

# DEVELOPING ICT BASED INTEGRATED READING AND WRITING MATERIALS FOR THE SEVENTH GRADE STUDENTS OF SMPN 4 BATURITI IN THE ACADEMIC YEAR 2012/2013

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## ABSTRAK

Tujuan dari penelitian ini adalah untuk mengembangkan materi pembelajaran yang menyatu-padukan membaca dan menulis yang berbasis ICT untuk siswa kelas 7 di SMPN 4 Baturiti. Penelitian ini dirancang berdasarkan pada rancangan penelitian pengembangan yang dikemukakan oleh Dick, Carey dan Carey di tahun 2005. Model penelitian ini terdiri atas tiga langkah utama yaitu; analisa keperluan, pengembangan produk, dan evaluasi produk. Analisa keperluan diadakan dalam rangka memperoleh informasi tentang apa yang diperlukan dan sifat khas siswa, infrastruktur sekolah, dan topik yang harus muncul di dalam produk. Pada langkah pengembangan produk, materi dikumpulkan dan kemudian dikembangkan dengan menggunakan dua program bernama *Hot Potatoes* dan *Macromedia Dreamweaver*. Pada langkah evaluasi produk, diadakan penilaian ahli dan pengujian lapangan (*field try-out*) terhadap produk tersebut. Untuk keperluan langkah penilaian dari ahli, penelitian melibatkan dua ahli yang masing - masing memiliki keahlian dalam bidang berbeda yaitu; isi/kurikulum dan ICT. Hasil penilaian ahli menunjukkan kualitas materi yang dikembangkan sangat baik dengan nilai 3,88 dalam skala 0.1 – 4.0. Selain itu, pengujian lapangan terhadap produk juga diadakan untuk menguji apakah materi yang dikembangkan tersebut bisa dipakai dengan baik untuk mengajar keterampilan membaca dan menulis. Hasil pengujian menunjukkan bahwa materi tersebut dapat dipergunakan dimana ini bisa dilihat dari tanggapan positif yang diberikan siswa sebanyak 86%.

Kata kunci: *Hot Potatoes*, *macromedia dreamweaver*; menyatu-padukan kemampuan membaca dan menulis, pengembangan materi.

## INTRODUCTION

In Indonesia, the position of English is considered as a foreign language because our country belong to one of countries where English does not become its native language. English is firstly taught in Elementary school, which will be continued in Junior High School and Senior High School. English was only taught for grade four to six in Elementary school, however all grades in Junior High School and Senior High School was taught English.

In Junior High School, English's teach-

ing and learning based on four skills, those are; listening, speaking, reading and writing. Those four skills cannot be separated with each other and can be integrated with another skill in order to obtain a better result of learning. For example, reading as one of skill can be integrated with one of another three skills, one of them is writing. By doing this, it is expected that it can decrease the use of time to teach each skill because it can be taught at the same time.

Further, Reading and writing have strong relationship with each other. Reading is connected to writing, and reading and writing work synergy

(Tierney, 1992 as cited from Ochanomizu University Web Library). It means one skill can't be taught without enclose it with other skill, in case writing. Moreover Brown, 2007 as also cited from Ochanomizu University Web Library, claims that by integrating one skill with another, students can obtain what called as real-life integration skills. For more real example as what happen in teaching evaluation of education in Indonesia. In the every end of semester, there would be always something called as an evaluation, ordinarily in the form of a test. The test is commonly reading (read and answer the questions based on the text) and writing (makes a short paragraph, arrange the sentences, etc). By integrating those two skills in teaching language, it would bring benefit for the students, because reading would provide information that can be later used in written production.

As one of important skills, reading must be given great attention from its preparation until its teaching, which includes lesson plan preparation, appropriate reading text and media for delivering the teaching materials. However, in the fact the teacher of the first grade prefers to use conventional way in teaching reading. Distributing a kind of text to students and ask them to read it and then ask students to answer some questions related with the text is only teacher's strategy in teaching reading. Whereas this activity only makes students feel bored. Moreover, the materials that used as knowledge-transferring media are still a little be neglected. Teachers still have less attention to develop their teaching materials used in the classroom. Most of them only depend on students' textbook as the source of materials.

