DEVELOPING READING COURSEWARE ON DESCRIPTIVE TEXT FOR EIGHTH GRADERS IN ST. YUSTINUS DE YACOBIS JUNIOR HIGH SCHOOL KRIAN
A THESIS
In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree In English Language Teaching

By:
Fransiska Poeitryka Amelia Paskalani
1213008087

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY
SURABAYA
2013
This thesis entitled Developing Reading Courseware on Descriptive Text for Eighth Graders in St. Yustinus De Yacobis Junior High School Krian, was conducted and submitted by Fransiska Poeityka Amelia Paskalani. This thesis has been approved and accepted as a partial fulfillment of the requirements for the sarjana Pendidikan Degree in English Language Teaching by the following advisor:

Y. G. HartoPromono, Ph.D.
Advisor I

Dr. BartolomeusBudivono, M.Pd
Advisor II
This thesis has been examined by the committee of an Oral Examination with the grade of ___________________ on ... June 29th, 2013
SURAT PERNYATAAN
PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:
Nama Mahasiswa : Fransiska Poeityka Amelia Parkalani
Nomor Pokok : 1213 008887
Program Studi : Pendidikan Bahasa Inggris – Jurusan Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Perguruan Tinggi : Universitas Katolik Widya Mandala Surabaya
Tanggal Lulus : 29 Juni 2013

Dengan ini SETUJU/TIDAK-SETUJU *) Skripsi atau Karya Ilmiah saya,
Judul: Developing Reading Courseware on Descriptive Text for Eighth Graders in St. Justinus de Yacoobi's Junior High School Krian

Untuk dipublikasikan/ditampilkan di Internet atau media lain (Digital Library Perpustakaan Universitas Katolik Widya Mandala Surabaya) untuk kepentingan akademik sesuai dengan Undang-undang Hak Cipta yang berlaku.

Demikian surat pernyataan SETUJU/TIDAK-SETUJU *) publikasi Karya Ilmiah ini saya buat dengan sebenarnya.

Surabaya, 29 Juli 2013
Yang menyatakan,

*) contoh yang tidak perlu

Fransiska P.A.P
NRP.: 1213008887
ACKNOWLEDGEMENTS

First of all, the writer would like to give gratitude to God who has bestowed His guidance, His blessing that enables her to complete this thesis. The writer would like to thank all those who contributed thoughts, ideas, and moral support during the process of preparation of this thesis. Deeply thanks are mainly addressed to:

1. Y. G. Harto Pramono, Ph. D., the writer first advisor, who has guided, supported, and given valuable suggestions during his busy days reviewing the writer’s thesis.

2. Dr. B. Budiyono, M.Pd., the writer second advisor, who has guided, supported, and given valuable suggestions during his busy days reviewing the writer’s thesis.

3. Yohanes A. Sabtu Pagiantara, S.Pd., the Headmaster of St. Yustinus de Yacobis Junior High School Krian, who has given a chance to conduct several try-outs in the school.

4. All teachers of St. Yustinus de Yacobis Junior High School Krian, especially Dally Murdianto, S.S., the English teacher of eighth grade students who has provided the information needed for accomplishment of this thesis.

5. All the eighth grade students of St. Yustinus de Yacobis Junior High School Krian who have seriously served as the respondents for the questionnaire while conducting the try-outs of the product.

6. The writer’s beloved parents, Yohanes A. Sabtu Pagiantara S.Pd., and Theresia Endang D. H. S.Pd., who have supported the writer with love, care and prayers therefore the writer could finish her study.
7. The writer’s friends, Angelinne Puspita, Marshellina Puspana, Prinka Saraswati, Abraham Satria Pramana, for their willing to spend their precious time for recording their voices.

8. The writer’s best friends, especially Arnoldus Janssen Eko Ito, Maria Valentina Retno Nugraheni, Ria Tekat, Rully Rachel Wadja, Angeline Puspita, Marshellina Puspana, Ambrosius Advent Wiyono, Abraham Satria Pramana, Irenne Yasinta Lopies, who have helped, supported and loved so that the writer could finish her studies.

The writer realizes that without the help from the people mention above and those who the writer could not mention one by one, the writer could not finish this thesis. May Lord Jesus Christ bless all of them.

The writer does realize that this thesis is still far from perfect. Thus, comments and suggestions concerning the improvement of this thesis are welcome. The writer hopes that this thesis and the developed software would be useful.

