DEVELOPING SUPPLEMENTARY MATERIALS FOR DESCRIPTIVE TEXT WRITING USING ISPRING QUIZMAKER

A THESIS

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UNIVERSITAS TANJUNGPURA

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(*A Development Research on the Seventh Grade Students of SMP Kemala Bhayangkari Kubu Raya on Academic Year 2020/2021*)

A THESIS

Submitted to fulfil one of the Requirements for Bachelor Degree Examination in English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty of Tanjungpura University

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ABSTRACT

Utami, Intra Wahyul 2021. Developing Supplementary Materials For Descriptive Text Writing Using Ispring Quizmaker

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This research was conducted to develop supplementary materials to support writing on descriptive text in companion to the English textbook for Seventh Grade. This research is qualitative, and the method is development research. The researcher used the ADDIE model as the model of development of this research. However, due to time limitations to accomplish all steps, this research only implemented three phases: analyzing, designing, and developing (ADD). This research used the semi-structured interview as the data collection technique and an interview guideline as the tool of data collection. The data of the Analyzing step of this research were analyzed using the thematic analysis technique. The participant of this research was an English teacher of SMP Kemala Bhayangkari Kubu Raya. The product was developed using Ispring Quizmaker. During the process of Designing and Developing, the researcher evaluated the product of this research using the criteria of good materials by Bugler et al (2017). In conclusion, the development of supplementary material for descriptive text writing (SEASON) as the product of this research has met the criteria of good materials.

Keywords: Supplementary Materials, Descriptive Text, Writing, Ispring Quizmaker

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provided a general description of this study that covered the background of conducting the research, the research questions, the purpose of doing the research, the significance of the research, the scope of the research, and the terms used regarding the topic of this research.

1.1 Research Background

English learning at Junior High School was mostly still book-oriented. Teachers tended to take materials from textbooks for their teaching activity in the classroom. Not only the materials, but teachers also used textbooks as the source of the primary material for daily activities and exercises for students. Books are required in the process of teaching and learning. It is the primary resource that is first introduced to students at the beginning of the teaching and learning process. Graves as cited in Gak (2011), said that textbook is a book used as a standard source of information for a formal study of a subject and an instrument for teaching and learning.

In teaching English subjects within the classroom, English textbooks are also the simplest way for students to gain knowledge of English because it has been provided by the teacher and school. It is very easy for students to access knowledge from textbooks as long as they want to read it carefully. Richards (2001) argued that teaching by using textbooks has advantages and drawbacks which depends on how they are used and therefore context for using them. Among the principal advantages are that they provide structure and a syllabus for a program, also

maintain the quality and efficiency. On the other hand, there are also potential negative effects such as they may contain inauthentic language and do not reflect the students' needs (Richards, 2001, p. 2). Regarding this aspect, Gak (2011, p. 80) also stated that there may not be the right mix of activities in the textbook and there may be too much focus on one aspect of language and not enough focus on others. The lack of activities and exercises in the textbooks limited the students to improve their English ability. This condition showed that teachers must not over-rely on textbooks as the resources for materials.

Descriptive text is one of the texts that are the most often used in writing skills. It is defined as a type of text which is used by the writer or speaker to describe a particular thing, person, animal, place, and or event to the readers or hearers (Knapp & Watkins, 2005). In the curriculum of 2013 of Junior High School, descriptive text is taught for seventh-grade students in semester 2. Descriptive text materials in the English textbook "When English Rings A Bell" Chapter 7 for Junior High School provided by the Ministry of Education contain dialogues describing people, animals, and things. In this chapter, the students were mostly instructed to describe people, animals, and things based on pictures. Unfortunately, the researcher didn't find any example of written descriptive text as well as the generic structure and language features. The researcher also didn't find the emphasis on writing skills, since there is no task to write a whole descriptive text in the chapter even though the curriculum requires writing skills as skill competence. Therefore those materials are considered not enough to help students to write a descriptive text.