In fact, there are many weaknesses in using textbook in the course. According to Wahidah (2009), the textbook has three major weaknesses, namely; 1) The emphasis of the book were to introduce new vocabularies, idioms, meanings and the usage rules instead of training the students to use these new vocabularies and idioms and language habit formation. 2) There was a lack of real life usage of the language and also relevant lan-

guage activities. 3) There was no demand for the students to be able to construct and understand coherent meaning. Thus, considering this case, teachers need to develop reading materials that have good content and could invite the students' interest.

Developing integrated reading and writing materials for teaching is absolutely needed to do. Nowadays, the development of Information and Communication Technology (ICT) has greatly affected the field of education. Kalnina and Kangro (2007) proposed that the development of ICT (electronic mail, internet, multimedia) affects the process of its usage in everyday classroom teaching and learning. Its help increase the quality of education and fulfill the requirements set by the contemporary knowledge society.

In relation to the development of Information and Communication Technology (ICT), computer as one its part has become more widespread since its initial appearance in 1980s. Its use as a media in language learning is longer a new thing. Computer based teaching and learning process is called as Computer Assisted Language Learning (CALL). Many benefits could be offer by computer for the students' language learning. In scope of reading activity, computer can bring various interesting materials to the classroom. Computer also can provide immediate feedback. It lets the students know whether their answers correct or not.

Computer can offer some application for teaching and learning activity. While it is impossible to change the content of textbook, the use of computer programs can be a good option. Two of those computer programs are Hot Potatoes and Macromedia Dreamweaver. The researcher and development team at the university of Victoria Humanities and Computing and Media Center developed Hot Potatoes meanwhile, Macromedia Dreamweaver was developed by engineers team of Macromedia, Inc. Hot Potatoes consists of six applications that can enable the creator to develop web-based exercise. The creator can use those applications to create exercises in form of

multiple choices, short answer, jumbled sentences, crossword, matching, and fill the gap. On the other hand, Macromedia Dreamweaver is substantively a program for creating web page. However, it could be also utilized to create web-based writing exercises.

### **Computer Assisted Language Learning**

As cited from Adi Putra (2011), Computer Assisted Language Learning is the newest technology to be used in the ESL language-learning classroom. At the moment that computer become accessible and beneficial, there were quickly integrated into the more modern language school. In the early of computer use, it used to provide supplemental exercise. This was initially can attract students' attention and motivation to learn cause it was something new and they did not even know how to use a computer so the time of teaching computer skills was a bit of an adventure.

However, nowadays, with children become more computer literate than their elders, this is no longer enough to satisfy today's children. The mere use of computer could be possibly be as unattractive as the rote learning of grammar rules. To cope with this case, the newest technology called as Computer Assisted Language Learning (CALL) is used. This approach for teaching and learning language is usually in the form of an attractive presentation, reinforcement, assessment of the information through the use of text, picture, audio and video. The program can be used in the classroom where students are more willing to do given task from their teacher because of the attractive way the package have been organized.

### **Definition Of Reading**

According to Sweet as cited from Dharmawan (2011:22), reading being defined as an active cognitive system operating on printed materials for comprehension. It is considered as the most important activity in language classes. It is an act to look at and understand the meaning of written or printed words or symbols.

Further, although it is about understanding written text, Bernhardt (2000) explains that reading is a complex activity that involves both perception and thought. It also has two related process, word recognition and comprehension. Word recognition is referred to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is referred to the process of making sense of words, sentences and connected texts.

Based on the above explanation of reading's definition, it can be concluded that reading is a kind activity to understand the printed text and identify message from the text depending on the reader's perception and thought.

### **Definition Of Writing**

The term called writing has several meaning. Many experts have proposed the definition of writing. According to Meyer (2003) as cited in Reniantari (2011), writing is communication to convey ideas to other people. It is also stated further by Meyer that writing is also an action, a process of discovering and assembling ideas, capturing them on paper, reshaping and revising them.

In addition, Lannon (1989) as cited by Hà (2011), views writing as "the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with a definite meaning". It means that writing must convey a message with a meaning. In conclusion, writing can be defined as the production of written word that results in the form of a text with a definite meaning. The material of writing (ideas) discovered through research inspiration, accident, trial or error, or anything else. Through writing people would be able to deliver their ideas, thoughts and opinions.

