true or false. Write T if the statement is true, and F if the statement is false.

<table>
<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>T/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The man wants to talk to the little girl’s sister.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The man’s name is Nick Johnson.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>According to the girl, her father is not home.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The man asks the girl to tell his father to call him back after 7 p.m.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The man’s telephone number is 589-7343</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The girl doesn’t want to mention her name.</td>
<td></td>
</tr>
</tbody>
</table>

Guess it!
* What can you guess of what the man feels from his voice? Why do you think so?
* Why do you think the girl doesn’t want to mention her name?
* Where are the girls might probably in?
How to Say It…

Useful phrases when making telephone call

**Asking who is on the telephone:**
- Who’s calling, please?

**Asking for someone**
- Can I speak to Mr. Dannisons, please?
- Could I speak to Mrs. Roberts, please?
- Is Mr. Parkers in? (informal)

**Connecting someone**
- Please hold
- I’ll just put you through Mrs. Dannisons.
- Who shall I say is calling?
- Just a second
- I’ll see if he’s in
- I’ve got Mrs. Parkers on the phone for you
- Hang on a moment.
- May I ask what it is about?
- I’m afraid he’s in a meeting

**How to reply when someone is not available**
- I’m sorry he’s out of the office today.

**Offering help and taking message**
- Can I help you?
- Can I take a message?

**Leaving message**
- Could you tell him that Mrs. Jennifer called?

**Other expressions**
- Can I take your number, please?
- Can you call back later?
- Sorry could you say that again?
- Could you spell that for me?
- I’ll tell him you called
- OK, I’ll make sure he gets the message

*Taken from: www.wiziq.com
www.esl.about.com*

---

**VoBi (Vocabulary Building)**

Pay attention to these words and memorize them to add your English vocabulary.

- **Please hold**: Please wait on the telephone.
- **Put somebody through**: connecting someone using a telephone to someone they want to speak to.
- **Just a second**: wait.
- **Hang on a moment**: wait for a short time.
C. Get to Show!

Activity 5

Make a role play on telephoning with your friends. Write the result of the telephoning in the provided form. Then, share the result in front of the class.

1. Practice making a telephone conversation with your partner based on the following situation:

   **Student A:**
   You want to speak to Ms Braun about your account with her company, W&W. If Ms Braun isn't in the office, leave the following information:
   - Your name
   - Telephone number: 347-8910 (or use your own)
   - Calling about changing conditions of your contract with W&W
   - You can be reached until 5 o'clock at the above number. If Ms Braun calls after 5 o'clock, she should call 458-2416

   **Student B:**
   You are a receptionist at W&W. Student A would like to speak to Ms Braun, but she is out of the office. Take a message and make sure you get the following information:
   - Name and telephone number - ask student A to spell the surname (family name).
   - The message from student A that he/she would like to leave for Ms Braun
   - How late Ms Braun can call student A at the given telephone number

2. Have other formal (about job) telephone conversations with another partner. You can imagine yourself as anybody, with any position; work in any position and in any company. Be as creative as you can.

   **Consider this:**
   - Student A becomes the caller who wants to speak to a person but the person cannot talk on the phone at that time, so he/she leaves a message to the receiver.
   - Student B becomes the receiver. He/she has to make a reason why the person to whom student A wants to speak to cannot speak on the phone and will deliver the message to the person. The receiver (Student B) must ask
Look Up English for SMK Negeri 1 Klaten Administration Department Grade XI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Important information and take notes on the information given by the caller (student A).

Write the result of the telephone conversations that you have made in this form. This form is filled by the students who become the receiver (not the caller).

<table>
<thead>
<tr>
<th>CALL NOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date :</td>
</tr>
<tr>
<td>Time :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALLER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name :</td>
</tr>
<tr>
<td>Company/Position :</td>
</tr>
<tr>
<td>Address :</td>
</tr>
<tr>
<td>Telp. Number :</td>
</tr>
<tr>
<td>Wants to speak to :</td>
</tr>
<tr>
<td>Message :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECEIVER</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
</tr>
<tr>
<td>Sign</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CALL NOTE</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Telp. Number :</td>
</tr>
<tr>
<td>Wants to speak to :</td>
</tr>
<tr>
<td>Message :</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECEIVER</th>
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</thead>
<tbody>
<tr>
<td>:</td>
</tr>
<tr>
<td>Sign</td>
</tr>
</tbody>
</table>
A. Get The Hint!

Look at these two pictures and compare them. Then, predict the answers for the following questions.
- What are the similarities and differences between these pictures?
- Where are those two people might probably in?
- What kind of conversation that each person might probably have?
- With whom they might probably speak?
- What kind of feeling each person might probably have?

Imagine that you are in the following situation:
You are a secretary in a company. You answer a call from someone. He/she looks for your boss, but your boss is not available.
- What will you do?
- What help can you offer?
- What information you should get from the caller?
- What things you need to prepare to have with you when answering a business call.

B. Get the Shot!

Read the following conversation with your partner. Then take turn.

Jewels Delivery Delay
Ms Anderson (sales representative Jewels and Things): ring ... ring...ring...
Henry Smith (Secretary) : Hello, Diamonds Galore, this is Peter speaking. Can I help you?
Ms Anderson: Yes, this is Ms Janice Anderson calling. May I speak to Mr. Franks, please?

Henry Smith: I'm afraid Mr. Franks is out of the office at the moment. Would you like me to take a message?

Ms Anderson: Uhm... actually, this call is rather urgent. We spoke yesterday about a delivery problem that Mr. Franks mentioned. Did he leave any information with you.

Henry Smith: As a matter of fact, he did. He said that a representative from your company might be calling. He also asked me to ask you a few questions.

Ms Anderson: Great, I'd love to see this problem resolved as quickly as possible.

Henry Smith: Well, we still haven't received the shipment of earrings that was supposed to arrive last Tuesday.

Ms Anderson: Yes, I'm terribly sorry about that. In the meantime, I've spoken with our delivery department and they assured me that the earrings will be delivered by tomorrow morning.

Henry Smith: Excellent, I'm sure Mr. Franks will be pleased to hear that.

Ms Anderson: Yes, the shipment was delayed from France. We weren't able to send along your shipment until this morning.

Henry Smith: I see. Mr. Franks also wanted to schedule a meeting with you later this week.

Ms Anderson: Certainly, what is he doing on Thursday afternoon?

Henry Smith: I'm afraid he's meeting with some clients out of town. How about Thursday morning?

Ms Anderson: Unfortunately, I'm seeing someone else on Thursday morning. Is he doing anything on Friday morning?

Henry Smith: No, it looks like he's free then.

Ms Anderson: Great, should I come by at 9?

Henry Smith: Well, he usually holds a staff meeting at nine. It only lasts a half an hour or so. How about 10?

Ms Anderson: Yes, 10 will be great.

Henry Smith: OK, I'll schedule that. Ms Anderson at 10, Friday Morning... Is there anything else I can help you with?

Ms Anderson: No, I think that's everything. Thank you for your help... Goodbye.

Henry Smith: Goodbye.
Game Time...!!!

Work on Activity 7 and 8 by playing a QUIZ game. This is how to play the QUIZ:

1. Make 6 groups.
2. Each group takes one small piece of paper.
3. The papers, which the groups have, decide the names of the groups, e.g. group ‘delegate’, group ‘gemstone’, etc.
4. Your teacher will draw 7 boxes on the board.
5. In each box, there are the words in column A of Activity 7 (representative, jewel, etc.). One word for one box.
6. Your teacher will write vocabulary point a until f in column B of Activity 7 (gemstone, delivery, etc.) in small pieces of papers.
7. One group is to choose 1 box on the board.
   For example: Group gemstone chooses box written REPRESENTATIVE, the group is given 1 question randomly from Activity 8. After they have answered correctly, ask them to find the synonym of REPRESENTATIVE. The synonym of representative is delegate, agent.
8. Therefore, the next group to choose the box and answer question is Group ‘delegate, agent’.
9. Do it the same way until all groups have answered.

VoBi (Vocabulary Building)

Activity 7

Match the words in column A with their synonym in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Representative</td>
<td>a. Gemstone, precious stone</td>
</tr>
<tr>
<td>2. Jewel</td>
<td>b. Delivery, load</td>
</tr>
<tr>
<td>3. Urgent</td>
<td>c. Delegate, agent</td>
</tr>
<tr>
<td>4. Delivery</td>
<td>d. Postponed, suspended</td>
</tr>
<tr>
<td>5. Resolved</td>
<td>e. Pressing, vital</td>
</tr>
<tr>
<td>6. Shipment</td>
<td>f. Distribution, sending</td>
</tr>
<tr>
<td>7. Delayed</td>
<td>g. Determined, solved</td>
</tr>
</tbody>
</table>
Answer the following questions based on the conversation above.

1. Who is Ms. Anderson?
2. About what does Ms. Anderson want to talk to Mr. Franks?
3. Whose company sells jewels?
4. What is the problem related to the earrings?
5. Why was the delivery late?
6. When will the earrings be delivered?
7. When will Ms. Anderson have a meeting with Mr. Franks?

C. Get to Show!

Pretend that you are the secretary (Henry Smith) in the above conversation. Write the important things from Ms Anderson. Write it on the following space.

**Telephone Message**

Date: __________________________
Name of caller: __________________________
Position: __________________________
Company: __________________________
Receiver: __________________________
Message: __________________________

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Activity 8**

**Activity 9**
Discuss the answers of the following questions with your teacher:

- If you become Henry Smith and you meet your boss, Mr. Franks, and you have to deliver Ms. Anderson’s message orally.
  
  For example, in Ms. Anderson’s sentence, “We weren’t able to send along your shipment until this morning.” What kind of sentence is it? (direct or indirect?) How would you say that sentence to Mr. Franks?

- What tenses you will use?

- What kind of sentence that we use to say the message from Ms. Anderson to Mr. Hopwood? (direct or indirect?)

- What about sentence, “10 will be great.” How do we change the sentence?

- Can you find the direct/quoted and indirect/reported speech from the conversation? Mention one or two examples.

---

**Game Time….!!!**

Play “Classifying” game.

This is how to play the game:

1. Your teacher will spread some papers on the floor (in front of the class).

2. There will be two balloons (or if too many students, there will be 4 balloons) with different colour, say blue and yellow. On each balloon written the words: “Direct/Quoted Speech” in blue balloon, and stick or write the words: “Indirect/Reported Speech” in yellow balloon.

3. Take the sentences on the floor and classify the direct/quoted speech and indirect/reported speech by sticking the sentences on the appropriate balloons (put a double tape behind the sentences).

4. After it has done, make 5 groups. One representative of each group writes the sentences in the balloons in their book.

5. Match the Direct/quoted and Indirect/Reported speech in correct pair.

6. Analyze the differences between the Direct and Indirect/Reported speech.

7. Each group explains the differences. Each group explains 1 pair of sentences. For example, group one explain 1 pair of Direct and Indirect/Reported speech.
Reported Speech

**Quoted speech or Direct speech** refers to reproducing words exactly as they were originally spoken. Quotation marks (“….”) are used.

