# PENGEMBAGAN PENUGASAN MEMBACA BERBASIS *CALL* UNTUK SISWA KELAS VII SMP

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**Abstrak**

Tujuan dari penelitian ini adalah: (1) untuk menentukan kebutuhan tujuan dan kebutuhan belajar siswa kelas VII SMPN 1 Berbah dan (2) untuk mengembangkan penugasan membaca berbasis *CALL* untuk siswa kelas VII SMPN 1 Berbah. Penelitian ini merupakan penelitian pengembangan (R&D). Subjek penelitian ini adalah 32 siswa kelas VII SMP Negeri 1 Berbah. Penelitian ini mengikuti siklus penelitian Borg dan Gall (1983) dan dengan siklus penilitan pengembangan yang telah dimodifikasi usulan Jolly dan Bolitho (1998). kebutuhan tujuan dan kebutuhan belajar siswa diperoleh dari hasil analisis kebutuhan. Penelitian ini mengembangkan tiga unit materi yang disajikan dalam multimedia dalam bentuk penugasan membaca berbasis *CALL*. Materi dikembangkan menggunakan *Wondershare Quiz Creator* sebagai *authoring tool.* Setiap unit terdiri atas 11 penugasan dan materi-materi yang berfokus pada teks deskriptif.

**Kata kunci:** *pengembangan materi, computer-assisted language learning (CALL), membaca, wondershare quiz creator*

## *DEVELOPING CALL-BASED READING TASKS FOR GRADE VII STUDENTS*

*Abstract*

*The objectives of this study are: (1) to find the target needs and learning needs of the students of Grade VII of SMPN 1 Berbah and (2) to develop appropriate CALL-based reading tasks for them.Thiswas a research and development (R&D) study. The subjects were 32 students of Grade VII students of SMP Negeri 1 Berbah.The study followed R&D cycles of Borg and Gall (1983) with modified cycles of R&D research proposed by Jolly and Bolitho (1998).The target needs and the learning needs were obtained from the results of the needs analysis. The study developed three units of materials which were presented in multimedia in the form of CALL-based reading tasks. The materials were developed using Wondershare Quiz Creator as an authoring tool. Each unit consisted of eleven tasks and materials that focused on descriptive texts.*

**Keywords:***developing materials, computer-assisted language learning (CALL), reading, wondershare quiz creator*

## INTRODUCTION

The rapid development of the world is also followed by the development in the educational field especially in English teaching and learning since English is widely used as an international language. The development in English teaching and learning should cover not only the techniques and methods but also media and materials development. The utilization of technology in language teaching and learning is very popular among teachers nowadays. Moreover, the use of technology-based media and materials becomes a popular issue in recent discussion and research on the educational field. Computer-Assisted Language Learning (CALL) is commonly known as a method of using computers as a medium for teaching English. CALL offers teachers and learners various activities that will help the learners learn English.

There are still many problems with the use of technology in teaching English in Indonesia. Using information and communication technology such as the computer is seen difficult for some teachers. Moreover, teachers in the field feel that it is hard to use particular software in developing their activities in teaching. Another problem is that teachers do not utilize the available media such as computers and laboratories optimally. The materials given to the students are mostly in the form of printed materials taken from course books and worksheets.

In contrast, the students' daily life is very familiar with the use of information and communication technologies such as computers. These kinds of situations are realized by the teachers and are partially solved by having some meaningful activities such as listening to sound recordings for teaching listening and speaking skills.

Those issues motivate the researcher to develop CALL-based reading tasks for Grade VII students of the junior high school focusing on descriptive texts using *Wondershare Quiz Creator* as an authoring tool.

## LITERATURE REVIEW

Scheiner (2001: 4) states that reading is an active process of interacting with printing and mentioning comprehension to establish meaning. It means that reading is closely related to other activities such as thinking, interacting, making perception, generalizing, and comprehending the context. That is why a reader should use his prior knowledge or at least his vocabulary mastery that will support in comprehending the text. In addition, Grabe (2001:178) states that reading is seen as the primary means for independent learning, for many purposes such as improving language skills, achieving better in doing tasks, and learning more about particular subject matter. Earlier,

Nuttal (1987) states that people have different reasons for reading. The reasons of reading influence the way people read. People can use many kinds of reading strategy such as skimming and scanning regarding the types of information in the text being read.