Based on the description above, it can be concluded that teachers need to provide complete materials that fit the students' needs. One of the common ways to do it is by providing supplementary materials. By providing supplementary materials, teachers can fill the gaps that are found in the textbooks. It is a good solution to support the students' learning as one of the teachers' responsibilities. However, to provide supplementary materials, there are also some aspects that teachers need to consider such as accuracy, visual appeal, and ease of use (Bugler, Marple, Burr, Gaddini, & Finkelstein, 2017, p. 5). Here, the use of multimedia can be implemented as a tool to design supplementary materials. There are some reasons for using technology as the media of design. The first is because it is considered as one of the ways to reduce the students' boredom and increase the students' interest in learning. The second is that the use of multimedia as the media of language learning can be used to provide tasks. Grzeszczyk (2016, p. 110) said that the computer was seen as enhancing active participation in the learning process, and used the exercises beyond multiple-choice and fill-in questions. Therefore, using multimedia would be useful for a teacher to design quality supplementary materials based on the earlier criteria.

Moreover, the curriculum of 2013 also requires the teacher to use ICT in the learning process. As stated in Permendikbud RI No. 22 Tahun 2016 that the learning principal No. 13 according to Standar Kompetensi Lulusan and Standar Isi requires “The use of information and communication technology to improve the learning efficiency and effectiveness” (Kemendikbud, 2016). It is also useful for the students since it helps students to focus on learning the content of the materials.

Through multimedia, students had more control over their learning through hypermedia and it facilitated the focus on the content (Grzeszczyk, 2016, p. 110). This will make students learn descriptive text more intensively before writing the text. Standing on the problems above, the researcher was interested to develop multimedia-based supplementary materials and exercises to help students writing descriptive text easier.

The multimedia software that the writer used is Ispring Quizmaker/Suit 9.7.2. This software is a flash-based program used to create quizzes both online and offline. The writer chose it because it has some strengths to be used for learning. One of the main advantages of Ispring products is that they do not need the professional skills of a programmer to work with them (Vikulova, Makarova, & Gerasimova, 2018, p. 3), so designing materials using it is recommended. Another advantage is that the materials developed in Ispring are available for viewing on computers, laptops, tablets iPad, iPhones, Android, and Windows devices. These strengths will help the process of designing and applying the application easier and faster.

There were previous studies related to the use of supplementary materials and Ispring Quizmaker. The first was a case study on the use of supplementary materials in English Foreign Language Classes in Ecuadorian Secondary Schools conducted by Dodd, Camacho, Morocho, Paredes, Zuniga, Pinza, Toro, Vargas, Benitez, and Rogers (2015). From this study, Dodd et al. found teachers in Ecuador claimed the use of supplementary materials increases the students' motivation, which improved the level of understanding among students (2015, p. 191). The

second study on the same topic was a study by Thakur (2015) who investigated the use of supplementary materials in teaching English and found that supplementary materials enabled the students to become more motivated and active in learning the target language and willingly participate in it (2015, pp. 5-6).

The prior study on the use of Ispring for teaching was done by Wijayanto et al in Senior High School 1 Mayong, Jepara Residence, Indonesia in the academic year 2016/2017 who found that the use of Ispring increased learning motivation in Geography class (2017, p. 244). Another study was done by Wardhono et al who implemented a Quiz Training Program through Ispring Suite to Junior High School which showed that the use of Ispring application is very helpful in increasing interaction within a learning community and can be used as an assistant during the teaching/learning process (2019, p. 82). However, in those studies, their concern was about the effectiveness of supplementary materials and Ispring Quizmaker for EFL learning. Thus this research was focused on developing supplementary materials for descriptive text writing using Ispring Quizmaker.

The supplementary materials were designed generally into two main sections, which were materials and exercises. The materials section contained two parts which were information about the descriptive text with the writing tips, and examples with the vocabulary lists which were divided into 3 topics such as people, animals, and things. The exercises section included several forms of quiz which were specified for writing like organizing sentences into a good descriptive text. The researcher believes that these quizzes will be helpful to increase writing ability as a pre-writing task, as it allows the students to develop ideas and put into practice

what is taught and discussed in class (Alves, 2008). Besides, the researcher also provided a section that contained sources of descriptive text materials that the students can access for their learning. The final product of these supplementary materials was an HTML5 file that can be accessed online and offline using the Ispring Play app.