**Reported speech or indirect speech** is retold what someone has said. When reporting speech, the tenses of the direct speech usually change:

<table>
<thead>
<tr>
<th>Quoted/Direct speech</th>
<th>Reported/indirect speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>She said, “I call Mr. Rogers.”</td>
<td>She said (that) she called Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I am calling Mr. Rogers.”</td>
<td>She said (that) she was calling Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I have called Mr. Rogers.”</td>
<td>She said (that) she had called Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I called Mr. Rogers.”</td>
<td>She said (that) she had called Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I will call Mr. Rogers.”</td>
<td>She said (that) she would call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I am going to call Mr. Rogers.”</td>
<td>She said (that) she was going to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I can call Mr. Rogers.”</td>
<td>She said (that) she could call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I may call Mr. Rogers.”</td>
<td>She said (that) she might call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I might call Mr. Rogers.”</td>
<td>She said (that) she might call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I must call Mr. Rogers.”</td>
<td>She said (that) she had to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I have to call Mr. Rogers.”</td>
<td>She said (that) she had to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I should call Mr. Rogers.”</td>
<td>She said (that) she should call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “I ought to call Mr. Rogers.”</td>
<td>She said (that) she ought to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “Call Mr. Rogers!”</td>
<td>She told me to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “Do not call Mr. Rogers!”</td>
<td>She told me not to call Mr. Rogers.</td>
</tr>
<tr>
<td>She said, “Do you call Mr. Rogers?”</td>
<td>She asked (me) if/whether I call Mr. Rogers.</td>
</tr>
</tbody>
</table>

Adapted from: Understanding and Using English Grammar 2nd Ed. By Betty Azar
Activity 10

Change the direct/quoted speech of number 1-10 below into indirect/reported speech.

Work on Activity 10 with your friends of the same group as in the Classifying game. After doing Activity 10, each group answers and explains 2 numbers of Activity 10 for the whole class.

1. The phone rang and Rodger answered the phone saying, “May I ask who is calling?”
2. The man who made the call answered, “This is Bob Hall. Can I speak to Ms. Betty?”
3. Because Ms. Betty was out, Rodger said, “I’m sorry, but she is out to lunch right now. Do you want to leave a message?”
4. Bob Hall wanted to speak to Ms. Betty directly, that’s why he said, “I’ll call her later.”

5. Rodger continued asking, “Have you ever called Ms. Betty before?”
6. “I called her yesterday but she was having a meeting.” said Bob Hall.
7. Then, Rodger said, “I’ll tell her that Mr. Bob Hall called.”
8. Rodger continued offering him help, “Could I have your telephone number, please?”
9. Bob Hall said, “Yes, it’s 532-9843. Don’t forget to tell her that I am available in the office until 4 p.m.”
10. Bob Hall continued saying, “Make sure she’ll call me. Thankyou.”
Check it out...
4 things you need to say when receiving a business call:

- Welcome your caller
- Announce who your firm is
- Introduce yourself
- Let them know you’re here to help them.
- Thanks the caller for calling

Important things you need to write when receiving a business call:

- Name
- Phone numbers
- What the call is about
- Date and time of the call
- Your name (NN)

(www.secretarialsite.com)

I am with you every time,
yet no one sees me.
I make you hold grudges,
and give you a reason to be happy.
As you get older I start to disappear.

What am I?

Your Memories
My Learning Experience
Write what you get from learning English in this unit.

My English Diary

1. What I learn in this unit
_________________________________________________________
_________________________________________________________
_________________________________________________________

2. This unit's activities that I like most
_________________________________________________________
_________________________________________________________
_________________________________________________________

3. Activities that I don't like
_________________________________________________________

4. The difficulties I find in learning English in this unit
_________________________________________________________
_________________________________________________________
_________________________________________________________

5. The solutions I make to overcome the difficulties
_________________________________________________________
_________________________________________________________
_________________________________________________________

"Be faithful in small things
Because it is in them
That your strength lies."
--Mother Teresa--
TELL ME ABOUT YOURSELF!

Listen Up! Speak Up!

A. Get The Hint!

Game Time....!!!

Play “Draw and Guess” game.
1. Make 4 groups.
2. One student from each group takes one piece of paper from teacher.
3. He/she draws something on the board that can describe the word in the paper. The clue that can be drawn in board can be the equipments, dress, vehicles, or something else that has relation to the word written in the papers.
4. His/her group has to guess the words written in the paper by looking at the picture that is drawn on the board.

B. Get the Shot!

Activity 1

Listen to the recording about job vocabulary twice. While you are listening, number the following pictures according to the recording that you hear, and write the job described in each picture. Compare your answers with your friend.

1.  
2.  
3.  

look Up English for SMK Negeri 1 Klaten Administration Department Grade XI
Discuss the following questions with your teacher.
- What do you see in the picture? What are they doing?
- What are the things you need to prepare to apply for a job?
- What steps you have to take when applying for a job?
- Mention some questions that may appear in job interview.

**Activity 2**

Watch a video of job interview twice and answers these questions.
1. What are the woman’s characteristics according to herself?
2. What is the job she is applying for?
3. What can she do related to the job that she applies?
4. Look at the woman in the video of job interview. Describe her positive attitude during the interview.
5. Mention other possible characteristics of the woman.

**C. Get to Show!**

**Activity 3**

Make an interview-role play. Find a partner and pretend that both of you are having a job interview. One student becomes the interviewer and the other becomes the interviewee. You may take notes on what questions you want to ask first, but remember, you have to ask question: “Tell me about yourself” that includes telling about the interviewee’s present job and the description of his/her present job.
A. Get the Hint!

Discuss these questions with your teacher.

* See the picture.
* What do you think they are?
* What are they doing?
* Do you think the man on the right side answer the question well and correctly?
* Do you think the man on the right is the right person for the man on the left side?

B. Get the Shot!

Activity 4

Read the following job advertisements and answer the comprehension questions based on the advertisements.

| a. Needed: Full time secretary position available. Applicants should have at least 2 years experience and be able to type 60 words a minute. No computer skills required. Apply in person at United Business Ltd., 17 Browning Street. |
| b. Are you looking for a part time job? We require 3 part time shop assistants to work during the evening. No experience required, applicants should be between 18 and 26. Call 366 - 76564 for more information. |
| c. Computer trained secretaries: Do you have experience working with computers? Would you like a full time position working in an exciting new company? If your answer is yes, give us a call at 565-987-7832. |
| d. Teacher Needed: Tommy's Kindergarten needs 2 teacher/trainers to help with classes from 9 a.m. to 3 p.m. Applicants should have appropriate licenses. For more information visit Tommy's Kindergarten in Leicester Square No. 56. |

VoBi (Vocabulary Building)
Find the meaning of these words

Available : [Meaning]
Applicants : [Meaning]
Require : [Meaning]
Appropriate : [Meaning]
Comprehension Questions
Which position is best for these people? Choose ONLY ONE position for each person.

1. Margaret Lillian. Margaret is 21 years old and would like a part time position to help her pay her university expenses. She can only work in the evenings.
   The best job for Margaret is _____

2. Alice Fingelhamm. Alice was trained as a secretary and has six years of experience. She is an excellent typist but does not know how to use a computer. She is looking for a full time position.
   The best job for Alice is _____

3. Peter Florian. Peter went to business school and studied computer and secretarial skills. He is looking for his first job and would like a full time position.
   The best job for Peter is _____

4. Vincent san George. Vincent loves working with children and has an education license from the city of Birmingham. He would like to work with young children.
   The best job for Vincent is _____

Taken from: http://esl.about.com/od/intermediatereadin1/a/apply_job_2.htm

Check it out...
A little bit of effort and innovation can make any kind of job interesting.

The best way to make your job interesting is to constantly find the way of doing it in a better way. Here are few benefits by loving your job:

- Your productivity and performance output will increase.
- Your image in the eyes of your seniors will improve.
- You will feel less tired and exhausted at the end of the day.
- Your overall relationship with your colleagues will improve.
- You will be able to finish your work quickly if you do it with passion.

http://www.meditationiseasycom/tips/workplacetips/loveurjob.htm
Simple Present Tense

AFFIRMATIVE STATEMENTS:
The nurse takes care of the patients patiently.
I usually leave the office at 4 p.m.

NEGATIVE STATEMENTS:
We don’t spend our time in recreation room at break time.
Darren doesn’t work in a garment company.

YES/NO QUESTIONS:
Yes, we do
Yes, he does
No, we don’t
No, he doesn’t

WH- QUESTIONS:
How does he go to work?
Why do they love their job?
When do we have break?

The simple present tense describes what generally happens (but not necessarily right now).

Example: We usually have a meeting on Friday.

Complete the following text of daily work with the correct verbs in the parentheses. Use simple present tense.

I (be) 1. ______ a customer service of the US Market. My working time is 9–6. I (have) 2. ______ 1.5 hours break in the afternoon(12:30pm–2:00pm). My responsibility is handling our company's eBay account.

At 6:45am, I (get) 3. ______ up and prepare my breakfast. At about 8:20am, I (finish) 4. ______ my breakfast and leave my house for work on foot. I (not, need) 5. ______ much time on my way. I arrive at the company at 8:50am. Then I (start) 6. ______ to work from 9–12:30. I (reply) 7. ______ email from the customers, and process the orders, as well as upload items to eBay.

I have a girlfriend. (do) 8. ________ you know what she is? She (be) 9. ______ a tour guide in Borobudur temple. She usually (take) 10. _______ tourists to walk along the temple. She (no, have) 11. _______ exact time of works, but she always (stand by) 12. _______ in her workplace at 8 a.m until 2 p.m.

Adapted from: www.mail-archive.com/correct-my-english@googlegroups.com/msg00523.html

C. Get to Show!

Think about someone’s job and describe what he/she does that is related to the job. Make the mind-map of the name of the person, his/her job, and the job’s description by filling the following mind-map. Then, compose the writing. The background music may help you think better.

After you have finished writing, exchange your work with your friend and correct your friend’s work on the grammar and the use of English words.
Example of mind-map before you make your writing.

You press me down, I meet you up.

What am I?

Toothpaste

Fun Riddle

My father/a teacher

- Teaches English
- Has a Flag Ceremony every Monday.

My family’s occupation

- SMK N 1 Klaten
  - Jl. Dr. Wahidin S.H No. 22.
  - Go to school every Monday-Saturday.
  - Goes to school by motorcycle.

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
My Learning Experience
Write what you get from learning English in this unit.

My English Diary

1. What I learn in this unit

2. This unit’s activities that I like most

3. Activities that I don’t like

4. The difficulties I find in learning English in this unit

5. The solutions I make to overcome the difficulties

“If you can’t be in the job you love…”

“Love the job you’re in (or the way you do it)” –NN--
UNIT 4

WHAT DID YOU DO?

Listen Up! Speak Up!

A. Get The Hint!

Discuss these questions with your teacher:

* What are UFOs?
* Have you ever seen a UFO?
* Do you think UFOs really exist?
* If UFOs exist, can you imagine what the creatures inside them look like?

How do they look?

