

**DEVELOPING COMPUTER-BASED
INSTRUCTIONAL READING MATERIALS
FOR SMA STUDENTS**

A THESIS

By

**Y. Juliana Febrita Widjaja
8212702009**



**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
AUGUST 2007**

**DEVELOPING COMPUTER-BASED
INSTRUCTIONAL READING MATERIALS
FOR SMA STUDENTS**

A THESIS

**Submitted to Widya Mandala Catholic University
Master's Program in Teaching English as a Foreign Language
In Partial fulfillment of the requirements for the degree on Master of Arts**

**By
Y. Juliana Febrita Widjaja
8212702009**

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCA SARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
August 2007**

APPROVAL SHEET (1)

This thesis entitled *Developing Computer-Based Instructional Reading Materials for SMA Students*

Prepared and submitted by Y. Juliana Febrita Widjaja (8212702009) has been approved to be examined by the Board of Examiners for acquiring the Master's degree in Teaching English as a Foreign Language by the following advisor:



PROF. DR. VERONICA L. DIPTOADI, M.SC.
Thesis Advisor

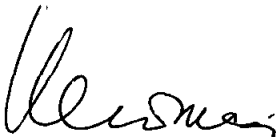
APPROVAL SHEET (2)

This thesis entitled *Developing Computer-Based Instructional Reading Materials for SMA Students*

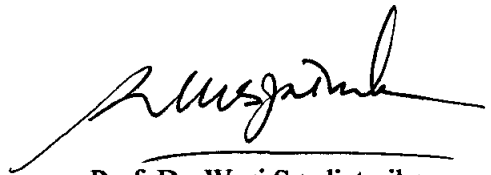
Prepared and submitted by Y. Juliana Febríta Widjaja (8212702009) for acquiring the Master's degree in Teaching English as a Foreign Language, was orally examined by the following Board of Examiners on August 20, 2007



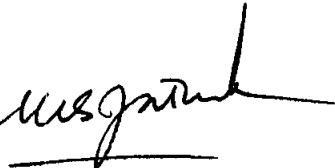
Prof. Eugenius Sadtono, Ph.D
Chairman



Prof. Dr. Veronica L. Diptoadi, M.Sc.
Member



Prof. Dr. Wuri Soedjatmiko
Member



Prof. Dr. Wuri Soedjatmiko
Director of the Graduate School

ACKNOWLEDGEMENT

First of all, the writer would like to thank God in the name of Jesus Christ for His grace and blessing that have enabled her to accomplish this thesis. The writer would also like to express her deepest gratitude and appreciation to those who had given their valuable guidance and time that make the completion of her study possible. The great appreciations are especially given to:

1. Prof. Dr. Veronica L. Diptoadi, M.Sc., the writer's thesis advisor, who had patiently guided her, given her comments and suggestions, and provided her valuable time to examine the writer's thesis.
2. Prof. E. Sadtono, Ph.D, the Head of MPBI Department who had spent his valuable time in giving ideas and comments on the writer's thesis.
3. Prof. Dr. Wuri Soedjatmiko, the writer's thesis proposal reader, who had spent her valuable time in giving great ideas, comments, and support.
4. All the writer's MPBI lecturers who had updated the writer's knowledge and broadened her horizon in the field of TEFL during her study.
5. All the writer's MPBI staffs and friends for their encouragement and care.
6. The writer's beloved husband, Handy Prayogee, S.E., M.T. and her beloved twin sons, Hadrian and Radiant, who have given prayers, spirit, meaningful support, love and abundant helps that enable her to conduct and accomplish this thesis.

At last, the writer would also like to thank those who gave useful comments and constructive criticism for the improvement of this thesis.

Surabaya, August 2007

ABSTRACT

Widjaja, Yap Juliana Febrita (2007) *Developing Computer-Based Instructional Reading Materials for SMA Students*. The Graduate School of the English Education Department. MPBI. Widya Mandala Catholic University.

Advisor:

Prof. Dr. Veronica L. Diptoadi, M. Sc.

Keywords: Computer-Based, Self Learning, Instructional Material Development

The ability to read with understanding is an essential skill in modern society. Reading plays an important role in life. It makes people contact with the enormous amount of experience that has become essential to the understanding of the complex civilization of the modern society which demands that individuals know how to read. In the process of teaching reading, evaluation plays an important role. It is used to assess the achievement level of the students during the process of their learning the reading materials. Evaluation may range from an observational judgment about the students' understanding of what is being taught to a battery of test questions to determine whether the students can advance to the next grade.