Surabaya, June 2013

The writer
TABLE OF CONTENTS

TITLE .......................................................................................................................... i
APPROVAL SHEET (1) .............................................................................................. ii
APPROVAL SHEET (2) .............................................................................................. iii
ACKNOWLEDGEMENTS ......................................................................................... iv
TABLE OF CONTENT ............................................................................................. vi
LIST OF TABLES ...................................................................................................... x
LIST OF PICTURES ................................................................................................... xi
ABSTRACT ................................................................................................................ xii

CHAPTER I: INTRODUCTION ................................................................................... 1

1.1. Background of the study ..................................................................................... 1
1.2. Statement of the problems .................................................................................. 3
1.3. Objectives of the Study ....................................................................................... 4
1.4. Specification of the Developed Product ............................................................... 4
1.5. Significance of the study ..................................................................................... 5
1.6. Assumptions and Limitations of the Study ......................................................... 5
1.7. Theoretical framework ....................................................................................... 6
1.8. Definition of Key terms ..................................................................................... 6
1.9. Organization of the Study .................................................................................. 8

CHAPTER II: REVIEW OF RELATED LITERATURE .......... 10

2.1. Theory of Reading ............................................................................................ 10
   2.1.1. Nature of Reading Comprehension .............................................................. 10
   2.1.2. Types of Reading Performance ................................................................. 12
   2.1.3. Types of Reading Process .......................................................................... 14
2.1.4. Types of Reading Process .................................................. 16
2.1.5. Descriptive Text ......................................................................... 19
  2.1.5.1. The Definition and Purpose of Descriptive Text .......... 19
  2.1.5.2. The Generic Structure of Descriptive Text .............. 19
  2.1.5.3. Language Features .................................................. 19
2.2. Theory of CALL .............................................................................. 20
  2.2.1. Nature of Computer Assissted Language Learning ........ 20
  2.2.2. Advantages and Disadvantages of CALL ................. 22
  2.2.3. Types of CALL Software ............................................. 24
  2.2.4. Form of CALL software .............................................. 25
  2.2.5. CALL Program Design Principles .................................. 27
    2.2.5.1. Content Design .................................................. 27
    2.2.5.2. Visual Design ..................................................... 28
    2.2.5.3. Navigation Design ............................................... 31
2.3. Review of previous study ................................................................. 31

CHAPTER III: RESEARCH METHODOLOGY .......................... 33

3.1. Procedure of the Product Development ........................................ 33
  3.1.1. Conducting the Need Analysis ......................................... 35
  3.1.2. Determining the Lesson .................................................. 36
  3.1.3. The Development of the Courseware .............................. 36
  3.1.4. Production the Courseware ............................................. 38
  3.1.5. Testing the Product ....................................................... 38
3.2. Try-out of the Product ............................................................... 39
  3.2.1. Design of Try-out .......................................................... 39
  3.2.2. Subjects of Try-out ....................................................... 40
  3.2.3. Types of data ................................................................. 40
3.2.4. Research Instruments ............................................................................. 41
  3.2.4.1. Instruments to Collect Qualitative Data ............................................ 41
  3.2.4.2. Instruments to Collect Quantitative Data ........................................... 42
3.2.5. Procedures of Data Analysis .................................................................... 43
  3.2.5.1. Qualitative Data Analysis ................................................................. 43
  3.2.5.2. Quantitative Data Analysis ............................................................... 44

CHAPTER IV: REPORT ON THE RESULT OF DEVELOPMENT 47

4.1. Needs Analysis ............................................................................................ 47
  4.1.1. Result of The Need Analysis ................................................................. 47
  4.1.2. Data analysis ......................................................................................... 49
4.2. The Result of the Development of the Materials .......................................... 49
4.3. The Result of the Reading Courseware ....................................................... 52
4.4. Result of the Product’s Try-out .................................................................... 64
  4.4.1. Result of Experts Evaluation ................................................................. 64
  4.4.2. Result of Individual Try-out ................................................................. 75
  4.4.3. Result of Field Try-out .......................................................................... 87
4.5. Summary of Product Revision .................................................................... 97
4.7. Conclusion of the Try-outs .......................................................................... 106

CHAPTER V: DISCUSSION AND SUGGESTIONS .............................. 107

5.1. Discussion on revised product ....................................................................... 107
5.2. Suggestion .................................................................................................... 111
  5.2.1. Suggestion for Utilizing Software ......................................................... 111
  5.2.2. Suggestion for Dissemination ............................................................... 112
  5.2.3. Suggestion for Further Development .................................................. 112
LIST OF TABLES

Table 2.1 Types of Reading Process......................................................... 16
Table 2.2 The Differences and Similarities of the Developed Software........ 32
Table 4.1 Needs Analysis ........................................................................ 47
Table 4.2 Result of Expert Evaluation....................................................... 65
Table 4.3 Suggestions in Expert Evaluation ............................................. 72
Table 4.4 Individual Try-out ..................................................................... 76
Table 4.5 Suggestions in Individual Try-out ............................................. 84
Table 4.6 Field Try-outs .......................................................................... 87
Table 4.7 Suggestion in Field Try-outs .................................................... 96
Table 4.8 Summary of the First Revision .................................................. 98
Table 4.9 Summary of the Second Revision .............................................. 101
Table 4.10 Summary of the Third Revision .............................................. 103
Table 4.11 The Summary of the Try-out Product ..................................... 103
## LIST OF PICTURES