VoBi (Vocabulary Building)

Listen to your teacher and repeat the words in column A. Then find the synonym of the words by matching the words with those in column B with your partner.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
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</thead>
<tbody>
<tr>
<td>1. Precinct</td>
<td>a. coming closer</td>
</tr>
<tr>
<td>2. Bizarre</td>
<td>b. finding</td>
</tr>
<tr>
<td>3. Unidentified</td>
<td>c. strange, unusual</td>
</tr>
<tr>
<td>4. Out of this world</td>
<td>d. unbelievable, incredible</td>
</tr>
<tr>
<td>5. Approaching</td>
<td>e. police office</td>
</tr>
<tr>
<td>6. Sighting</td>
<td>f. vanish</td>
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<tr>
<td>7. Disappear</td>
<td>g. plate</td>
</tr>
<tr>
<td>8. Beast</td>
<td>h. huge, massive</td>
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<tr>
<td>9. Giant</td>
<td>i. unknown</td>
</tr>
<tr>
<td>10. Saucer</td>
<td>j. creature, monster</td>
</tr>
</tbody>
</table>
B. Get the Shot!

Activity 2

Listen to the recording about UFO Sighting report. Listen to it twice.

UFO Sighting Report

Police Officer: Hello. 24th Precinct. Officer Jones speaking.

Man: Help. Yeah, uh, it was (1) , I mean really bizarre.

Police Officer: Calm down sir! Now, what do you want to (2) ?

Man: Well, I'd like to report a UFO sighting.

Police Officer: A what?

Man: What do you mean "what?" An unidentified flying object!

Police Officer: Wait, tell me (3) what you saw.

Man: Well, I was driving home from a (4) about three hours ago, so it was about 2:00 AM, when I saw this bright light (5) .

Police Officer: Alright. Then what?

Man: Oh, man. It was, well, out of this world. I stopped to (6) the light when it disappeared behind a hill about a kilometer ahead of me.

Police Officer: Okay. And then what happened?

Man: Well, I got back in my car and started driving toward where the UFO (7) .

Police Officer: Now, how do you know it was a UFO? Perhaps you only saw the lights of an airplane [No], or the (8) of an approaching car [No]. Things like that happen, you know.
Man: Well if it was that, how do you explain "the BEAST"?

Police Officer: What do you mean, "the BEAST"?

Man: Okay. I kept driving for about five minutes when all of a sudden, this giant, hairy creature jumped out in front of my car.

Police Officer: Oh, yeah. Then what?

Man: Well, then, the beast (9) jumped up the front of my car and said, "Get out of the car. I'm taking you to my master!" Something like that.

Police Officer: Wow? A hairy alien who can speak English! Come on!

Man: I'm not making this up, if that's what you're (10) thinking. Then, when I didn't get out of the car, the beast opened the car door, carried me on his (11) back to this round-shaped flying saucer, and well, that's when I woke up along side the road. The beast must knocked me out and left me there.

Police Officer: Well, that's the best story I've heard all night, sir. Now, have you been taking any (12) drugs, or alcohol in the last 24 hours? You (13) went to a party.

Man: What? Well, I did have a few beers, but I'm telling the truth.

Police Officer: Okay, okay. We have a great therapist that (14) works with THESE kinds of cases.

Man: I'm not crazy.

Police Officer: Well, we'll look into your story. Thank you.

Taken from: www.esl-lab.com

Activity 3

Suppose that you see something that you think was a UFO. It land in some trees a few blocks away from your house. What will you do? Share it with your friends.
Look Up English for SMK Negeri 1 Klaten Administration Department Grade XI

Answer the following questions based on the listening passage in Activity 2.

1. Where was the man coming from when he first saw the UFO?
2. What time did the man report the incident to the police?
3. What jumped out in front of the man’s car?
4. What happened next to the man?
5. What did the police officer suggest at the end of the story?

Check it Out...

Flying Saucer House
The Flying Saucer House on Signal Mountain just outside of Chattanooga, TN, is well maintained. An internet search indicates it is now available as a vacation rental.

Road is busy, but there is a place to pull off, as well as the side road that the house is on. It is in a dangerous curve so be careful!

[Erik, 08/06/2011]
http://www.roadsideamerica.com/tip/1211

C. Get to Show!

Make a role play on the conversation about UFO in Activity 2 with appropriate expressions and gesture. You may improvise the conversation. Then, practice it in front of the class.

There are four brothers who were born in this world together.
One runs but is never weary,
One eats but is never full,
One drinks but is never thirsty,
One sings a song that is never good.

Who are they?

Water, Fire, Earth, Wind
A. Get the Hint!

Discuss these questions with your teacher.
* What can you see in the picture?
* What are the things that can cause a person die?
* Do you think somebody can get killed because of a coconut?
* What comes to your mind when you read the word “near miss”? Can you guess what it means?
* Read the text below and find out if your answer about near-miss is correct

B. Get the Shot!

Read the following text and answer the questions.

Near Miss

A coconut fell off a tree in India about half a second after I walked under where it fell. Well apparently the statistics of deaths from falling coconuts are quite high so I guess this qualifies as a near miss (lol)

Another near miss would be when I was travelling with a group of people in a 4X4 minibus on Fraser Island, Australia. We were travelling along a sand track with a sheer drop to the side of us when another jeep came towards us. We veered over to the side quickly until someone in the front screamed ‘STOP!’ because we were about to go over the edge. We stopped just in time and all climbed out to discover that the two wheels on that side of the minibus were actually over the edge, and our climbing out could have tipped it completely.

Taken from: http://www.travelblog.org
Look Up English for SMK Negeri 1 Klatten Administration Department Grade XI

VoBi (Vocabulary Building)
Find the meaning of these words.
Apparently :  
Sheer :  
Veer over :  
Scream :  
Edge :  
Discover:  
Tip :  

Questions
1. Does the story tell about past or present event?
2. How many kinds of danger did the writer experience?
3. Where did the writer experience the dangers?
4. What does the word “we” in the 2nd sentence of paragraph 2 refer to?
5. Why did the people in the minibus scream?
6. Did they fall down from the edge?
7. If you were in the second situation in the text (paragraph 2), what do you feel? Then, what will you do?

Game Time....!!!

Play “Word Chain” game. This is how to play the game:
1. Make 4 groups.
2. Each group makes line facing the board.
3. The front student of each group hands a chalk or marker.
4. The first student writes one word of verb on the board.
5. After that, he/she goes back to the group and give the chalk/marker to the next student.
6. The next student writes another verb word whose initial letter is the last letter of the first word. Example: the first student write “read”. The second student writes “dance”. The third students writes “eat”, ect.
7. Do it in competition until all students have the chance. Then, teacher may stop the game.
8. After the game is finished, back to seat.
9. The group which has the most words being the winner.
10. Write the past form (V2) of some words from the words that have been written in the board.
**Simple Past Tense**

**AFFIRMATIVE STATEMENTS:**
We *went* to Bali in April.
Janice *met* a strange man yesterday.

**NEGATIVE STATEMENTS:**
They *didn’t travel* along the river.
Noe *didn’t plan* to go to Lombok at first.

**YES/NO QUESTIONS:**
Did Ron *go* by motorcycle?
Did you *bring* enough food for your *travel*?

**SHORT ANSWERS:**
Yes, he *did*
Yes, I *did*
No, he *didn’t*
No, I *didn’t*

**WH-QUESTIONS:**
Who *accompanied* you to Japan?
when *did* she *dive* Bunaken ocean?
How *did* he *find* the place?

---

**Some regular and irregular verbs in past form.**

<table>
<thead>
<tr>
<th>Regular Verbs</th>
<th>Irregular Verbs</th>
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<tbody>
<tr>
<td>V₁</td>
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<td>hope</td>
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**PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI**

Work in pairs. Match the words in part A with their synonym in part B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. float</td>
<td>a. leap, drop</td>
</tr>
<tr>
<td>2. vast</td>
<td>b. huge, very big</td>
</tr>
<tr>
<td>3. current</td>
<td>c. hold, grasp</td>
</tr>
<tr>
<td>4. grip</td>
<td>d. flee, run away</td>
</tr>
<tr>
<td>5. row</td>
<td>e. stay alive</td>
</tr>
<tr>
<td>6. dive</td>
<td>f. attempt, try</td>
</tr>
<tr>
<td>7. rope</td>
<td>g. fight</td>
</tr>
<tr>
<td>8. survive</td>
<td>h. flow, stream</td>
</tr>
<tr>
<td>9. effort</td>
<td>i. line, cord</td>
</tr>
<tr>
<td>10. escape</td>
<td>j. hover, hang</td>
</tr>
</tbody>
</table>

Read this story of a boating trip experience. Fill in the missing words with the correct verb using simple past tense.

**A Great Trip in Thailand**
**By Jack**

Many years ago, I (go) 1. ________ to a holiday park in the south of Taiwan with some of my best friends. The park was beautiful, green and calm. There (is) 2. ________ a lot of grassland, a large forest, a vast clear lake and some holiday houses.

One day of our holiday, we went on a boating trip on a long and winding river. The river was deep and the current was strong. We (are) 3. ________ very excited and also nervous because we had never had any experience of this, and we (can, not) 4. ________ control the boat. We just (float) 5. ________ along, and the boat circled around on the water. Suddenly we (run) 6. ________ into a current, and the boat was quickly dashed against a rock.
At the time, I (not, grip) 7. ________ the rope well and fell into the water before anyone could reach me. I was terrified and frightened; I couldn’t catch up with the boat and was quickly swept away. Unfortunately I went into a whirlpool, and even though I was making a good effort to escape, I couldn’t swim out. I was tired and I (think) 8. ________ I couldn’t survive much longer in the water, but luckily I (get) 9. ________ hold of a rock and clung desperately to it.

About twenty minutes later, the guide with an assistant (row) 10. ________ in a boat close to the rock. They (throw) 11. ________ a rope and shouted to me, “Hang on. We’ll get you out!” I tried to catch the rope many times, but it was still too far from me. Finally the guide (dive) 12. ________ into the water and (bring) 13. ________ it to me. Then I was soon taken to the riverbank.

When I recall the matter, even now I still appreciate the guide. I believe that it was the most exciting holiday of my life.

Taken from: https://williamclassblog2006.blogspot.com

C. Get to Show!

What is your unforgettable experience? When was it and where?
Write about one of your experiences.
You may write good, bad, happy, sad, funny, or embarrassing story.
After you have finished writing, exchange your work with your friend’s work and make correction on your friend’s grammar.
Then, give comment(s) on your friend’s story. What would you do and feel if you were in the position of your friend at that time. Write it in your comment(s).
My Learning Experience
Write what you get from learning English in this unit.

My English Diary

1. What I learn in this unit

__________________________________________________________________________________
__________________________________________________________________________________

2. New words I get

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. This unit’s activities that I like most

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

4. The difficulties I find in learning English in this unit

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

5. The solutions I make to overcome the difficulties

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

"Follow your dreams and you’ll be amazed at how they become your reality."
--Marion Licchiell
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Look Up English!

A Model Book for SMK Negeri 1 Klaten Administration Department Grade XI Based on Theory of Multiple Intelligences

Teacher's Manuals
PREFACE

Teacher’s Manuals of Look Up English! book provides teacher guidelines on how to use and conduct teaching activities from Look Up English Student’s Book. There are step-by-step teaching strategies for each activity.

