Developing Supplementary Materials for Descriptive Text Writing Using Ispring Quizmaker

Intra Wahyul Utami 1, Farina Tazijan 2, Eni Rosnija 3

1English Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia
ayuintra040997@gmail.com

2 Academy of Language Studies, Universiti Teknologi MARA, Selangor, Malaysia
farina762@uitm.edu.my

3English Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia
eni.rosnija@fkip.untan.ac.id

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Abstract

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 based, and the method adopted is by 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

In most English language teaching classes, textbooks have been the major sources of materials. Teachers tend to not only take materials from textbooks for their teaching activity in the classroom but also use them as the source of the primary material for daily activities and exercises for students. Due to the importance of textbooks in the instructional process, the Indonesian Government provided online textbooks for school learners and everyone can download them for free (Ikhsanudin, 2020). According to Graves (2000), as cited in Gak (2011), the 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. However, using textbooks may have both advantages and disadvantages in the teaching and learning process. As the advantages, they provide structure and a syllabus for a program, they maintain the quality and also efficiency, but 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). In the teaching of descriptive text to Seventh-grade students in junior High School, the available textbook may also not be enough to support the students in learning to write a descriptive text. Therefore, teachers need to develop their supplementary materials to help the students in writing descriptive text in companion to the English textbook for Seventh Grade.

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 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 are 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.

Regarding this issue, 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. Teachers can use supplementary books in teaching, it is also suggested for the students to read them to improve
their knowledge (Ikhsanudin, 2020). A case study on the use of supplementary materials in English Foreign Language Classes in Ecuadorian Secondary Schools conducted by Dodd et al. (2015) claimed the use of supplementary materials increases the students’ motivation, which in turn improves the learning possibilities of the students. Another study by Thakur (2015) investigated the use of supplementary materials in teaching English which showed that supplementary materials enable the students to become more motivated and active in learning the target language and willingly participate in it.

In developing the supplementary materials, there are also some aspects that teachers need to consider such as accuracy, visual appeal, and ease of use (Bugler et al., 2017, p. 5). To overcome these aspects, using multimedia is a good choice since it allows students to have more control over their learning through hypermedia and it facilitated the focus on the content (Grzeszczyk, 2016, p. 110). Mayer (2014) defined multimedia as the presentation of materials using both words and pictures. Using multimedia represents the implementation of digital learning which also offers some benefits for learning. Lin et al. (2017) investigated the effects of digital learning on the learners’ motivation and learning outcomes. They found out that learners agreed with the assistance of digital learning in subject learning, and the increased learning time for students with digital learning relatively enhances tethering performance. 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. One of the multimedia software that can be used to develop supplementary materials and support digital learning is Ispring Quizmaker.

Ispring Quizmaker/Suite is one of the popular tools for teaching which are commonly used to create online quizzes that enable learners to do an online course. According to Vikulova et al. (2018, p. 3), it is a program intended for the publication of training courses (including when teaching foreign languages) that is attached to Microsoft PowerPoint, and it doesn’t need any programming skills or coding. It has some strengths such as it creates courses with branching and 'smart' navigation, providing the design and configuration of the player for viewing courses, tests, and instead into activity. It also enables the user to insert videos from YouTube, Flash movies, Web objects, and many more features which are suitable for developing supplementary materials. Moreover, Ispring Quizmaker/Suite provides 11 questions types that can be chosen/used in making quizzes (Wardhono et al., 2019, p. 74) which allows the researcher to create various types of exercises for descriptive text. The use of Ispring for teaching was done by Wijayanto et al. (2017) in Senior High School 1 Mayong, Jepara Residence, Indonesia who found that the use of Ispring increased learning motivation in Geography class. Another study was done by Wardhono et al. (2019) 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. Thus, the use of Ispring Quizmaker is believed to be able to facilitate the researcher in creating effective, efficient, and attractive supplementary materials for descriptive text.