### **Integrating Reading And Writing**

Reading and writing have strong relationship with each other. Reading is connected to writing, and reading and writing work synergy (Tierney, 1992 as cited from Ochanomizu

University Web Library). Tierney and Shanahan (1991) also demonstrate from their research that a good reader is also a good writer and found a correlation between those two skills. Flynn (1982) explains that through writing, a student would be able to gain a fuller understanding on their reading. Writing (in all forms) forces readers to define ideas clearly and this result in fuller comprehension.

Reading and writing, since they are so closely linked, mutually reinforce each other and, therefore, promote learning when they are integrated in classroom activities. Students become better readers, writers and thinkers when they learn reading and writing together (Spack, 1998 cited in Giesen, 2001).

Moreover, integrated reading and writing activities brings benefits to the learner with respect to both content learning and language learning processes. For language gains, reading will help students expand their vocabulary and structures so they can enhance their writing skills as well. The advantages of integrated reading and writing activities in reference to content learning are as follows: reading texts provide information that can be later used in written production. Reading is considered as input and writing is output. Besides, readings also supply more new information and provoke students in their writings (Wolff, 2005, p.16, cited by Hà, 2011).

From the similarity between reading and writing process, it is reasonable to integrate reading with writing.

### **Developing Integrated Material**

As stated by Tomlinson (1998, p.2) in Indriyati & Sa'jaun (2009), Materials development refers to anything, which is done by the writer, teachers/learners to provide sources of language input and to exploit those sources in ways to maximize the likelihood of intake. Moreover, in the process of creating teaching materials, Tomlinson stated that there several features that are needed to be considered. The four fundamental factors are mentioned as following:

1. The materials should achieve impact.
2. Materials should help the learner to feel at ease.
3. Materials should help the learner to developed confidence.
4. What is being taught should perceived by learner as relevant and useful.

### **Hot Potatoes Program**

Hot Potatoes is a set program which is produced by the University of Victoria. This program can be found as a common used program which is used for teaching students by using interactive learning media. It has six applications (JMix, JMatch, JCloze, JCross, JQuiz and The Masher) that can enable the user of the program to create interactive web-based exercises such as multiple choice, short answer, jumbled sentences, crossword, matching/arranging and fill the gap. All of these exercises can be available on web page and internet connection is not needed. It is not a freeware, but it is free of charge for non-profit educational users for their working.

### **Macromedia Dreamweaver Program**

Macromedia Dreamweaver is a program developed by the engineers' team of Macromedia, Inc. Basically it is a professional HTML editor that allows the user to easily build web pages. It is useful in designing, coding, and developing websites, web pages, and web applications. In the stage of materials development in this study, Macromedia Dreamweaver were utilized to create writing materials/exercises as well as the supporting pages for necessity of materials packaging. It provides some features for the study's need such as adding pictures/images, tables, hyperlink and text boxes for places to type the answer, and also configuring the appearance of the page.

## **METHOD**

### **Design**

This research had intention to develop learning media for integrated teaching skill activ-

ity, in this case reading and writing. This research was designed based on research and design proposed by Dick, Carey, & Carey, (2005). This design consists of eight main steps:

1) Assess Needs to Identifying Instructional Goal(s). This step is called as the most critical one in research and design proposed by Dick et. al. (2005). Goals were identified through content outline approach in which there was a convincing evidence that problem performance exist. And this performance problem was (assumed to be) caused by insufficient amount of content learnt by the students. (Dick, Carey, & Carey, 2005: 16). Therefore, the developed product should be able to solve the learners' problem.

2) Conducting Instructional Analysis. In order to obtain data of instructional media, source and activity, this step was conducted. According to Dick, Carey, & Carey (2005: 39), the major purpose of instructional analysis is to analysis the skills and knowledge that should be include in the product being developed.

3) Analyzing Learners and Context. According to Dick, Carey, & Carey (2005: 99), designer must also consider the characteristics of the learners, the content in which the media was delivered and the context in which the skill must eventually be used. In this step, various instruments were applied in analyzing supportive data from learners and learning environment.