1.2 Research Questions

Based on the research background, the researcher has formulated the research questions like the following:

a. What are the teacher's problems in teaching descriptive texts using the available textbooks?
b. What materials do the students need to learn to write descriptive texts?
c. How is the design of the supplementary materials that support the students to learn descriptive text?
d. How is the galley of supplementary materials for descriptive text writing?
e. How is the user guide of supplementary materials for descriptive text writing?

1.3 Research Purpose

The purposes of conducting this research are shown as follows:

a. To uncover the teacher's problem in teaching descriptive texts using the available textbook.
b. To uncover the materials that the students need to learn writing descriptive texts.

c. To design the supplementary materials that supports the students to learn descriptive text using iSpring Quizmaker.
d. To produce a galley of supplementary materials for descriptive text writing and the user guide.

1.4 Research Significance

Hopefully, the supplementary materials designed with Ispring Quizmaker can be used by teachers, students, and other researchers also help them in teaching and learning descriptive text materials.

a. For teachers, it can be used to teach descriptive materials more attractively and more complete.
b. For students, it can be used to help the students' independent learning, to make more interesting learning, and to explore more various descriptive text materials.
c. For the other researcher, this study can be a reference in developing a media for teaching.

1.5 Scope of Research

To have more focus research, this research will be conducted with the following limitation:

a. This research is limited to find out the teacher's problems in teaching descriptive text using the textbook and the students' needs in learning writing descriptive text.

b. This research is limited to focus on developing the supplementary materials of descriptive text using Ispring Quizmaker.

1.6 Research Terminology

There were some terms used regarding the topic of this research that should be defined to help the readers to have a better understanding on the topic. The terms were defined as follows:

a. Ispring Quizmaker

   A flash-based program that is integrated with the presentation program of PowerPoint.

b. Supplementary Materials

   The materials are compiled or provided by the teacher in addition to the materials in the textbook.

c. Descriptive text

   Descriptive text is a text that describes an object such as a person, an animal, or a place.

d. Writing

   Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

e. Galley

   A galley is a final proof of an article or book intended for editing or promotional purposes before the finished version is published.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher explains the review of the theories and previous studies which were related to and supported the topic of this research. The section of this chapter are including theory of instructional media, theory of learning, textbook as the primary learning resource, supplementary materials, Ispring Quizmaker, descriptive text, and descriptive text writing.

2.1 Theory of Instructional Media

Instructional media must be involved in teaching to facilitate both the teaching and the students' learning. Mayer (2005, p. 2) defined multimedia as the presentation of materials using both words and pictures. Multimedia in this 21st century can be represented by digital learning. Digital learning which uses a computer in the learning process enables the presentation of both words and pictures in a more attractive way.

Digital learning nowadays becomes more common since technology is developing in education. There are many definitions of digital learning. The most representative one is the definition proposed by the American Society of Training and Education (ASTD). It defines E-learning as the process learners applying digital media to learning (Lin, Chen, & Liu, 2017, p. 3555). According to Holzberger et al (2013) cited in Lin, Chen & Liu (2017), digital learning is a delivery with digital forms of media (e.g. text or pictures) through the Internet, and the provided learning contents and teaching methods were to enhance learners'

learning and aimed to improve teaching effectiveness or promote personal knowledge and skills.

Digital learning itself has many terms in its usage in education. As stated by Lin, Chen & Liu (2017, p. 3555) with the advance and development of technology tools, it appeared different explanations and terminology such as Internet-based training, web-based training, or online learning, network learning, and distance learning. However, it is not always involving the internet in the process of teaching. Anttila et al. (2012) cited in Lin, Chen & Liu (2017) regarded digital learning as a digital tool to acquire digital teaching materials for online or offline learning activity through wired or wireless networks. Then according to these terms, multimedia software such as Ispring Quizmaker is classified as one of the digital learning forms.