The activities are conformed to Gardner’s Multiple Intelligences theory. There are explanations on the intelligences that become the focus of each activity. The intelligences being reinforced are linguistic (word smart), bodily/kinesthetic (body smart), musical (music smart), visual/spatial (picture smart), logical/mathematical (logic smart), intrapersonal (self smart), interpersonal (people smart), and naturalistic (nature smart) intelligences.

Teacher can use this Teacher’s Manuals as a reference in teaching. However, considering that each teacher has his/her own creativity in teaching, teacher can develop and conduct teaching activities as creatively as possible without losing its essence of Multiple Intelligences basis. Look Up English! book can be used flexibly. What is important is that the book tries to provide students with English integrated materials based on theory of Multiple Intelligences.

Susana Tri Cahyani
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MULTIPLE INTELLIGENCES

Multiple intelligences theory is a theory proposed by Dr. Howard Gardner, a Professor of Education at Harvard University. It is a theory which explains that human possesses various intelligences. Intelligences, according to Gardner, can be defined as the ability to solve problems that one encounters in real life, the ability to generate new problems to solve, and the ability to make something or offer a service that is valued within one’s culture (Campbell, 1996, p.xv).

There are eight intelligences, which are used in teaching and learning English in this book. They are:

1. Linguistic intelligence. It consists of the ability to think in words and to use language to express and appreciate complex meanings.
2. Logical-mathematical intelligence. It makes it possible to calculate, quantify, consider propositions and hypotheses, and carry out complex mathematical operations.
3. Spatial intelligence. It instills the capacity to think in three-dimensional way. It enables one to perceive external and internal imagery, to recreate, transform, or modify images, to navigate oneself and objects through space, and to produce or decode graphic information.
4. Bodily-kinesthetic intelligence. It enables one to manipulate objects and fine-tune physical skills.
5. Musical intelligence. It is evident in individuals who possess a sensitivity to pitch, melody, rhythm, and tone.
6. Interpersonal intelligence. It is the capacity to understand and interact effectively with others.
7. Intrapersonal intelligence. It refers to the ability to construct an accurate perception of oneself and to use such knowledge in planning and directing one’s life.
8. Naturalistic intelligence: It is the ability to recognize and classify both the animal and plant kingdoms, to make other consequential distinctions in the natural world and to use this ability productively.
Why Multiple Intelligences?

The activities in this book are based on multiple intelligences for some reasons. Firstly, it is to develop students’ intelligences. The intelligences need to be developed because it helps students to acquire information, solve problems, and easily adapt with the changing circumstances in their lives. In working world later on, the developing of multiple intelligences will help students solve problems in the workplace and adapt with the environment surrounds. Therefore, it is better for teachers to help students develop their intelligences in balance because not all students are good at all intelligences. It is expected that students can develop well, together with the knowledge that they grasp through teaching and learning in school.

Secondly, multiple intelligences based activities can help students absorb the materials well. Each individual is unique and different in their intelligences. Gardner’s theory of Multiple Intelligences explains that the intelligences that students have affect the learning style and way of learning. Therefore, it is important to help the students maximize their ability in absorbing the learning materials according to their prominent abilities.

Thirdly, Multiple Intelligences based activities provides various and meaningful activities that can avoid boredom. Students can enjoy their learning since the activities are not monotonous. This can increase students’ desire in learning.

The activities based on Multiple Intelligences that can be applied in classroom teaching can be seen in the following table of taxonomy of language-learning activities for Multiple Intelligences (Richard and Rogers, 2001):

<table>
<thead>
<tr>
<th>Linguistic Intelligence</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lectures</td>
<td>- Student speeches</td>
</tr>
<tr>
<td>- Small- and large-group discussions</td>
<td>- Storytelling</td>
</tr>
<tr>
<td>- Books</td>
<td>- Debates</td>
</tr>
<tr>
<td>- Worksheets</td>
<td>- Journal keeping</td>
</tr>
<tr>
<td>- Word games</td>
<td>- Memorizing</td>
</tr>
<tr>
<td>- Listening to cassettes or talking books</td>
<td>- Using word processors</td>
</tr>
<tr>
<td>- Publishing (creating class - newspapers or collections of writing)</td>
<td></td>
</tr>
</tbody>
</table>
### Logical/Mathematical Intelligence
- Scientific demonstrations
- Logic problems and puzzles
- Science thinking
- Logical-sequential presentation of subject matter
- Creating codes
- Story problems
- Calculations

### Spatial Intelligences
- Charts, maps, diagrams
- Videos, slides, movies
- Art and other pictures
- Imaginative storytelling
- Graphic organizers
- Telescopes, microscopes
- Visual awareness activities
- Visualization
- Photography
- Using mind maps
- Painting or collage
- Optical illusions
- Student drawings

### Bodily/Kinesthetic Intelligence
- Creative movement
- Cooking and other “mess” activities
- Role plays
- Playing recorded music
- Playing live music (piano, guitar)
- Music appreciation
- Student-made instruments
- Hands-on activities
- Field trips
- Mime

### Musical Intelligence
- Singing
- Group singing
- Mood music
- Jazz Chants

### Interpersonal Intelligence
- Cooperative groups
- Peer teaching
- Group brainstorming
- Conflict mediation
- Board games
- Pair work

### Intrapersonal Intelligence
- Independent student work
- Individualized projects
- Options for homework
- Inventories and checklists
- Personal journal keeping
- Self-teaching/programmed instruction
- Reflective learning
- Journal keeping
- Interest centers
- Self-esteem journals
- Goal setting.
### Natural Intelligences

- Classifying and recognizing kinds of plants and animals
- Making journals related to natural phenomena; taking notes of what happens surrounds and the effect to the learners.
- Learning food chains.

(Gunawan, 2007, p.132-133)

Those mentioned above are examples of activities that can be used which are based on Multiple Intelligences theory. However, teachers can create other activities according to each intelligences they want to employ.

Hopefully, the model of materials provided in Look Up English! can help students develop their intelligences as well as absorb and learn English well in interesting way. Besides, hopefully this can help teacher provides activities that can increase students’ motivation to learn English.
The Indicators of Learning for Each Unit

UNIT 1
(Hobbies)
What Do You Like to Do in Your Free Time?

At the end of the lesson, students are able to:
- List vocabulary related to hobbies.
- Identify his/her own hobbies.
- Write words from recording about hobbies.
- Identify expressions used to talk about hobbies.
- Practice using expressions to talk about hobbies.
- Answer questions related to reading passage about hobbies.
- Answer grammar questions of gerunds.
- Write a short paragraph of someone’s hobbies.

UNIT 2
(Telephoning)
May I Speak to Mr. Dannisons?

At the end of the lesson, students are able to:
- Arrange sentences based on recording of telephone conversation.
- Answer questions related to the information from recording of telephoning.
- Identify expressions used in telephoning.
- Use expressions for telephoning.
- Answer questions related to reading passage about telephoning.
UNIT 4
(Past Events)
What Did You Do?

At the end of the lesson, students are able to:

🔹 Write words from recording that uses simple past tense about past events.
🔹 Practice role play about past events.
🔹 Answer questions related to reading passage about past events.
🔹 Write the correct form of words in a text using simple past tense.

UNIT 3
(Describing Jobs)
Tell Me About Yourself!

At the end of the lesson, students are able to:

🔹 Write kinds of jobs from the recording.
🔹 Answer questions related to jobs from video recording.
🔹 Describe kinds of jobs orally.
🔹 Answer questions related to reading passage about job.
🔹 Answer questions related to sentences that simple present tense.
🔹 Write short paragraphs of someone’s job.
This Teacher’s Manuals provide teachers with teaching strategies and activities, purposes and kinds of intelligences that can be used and developed through the activities from the book.

UNIT 1

WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?

Listen Up! Speak Up!

A. Get The Hint!

GAME TIME...!!!

This activity is a warmer that focuses on bodily/kinesthetic intelligences (miming). Other intelligences are interpersonal (group game), linguistic (vocabulary), and natural (outdoor).

1. Prepare pieces of papers and write various hobbies.
2. To make it more unique, put/hang the pieces of paper in a small tree.
3. Play this game outside classroom if possible for larger space and to make students closer to environment.
4. Divide students into four groups.
5. Every student from each group takes a paper (hung on a tree) from teacher one by one.
6. Student who takes paper must mime the word in the paper.
7. The group of related student must guess what is being mimed.
8. Teacher decides when to stop.
9. Group that can guess the most pictures wins the game.
10. Ask students to go to classroom (if they play outside classroom).
11. After the game, list many kinds of hobbies with students, write them on the board.
12. Pronounce the words in the list, and ask students to repeat the words. You can ask all students to repeat the words, and after that ask one or two students to repeat the words individually.

**QUESTIONS AFTER THE GAME**

This activity functions as leading-in to introduce students with the topic. It allows students to use their linguistic, visual/spatial (picture) intrapersonal (personalized questions) intelligences.

1. Ask students the questions from Student’s Book (after the game part) related to the provided pictures.
2. Elicit students’ answers as many as possible. Ask all of them or call one or two names.

**ACTIVITY 1**

This activity provides students with listening, pronunciation, and spelling activity related to hobbies vocabulary. This activity focuses on linguistic intelligences. Other intelligences are visual/spatial (pictures) and intrapersonal (identifying own’s hobbies).

1. Ask students to put a tick (✓) on the pictures that represent their hobbies, or write their own hobbies.
2. Discuss students’ hobbies and ask one or two students to tell his/her hobbies.
3. Ask students to listen to the recording for Activity 1 and to write the words they hear.
4. Play the recording twice.
5. Discuss the answers.
6. Play the recording once more and ask students to repeat after the recording.

**B. Get the Shot!**

**ACTIVITY 2**

This activity provides listening to conversation related to hobbies. Students are trained to recognize and spell the words they hear. This part also provides students with vocabulary activity. This activity includes linguistic intelligences.
1. Ask students to find the meaning of the words in VoBi (Vocabulary Building) part.
2. Discuss the answers with the whole class.
3. Ask students to listen to the recording for Activity 2, and to fill in the blank words.
   The recording is provided in the CD entitled Unit 1_Activity 1.
4. Play the recording twice.
5. Discuss the answers of Activity 2.

**ACTIVITY 3**

There are some questions related to the listening passage in activity 2 to help and check students’ understanding on the content of the conversation by reading for details (scanning). It includes linguistic (listening and spelling) intelligences. Individual activity employs students’ intrapersonal intelligences.

1. Ask students to answer the questions individually.
2. Discuss the answers.

**HOW TO SAY IT...**

Students are provided with the expressions used to talk about hobbies. By knowing some expressions to talk about hobbies they are helped to identify the expressions used in activity 2. This part involves linguistic and intrapersonal (work in pairs) intelligences.

1. Ask students to read the text in How to Say It... for 3 until 5 minutes.
2. Has them share with their partner.
3. Ask them to underline the expressions related to hobbies in Activity 2 in pairs.
4. Discuss the answers.

**C. Get to Show!**

**ACTIVITY 4**

This part helps students train their pronunciation and provides them with other expression used to talk about hobbies. It involves linguistic and intrapersonal (read in pairs) intelligences.
1. Ask students to read aloud the dialogue in pairs.
2. Ask a pair of students to read for class to check their pronunciation.
3. Ask them to identify the expressions to talk about hobbies.
4. Discuss the answers.