4) Writing Performances Objectives. Performances objectives were derived from the instructional analysis and analysis learners and context. Performances objectives itself were the indicators which should be fulfilled by the product of the study. Since it would be basis for constructing instruments for assessment, therefor it is very important to be conducted. (Dick, Carey, and Carey, 2005:140)

5) Constructing Instruments for Assessment. In this step, a construction of assessment instruments for assessing the quality of the product was held. This assessment instruments were in the form of product rubric. In this rubric, aspects of good developed materials were represented.

These aspects consisted of items that measure the quality of the developed materials.

6) Developing Design of the Product. In this stage, a development design was developed to fulfill the criteria in assessment rubric. This design is used as a guidance of how to present the product to the learners and also to develop the content of the developed materials.

7) Developing and Selecting Material of the Product. In this step, the materials needed would be collected from various sources. After collecting the appropriate materials, the product was developed by using Hot Potatoes and Macromedia Dreamweaver. The data from the previous steps would be used as a base in selecting the materials and developing the product.

8) Designing and Conducting Formative Evaluation of the Product. This step was conducted in order to assess the quality and the applicability of the product. This study used two parts of evaluation, namely expert judgments and field tryout. Expert judgments were conducted to find out the weakness and improve the quality of the product. The weakness found were pointed out and revised. Meanwhile, field tryout was conducted to only to show that the product could be implemented in the learning process properly.

## Procedures

There some steps, which followed in this developmental research, as explained below:

1. **Need Analysis.** The purpose of this stage is to collect information for creating a standard of the product being developed. This stage consisted of instructional analysis and learners and context analysis. Instructional analysis covered the data about the skills and knowledge which should be inserted in the product. This analysis was done through document study on syllabus in order to collect needed data about curriculum and topics, which would be used for the product development. Meanwhile, learners and context analysis covered the information about the learners' characteristics and their learning environment. This analysis was done using ob-



ervation, questionnaires, and interviews. Observation was done to obtain information on teaching and learning process in classroom and the school's infrastructure. After that, questionnaires were given to the students to gain information on their technology literacy and their cognitive development. Then for acquiring more accurate and deeper data, interview was conducted with the English teacher of the class. The interview was about the students' characteristics and also English teaching and learning process.

**2. Product Development.** After completing the need analysis, the development of the product was started in accordance to the result of the analysis. It was started by creating the rubric for assessing the product. It contained some of criteria which became the guidance in developing the product. In this study, the product is integrated reading and writing materials, which is completed with picture, and attractive appearance of the exercises. The materials were developed using Hot Potatoes and Macromedia Dreamweaver programs.

The process of developing the integrated and writing reading material was fall into the steps as follows:

- a) Determining the appropriate topics for the grade seven based on the syllabus
- b) Collecting and choosing the students' texts which is obtained from many sources to be added to the material
- c) Determining the additional element related to the text such as, picture, animation, etc.
- d) Creating the integrated reading and writing material

**3. Product Evaluation.** In this stage, the quality and the applicability of the product being developed were assessed by using experts' judgment and field try-out. Experts' judgment was the process of each expert to evaluate the product to find its weaknesses. Then, the weaknesses found could be used as a guidance to revise the product.

In this study, two experts from different expertise would judge the product based on their point of view. They are; content and mechanical expert/design/IT specialist.

After doing the experts' judgment and some revisions, the product was tried-out in the classroom. A limited field try-out was conducted toward the students to show that the product could be properly implemented in the learning activity.

### Research Instruments

Some instruments assisted the researcher in collecting the data in this study. Those instruments were:

#### 1. Documents Study

Document study was done to obtain information pertaining the curriculum, topics, and materials used in the school. The gained data was used as the foundation of developing the topics and materials of the product.

#### 2. Observation Notes

This instrument was used to gain the information about any activities of the students and teacher during teaching and learning process. All the activities are recorded and used as data.

#### 3. Interview guide

Interview was conducted with the English teacher to obtain required data concerning on media used in teaching and learning process and the characteristics of the students. By having the interview, information on the teaching and learning process could be obtained.