Successful language instruction must be carefully planned and implemented by qualified teachers. As long as the students' competency is concerned, computers have apparently provided facilities by which the students can improve their language skills. Computers are used to provide tutorials, drills, simulations, tests, and games. As a tutor, computers are utilized to provide language lessons. As a tool, however, they are used to assist learners to work on learning the language, and to find authentic learning resources.

In this current research, the writer wants to get some evidences whether (1) SMA students are not motivated to read English passages because of monotonous strategy in presenting reading materials, (2) SMA students have their own pace in comprehending the reading materials so that the instructions need to be planned for individualized reading instructional materials, (3) SMA students are much more interested in reading English passages through the use of computers, and (4) SMA students get difficulties in mastering reading skills such as identifying main idea, finding out the meaning of unfamiliar words, locating specific information, and getting the answer to referential questions.

In obtaining information and formulating the answers, the writer did some steps (1) she obtained data from the expert on material development design, and from the input and suggestion of the experts before she designed software for reading instructional materials, (2) she distributed questionnaires to for SMA English teachers and students, (3) she interviewed SMA English teachers and students about their interest in the software she had designed.

From her observation and interview, she found out that most of SMA students were interested in using the software in learning reading comprehension;

the SMA students could apply provided tutorials to do their reading tasks, and SMA English teachers agreed that this designed software was helpful and could motivate their students in learning reading comprehension, and their students could learn reading comprehension according to their own pace as well.

Table of Contents

Title	i	
Approval Sheet (1)	ii	
Approval Sheet (2)	iii	
Acknowledgement	iv	
Abstract	v	
Table of Contents	vii	
List of Tables	ix	
List of Appendices	x	
Chapter I	INTRODUCTION	1
	1.1 Background of the Study	1
	1.2 Statement of the Problems	10
	1.3 Objectives of the Study	11
	1.4 Assumption and Limitation of Development	11
	1.5 Significance of the Study	12
	1.6 Specifications of the Product	13
	1.7 Definition of Key Terms	14
	1.7.1 Reading Comprehension	14
	1.7.2 Computer-Based Teaching	15
	1.7.3 Computer-Assisted Language Teaching	15
	1.8 Organization of Thesis Writing	15
Chapter II	REVIEW OF RELATED LITERATURE	17
	2.1 Reading Comprehension Process	17
	2.1.1 The Meaning of Reading Comprehension	17
	2.1.2 Reading Process	18
	2.1.3 The Importance of Reading Comprehension in EFL	20
	2.1.4 Reading Strategy	26
	2.2 The Use of Media in Language Learning	27
	2.2.1 Kinds of Media	28
	2.3 Computer-Based Learning	29
	2.3.1 The Potentiality of Computer-Based Learning	29
	2.3.2 The Advantages of Computer-Based Learning	31
	2.4 Material Development Principles	32
	2.5 Organization of the Course Materials Development	35
	2.6 Review of Previous Study	36
Chapter III	RESEARCH METHODOLOGY	38
	3.1 Determining the English Instructional Materials to be Developed	38
	3.2 Formulating Instructional Objectives	39
	3.3 Administering Test Item	39
	3.4 Designing Software for Learning	39

	3.5 Developing Flowchart	40
	3.6 Constructing the Content of Software	40
	3.7 Producing the Designed Software	42
	3.8 Development Steps	43
	3.9 Trying Out the Product	43
	3.10 Research Subjects	44
	3.11 Research Data	44
	3.12 Data Analysis Procedure	45
Chapter IV	THE RESULT OF THE SOFTWARE DEVELOPMENT	46
	4.1 Need Analysis	47
	4.2 Determining the Reading Materials	49
	4.2.1 Discussion with SMA English Teachers	50
	4.2.2 Selecting and Sorting Out Reading Materials	51
	4.3 Expert Verification	51
	4.4 Processing the Reading Materials into Software	54
	4.4.1 Trying Out the Software to the Students	56
	4.4.2 Input Data from Students and Teachers	57
	4.4.3 Discussing the Input Data with Programmers	59
	4.5 End Product	60
Chapter V	CONCLUSION AND SUGGESTIONS	61
	5.1 Conclusion	61
	5.2 Suggestions	62
	BIBLIOGRAPHY	64
	APPENDICES	

List of Tables

Table

4.1 Data of Need Assessment	48
4.2 Input from the Expert Material Development about Software	55

List of Appendices

Appendix

- 1 Tutorial**
- 2 Exercise**
- 3 Final Examination**
- 4 Questionnaire for SMA Students**
- 5 Questionnaire for SMA Teachers**
- 6 Expert's Comment**
- 7 Surat Keterangan from SMA Gloria**