**ACTIVITY 5**

Students are to practice conversation about friends’ hobbies with a provided guideline. It encourages students to speak with others in English. This activity covers linguistic, intrapersonal (speak with others), and interpersonal (identifying own’s hobbies) intelligences.

1. Ask students to read fast the example in Activity 5.
2. Ask students to prepare the things they are going to say.
3. Instruct students to find three friends freely in class, then to talk about their hobbies with their friends.
4. The conversation is done in pairs. Therefore, the students will have three times conversation with three different friends, but is done one by one.
5. The conversation is done in vice versa. For example, student A asks student B’s hobbies. After that, student B asks students A’s hobbies.
6. Ask them to report the result of the conversation by writing the result in the column provided in Activity 5.
7. Ask some students to read the result for the class.

A. *Get the Hint!*

**ACTIVITY 6**

This activity includes some prediction questions about the provided pictures. It helps students to use their imagination and analysis ability. Teacher asks students to discuss any possible answers with their partner. Guessing is good to attract students’
attention and have them to think. Then, working with partner can encourage them to answer orally when asked by teacher. This part functions as a leading-in for reading part. This activity focuses on logical intelligences (predicting). Other intelligences are linguistic, visual/spatial (pictures), logical/mathematical (predicting), and intrapersonal (discussing in pairs).

1. Ask students to look at the pictures in Activity 6. Instruct them to write prediction answers for the questions in pairs.
2. Ask some students to read their answers.
3. Write their answers on the board.

**B. Get the Shot!**

**ACTIVITY 7**

This is the reading part. There is a text to match students’ prediction in Activity 6 with the illustration in the text. It also helps students for skimming. This activity includes linguistic (reading), logical (matching prediction), and interpersonal (working in pairs) intelligences.

1. Make the power point slide of text for Activity 7 (the text is provided in the appendix A of Look Up English, Teacher’s Manuals), and show the slide after discussing Activity 6.
2. Or if you do not want to use power point slide, you may copy the text for students, and give students the copy.
3. Ask students to find the meaning of the words in the column VoBi. Discuss the meaning, then pronounce the words and have students repeat after you pronounce the words.
4. Ask them to match their predictions answers with the information in the text.
5. Discuss the answers.

**ACTIVITY 8**

This activity provides some questions to help and check students’ further understanding of the text in Activity 7. They are helped to work on the task in
interesting way by doing competition game. They are also helped to read for details (scanning) through the competition. This activity employs linguistic (reading), bodily/kinesthetic (moving), intrapersonal (work in groups) intelligences.

1. Give instruction to the students clearly. This is how to play the game:
   a. Divide the class into 4 groups.
   b. Each group makes a line facing the board.
   c. In front of each group, teacher provides questions and answer for activity 2 on the tables, but each question and answer is cut off.
   d. Students in lines, one by one comes to the front, takes one question, and chooses one answer.
   e. The first student goes backward.
   f. Continue to the second student, and so on until all questions are answered.
   g. The group which finishes the quickest with the most right answers wins the game.
   h. Play the music from recording “Fireworks” and “March On” to make the competition more fun.

2. The questions and answers are provided in Appendix B of Look Up English, Teacher’s Manuals. Make 4 copies, 1 copy for each group. Cut them off.

3. The following are the answers for the questions:
   1. Julia, Pablo, Danny
   2. Mexico
   3. Secretary
   4. Julia and Danny
   5. Julia
   6. Danny
   7. Pablo and Danny
   8. France
   9. Julia and Danny
   10. Once a week

11. Have students sit down, and discuss the answers with the whole class.

**GRAMMAR**

It presents grammar review of gerunds. Students are helped to improve their grammar. It employs linguistic and logical (grammar) intelligences.

1. Ask students to read the example of two sentences in the grammar part.
2. Ask students to mention some hobbies. Write them on the board. *e.g.* skiing, reading, etc. Then, write also the verb form of the hobbies without –ing. *E.g.* ski, read.

3. Ask students to analyze the differences between the words which are with and without –ing, by asking them questions provided in the grammar part (questions a-d).

4. Have them think and discuss in pairs for 2 or 3 minutes.

5. Elicit their answers and write their answers on the board.

6. Explain about gerunds.

7. Instruct students to find gerunds in the text of Activity 7.

8. Discuss the answers.

**ACTIVITY 9**

It provides exercise to check students’ understanding on gerund. Teacher asks students to work on the activity individually and then discuss the answers together.

**C. Get to Show!**

**ACTIVITY 10**

This is a writing activity to encourage students to compose a writing using vocabulary and grammar that they have learned in Unit 1. It will be a fun activity since they compose the writing through games. This activity make students use their bodily/kinesthetic (moving), linguistic, and intrapersonal (work in groups), musical (played music) intelligences.

Do the following activities to make the writing process more interesting for students, teacher can organize students to do it in the following way:

1. For class consisted of approximately 40 students, prepare 40 small pieces of paper.
2. The pieces of paper that can be cut off are provided in the Appendix C of Look Up English, Teacher’s Manuals.
3. Students who have star in the paper, become the stars to be interviewed by the rest of the students.
4. Students who have paper written ‘typist 1’ gather in one place with another ‘typist 1’ and with all ‘journalist 1’, and it works the same way with ‘typist 2’ and ‘journalist 2’. So, there are 2 typists and 3 journalists in one group.

5. The typists should sit down on chairs, while the journalists interview one of the 5 stars. Then, they report the interview result to the typists. After that, the typists write the result of the interview by the journalists.

6. Play beat music of ‘Moves Like Jagger’ to make competition more fun. When the music starts, students can start interviewing, and they have to stop when the music stops.

7. Ask some groups to read their writings and compare with other groups. Give comments on their writings. For example about the completeness of information and how much information they have.

8. Instruct students to submit their writings.
UNIT 2

May I Speak to Mr. Danny?

Listen Up! Speak Up!

A. Get The Hint!

This is a Mirror-Mirror game that allows students to create and imitate movements. Students play it outside for larger space. In creating movement, they have to be sensitive to the music that is played. This activity plays a role as warming up, to increase students’ energy. The game employs musical (move along with music), bodily/kinesthetic (movement), interpersonal (groups), natural (outdoor), intrapersonal (reflective questions post-game) intelligences.

1. Divide students into 4 groups; Say, group 1, 2, 3, and 4. Each group stands in line. Group 1 and 2 face each other. Group 3 and 4 face each other (Group 1 and 3 become the real people, group 2 and 4 become the mirror. After that, take turns).

2. The 1st student of group 1 creates movement as the music played, imitated by the 1st student of group 2 (student who faces the 1st student of group 1). When teacher says move/snap/change/etc., that student stops moving, continue to student 2 of group 1 that is imitated by student 2 of group 2. Then, when all students have done, take turns. Students in group 2 create movement, students group 1 imitate the movement. It also works that way with student in group 3 and 4 at the same time.

3. Play music while they are moving. If the music is hard, students have to create fast movement. If the music is slow, students should create slow movement (play music in recording contained in CD).

4. If the music stops, students have to stop moving.

5. Time of miming for 1 student is approximately 20-30 seconds.

6. Ask students some questions after playing the game. Use the ‘Questions to reflect’:
   - Do you think it is easy to create a movement?
   - What are the difficulties that you find?
Is it easy to be imitated or followed? Is there any burden?

Lesson from the game: be good if you want people around you be good to you. How other people treat you is the mirror of how you treat them, including in telephoning. Then, continue to the topic about telephoning.

ACTIVITY 1
This activity provides some personalized questions to be elicited from students. Teacher elicits students’ answers based on their experiences related to telephoning. This helps students to get prepared for the materials that will be learned. This activity includes linguistic and logical (making reasons and guessing).

1. Ask students questions in Activity 1. Elicit the answers from all students together and/or call one or two of them to answer.
2. Write their answers on the board for the last questions.
3. Then, continue to Activity 2.

B. Get the Shot!

ACTIVITY 2
This activity provides listening passage to help students improve their listening skills. This activity includes linguistic (listening) and logical (guessing) intelligences.

1. Instruct students to listen to the recording for Activity 2 and re-arrange the conversation based on the dialogue they hear from the recording.
2. Play the recording twice.
3. Discuss the answers with the whole class.
4. Ask students to practice the dialogue in pairs.
5. Ask students to guess the answers for questions in Guess It! in pairs.
6. Call one or two names to answer each question.

ACTIVITY 3
This activity involves some questions to help students understand the conversation in Activity 2.

1. Ask students to do Activity 3 individually.
2. Discuss the answers with the whole class.
ACTIVITY 4

This activity presents unscripted listening passage for students. It helps students improve their listening skills without any script for the listening passage (but the transcript is provided in Answers Key in Teacher’s Manuals). This activity includes linguistic and logical (guessing) intelligences.

1. Ask students to listen to the recording for Activity 4 and to answer the questions on Activity 4 (True/False).
2. Play the recording twice.
3. Discuss the answers in class.
4. Ask students to work in pairs to answer questions in Guess It.
5. Call one or two names to answer the questions for the class.

HOW TO SAY IT....

It contains expressions used when telephoning. Students are familiarized with various possible expressions to use. It employs linguistic (language focus), intrapersonal (reflective questions based on experience), and logical (what to say in a certain time, logic) intelligences.

1. Elicit students’ answers on the expressions of telephoning and their use.
   For example teacher says:
   
   *I am calling you, and you receive my call. What will you say at first time?*
   
   *How might I reply?*
   
   *If I want to talk to your boss, what will I say?*
   
   *How will you reply if your boss cannot talk on the phone?*
   
   *How can you offer help to take message?*

2. Instruct students to read the expressions of telephoning in How to say it...
3. Ask students to read VoBi part and explain a bit about the words in VoBi.
4. Discuss a bit about the expressions for telephoning.
C. Get to Show!

ACTIVITY 5

Students are given chance to train their English speaking skills through role play of telephoning with their friends. This activity involves linguistic (speaking and writing), interpersonal (in pairs), and natural (outdoor) intelligences.

1. Explain to the students about what to do on Activity 5.
2. Do it outdoor, pair up the students.
3. Pairing up is done by dividing students into 4 couples of group (8 groups which are paired into 4 couples). Each pair of group makes lines facing each other. Then, students who are face to face become partner to perform the conversation. After finishing one conversation, students move to the right side and get another partner to perform the conversation.
4. Ask students to write the message of telephoning in the provided column (for students who become the receiver of the phone call).
5. Give students an example before they practice.
6. Conversation for no. 1 is done with 2 students, and no. 3 is done with 2 students as well.
7. When all students have practiced the conversation, call some pair of students to perform it for the whole class.

Read it! Pen it!

A. Get The Hint!

There are two pictures and some questions related to the pictures. Students are stimulated to analyze the pictures by answering the questions. Besides, students are also to use their imagination to imagine situation that related to telephoning. This part functions as leading-in for the topic. This part of activity includes linguistic, visual/spatial (pictures and imagination), and logical (analyzing) intelligences.