#### 4. Questionnaires

Questionnaires were spread to the students to obtain data about students' technology literacy and their cognitive development. The data from this instrument were used as the basis of product development.

#### 5. Rubric

This instrument was written as the guidance for the expert in evaluating the developed materials. As the general rubric, it contains some criteria that should be considered by the judges in determining the applicability and appropriate-

ness of the developed teaching materials for year seven students.

### Data Analysis

The data came from observation, interview, questionnaires and experts' judgment. There would be two kinds of data gained in this research, namely quantitative and qualitative.

The result of questionnaires and experts' judgment would produce quantitative data. Meanwhile, the result of observation notes, and interview would produce qualitative data. In short, both data (quantitative and qualitative) obtained in this study were analyzed descriptively.

For scores from experts' judgment in evaluating the quality of Integrated Reading and Writing Materials were analyzed by calculating the mean score from each expert for aspect of mechanical/design and content. The formula below was used to calculate the mean score.

$$\frac{\text{Experts' mean score } (\bar{x}_{\text{expert}})}{\text{total score } (\sum x)}$$

Figure 1. Expert mean score formula.

Since this study used two experts who evaluated two aspects (mechanical and content), mean score for each aspect was also calculated by using the following formula:

$$\text{Mean score of each aspect}$$

Figure 2. Mean score of each aspects formula

In order to obtain final score for whole quality of the Integrated Reading and Writing Materials (IRWM), mean from all aspects were calculated into one mean score by using the formula below.

$$\text{IRWM score } (\bar{x}_{\text{IRWM}}) = \frac{\bar{x}_{\text{Mechanical}} + \bar{x}_{\text{Content}}}{2}$$

Figure 3. Product score formula

The final score then was classified into a 4 Likert-scale consisted of some categories in which the score was interpreted.

Score Interval	Category
0.1 – 1.0	Poor
1.1 – 2.0	Average
2.1 – 3.0	Good
3.1 – 4.0	Excellent

For obtaining the final scores of post questionnaires, the data from questionnaire was analyzed descriptively by using the following formula:

$$\% \frac{\text{the number of the students choosing}}{\text{total number of students}} \times 100$$

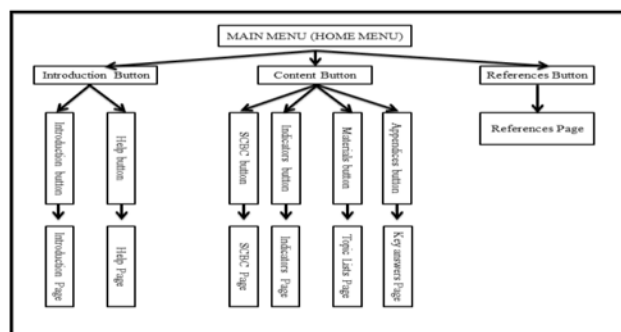
## FINDINGS AND DISCUSSION

### Designing the Integrated Materials

The design covered the basic system of Integrated Reading and Writing Materials, such as the concept map, header, banner for each pages, and also buttons.

#### 1. Designing Concept Map

Creating a concept map is an important thing to do in this study. Concept map is the basic flow of designer's mind about his product, which includes its structure and how it would operate.



2. Designing Banner for Main Pages  
The banner here would be used as the name of the materials' unit. This banner would appear in the main page. Adobe Photoshop was used to design it.
3. Designing Title Logos for Pages  
Each page in the product used the "Title Logos" as their title. Adobe Photoshop was also used for that.
4. Designing Buttons of the Materials  
Many buttons was used for the navigation, action and option in this integrated material. Some of icons designed in the previous step were used as buttons, while the rests were downloaded from internet and or collected from researcher' document. There are four types of button; menu bar buttons, sub menu buttons, topic buttons, and navigation buttons.

### **Developing the Integrated Materials**

In developing the materials, this study followed six steps.