Some studies on the topic related to the development of supplementary materials and Ispring has been conducted. There was a study on the development of an android-based English reading material for eighth-grade students was conducted by Rahmanita et al. (2021). A study by Amali et al. (2019) developed e-learning content with Ispring to support the English learning system. Ariani et al. (2018) developed teaching material for descriptive writing subjects by using the think pair share model in elementary school. Another study on the topic was conducted by Tama et al. (2021) which was developing learning material for teaching writing recount text using the STAD technique for the tenth-grade student. The last was a study by Munir et al. (2020) who developed learning material for writing skills based on multimedia for junior high school students. The research on the development of supplementary materials has been produced for various levels, skills, and topics. It was accomplished through different techniques or multimedia such as Ispring. However, the development of supplementary material especially for writing using Ispring has yet to be conducted before. Therefore, this study aimed to present a new contribution that is necessary to the English learning field by developing supplementary materials for descriptive text writing using Ispring Quizmaker.

The supplementary materials for descriptive text writing are designed generally into two main sections, which are materials and exercises. The materials section contained two parts which are the 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. It also contains the learning sources for descriptive text. The exercises section includes several forms of quizzes developed using Ispring Quizmaker. The supplementary materials are expected to be helpful to increase the students’ 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) by providing the schematic structures, linguistic features, vocabulary, examples of descriptive text as well as the exercises.

**METHOD**

Development research was used as the methodology in this research since the research dealt with materials development. This research adopted the ADDIE model of development that hires 5 phases in the process design which include the analysis phase, design phase, development phase, implementation phase, and evaluation phase. Nonetheless, due to time limitations, there were only 3 phases hired in this research which are the analysis phase, design phase, and
development phase. The analysis phase was done to gain data about the teacher and students’ needs in the descriptive text learning. There are two steps that the researcher did in this phase. First, analyzing the content of the textbook through content analysis using the checklist of criteria of a good textbook by Mukundan et al. (2011). Second, conducting a semi-structured interview with the English teacher to gain the teacher and the students’ needs the data was analyzed through thematic analysis. Using a semi-structured interview was preferred since it allows the researcher to explore subjective viewpoints and to gather in-depth accounts of people’s experiences (Evans, 2017, p. 1).

The design phase was where the researcher began to design the materials and exercises also how the materials were to be learned including the strategy for developing the instruction. In this phase, the teacher as a designer thinks about how the design of instruction can be effective in ways that facilitate people’s learning and interaction with the materials you create and provide (Aldoobie, 2015, p. 69). It was started by designing the objectives and role of the supplementary materials, the teacher and the student’s role in using the supplementary materials, as well as the materials that should be included based on the teacher and students’ needs. Besides, the researcher planned the concept of the supplementary material that will be developed in Microsoft PowerPoint in a flow chart that described the sequence and branching map of the pages. Besides, the researcher also prepared the criteria that were used to check the appropriateness of the product as supplementary materials. The researcher used the criteria of good materials by Bugler et al. (2017) to evaluate the product of supplementary materials for descriptive text materials.

In the Development phase, the researcher started developing the materials based on the list of materials that have been determined previously. The researcher began to collect the needed materials and designed the exercises and also selected some learning sources regarding the descriptive text. After collecting the materials, the researcher put them into Microsoft PowerPoint according to the flow chart that has been created earlier as well as added some additional pages such as the introduction page, menu page, sources page, and other pages. The last step of developing the materials was connecting the pages using Hyperlink and also adding the background, font, background music, and animation to the pages.

For the exercises, the researcher created them in form of quizzes using Ispring Quizmaker which had 5 types of quizzes: fill in the blank, drag the word, select from the list, sequence, and essay. The next step was publishing each quiz into an HTML5 file and making the web address of each quiz. Then, the researcher inserted the web addresses of the quizzes to the corresponding title of the quiz in the product of supplementary materials using Hyperlink. Finally, the researcher published the entire product of supplementary materials into an HTML5 file. After finishing all of the steps, the researcher did an internal evaluation according to the criteria that had been prepared earlier. If the criteria
are not fulfilled the researcher will revise them and if they are already fulfilled, then the product of supplementary materials has been qualified as good materials

**FINDINGS**

The content analysis result was that the textbook had provided the materials, examples, and tasks for descriptive text, but there were the teacher and students need not accommodated by the textbook such as the need for more reading materials, the information on the structure, and language features of descriptive text, vocabulary, and grammar, as well as individual tasks. Meanwhile from the interview, it was found that the teacher and students have the need for reading and writing activities that are done actively and relevant to the students’ level which is beginner, learning materials such as the purpose of the text, structure of the text, and the language features, more example for descriptive text, supporting materials like the vocabulary of conjunction, adverb and the steps of writing descriptive text, as well as other sources to assist the textbook in providing the reading materials and supporting materials. Therefore, the researcher develops supplementary materials for descriptive text writing based on the teacher and students’ needs.