Teachers concurrently use the multimedia application as their teaching media or even being trained to use it by the government. Digital learning is considered to bring benefits more which supports the learners' development in learning. Some researchers have investigated the effects of digital learning on learners' learning. For example, Lin, Chen & Liu (2017) investigated the effects of digital learning on learners' motivation and learning outcomes. They found out that learners agreed with the assistance of digital learning in the subject learning, and the increased learning time for students with digital learning relatively enhances the learning performance (p. 3561). This finding showed that students tend to like learning with multimedia in the classroom, and the more they learn with

multimedia, the better their learning performance will be. Therefore, the use of supplementary materials using Ispring Quizmaker as the implementation of digital learning can be done by English teachers to support the students' development of learning performance.

2.2 Theory of Learning

Regarding the purpose of this research which is to develop supplementary materials to support students' descriptive text writing, then constructivism theory is applied in this research. Constructivism theory's view about learning is that the learners build their knowledge and ideas through experience. Constructivism proposes that learners' conceptions of knowledge are derived from a meaning-making search in which learners engage in a process of constructing an individual interpretation of their experiences (Applefield, Huber, & Moallem, 2000, p. 5). The emphasis of experiences in constructivism theory requires the students to construct their knowledge actively. Sjoberg (2010, p. 486) stated that the core ideas of the constructivist approach to learning as knowledge is actively constructed by the learner, not passively received from the outside.

Active learning as the core of constructivism can be built in many ways such as engaging the students' to do independent learning through supplementary materials. Therefore, the use of supplementary materials is in line with this theory as it invites the learners to be more active in constructing their ideas by reading more and doing the quizzes. Supplementary materials using Ispring will engage the students' to experience more in learning descriptive text which will increase their

understanding and ideas in writing the text. Furthermore, the use of Ispring will bring new experiences to learning online for the students.

2.3 Textbook as the Primary Learning Resource

Learning resources are learning facilities that provide materials, tools, and media for learning. According to Farrell (1993), as cited in Benjamin & Orodho (2014, p. 122), a teaching and learning resource is any support material available for use by the teacher in the class and reading material for children. The textbook as a learning resource of materials is one of the learning facilities that can determine the learners' progress in learning. The availability and the quality of a textbook can contribute to learners' development in mastering materials. Available books may help learners to have opportunities more to study. It enables learners to gain the materials they need faster and easier. This will facilitate the learners' learning since they can get the materials easily. Besides availability, the quality of a textbook is also important to be considered. An available but low-quality book may not give a good impact on learners. Quality textbooks should fit exactly the learners' needs in learning and contain authentic materials

The quality of teaching and learning is also one of the teacher's responsibilities in teaching. Since teachers are the people who teach the material from the textbook, they have to be aware of the material in the textbook they are using, whether it is appropriate for their students' level and fits the curriculum or not. According to Grzeszczyk (2016, p. 127) teacher fulfills the role of guide and facilitator, therefore, must know a wide range of different materials that are

available and serve in developing learners' language skills as language textbooks are no longer the only source of information. The other thing that teachers also need to consider is whether the materials in the textbook are various or limited. The limited and not various materials will not help students to master all forms, expressions, or aspects in a particular material which means the students' knowledge and performance will also be limited in some aspects.

2.4 Supplementary Materials

2.4.1 Definition of Supplementary Materials

Supplementary materials refer to the materials compiled or provided by the teacher in addition to the materials in the textbook. It has been very common for a teacher to make their materials to supplement the materials in the textbook. According to Bugler et al (2017), as the result of their interview with teachers from six cities, the teachers made it clear that they use materials that they searched themselves or developed by other teachers to supplement the available text materials.

The use of supplementary materials in teaching lies in a variety of purposes such as to support independent learning or increasing learning motivation. According to a research conducted by Dodd et al (2015), the use of supplementary materials increased levels of understanding amongst students and makes the class more dynamic and therefore motivating for the students.