1. Elicit students’ answers for questions provided in part A. Get The Hint! orally.
2. You can ask all of your students together or call one or two student(s) to answer each question.

3. Ask students to discuss the imagination situation.

4. Write their answers on the board.

**B. Get the Shot!**

### ACTIVITY 6

This activity is the reading part. There is a conversation to read in pairs by the students. The selection of partners can be other than students next to them. Reading aloud helps students train their pronunciation. But notice, teacher should move around to check their pronunciation when reading. Post reading, teacher asks students the main idea of the conversation. It involves linguistic and intrapersonal (read in pairs) intelligences.

1. Instruct students to read the conversation in pairs.
2. After students read the conversation, ask them orally what the text is about, and what are the things being discussed in the conversation.
3. Write the answers on the board.

**Answer:**
- The conversation is about delivery problem of the jewel.
- The things being discussed in the conversation are:
  - The earrings were supposed to arrive last Tuesday.
  - The earrings will be delivered by the following day, in the morning.
  - The shipment was delayed from France.
  - Ms. Anderson and Mr. Franks will have a meeting on Friday morning at 10.
  - Etc.

### ACTIVITY 7 & ACTIVITY 8

Activity 7 & 8 are combined in 1 activity to make it more interesting by playing a Quiz Game. In activity 7, there are vocabularies that require students to match words
and their synonym which relate to previous conversation. Vocabulary activity after the reading can make them guess the meaning from the text. Finding the synonym or words on their own let students have experience in searching and hopefully can make them retain the words better than only being provided by book.

In Activity 8, there are some questions related to conversation in Activity 6. Answering those questions give students chance for scanning (reading for details) of the conversation text. The Quiz Game aims to increase students’ energy level and to employ some intelligences. This is how to work on Activity 7 and 8:

1. Write 7 boxes on the board, written vocabulary in Activity 7 column A in each box.

   | REPRESENTATIVE | JEWEL | URGENT |
   | DELIVERY       | RESOLVED | SHIPMENT |
   | DELAYED        |          |         |

2. Write vocabulary point a until f in column B of Activity 7 in small pieces of papers.
3. Divide students into 6 groups.
4. Each group is given one small piece of paper (papers in point 3).
5. The papers, which the groups have, decide the names of the groups, e.g. group ‘delegate’, group gemstone’, etc.
6. Ask 1 group to choose 1 box on the board.
7. If the group chooses box REPRESENTATIVE, give them questions number 1 on Activity 8. After they have answered correctly, ask them to find the synonym of REPRESENTATIVE. The synonym of representative is delegate, agent.
8. Therefore, the next group to choose the box and answer question is the group “delegate, agent”.
9. Do it the same way until all groups have answered.

This activity covers linguistic (vocabulary and reading), interpersonal (group work), visual/spatial (boxes on the board), and bodily/kinesthetic (moving) intelligences.
A. Get to Show!

**ACTIVITY 9**

This is the writing part of the unit, which requires students to take notes on telephone conversation in Activity 6 individually. There is a form to help them write the note. This activity employs linguistic intelligences, and intrapersonal (individual work) intelligences.

1. Ask them to write note based on Activity 6 using the provided form.
2. Have some students read their notes for class.

**GRAMMAR & ACTIVITY 10**

Grammar part in this unit presents Reported Speech. The activities in grammar part and Activity 10 include linguistic (grammar), logical (changing the tenses), interpersonal (group work), visual/spatial (colour of balloons), and bodily/kinesthetic (moving) intelligences.

1. Before going to reported speech, ask students some questions as leading-in. The questions are provided before the grammar part.
2. Write students’ answers on the board.

Answers of the questions:
- By saying what Ms. Anderson said.
- It is direct speech. We would say it: Ms. Anderson said that they had not been able to send along our shipment until this morning.
- Past perfect tense for the
- Indirect or Reported speech.
- 10 would be great. Past future tense.
- Example of direct/quoted speech:
  - Hello, Diamonds Galore, this is Peter speaking. How may I be of help to you today?
  - This is Ms. Janice Anderson calling. May I speak to Mr. Franks please?
- Example of Indirect/reported speech:
  - He said that a representative from your company might be calling.
  - He also asked me to ask you a few questions.
3. Then, to lead students to the concept of reported speech, cut the sentences provided in Appendix D of Look Up English, Teacher’s Manuals.

4. Spread them on the floor.

5. Prepare two balloons (or if too many students, you can prepare 4 balloons) with different colour, say blue and yellow. Stick or write Direct/Quoted speech in blue balloon, and stick or write Indirect/Reported speech in yellow balloon.

6. Ask students to take the sentences on the floor and classify the direct/quoted speech and indirect/reported speech by sticking the sentences on the appropriate balloons (put a double tape behind the sentences).

7. Divide students into group into 5 groups. Ask the representative of each group to write the sentences in their book.

8. Ask students to match the Direct and Indirect/Reported speech in correct pair.

9. Ask them to analyze the differences between the Direct and Indirect/Reported speech.

10. Ask each group to explain the differences. Each group explains 1 pair of sentences. For example, group one explain 1 pair of Direct and Indirect/Reported speech.

11. Ask students to work on Activity 10 in the same group.

12. Discuss the answers of Activity 10. In discussing the answers, ask 1 group to answer two numbers and explain their answer for the class.

13. Correct students’ mistakes if any.
Listen Up! Speak Up!

A. Get The Hint!

GAME TIME.....!!!

This part gives direction of Drawing and Guessing game. This activity is expected to increase students’ energy and provide students with vocabulary related to topic, which is kind of job. The game employs linguistic (vocabulary), bodily/kinesthetic (moving), visual/spatial (drawing), and intrapersonal (groups) intelligences.

1. Provide pieces of small papers written kinds of job (the papers can be cut off from Appendix E of Look Up English, Teacher’s Manuals).
2. Divide class into 4 groups.
3. One student from each group takes one piece of paper.
4. He/she draws something on the board that can describe the word in the paper. The clue that can be drawn in board can be the equipments, dress, vehicles, or something else that has relation to the related job.
5. His/her group has to guess what kind of job written in the paper by looking at the picture that is drawn on the board.
6. Have students to go back to their seats.
7. List kinds of jobs that students have mentioned.
8. Give drills on pronouncing the job that are listed. Ask students to repeat after the words that you say.
9. Ask students these questions:
   - What jobs that you have guessed?
   - What does a ____ do?
   - Which jobs you wish to have?
B. Get the Shot!

ACTIVITY 1

This activity provides listening exercise about job descriptions. It also provides students with exercise to spell the name of job that they hear. It includes linguistic (listening and spelling) intelligences.

1. Ask students to give numbers on the pictures and write down the name of the jobs based on the listening passage.
2. Play the recording twice.
3. Discuss the answers.

QUESTIONS BEFORE ACTIVITY 2

This part functions as the leading-in before doing Activity 2. Elicit students’ answers for the questions provided after Activity 1. Write some answers from students on the board. It includes linguistic and logical intelligences.

Possible answers:

1. There are two men. They are talking to each other. They are having interview. They are talking about jobs.
2. Application letters, CV, formal dress, etc.
3. Sending/giving application letters, following tests: written test, psychology test, oral test/interview.
4. How can I call you? What is your educational background? What is your present job? Tell me about yourself? Why do you apply this job? What can you contribute to this company? How much salary you wish to get? Etc.
ACTIVITY 2

Before moving to Activity 2, there is a picture and some questions related to the picture. It provides students with analysis and personalized questions. This activity includes linguistic (speaking and writing), visual/spatial (video), and interpersonal (discussing) intelligences.

1. Play the video about job interview that is provided in the CD of Look Up English.
2. Ask students to discuss the main idea of the interview in pairs.
3. Discuss the main idea orally.
4. Ask students to answer questions on Activity 2 individually.
5. Discuss the answers with all students.

C. Get to Show!

ACTIVITY 3

This is a role play part. Teacher should give clear instructions and example to do the activity. Teacher may use the flashcard to decide kinds of job that students should describe in the role play. It involves linguistic (speaking), intrapersonal (work with partners), logical (analyzing the play), and bodily/kinesthetic (move around) intelligences.

1. Use the flashcards on Appendix F of Look Up English, Teacher’s Manuals.
2. The cards are good to be used to play game “What am I?” This is how to play the game before speaking Activity:
   - Divide students into several groups (8 groups).
   - Stick one card on 1 student’s back of a group. The rest of the students in that group give clues for the student that has a card on his/her back related to the word in the label/paper. Then, the labeled student must guess what his/her profession is.
     For example: 1 student is labeled “Librarian” on his/her back. Then, the other students in the same group must give clue related to librarian so that the labeled student can guess that the label is “Librarian”.
   - Each student must have turn.
3. After the game has been played, use the label to do Activity 3.
4. Instruct student to keep the label for him/herself.
5. Ask them to find 2 friends for interview.
6. The labels/papers that the students have become the profession of the students.
   For example: a student is labeled as librarian. It means that when he/she becomes
   interviewee, his/her present job is librarian, so he/she must tell the jobs of librarian.
7. Inform students that after they become the interviewers, they have to be the
   interviewees, and vice versa.
8. After finishing the interview, ask some couples of students to practice the interview
   for the class.
9. Teacher and some students have opportunities to give comments on their friends’
   performances.

A. Get the Hint!

This part presents some questions related to a picture provided. This is the leading-
in for the reading and writing part. Teacher elicits students’ answers orally. After the
questions-answers, tell students that to find a job, we must fit with the qualification. This
is to lead students to the next activity. This part includes linguistic, visual (picture and
imagination), and logical (analysis) intelligences.

B. Get the Shot!

ACTIVITY 4

It is the reading part. Students are helped to comprehend the text by answering
the questions. Besides, there is also vocabulary part to be done by students. It includes
linguistic (reading, vocabulary) intelligences.

1. Instruct students to read the reading text on Activity 4 and answer the questions
   individually.
2. Ask students to find the meaning of the words in VoBi part as well.
3. Discuss the answers of the questions and the meaning of the vocabulary.
**GRAMMAR**

It is simple present tense part of grammar. Teacher explains and gives examples of the related tense while students listen to the teacher.

**ACTIVITY 5**

This is the exercise to help and check students’ understanding on simple present tense. It includes linguistic intelligences.

1. Ask them to answer the questions individually.
2. Discuss the answer with the class. Teacher can ask students to read the answers along with the sentences one by one, and correct the wrong answers if any.

**C. Get to Show!**

**ACTIVITY 6**

This is the writing part. It includes linguistic (writing), logical (analyzing other’s work), musical (background music), and interpersonal (work with friend) intelligences.

1. Ask students about their parents’ job.
2. Write students’ answers on the board.
3. Then, explain about how to write using mind-map.
4. Write your job (*teacher*). Make a mind map of a teacher’s job.
5. Instruct students to write minimum two of his/her family members’ job. *E.g.* students’ father, mother, sister, brother, or so on.
6. Play the recording of “instrumental music” from Look Up English CD while students are writing to create music situation.
7. After students finish writing, have them exchange their works with their friends. Then, each student gives on one of their friends writing. The comments are about the grammar, vocabulary, and content of the writing (student’s comment on the job being described).
UNIT 4

WHAT DID YOU DO?