1. Creating Folders as the Database of the Materials. Creating folders, which would acted as the database for the materials, is important because this is where all data files for materials and its complements such as background wall papers, icons, and pictures/images would be stored. This process would be done manually without any help of specific program/application.
2. Selecting and Creating Contents for the Materials. The contents of these integrated materials consist of reading texts, and pictures/images. Both of these contents were collected and created through various ways.
3. Developing the Materials. In developing the Materials, this study used two software called Hot Potatoes and Macromedia Dreamweaver. Hot Potatoes was used to create two type of exercise for reading (matching and multiple choices) and two more for writing (filling the gap and mixed-up sentence/paragraph). Meanwhile Macromedia Dreamweaver was only used for creating the rest of writing exer-

cises.

4. Finalizing the Materials. The collection of exercises that had been created was compiled with supporting pages in order to become a unit of materials. The supporting pages here were main menu, introduction menu, introduction, help, contents menu, standard competencies and basic competencies, indicators, materials/topic lists menu, appendices/key answers, and references. Features called "Navigation" of Configuration file option in Hot Potatoes and Property inspector tab in Macromedia Dreamweaver was used for the purpose.

### **The Quality of the Integrated Reading and Writing Materials for the Syllabus of Grade VII Semester 2**

Discussing the quality, integrated reading and writing materials has already met the criteria of success, which based on both experts' judgments and field try-out.

Expert judgment was conducted after designing and developing the integrated materials. Two experts were involved in the expert judgment. The experts were the lecturers of the English Education Department in UNDIKSHA Singaraja. The experts were given same rubric form to evaluate the materials. There were two aspects in this evaluation: aspect of mechanical, and aspect of content. Then, based on the score given by the experts which is 3.88 within range 0.1 – 4.0 which categorized as very good based on point of view of experts.

On the other hand, the result of questionnaires gathered in the field test also indicated a similar quality of the product where 86% of students gave positive response.

### **CONCLUSION**

The major purpose of this study was to find out the steps of developing the integrated reading and writing material by using Hot Potatoes and Macromedia Dreamweaver programs for the seventh grade students. The answers for



this research question have been found during the implementation of this study based on the findings and discussions. Based on the research question of this study, the following conclusions are presented.

1. Development of Integrated Reading and Writing Materials were design based on the steps of developmental research design proposed by Dick, Carey, and Carey (2005), which was divided into three major phases; (1) Need Analysis, (2) Product Development, and (3) Evaluation.

2. Development of Integrated Reading and Writing Materials are based on analysis of instruction, learners, and context. Every analysis on those fields includes several points and aspects. Instructional analysis covers analysis on language features, type of learning support required and type of exercise required. Analysis of learners covers analysis on students' learning preference and their stages of development. Analysis of context covers analysis on infrastructures, in this case availability of computers and possible implementation of technology.

3. A blueprint or design of packing of materials is made in order to create a good integrated material. This design is in a form of concept map which used as a guidance of development.

4. In developing the reading and writing materials, the researcher used two kinds of program namely, Hot Potatoes and Macromedia Dreamweaver. Hot Potatoes was used mainly to develop all reading materials and most of writing materials, meanwhile in developing the rests of writing materials, Macromedia Dreamweaver was utilized. Four applications of Hot Potatoes were used in developing the materials. Those were JQuiz (to create multiple choices exercises), JMatch (to create matching exercises), JCloze (to create fill the gap exercises) and JMix (to create mixed-up sentence/paragraph exercises). The rests materials developments (constructing a grammatical sentence/paragraph) were developing by using Macromedia Dreamweaver.

5. Evaluation and revision are conducted in developing good integrated reading and writ-

ing materials. Both experts' advice and experience in field try out give important benefit for the development of the product in evaluation stage.

Another additional conclusion could also be derived. The conclusion is about this study which has reached the criteria of success. From experts' judgment, the final mean score of the product was 3.88. The score was above the criteria being set (2.1 – 3.0). This study had also reached the criteria of field try-out. The result showed that 86% of total students decided to give positive response toward the quality of the product. Those score was above the criteria set in which 50% of the students give good opinion to indicate that the product has a good quality.

## SUGGESTION

Some suggestion can be derived from result of this study. Firstly, the teacher needs to give clear guidance to students before administering the developed materials. It would help the students in order to work effectively. Secondly, it is highly recommended for other researchers to conduct a similar research on the materials in order to provide the students with better integrated reading and writing materials.

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