<table>
<thead>
<tr>
<th>Picture</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1.</td>
<td>Procedures of Product Development</td>
<td>34</td>
</tr>
<tr>
<td>3.2.</td>
<td>Design of Pre-evaluation and Try-out</td>
<td>39</td>
</tr>
<tr>
<td>4.1.</td>
<td>Tutorial 1</td>
<td>53</td>
</tr>
<tr>
<td>4.2.</td>
<td>Practice 1</td>
<td>53</td>
</tr>
<tr>
<td>4.3.</td>
<td>Tutorial 2</td>
<td>54</td>
</tr>
<tr>
<td>4.4.</td>
<td>Practice 2</td>
<td>54</td>
</tr>
<tr>
<td>4.5.</td>
<td>Tutorial 3</td>
<td>55</td>
</tr>
<tr>
<td>4.6.</td>
<td>Practice 3</td>
<td>55</td>
</tr>
<tr>
<td>4.7.</td>
<td>Tutorial 4</td>
<td>56</td>
</tr>
<tr>
<td>4.8.</td>
<td>Practice 4</td>
<td>56</td>
</tr>
<tr>
<td>4.9.</td>
<td>Describing people exercise 1</td>
<td>57</td>
</tr>
<tr>
<td>4.10.</td>
<td>Describing people exercise 2</td>
<td>57</td>
</tr>
<tr>
<td>4.11.</td>
<td>Describing people exercise 3</td>
<td>58</td>
</tr>
<tr>
<td>4.12.</td>
<td>Describing people exercise 4</td>
<td>58</td>
</tr>
<tr>
<td>4.13.</td>
<td>Describing object exercise 1</td>
<td>59</td>
</tr>
<tr>
<td>4.15.</td>
<td>Describing object exercise 3</td>
<td>60</td>
</tr>
<tr>
<td>4.16.</td>
<td>Describing object exercise 4</td>
<td>60</td>
</tr>
<tr>
<td>4.17.</td>
<td>Describing place exercise 1</td>
<td>61</td>
</tr>
<tr>
<td>4.18.</td>
<td>Describing place exercise 2</td>
<td>61</td>
</tr>
<tr>
<td>4.19.</td>
<td>Describing place exercise 3</td>
<td>62</td>
</tr>
<tr>
<td>4.20.</td>
<td>Describing place exercise 4</td>
<td>62</td>
</tr>
<tr>
<td>4.21.</td>
<td>Describing animal exercise 1</td>
<td>63</td>
</tr>
<tr>
<td>4.22.</td>
<td>Describing animal exercise 2</td>
<td>63</td>
</tr>
<tr>
<td>4.23.</td>
<td>Describing animal exercise 3</td>
<td>64</td>
</tr>
<tr>
<td>4.24.</td>
<td>Describing animal exercise 4</td>
<td>64</td>
</tr>
</tbody>
</table>
**ABSTRACT**

Fransiska Poeitryka Amelia Paskalani, 2013, *Developing Reading Courseware on Descriptive Text For Eighth Graders In St. Yustinus De Yacobis Junior High School Krian*. S-1 Thesis. English Department, Faculty of Teacher Training and Education, Widya Mandala Catholic University, Surabaya.

Advisor : Y. G. Harto Pramono, Ph. D.
Dr. B. Budiyono M.Pd.

Keywords : CALL, Courseware, Reading Comprehension, Descriptive Text.

Being an international language, English takes a special position in the educational system. English is taught as a compulsory foreign language from pre-school up to high school. It shows that English is considered as an important subject at school. Among the four language skills, namely listening, speaking, and writing, reading is the most essential skill needed in human life. Students can develop and increase his or her knowledge through reading.

The aim of this thesis is to produce reading courseware descriptive text courseware for learning that is organized to be interesting, motivating, individualized, and as an easy-learning source for the eighth grade students of St. Yustinus de Yacobis Junior High School Krian.

Five stages had been taken in developing the learning courseware as the product of this study as follows, 1) conducting the need analysis 2)
determining and deciding the material that will be developed 3) developing the courseware 4) producing the courseware 5) testing the courseware.

There were some evaluation and try-outs conducted in order to produce good quality of courseware. The evaluation was done by an expert on computer and two expert on teaching reading. This evaluation was used for the first revision. Then it was followed by individual try-out and field try-out for the second and third revision. The subjects were eighth grade students of St. Yustinus de Yacobis Junior High School Krian.

The data of the evaluation and try-out were obtained through questionnaire with some aspect evaluated, such as the suitability of the courseware with its purpose, the suitability of learning content, the audio-visual and aesthetics, and accessibility of the courseware. The result of the evaluation and try-out were in the form of percentage, comments, and suggestions. From the evaluation and try-out the average level of fitness (LF) score 83.33%, the average level of suitability (LS) score 82.52%, the average level of clearness (LC) score 78.97%, the average level of usability and accessibility score 78.62%. These scores show that the developed courseware is generally good, fits its audience, attractive, clear, and appropriate to improve reading skill and students’ interest in learning English.

As a conclusion, this developed courseware has a good quality and can be used as an alternative media for learning reading materials. This courseware also increases the students’ motivation in learning English, and introduces the model of electronic learning using computer to learners and the materials are appropriate for eighth grade students of St. Yustinus de Yacobis Junior High School Krian.