Listen Up! Speak Up!

A. Get The Hint!

It provides puzzle game. The picture can be a clue of context about what students are going to deal with. It can help students increase the level of energy and create interest. The activities in this part employs linguistic (oral answers), bodily/kinesthetic (moving), visual/spatial (pictures puzzle and imagining), intrapersonal (group work) intelligences.

1. Cut the pictures in Appendix G of Look Up English, Teacher’s Manuals.
2. Cut each picture into some pieces to make it becomes a puzzle.
3. Divide students into 4 groups.
4. Give each group 1 set of cut pictures.
5. Ask them to arrange the puzzle into full pictures.
6. Instruct students to back to their seat, and ask them some questions provided in part Get The Hint!
7. Elicit students’ answers altogether or call one or two students to answer each question.

ACTIVITY 1

It is vocabulary activity to prepare students of some words on the listening passage they are going to listen. By finding the meaning of words by themselves, hopefully, can make them retain the words better. Besides, it provides students with listening and pronunciation drill. It includes linguistic (vocabulary, listening, and pronunciation) and interpersonal (working in pairs) intelligences.

1. Ask students to work on Activity 1 in pairs.
2. After they have finish working on it, pronounce the words and have students repeat after your words.
3. Discuss the answers.

A. Get the Shot!

**ACTIVITY 2**

This is a listening activity about past event in the context of UFO finding. This activity helps students to improve their listening skills and spelling. It includes linguistic intelligences.

1. Instruct students to listen to the recording for Activity 2, and to fill in the blank spaces with the words they hear from the recording.
2. Play the recording twice.
3. Discuss the answers.
4. Ask them the get the main idea of the dialogue.
5. Write students’ answers of the main idea on the board.

**ACTIVITY 3**

It requires students to broaden their imagination and encourage them to speak in English with friends. It involves visual/spatial (imagination), linguistic (speaking), and intrapersonal (sharing with friends) intelligences.

1. Have students discuss in pairs on Activity 3.
2. Elicit students’ answers by calling some pair of students.

**ACTIVITY 4**

This activity helps students understand the content of conversation through reading for details, about UFO in Activity 2.

1. Instruct students to do Activity 4 individually.
2. Discuss the answers in class.
B. Get to Show!

ACTIVITY 5

This is a speaking part. It gives students opportunity to broaden their imagination and creativity in making a short dialogue and make a simple play on the dialogue. It employs linguistic (speaking), interpersonal (pair role play), visual/spatial (imagination), and logical (analyzing the play) intelligences.

1. Pair up the students.
2. Instruct them to prepare a role play about past events with their partner.
3. Give them time to prepare the role play.
4. Instruct all pairs to perform their role play in front of the class.
5. Teacher and some students give comments on the performances.

A. Get the Hint!

There are some questions related to a picture, and some guessing questions. This activity helps teacher to get students attention and to prepare students about the reading text. It involves visual/spatial (picture and imagination), logical (guessing), and linguistic (oral answers) intelligences.

1. Ask students the questions related to the provided picture in part A. Get the Hint!
2. Write the word “Near miss” in the board, and elicit students’ answers on the meaning of the word.
3. Write their answers.
4. Ask students to read the text in Activity 6 to find out the meaning of “Near miss”.

B. Get the Shot!

ACTIVITY 6

This is reading exercise. Students skim the text to match their guessing of the title of the text. Then, they are to scan the text and find details information from the text.
by answering some questions. Besides, students find the meaning of some words. It includes linguistic (reading and vocabulary) intelligences.

1. Ask students to find the meaning of the words in VoBi part, and read the text and also answer the questions based on the text.
2. After students finish doing Activity 6, discuss the meaning of the words in VoBi. Pronounce the word and ask students to repeat.
3. Discuss the answers of the questions.

GAME TIME...!!!

This is a Word Chain game. It can function as an icebreaker and to re-attract students’ attention. This game also prepares students some verbs to be discussed further in the grammar part. This game involves linguistic (vocabulary), bodily/kinesthetic (moving), and interpersonal (work in groups) intelligences.

1. Divide students into 4 groups.
2. Instruct each group to make line facing the board.
3. The front student of each group hands a chalk or marker.
4. The first student writes one word of verb on the board.
5. Then, he/she gives the chalk/marker to the next student, and goes into the back part of group.
6. The next student writes another verb word whose initial letter is the last letter of the first word. Example: the first student write “read”. The second student writes “dance”, the third students writes “eat”, ect.
7. Do it in competition until all students have the chance. Then, teacher may stop the game.
8. After the game is finished, instruct students to back to seat.
9. Count the number of words that each group has made.
10. The group which has the most words being the winner.
11. To lead to grammar part, write the past form (V2) of some words from the words that students have written in the board.
**GRAMMAR**

This part of grammar is simple past tense. It involves linguistic intelligences.
1. Ask students to find some sentences using simple past tense from the text in Activity 6, or ask them to give examples of sentences in simple past tense.
2. Write students’ answers on the board.
3. Have them analyze the form of simple past tense.
4. Give examples of other sentences using simple past tense.

**ACTIVITY 7**

It is a vocabulary building related to the text in Activity 8. Before students read the text in Activity 8, the vocabulary may help them understand the text better. It includes linguistic and intrapersonal (individual task) intelligences.
1. Ask students to work on it individually to match the word synonyms.
2. Then, discuss the answers with students. While discussing the answers, pronounce the words and ask students to repeat.

**ACTIVITY 8**

This activity provides students with an exercise to help them understand simple past tense. Ask students to work on it individually by filling in the blanks with the verbs in parentheses using simple past tense. Then, discuss the answers with students. It includes linguistic and intrapersonal (individual task) intelligences.

**C. Get to Show!**

**ACTIVITY 9**

This presents a writing task.
1. Elicit students’ answers of their unforgettable experience, such as holiday, strange experience, happy, sad, embarrassing, or other experiences.
2. Call two or three students and ask them one by one of what event (experience) that is unforgettable, when, where, with whom, their feeling about the experience, and why they feel so.
3. Instruct students to compose writing of their unforgettable experience.
4. When they have finished writing, ask them to change their works with partners. Then, each partner has to give comments on his/her friend writing, and write what he/she felt if he/she was in her/his friend situation.

This activity includes linguistic (writing), intrapersonal (changing works), interpersonal (identifying own’s attitude in a certain situation), and visual/spatial (imagining) intelligences.
OTHER FEATURES INCLUDED IN EACH UNIT

MY LEARNING EXPERIENCE

It is students’ reflection on their experience in learning each unit. It helps them identify their learning improvement, their difficulties, and find the solutions on the problem or difficulties they find. Students write the reflection and share it with friends and teacher. Sharing aims to get learning tips from other friends and from teacher. It employs intrapersonal (identifying own’s learning), logical (finding solutions), interpersonal (sharing), and linguistic (writing and speaking) intelligences.

1. Ask students to write a reflection in the provided column of each unit. Do it at the end of each unit.
2. Give them time of approximately 5 minutes to write.
3. Have them share with their partners.
4. If there is enough time, ask one or two students to share in class.
5. Then, other students and teacher give comments on the sharing.

CHECK IT OUT...

It provides students with additional information related to topic to broaden their knowledge. It can help them use their linguistic intelligences by reading English text. Teacher asks students to read this part anytime it is possible, or just ask them to read it at home. Beside, teacher may give students time to ask something related to the information.

FUN RIDDLE

It provides riddles for students to stimulate them to think broadly. It helps them use their logical and spatial/visual intelligences (guessing and imagination). Students can read it for fun.

QUOTATION

In each unit there is quotation which is expected to motivate the students.
## Activity 1
### Listening transcript
1. Swimming
2. Drawing
3. Hiking
4. Crochet knitting
5. Cycling
6. Playing piano
7. Horse riding
8. Surfing
9. Dancing
10. Watching TV
11. Writing
12. Playing chess

## Activity 2
### Listening transcript
1. Claire: Hello, finance department.
2. Jonathan: Hello, can I speak to Adrian Hopwood, please?
3. Claire: I’m afraid he’s in a meeting at the moment. Can I help?
4. Jonathan: No, I need to talk to Mr.

## Activity 3
1. The woman and the man are talking about sports and hobbies.
2. The man usually does cycling, weight-training, rock climbing.
3. The woman comes from Japan.
4. The woman joins tea ceremony club in Japan.
5. The man’s hobbies are making internet websites, and enjoying music and movies.
6. Yes, he has.

## Activity 8
### Listening transcript
1. Julia, Pablo, Danny
2. Mexico
3. Secretary
4. Julia and Danny
5. Julia
6. Danny
7. Pablo and Danny
8. France
9. Julia and Danny
10. Once a week

## Activity 9
### Listening transcript
1. Travelling
2. Being
3. Going
4. Bird-watching
5. doing
Hopwood, I think. What time will he be out of the meeting?

5. Claire: In about an hour. Can you call back later?


7. Claire: Or can I take a message?

8. Jonathan: Actually, would you mind? Could you tell him that Jonathan McAndrews called, and that I’m in the office all day if he could call me back.

9. Claire: Can I take your number, please?

10. Jonathan: Yes, it’s 5556872

11. Claire: 5556872. Okay, I’ll make sure he gets the message.

12. Jonathan: Thanks very much for your help, bye!

13. Claire: Goodbye!

**Activity 3**

1. Jonathan does

2. He needs to talk to Mr. Hopwoods

3. Mr. Hopwood cannot talk on the phone because he is in a meeting.

4. He leaves message for Mr. Hopwood to call her and that he was in the office all day if he could call him back.

**Activity 4**

**Listening transcript**

Little girl: Hello.

Caller: He, he, hello? Uh, yeah. Is... uh... your dad home?

Little girl: Just a minute, please.

**Teacher’s Manuals**
Answers for Activity 4
1. F
2. T
3. F
4. T
5. F
6. T

Activity 7
1. Representative = c. delegate, agent.
2. Jewel = a. gemstone, precious stone
3. Urgent = e. pressing, vital
4. Delivery = f. distribution, sending
5. Resolved = determined, solved
6. Shipment = delivery, load
7. Suppose = expect, consider
8. Delayed = postponed, suspended

Activity 8
1. Ms. Anderson is a sales representative Jewel and Things.
2. Ms. Anderson wants to talk about delivery problem that Mr. Franks mentioned.
4. The problem related to the earrings is that the earrings haven’t arrived.
5. The delivery was late because the shipment was delayed from France.
6. The earrings will be delivered by the morning of the following day.
7. Ms. Anderson will have a meeting with Mr. Franks on Friday Morning at 10 a.m.