The first step of designing was started with designing the concept of the supplementary materials including the learning objectives and materials, the role of the supplementary materials as well as the role of teacher and students in using them. There were 2 learning objectives of the supplementary materials for descriptive text writing. First was to know the social function, text structure, and language features in the text to state and ask about the characteristics of people, animals, and things based on their context, and the second was to arrange the oral and written text to state and ask about the characteristics of people, animals, and things by considering the social function, text structure, and language features that are correct and appropriate to the context. The role of the supplementary materials in descriptive text teaching and learning is As a supplementary source in teaching descriptive text, as a teaching media in the classroom which means it can be used at school which depends on the teacher, and also as materials are used to help students to learn more about writing a descriptive text which means it can be used at home.

In the use of supplementary materials for descriptive text writing, the students had roles as a constructor and active learners. Meanwhile, the teacher’s roles were as a facilitator, instructor, and evaluator. Regarding the role of the supplementary materials that were already mentioned above, the content of supplementary materials was divided into some different pages to make it easier for teachers and students when access the materials and tasks both at school and at home. The design of the supplementary materials for descriptive text writing product content is as follows.
The materials that will be put in the supplementary materials are the ones that are not accomplished in the textbook based on the content analysis of the textbook and interview with the teacher which are as follows:

Table 1. Design of Supplementary Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Sub materials</th>
<th>Page Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and purpose of descriptive text</td>
<td>General information; What is Descriptive Text?</td>
<td></td>
</tr>
<tr>
<td>Generic structures</td>
<td>Identification and Description</td>
<td>General information; What is Descriptive Text?</td>
</tr>
<tr>
<td>Language features</td>
<td>Simple Present Tense and Simple Past Tenses</td>
<td>General information; What is Descriptive Text?</td>
</tr>
<tr>
<td>Steps of writing descriptive text</td>
<td></td>
<td>General information; Writing Tips</td>
</tr>
<tr>
<td>Reading materials</td>
<td>Animals, people, and things</td>
<td>Example</td>
</tr>
<tr>
<td>Vocabulary list</td>
<td>Adjectives, adverbs, and conjunctions</td>
<td>Vocabulary</td>
</tr>
</tbody>
</table>

In developing the product, the researcher, first of all, began with gathering information about the descriptive text from some sources, concluding the definition, structure, and language features of the descriptive text, and rewriting...
it using the researcher’s own words. Then, the researcher wrote some writing tips for descriptive text, gathered the examples of descriptive text from different sources, and also made vocabulary lists of adjectives, adverbs, and conjunctions that are commonly used in descriptive text. Next was designing the writing tasks which consisted of 5 types: Sequences, select from the list, fill in the blank, drag the word, and essay. The final step in materials development was rechecking the materials to make sure the materials were correct and understandable.

The next stage was putting the materials into Microsoft PowerPoint. The product of supplementary materials was named SEASON (Search the Source and Learn) to engage students to learn actively by learning from various sources so they can gain broader knowledge. The researcher chose the backgrounds and fonts before putting the materials into the slides. Then, the researcher started to create the pages like starting page, introduction page, materials page, exercises page, sources page, user guide page, credit page, and about developer page also adding the materials into the corresponding page. The introduction page contained an introduction to the materials and buttons that link it to the other pages. The materials page contained general information of descriptive text, examples, and vocabulary. The exercise page included the 5 quiz types on the topics of people, animals, and things. The sources page provided several sources related to descriptive text learning. The user guide page contained the guides for teachers and students in using the product of the supplementary materials and information of the supplementary materials. The credit page consisted of the sources of materials, exercises, images, background music, and sound effect used in the supplementary materials. The last was the About developer page which gave the information about the researcher as the author of the product.