**Teaching Reading in Junior High School**

English is taught in Indonesia as one of the compulsory subjects in the levels of junior and senior high schools. The learning process in the junior high school follows the regulation issued by the Ministry of Education and Culture concerning the standard of the learning process. It is stated in *Permendikbud* No. 22 2016 about the standard of the learning process. The Ministry of Education and Culture recommends several principles to be used in the teaching and learning process such as facilitating students to learn, learning based on multi sources, using the scientific approach, implementing competencies-based learning, and utilizing communication and information technology.

There are several steps of the scientific approach implementation regarding the Ministry regulation to be implemented in teaching English such as observing (texts), questioning/asking questions, experimenting/collecting data, associating/analyzing data and drawing conclusions, communicating and finding

knowledge and creating texts. However, the Genre-Based Approach (GBA) promoted by Feez and Joyce in Richards (2006) is one of the broadly-used approaches to teach the text types to the students of junior and senior high school in Indonesia.

**Descriptive Texts**

A descriptive text is a type of texts in English. A descriptive text is defined as a text that describes a particular person, place or thing subjectively by describing it features without including personal opinions toward the thing being described (Anderson & Anderson, 1998). A descriptive text describes a specific subject such as specific person, a particular place and a specific animal rather than a general group. In addition, the elements of a descriptive text are: 1)a general opening statement in the first paragraph that contains the description of subject being described to the readers, 2) a series of paragraphs about the subject that build the description of the subject, and 3) a concluding paragraph as an optional choice to end the text.

**Computer-Assisted Language Learning**

Beatty (2003: 7) states that CALL is any process in which a learner uses a computer and, as a result, improves his or her language. The awareness of the various benefits and limitations of technologies being used leads the teachers or language

facilitators understand that CALL should be used effectively. In attempt to make a balanced approach in the context of CALL, it is important to understand the best way to organize and make use of technological resources and how to combine them with students' interactions in the classroom (Levy in Donaldson and Haggstrom, 2006: 2). Moreover, Dudeney and Hocky (2007) states that the use of technology in the classroom does not replace the use of traditional materials such as whiteboards or course books. Technology tools are used to complement and enhance regular classroom works.

The advantage of using computers in reading is that computers are able to present texts in many different ways. The text can be presented with animations and sounds which make reading become more interesting. In addition, CALL offered guidance in comprehending texts and doing tasks by giving hints and feedbacks. Hints and feedbacks are not commonly found in printed materials (Nadera, 2001).

**Related Studies**

Talahaturuson and Maruanaya (2016) states that the use of Wondershare Quiz Creator can support and improve the atmosphere in the learning process especially in reading comprehension lessons. Another related study is a thesis from Fitri Sariwulan (2014) about developing CALL-based materials for reading comprehension for Grade VIII students of the junior high school. The research followed research and development steps that resulted in appropriate CALL-based reading materials for reading comprehension to help the students to learn descriptive texts.

**RESEARCH METHOD**

This study was classified as a research and development (R&D) focusing on developing CALL-Based Reading Tasks for Grade VII Students of SMPN 1 Berbah related to descriptive texts. The results of this study were in the form of flash-based materials and tasks presented on computers.

The subjects of the study were 32 students of grade VII of SMPN 1 Berbah. This study followed R&D cycles of Borg and Gall (1983) with modified cycles of R&D research proposed by Jolly and Bolitho (1998). The first step was a needs analysis which was done by distributing needs analysis questionnaires to the students. The results were analyzed quantitatively. The analyzed results were the basis for the course grid development. The course grids were used as the guidance of the materials development. The first draft of the developed materials was evaluated through expert judgment. Then, the first draft was revised based on feedbacks from

the evaluation to make the final draft of the materials.