Activity 10
1. The phone rang and Rodger answered the phone saying if he might ask who was calling.
2. The man who made the call answered that he was Bob Hall. And he asked whether he could speak to Ms. Betty.
3. Because Ms. Betty was out, Rodger said that he was sorry, and that Ms. Betty was out to lunch at that time. He also asked if Bob Hall wanted to leave a message.
4. Bob Hall said that he would call her later.
5. Rodger continued asking whether he had ever called Ms. Betty before.
6. Bob Hall said that he had called her the day before but she had been having a meeting.
7. Then, Rodger said that he would tell her that Mr. Bob Hall had called.
8. Rodger continued offering him help and said if he could have Bob Hall’s telephone number.
9. Bob Hall said that he could and it was 532-9843. He asked him not to forge to tell her that he was available in the office until 4 p.m.
10. Bob Hall continued saying to make sure that she would call him. And he said thankyou.
1. My husband is a chef at an Italian restaurant. He cooks the food there with two other chefs.
2. A graphic designer draws pictures for advertising and websites.
3. When my car makes strange noises or breaks down, I bring it to a mechanic. He fixes it.
4. When my son was born, we went to a photographer to have pictures taken as a family.
5. It took the computer technician three weeks to fix my computer.
6. My brother is a police officer in Los Angeles. He catches criminals.

Activity 2
1. Her characteristics are hard working, can work alone, self motivated, easy going, put people at ease, great communication skills, comfortable
2. She is applying for pharmaceutical sales person
3. She can work with doctors and other medical professionals, bringing lunch, demonstrating products, handling calls.
4. Good eye contact, use proper gestures (hands moving properly), good eye contact, speak fluently.
5. Confident, reliable, talkative, etc.

Activity 4
Listening transcript:

a. It took the computer technician three weeks to fix my computer.

b. A graphic designer draws pictures for advertising and websites.
c. My brother is a police officer in Los Angeles. He catches criminals.
d. My husband is a chef at an Italian restaurant. He cooks the food there with two other chefs.
e. When my car makes strange noises or breaks down, I bring it to a mechanic. He fixes it.
f. When my son was born, we went to a photographer to have pictures taken as a family.

Taken from: http://www.flashcardhub.com

Answers
1. Shop assistant (b)
2. Full time secretary (a)
3. Computer trained secretaries (c)
4. Kindergarten teacher/trainer (d)

Activity 5
1. Am
2. Have
3. Get
4. Finish
5. Don’t need
6. Start
7. Reply
8. Do
9. Is
10. Takes
11. Doesn’t have
12. Stands by
UNIT 4

Activity 1
1. Precinct = e. police office
2. Bizarre = c. strange, unusual
3. Unidentified = i. unknown
4. Out of this world = d. unbelievable, incredible
5. Approaching = a. coming closer
6. Sighting = b. detection, finding
7. Disappear = f. vanish, fade away, go
8. Beast = j. creature, monster
9. Giant = h. huge, massive
10. Saucer = g. plate

Activity 2
1. Wild
2. Report
3. Exactly
4. Party
5. Overhead
6. Watch
7. Landed
8. Headlight
9. Picked
10. Suggesting
11. Shoulders
12. Medication
13. Mentioned
14. deals

Activity 4
1. The man was returning home from a party when he first saw the UFO.
2. The man reported the incident to the police at about 5:00 a.m.
3. A strange man did.
4. The man followed the animal to a plane.
5. The police suggested that the man should seek counseling.

Activity 6
1. The story tells about past events.
2. The writer experienced two kinds of dangers.
3. The writer experienced the dangers in India and Australia.
4. The word “we” refers to the writer and a group of people.
5. The people in the minibus screamed because they were about to go over the edge.
6. No, they didn’t.

Activity 7
1. j. hover, hang
2. b. huge, very big
3. h. flow, stream
4. c. hold, grasp
5. g. fight
6. a. leap, drop
7. i. line, cord
8. e. stay alive
9. f. attempt, try
10. d. flee, run away

Activity 8
1. went
2. was
3. were
4. couldn’t
5. floated
6. ran
7. didn’t grip
8. thought
9. got
10. rowed
11. threw
12. dove
13. brought
APPENDICES
APPENDIX A

The following text can be copied to be given to students, or showed in power point presentation.

Text for Activity 7 UNIT 1

This is Pablo. He is 34 years old now. He lives in Cape Town for 5 years now. He moved from Mexico, his motherland, to spread his experience to be a doctor in Cape Town. Doing exercise is his hobby. He usually goes to gym once a week in his free time. He also likes going to cinema and listening to music. His favourite music is ballads and Mexican music. Sometimes, he loves to go travelling and whitewater rafting with his friend, Danny.

This is Danny. He is a French man but has been living in Cape Town since he was a child. His occupation is a bank manager. He enjoys melancholic and R&B music. He also loves horse riding. He often goes horse riding with Julia his girlfriend. Sometimes, they go on parties together. He likes activity in open nature also. Whitewater rafting is his activity on holidays. Sometimes he goes on raft with his friend Pablo. Doing outdoors activities can help him develop his interest in photography by taking pictures of natural objects.

This is Julia. She is from Canada. She is 28 years old and loves living in Cape Town. She works in a garment company as the main director’s secretary. In her free time, she likes watching films, shopping, going out for meals, and horse riding. She also likes browsing for the newest model of clothes and listening to hip-hop and jazz music. In her opinion, doing those activities can make her feel refreshed and relaxed. She learns and enjoys dancing also, and often shows a beautiful dance in a party.

VoBi.
Find the meaning of these words.

Browsing :  
Motherland :  
Ballads :  
Develop :  
APPENDIX B

The following questions are questions for ACTIVITY 8 of UNIT 1. Students answer these questions by playing a competition game.

1. Match the names of the people in the text with the pictures.
2. Where is Pablo from?
3. Who likes horse riding?
4. What is Julia’s occupation?
5. Who works in a garment company?
6. Who likes melancholic music?
7. What kind of music does Pablo like?
8. Who usually go whitewater rafting together?
9. Where is Danny from?
10. Who are in relationship?
11. How many times does Pablo go to gym?

The following are the questions and answers to be cut off for the competition game. Make 4 copies, 1 copy for each group.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where is Pablo from?</td>
<td>Mexico</td>
</tr>
<tr>
<td>2. Who likes horse riding?</td>
<td>Julia and Danny</td>
</tr>
<tr>
<td>3. What is Julia’s occupation?</td>
<td>Secretary</td>
</tr>
<tr>
<td>5. Who likes melancholic music?</td>
<td>Danny</td>
</tr>
<tr>
<td>6. What kind of music that Pablo likes?</td>
<td>Ballads</td>
</tr>
<tr>
<td>7. Who usually go whitewater rafting together?</td>
<td>Pablo and Danny</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
This is how to play the game for Activity 8 of Unit 1:

1. Divide the class into 4 groups.
2. Each group makes a line facing the board.
3. In front of each group, teacher provides questions and answer for activity 2 on the tables, but each question and answer is cut off.
4. Students in lines, one by one comes to the front, takes one question, and chooses one answer.
5. The first student goes backward.
6. Continue to the second student, and so on until all questions are answered.
7. The group which finishes the quickest with the most right answers wins the game.
8. Play the music from recording “Fireworks” and “March On” to make the competition more fun.
APPENDIX C

These are cards that can be used to divide the class into groups to do ACTIVITY 10 of UNIT 2.

<table>
<thead>
<tr>
<th>Typist 1</th>
<th>Typist 2</th>
<th>Typist 3</th>
<th>Typist 4</th>
<th>Typist 5</th>
<th>Typist 6</th>
<th>Typist 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalist 1</td>
<td>Journalist 2</td>
<td>Journalist 3</td>
<td>Journalist 4</td>
<td>Journalist 5</td>
<td>Journalist 6</td>
<td>Journalist 7</td>
</tr>
</tbody>
</table>
Cut the sentences provided in the column below for grammar part of REPORTED SPEECH of UNIT 2.

These are sentences to match, classify and analyze.

<table>
<thead>
<tr>
<th>Original Sentence</th>
<th>Reported Speech Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane asked Peter, “Where did you go yesterday?”</td>
<td>Jane asked Peter where he had gone the day before.</td>
</tr>
<tr>
<td>Peter said, “I went to gym last night.”</td>
<td>Peter said that he had gone to gym the night before.</td>
</tr>
<tr>
<td>“Have you met Mr. Powell?” Jane asked.</td>
<td>Peter answered, “I have met him. He will have a party tomorrow.”</td>
</tr>
<tr>
<td>Jane said, “It is good. Can I go to the party?”</td>
<td>Jane said that it was good. Then, she asked if she could go to the party.</td>
</tr>
<tr>
<td>Peter answered, “Yes, you can. I am going with you.”</td>
<td>Peter answered that she could. Then, he said that he was going with her.</td>
</tr>
<tr>
<td>“I am sorry. I don’t want to go with you.” said Jane.</td>
<td>Jane said that she was sorry. And she said that she didn’t want to go with him.</td>
</tr>
<tr>
<td>Jane also said, “I should go with my father.”</td>
<td>Jane also said that she should go with her father.</td>
</tr>
<tr>
<td>Peter said, “It is okay. Don’t be sorry.”</td>
<td>Peter said that it was okay. Then, he said not to be sorry.</td>
</tr>
<tr>
<td>“I have to go. Come to my house anytime!” Jane said to Peter.</td>
<td>Jane said that she had to go. Then, she asked Peter to come to her house anytime.</td>
</tr>
<tr>
<td>Peter asked.</td>
<td>Jane said that she would. Then, she said that she would be waiting for him.</td>
</tr>
<tr>
<td>Jane said, “Yes, I will. I will be waiting for you.”</td>
<td></td>
</tr>
</tbody>
</table>
The following are papers for Game of “Draw and Guess” of UNIT 3. Copy and cut the following list of jobs for students to draw things which have relations to words in the paper. Teacher may add or vary the list of words by him/herself.

<table>
<thead>
<tr>
<th>Athlete</th>
<th>Manager</th>
<th>Carpenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bus operator</td>
<td>Nurse</td>
<td>Bricklayer</td>
</tr>
<tr>
<td>Chef</td>
<td>Police officer</td>
<td>Sculpture</td>
</tr>
<tr>
<td>Teacher</td>
<td>Farmer</td>
<td>Pilot</td>
</tr>
<tr>
<td>Florist</td>
<td>Salesman</td>
<td>Postman/Postal carrier</td>
</tr>
<tr>
<td>Doctor</td>
<td>Bodyguard</td>
<td>Singer</td>
</tr>
<tr>
<td>Cameramen</td>
<td>Photographer</td>
<td>Saloon Capster</td>
</tr>
</tbody>
</table>
The following is list of jobs for “Who am I?” in UNIT 3, ACTIVITY 3. It also can be used for interview role play on telling about job description.

<table>
<thead>
<tr>
<th>Librarian</th>
<th>Receptionist</th>
<th>Typist</th>
<th>Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chef</td>
<td>Veterinarian</td>
<td>Accountant</td>
<td>News reporter</td>
</tr>
<tr>
<td>Teacher</td>
<td>Web-designer</td>
<td>Shopkeeper</td>
<td>Tourist guide</td>
</tr>
<tr>
<td>Nurse</td>
<td>Clerk</td>
<td>Taylor</td>
<td>Photographer</td>
</tr>
</tbody>
</table>
APPENDIX G

Here are 4 pictures for puzzle game of UNIT 4. Cut each picture into several pieces. Then, students re-arrange it into full picture.

1

![Image 1](http://www.featurepics.com)

2

![Image 2](www.4allfree.com)
It was a weather balloon, not a flying saucer
These are the complete pictures for your reference after cutting out the puzzle pictures.