2.4.2 Criteria of good instructional materials

In designing good supplementary materials, it is needed to select good instructional materials. Several things need to be considered in selecting instructional materials. Bugler et.al (2017, p. 5) wrote some criteria for determining the quality of instructional materials:

1) No errors, correct information
2) Well written
3) Strong visual appeal
4) Aligned to standards
5) Efficiently addresses standards
6) Appropriate depth of knowledge, questions, and activities
7) Easy for teachers, students, and parents to use
8) Complete set of instructions, materials, activities, assessments, and answers
9) Appropriate support for new teachers

These criteria will help teachers to judge the quality of materials that they are going to use which enables them to create quality materials to support students' motivation and learning performance.

2.4.3 Advantages of Supplementary Materials for Teaching and Learning

Supplementary materials bring many advantages to the students' learning. According to Pena, Catalina, Sarmiento, Karolina (2012) using supplementary materials can make classes more interesting and motivating if the materials are correctly selected at the moment of selecting the lessons (p. 2). Dodd et al (2015)

also found in their research that teachers felt their students were more motivated and participate more via the use of supplementary materials (p. 191). Thakur (2015) stated in his study that the use of supplementary materials enables the students to become more motivated and active in learning the target language and willingly participate in it (p. 6). In conclusion, the use of supplementary materials is very useful in teaching and learning especially in terms of motivating the students.

2.5 Ispring Quizmaker

2.5.1 Definition of Ispring Quizmaker

Ispring is one of the popular tools for teaching that supports interactive learning. Ispring is commonly used to create online quizzes that enable learners to do an online course. According to Vikulova, Makarova, Gerasimova (2018, p. 3), it is a program intended for the publication of training courses (including when teaching foreign languages). However, it is also likely to be used offline in the form of a flash file. Teachers can design the quiz easily using Ispring since it is attached to Microsoft PowerPoint, and it doesn't need any programming skills or coding (p. 3). The teacher can also add pictures, audio, a video even animation to support the quiz to be more interactive and interesting.

2.5.2 Advantages of Ispring Quizmaker

According to Vikulova, Makarova, Gerasimova (2018, p. 3), Ispring has some features that benefit the teacher in designing the quiz:

a. Recording of a screen to create training video lessons and upload them to YouTube.

b. Audio/video editor for fast processing of recordings: noise removal, clip cutting, volume control.
c. Creation of interactivity (book, catalog, timeline, question-answer);
d. Creating courses with branching and 'smart' navigation;
e. Design and configuration of the player for viewing courses, tests, interactivity;
f. Inserting videos from YouTube, Flash movies, and Web objects;
g. Adding Web links and files (PDF, DOC, XLS, and others);
h. Development of tests and surveys (the possibility of creating 23 types of questions);
i. The unique design of the test (survey);
j. Converting to mp4 video format and uploading to YouTube.

These advantages contribute to the aspect of creativity and attractiveness to the materials developed using Ispring which benefits the researcher to create more interesting supplementary materials for descriptive text.

2.5.3 Advantages of Ispring Quizmaker to Design Supplementary Materials for Descriptive Text

Since Ispring offers so many beneficial features in creating learning content, it will help the researcher a lot to develop supplementary materials more easily and creatively. As stated by Vikulova et al (2018) that the Ispring program realizes the possibility of online tasks of the open type (creative task) (p. 6). The features to add videos and photos enable the researcher to make more attractive descriptive text materials. Moreover, Ispring Quizmaker/Suite provides 11 question

types that can be chosen/used in making quizzes (Wardhono, Kalista, Kurniawati, & Susilo, 2019, p. 74). It allows the researcher to create various types of exercises for descriptive text. It is also supported by simple design features to beautify the look of the materials. Therefore, the use of Ispring Quizmaker will facilitate the researcher in creating effective, efficient, and attractive supplementary materials for descriptive text.