To support the materials to be more attractive, the researcher added background music, pictures, and also animation to the pages so it would be more fun and engaging for the students when they learn the materials, especially at home. After the pages were done, the researcher then created the 5 type quizzes in Ispring Quizmaker to put in the Exercise page later. The 5 types of quizzes were fill in the blank, drag the words, select from the list, sequence, and essay. The researcher also added background, pictures, and sound effects to the quizzes to make them more exciting. After the quizzes were done, the researcher published the quizzes in an HTML5 file. Then, the researcher made the web address of the file. The next step was inserting the quizzes that have been designed in Ispring Quizmaker into Microsoft PowerPoint, by inserting the link address that has been made before to the Exercises page using Hyperlink. The final step of creating the supplementary materials was publishing. The product of the supplementary materials was in the form of an HTML5 file that can be run in the computer’s browser like Chrome or Mozilla Firefox and also on the mobile phone using the Ispring Play app which is available in the Google Play Store.
Table 2. The Result of Internal Evaluation

<table>
<thead>
<tr>
<th>No</th>
<th>Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>No errors, correct information</td>
<td>V</td>
<td></td>
<td>The texts in the materials don’t contain grammatical and spelling errors</td>
</tr>
<tr>
<td>2</td>
<td>Well written</td>
<td>V</td>
<td></td>
<td>The size of the texts in the materials and the font used for the buttons are clear and readable</td>
</tr>
<tr>
<td>3</td>
<td>Strong visual appeal</td>
<td>V</td>
<td></td>
<td>The examples of descriptive text have supporting pictures and the design of the page is dynamic with animations and background music.</td>
</tr>
<tr>
<td>4</td>
<td>Aligned to standards</td>
<td>V</td>
<td></td>
<td>The supplementary materials are aligned with the Curriculum of 2013.</td>
</tr>
<tr>
<td>5</td>
<td>Efficiently addresses standards</td>
<td>V</td>
<td></td>
<td>The objectives and the skill emphasized in the supplementary materials follows the one in the Curriculum of 2013</td>
</tr>
<tr>
<td>6</td>
<td>Appropriate depth of knowledge, questions, and activities</td>
<td>V</td>
<td></td>
<td>The quizzes’ level of difficulty is relevant to the students’ level</td>
</tr>
<tr>
<td>7</td>
<td>Easy for teachers, students, and parents to use</td>
<td>V</td>
<td></td>
<td>The display of the product is simple and the program is easy to operate.</td>
</tr>
<tr>
<td>8</td>
<td>Complete set of instructions, materials, activities, assessments, and answers</td>
<td>V</td>
<td></td>
<td>The product has already covered the instructions, materials, activities (quizzes) also assessments, and answers.</td>
</tr>
<tr>
<td>9</td>
<td>Appropriate support for new teachers</td>
<td>V</td>
<td></td>
<td>The product is appropriate to support the new teachers since it is easy to operate, contains a complete set of materials, and saves their time to select the materials.</td>
</tr>
</tbody>
</table>

Source: Bugler et al. (2017)

The galley of product SEASON was evaluated through an internal evaluation according to the criteria of good materials proposed by Bugler et al. (2017). The internal evaluation showed a good result that the product “SEASON” has met the criteria of good materials.

DISCUSSION

Based on the research findings, the product “SEASON” has passed the required criteria of good materials according to the internal evaluation that has been done by the researcher. The product was developed according to the teacher and students’ needs as well as the analysis of the textbook “When English Rings A Bell” Chapter 7. From the analysis, there were criteria that the textbook was lacking and also very good at which became the foundation for designing the product. The product is provided with its user guide to enlighten the user in
using it such as the objective of the supplementary materials, the information about the materials and the product also the guidance to operate the buttons and do the exercises. The information about the materials is that it was created to supplement descriptive text materials in assisting the available textbook, it is for Junior High School, especially to the seventh-grader, it can be used by the teacher as supplementary materials and a teaching media for descriptive text, and the materials can be accessed offline, but the quizzes need an internet connection to be accessed. To operate the product the users can double click on the published file and it will run in the computer’s browser. The user can click on the button of the page they desire to go such as Materials or Exercises.