This study was a survey research using a questionnaire of needs analysis to gather students' target and learning needs and an expert judgment questionnaire to evaluate the appropriateness of the developed product in terms of material and media aspects. The first questionnaire was analyzed using percentage and frequency. The tendencies of the students' needs were represented by the highest score of each question. The second questionnaire was given to the expert to get the evaluation and feedback for the product revision. The results of the expert judgment questionnaire, then, were analyzed and converted into descriptive analysis.

**RESEARCH FINDINGS**

The obtained data related to the students' needs show that the students needed materials to improve their English especially in reading. Specifically, the aspects which were needed to improve were the vocabulary, grammar and general construction of the texts.

Based on the result regarding students' wants, the students expected materials with a lot of fun activities and illustrations. In addition, the pronunciation recordings and extra examples of texts were seen to be important to be added in the materials. Both the students and the teacher were familiar

with the use of media in teaching English. The students were motivated by the use of computers in teaching. The teacher sometimes uses a computer as media to deliver the materials. The school had computer laboratories and each class room was equipped with a LCD projector. However, the use of media in teaching English was still limited on the use of sound recordings to teach listening.

The results of the needs analysis were used as the basis of the course grid design. The developed course grid was the guideline for the materials design. The development of the materials also took into account the principles of teaching reading proposed by Harmer (2001).

The developed products were three units of materials containing tasks and explanations about the materials related to descriptive texts. The developed tasks represented perceptive, selective and interactive reading tasks proposed by Brown (2004). Unit 1 of the products was aimed to help the students to learn how to describe people. Meanwhile, Unit 2 is about describing animals and the last unit is about describing things. The materials presented in the products are simple present tense, the use of adjectives, articles in English, prepositions of place and the generic structure of the texts.

The developed products were evaluated by an expert to have some revisions and

suggestions to help the researcher to make the better ones. The evaluations were on the materials aspect and the media aspect as the developed product was a CALL-based product. The results of the evaluations were, then, analyzed. Regarding the Quantitative Data Conversion proposed by Suharto (2006) both the materials aspects and media aspects fall to very goodcategory. It means that the developed CALL-based reading tasks are considered appropriate for Grade VII students of junior high school.

## CONCLUSIONS AND SUGGESTIONS
### Conclusions

Based on the results of the needs analysis related to the target and the learning needs, the students needed materials to improve their English especially in reading skills for comprehending texts to answer questions and to read the text fluently. Specifically, the aspects needed to improve were the vocabulary, grammar and general construction of the texts. The computers, sometimes, were involved in the learning process. In addition, the students viewed that the involvement of multimedia materials motivated them to learn. Multiple choice tasks, true-false questions, picture cued tasks and matching tasks were expected to be presented in the materials. Therefore, this study developed three units of materials which were presented in multimedia in the form of CALL-based reading tasks. The materials were developed using *Wondershare Quiz Creator* as an authoring tool. Each unit consisted of eleven tasks and materials that focused on descriptive texts

### Suggestions

After drawing the conclusions of the research, there are some suggestions proposed by the researcher for English teachers and other developers.

1. English teachers of junior high school with similar condition are suggested to optimize the provided facilities in the school for their teaching. The use of CALL-based materials can be a complementary mean to gain students motivation and understanding. The teachers are also expected to suit the changes of modernization in teaching and learning process. The use of ICT will help a lot to make the learning more meaningful and fun. The competencies to create their own CALL-based materials are also important. That is way it is necessary for them to start learning to master the competencies.

2. Other researchers in materials development are welcome to have similar research to improve the results of this research with better products. There are a lot of simple but fun authoring tools of CALL that can be

used for developing teaching materials. However, the content of the materials should be the priority to be considered. The content should be clear, motivating and grammatically correct. The future researchers may develop CALL-based materials on the other theme and skills.

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**PROFILE**

AdiPurwono is a student of English Education Study Program of State University of Yogyakarta. He was born on 12$^{th}$ of December 1991. He has an interest in materials development and works as an English tutor in a junior high school.