2.6 Descriptive text

2.6.1 Definition of Descriptive Text

Descriptive text is one of the materials taught in semester 2 on seventh grade in the curriculum of 2013. The students are expected to be able to write the text as one of the skill competence that should be reached according to the curriculum. Descriptive text is a variety of text which is used by the author to describe a selected thing, person, animal, place, and or event to the readers (Knapp & Watkins, 2005). It has its schematic structure and linguistic features as the characteristics of the text which is important to be taught to students to be able to write it in a good and logical structure.

2.6.2 The Schematic Structures and Language Features

The schematic structure of a descriptive text is divided into Identification and Description. Identification aims at introducing and identifying specific participants (a person, thing, place, animal, or event). Meanwhile description aims to describe information of the specific participant such as the description of its

characteristics and personality. Moreover, the linguistic features of descriptive text according to Knapp & Watkins (2005, hal. 98-99) are as the following:

a. Use Simple Present Tense predominantly
b. Use of Simple Past Tense if Extinct.
c. Use 'Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have)
d. Action verbs are used when describing behaviors/uses
e. Mental verbs are used when describing feelings in literary descriptions;
f. Adjectives are used to add extra information to nouns
g. Adverbs are used to add extra information to verbs to provide more detailed description;
h. Adverbial phrases are used in descriptions to add more information about the manner, place, or time
i. Sentences and paragraphs are thematically linked to the topic of description
j. Personal and literary descriptions generally deal with individual things; for example, my favorite toy, my house, my big bear
k. Technical descriptions generally deal with classes of things, rather than individual things, for example, snails, turtles, volcanoes

The schematic structure linguistic features of descriptive text seem quite simple to be taught and learned, but students still have problems in writing descriptive text.

2.7 Descriptive Text Writing

Writing is still considered the most difficult skill among four English learning skills. According to Nunan (2003, p. 88), writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to a reader. Teaching writing skill is very important to support students' communicative competence which is to be able to communicate both orally and in writing. However, it is not easy for students to express their ideas in writing. The most common problems that students face in writing are how to develop ideas, choose the vocabulary, and express it into readable and understandable sentences. As stated by Hedge (2005) cited in Alves (2008) that in writing there is a need to organize the development of ideas or information, ambiguity in meaning must be avoided through accuracy, the writer must choose from complex grammatical devices for the emphasis or focus and finally, they must pay attention to the choice of vocabulary, grammatical patterns, and sentence structures to create a feasible meaning and an appropriate style to the subject matter and readers (p. 3). These things become big obstacles for students to write in English.

There is prior research that investigated the students' problems in writing descriptive text. Research conducted by Rusmawan (2018) investigates how the English teacher in Islamic Boarding School teaches writing descriptive text. In his research, Rusmawan (2018, p. 67) said that in writing descriptive, students have difficulty when they are creating and stimulating ideas. It shows that in teaching descriptive text, the teacher must also teach students how to develop their ideas in

writing the description. One of the ways to stimulate the students' ideas is by activating the students' background knowledge through pre-reading tasks. Alves (2008, p. 6) defined it as a top-down approach that aids students to predict the type of information they will encounter and will help them interpret the text, as readers will only have to concentrate on what they do not know. By reading, students will have pictures in their mind of how to build the sentences and using appropriate adjectives to describe an object, also how to choose the characteristics of the object that should be described in the text.

Reading descriptive text helps them to construct the ideas in their mind, so they will be able to write their descriptive text based on the examples they got from reading the text. However, it should be followed by an experiential approach, which is the activity that allows the students to put into practice what has been taught, for example, a descriptive essay that follows a lesson or section on adjectives (Alves, 2008, p. 6). Therefore, the use of quizzes is seemed useful as a kind of experiential approach that is categorized as a pre-writing task to allow students to generate their ideas on writing.

To facilitate the students reading, teachers have to provide a good example of descriptive text for the students. According to Anggun (2016, p. 148), an appropriate descriptive text should be based on the schematic structure, purpose and, linguistic features of descriptive text.