Nonetheless, compared to the other product of descriptive text materials, the researcher recognized some differences in terms of the activities involved in the materials. A product of “Descriptive Text Materials To Support Literacy Skills Through DeBeBino Game of the Seventh Grade Students of SMPN 2 Wonoayu” was developed by Masrukhah (2017) who designed the materials in the form of a game. The descriptive text materials provided activities that can help students to work in groups or pairs (Masrukhah, 2017). Conversely, the product SEASON was designed to support the students to work independently.

Besides, the variety of the text developed in her research was based on the types of texts such as Topical Vocabulary (TV), Grammar Focus (GF), Language Game (LG), Everyday Expression (EE), and Time For Stories (TFS) whereas the researcher created the texts based on the topic provided in the syllabus which are people, animals, and things. Reflecting on this product, the researcher noticed that descriptive text materials should implement a communicative approach that not only supports individual work but also group work. Regarding this, Meiramova & Zhanysbayeva, (2015) claimed that the group work method gives the opportunity to better develop students’ learning skills and abilities and helps students to gain more knowledge. The researcher also realized that the variety of text in the product SEASON is still limited compared to the other products in the same field. Thus, the product SEASON would be better to include not only individual but also group work.

Another view that is also important to take into consideration is the relevancy between the product SEASON and the condition of the teacher, students, and school. The researcher realized that the product SEASON might not satisfy all of the students since there was no implementation stage involved in this research due to the time limitation. The researcher has gathered some of the students’ needs but some others are possibly not accomplished in the interview with the teacher. However, the product SEASON can support the current condition of teachers and students during online teaching.

This product is expected can help the teacher in distributing the materials online and help the students to improve their ability in writing descriptive texts easily during the online class. As suggested by Lestiyanawati & Widyantoro, (2020), in dealing with the teaching-learning process in this pandemic era, the
use of media is an essential part, and the use of the internet and supporting applications contributing to the teaching and learning process is unavoidable. Meanwhile, Sari & Yoni (2021) found a significant increase in the frequency of uploading and downloading the content of the learning during online learning. These activities may bring both the teacher and students to spend too much time and effort just to deliver the learning materials, while the product SEASON has provided the materials and sources from the internet that they need. The researcher believes the product SEASON is relevant to the current condition of the teacher, students, and school. Overall, the product SEASON has strengths and weaknesses, thus it still needs further development.

CONCLUSION

The teacher’s problem in using the available textbook was the lack of reading materials, structure, and language features of descriptive text also vocabulary materials. Therefore, these materials are the ones that students need to learn to write descriptive texts. The design of the supplementary materials for descriptive text writing was developed based on the teacher's and students’ needs. The evaluation showed that the galley of product SEASON has met the criteria of good materials by Bugler et al. (2017). This product has some differences compared to other products in the same field since it supports students’ independent work. Nonetheless, this product is considered relevant to the current condition that uses online learning.

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Authors’ Brief CV

Intra Wahyul Utami is a student of the English Language Education Study Program, Languages and Arts Education Department, Teacher Training and Education Faculty, Tanjungpura University, Pontianak, Indonesia.

Farina Tazijan is a researcher and a senior lecturer in Universiti Teknologi MARA, Selangor, Malaysia. She holds a Master degree in Linguistics and English Language Studies and a degree in Teaching English As A Second language (TESL). Her work experience includes 19 years in the field teaching English at proficiency levels and teaching English for communication. Her current research looks at transmedia communication of SLA, discourse analysis and internet assisted ESL learning. She can be reached at farina762@uitm.edu.my

Eny Rosnija was born in Sintang on January 3, 1972. She teaches at Universitas Tanjungpura. She is a head of English Laboratory of Teacher Training and Education Faculty. She was a presenter in International Conference on Language and Art in Padang, West Sumatra in 2018. The writer has Intellectual Copyright of Drama Video of English Language Teaching. She joined TESOL Conference in New Orleans, United States in 2011.