ABSTRACT

Ratri Wahyuningtyas. 2016. *Computer-Assisted Reading Material to Enhance Reading Skills*. **Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.**

Reading skill is essential to the students' learning improvement in any subjects they have in school. Reading plays its role in providing understanding of the materials being learnt through written language. However, it is also essential also to provide the students with interesting learning materials that could help them increasing their skill, especially their reading skill. One of the alternatives is through designing the materials adapting Computer-Assisted Language Learning (CALL) theories. There are benefits of CALL that will contribute to the students' learning progress. Those are (1) increasing students' motivation, (2) providing self-access facility, (3) providing attractive exercises, (4) it could increase the students' learning autonomy. Based on the fact that there was a need to introduce basic reading skills since the students are in the seven grade and the necessity of having various reading exercises, a study in developing computer-assisted reading materials was conducted.

The study used Research and Development Method which was combined with Kemp's Instructional Design in designing the materials. The study was aimed to answer the research question *What do the computer-assisted reading materials look like?* In order to gather the data, research instruments were used which included an interview checklist, an observation checklist, and a set of questionnaire.

The designed materials consisted of six features, namely warming up, text exploration, vocabulary, exercises, reading skills, and puzzles. Each feature was carefully selected and chosen to accommodate the needs of the students in improving their reading skills which were in line with the principles of teaching reading and the current curriculum as the guidance. The questionnaire results from the experts showed that the mean of the designed materials was 3.8. It meant that the designed materials were able to be used with revising it first before the materials were being implemented to the students. In conclusion, the designed materials needed to be revised first before it was given to the students. Exploration towards the variety of exercises type was also needed for the sake of the materials improvement.

For the students, the learning materials were able to improve their enthusiasm in learning English, especially reading. They found out that learning reading through the help of computer could be very interesting and increase their learning motivation. Various kinds of learning exercises could be one of the reasons why they found out that the learning materials was interesting. Based on the questionnaire result, there were four exercises that the students like most, which were obtained by asking them to rank the exercises they were interested in. The exercises based on the highest to lowest rank were multiple choice, matching, crosswords, and cloze test.

Key words: reading, computer-assisted language learning, CALL, seven grade students, Research and Development

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Ratri Wahyuningtyas. 2016. *Computer-Assisted Reading Material to Enhance Reading Skills*. **Yogyakarta: Kajian Bahasa Inggris, Universitas Sanata Dharma.**

Kemampuan membaca penting dikuasai oleh siswa yang akan menunjang peningkatan pembelajaran siswa pada semua bidang studi yang mereka pelajari di sekolah. Memberikan materi pembelajaran yang menarik bagi siswa juga merupakan hal yang penting dalam kegiatan belajar mengajar sehingga dapat membantu siswa meningkatkan kemampuan mereka terutama kemampuan membaca mereka. Salah satu alternatifnya adalah mendisain materi pembelajaran yang mengadaptasi teori *Computer-Assisted Language Learning* (CALL). Ada beberapa manfaat dari CALL yang bisa memberikan kontribusi dalam kemajuan belajar siswa, yaitu (1) meningkatkan motivasi siswa, (2) siswa bisa mengakses sendiri materi yang ingin dipelajari, (3) menyediakan latihan-latihan yang atraktif, (4) dapat meningkatkan otonomi belajar siswa. Mengingat perlunya memperkenalkan manfaat penguasaan kemampuan membaca pada siswa kelas tujuh dan pentingnya ketersediaan berbagai jenis latihan membaca, sebuah penelitian untuk mendesain materi untuk kelas membaca dengan bantuan media komputer dilaksanakan.

Penelitian ini menerapkan metode *Research and Development* yang dikombinasikan dengan model desain instruksional yang digagas oleh Kemp. Penelitian ini dilakukan untuk mencari jawaban atas pertanyaan utama penelitian yaitu bagaimana desain instruksional dari materi pembelajaran kelas membaca dengan bantuan media komputer? Dalam proses pengumpulan data, instrument penelitian yang digunakan meliputi panduan wawancara, panduan pengamatan kelas, dan kuisioner.

Desain materi terdiri dari enam fitur yaitu *warming up, text exploration, vocabulary, exercises, reading skills, dan puzzle*. Masing-masing fitur telah diseleksi dan dipilih secara selektif supaya dapat memenuhi kebutuhan siswa dalam meningkatkan kemampuan membaca yang tentu saja sejalan dengan kurikulum yang digunakan oleh sekolah sebagai panduan. Hasil dari masukan para ahli di bidang pengajaran Bahasa Inggris dan IT menunjukkan rata-rata 3.8. Bisa diartikan bahwa desain materi yang telah dibuat dapat digunakan oleh para siswa setelah diperbaiki terlebih dahulu. Eksplorasi materi terutama tentang variasi jenis latihan juga sangat diperlukan untuk meningkatkan kualitas desain materi yang telah dirancang.

Bagi siswa sendiri, materi pembelajaran yang menarik dapat meningkatkan ketertarikan mereka dalam belajar Bahasa Inggris khususnya membaca. Mereka mendapati bahwa kelas membaca bisa menjadi sangat menyenangkan dengan bantuan komputer dan hal tersebut menambah motivasi mereka dalam belajar. Berbagai jenis latihan yang terdapat dalam materi pembelajaran menjadi salah satu faktor yang membuat materi tersebut menyenangkan. Berdasarkan hasil kuisioner, ada empat jenis latihan yang disukai siswa yang diperoleh dengan pemberian peringkat oleh siswa terhadap jenis latihan yang mereka sukai. Urutan jenis latihan berdasarkan ranking tertinggi hingga terendah adalah pilihan ganda, mencocokkan, teka-teki silang dan *cloze test*.

Kata kunci: membaca, media belajar dengan bantuan komputer, CALL, siswa kelas tujuh, Research and Development