DEVELOPING *TASK BASED LANGUAGE TEACHING* USING CALL *(COMPUTER ASSISTED LANGUAGE LEARNING)* FOR SEVEN GRADERS AT JUNIOR HIGH SHOOL LEVEL IN INDONESIA

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Abstract

The dominant complexities of English teaching at junior high schools in Indonesia are about failing on the design of teaching instruction (especially on learning materials and teaching methods) which still cannot optimally reflect on students' needs (in particular of how to acquire knowledge and select the most effective learning models). This research is to develop learning materials with the complete teaching instructions based on task activities by using CALL at seventh graders of junior high school in Indonesia. In order to entirely develop comprehensive materials, the first step is to do need analysis especially identifying task based learning model which fulfils students' expectation, creates and develops pre task and task cycle (consisting of task, planning, and reporting) into CALL integration of learning modul. The results of the students' need show that they like to have appropriate materials for their level, related to real life, variety of media and sources of learning chiefly incorporated to computer which optimizes interactive, contextual, and authentic materials. Therefore the design of its prototype consists of three main steps; pre-task activities are for observing and questioning stage which are implemented by giving English comics with thematic situations, main task activities are by exploring and associating stage which are done by presenting real life situations on videos, songs, and stories which elaborate exercises, role play, and discussion sections, and post task activity is for communicating stage in that it is to provide more follow-up activities in wider contexts. The evaluation of the final product is done by validating the materials by means of a group discussion of English teachers.

Keywords: *Task Based Learning, CALL*

Introduction

English materials had been developed by many curriculum designers and teachers, but the process of implementing the materials in real setting of English classes are still not quite successful especially in the matter of making students activeness in the process of teaching and learning.' These phenomena are because of the following reasons:

1. Many English learning models and strategies were adopted similarly to the first and original setting and situations of the first and the second language learners in which English is considered frequently as the native language learners. This limited efforts on adapting and modifying the original concepts of English language strategies into local uses and settings had influenced unsuccessful output of the English teaching in Indonesia.

2. It is the fact that students' expectations and needs are rarely and limitedly identified to fulfill their exact wants to learn English which is used to start learning. This is because teachers have limited time span to prepare them well before determining concrete materials and lesson plan for certain characteristics of very local learning settings. So it is not because teachers do not know how to do it but it is just a matter of putting limited extra time to consider and prepare the appropriate lesson plan with the students' interests.

3. The third reason is about the vast development of information and technology especially in educational sectors chiefly on optimizing educational services including special attentions on the uses of IT in delivering materials and teaching process and evaluation. It is really and massively demanded by educational stakeholders that include the high eepectations of students that tend to always follow, uptade and access information openly, dynamically, and quickly.

Those three above reasons really trigger new researchers of English Language Teaching to initiate creatively and innovatively help teachers solve their problems by doing analysis deeply on students' necessity, teachers' expectation, school and government wants and goals of learning. The prototypes of the analysis will positively contribute to suit with appropriate teaching models at classroom.

Problems on English teaching at junior high students should also be seen at micro scope especially on the characteristics of the learners themselves as part of the growing process of learning. Harmer (2009) characterizes the learners of this age with the following commonnesses:

1. They are at the beginning of adoslecent age with the habits of communicating among others intensively so that this is considered to be the best period of learning English.

2. This initial adoslecent student always has strong and close loyalty to groups rather than to even their own parents or teachers.
3. Group dependability is quiet dominant because this is the best time for the student to search his or her individual personality.

By considering those reasons in can be concluded that, English teaching models have to be able to provide spaces for students to interact originally with their natural principles of communication. So English teaching strategy which focuses on tasks just like Task-Based Language Teaching and Learning (TBLT) completed by comprehensive students' need analysis is an alternative and supportive solution (which is proposed in this research and development) to create natural process of learning.

Other considerations on the use of Task Based Language Teaching is that students of junior high need natural and original activities which positively contribute to the development of communicative skills so that they are able to develop their own potencies maximally in learning of any situations and conditions. Tasks or learning activities, according to Ellis (1993), consist of some aspects as follows:

1. A task should be able to involve prior focus on meaning (pragmatically).
2. A task should contain a gap (this is a kind of information gap, thinking gap, and opinion gap).
3. A student can select freely the linguistic resources to accomplish his or her own task so that more alternatives resources which are provided naturally help students' opportunity develop their creativities.
4. A task should also consist of a clear non linggistic output

All requirements of establishing tasks of learning in the intended research are designed, planned, and supported at the Task Based Language Teaching by at least following three main activities that is **pre-task** (a teacher has to deliver what are the students' expectations in learning especially of doing tasks they will experience in the classroom), **task cycle** (during this task activities students are doing particular tasks which are usually done in small groups depended on the types of the tasks they have to cope with), **planning** (this is optional in that after doing the classroom tasks they prepare for classroom presentation in written or in spoken), **report** (Optional), students present their results of tasks to be delivered for the whole class members, **analysis** (Optional), in this case the teacher reviews language functions and expressions used during the task accomplishment, and **review** (Alternative), this can be in terms of final report, a plan, an analysis, and any practices, and when the learners had created real linguistic product for example texts, presentation, audio or videos, they can review each other by giving constructive feedbacks.

Task Based Teaching (The nature of task)

Many experts have different opinions on tasks but they come into a similar view point that task is a learning activity which guides students for learning performance so that they can process the content of learning optimally. Task Based Language Learning model, in this case, prioritizes the learning activity on meaning in that the teaching action is expected to be able to maximize the existing learning resources in classroom. The goal of this task based is to provide authentic functions of learning that contribute to contextual and natural process of learning. Mostly learners are preparing learning tasks to be done in classroom, then reporting the tasks and after that focusing the analysis of learning the meaning behind the tasks to draw on the knowledge naturally and autonomously of the learning materials.

The teaching design of task based language learning

The model of task based language teaching was firstly developed by Prabu (1987) which has three main Models that is *pre-task (this is commonly called a preparatory activity), task cycle (this is meaning focused activity or interactive process action),* and *post task (this is an activity for attending to form).* This model then was developed more by Willis (1996) into six steps that is *pre task (input, focus on meaning), task, assess task, planning, task presentation, post task language focus).*

Branden (2011) also explains that Task Based Language Teaching requires learners to be active and have the main roles in learning English language. They have to take important roles and same responsibilities in terms of material content, language patterns and expressions during the accomplishment of tasks, and have representative roles to discuss application aspects and the evaluation of task based language teaching. In this case the teacher main role is to motivate and to support their students naturally in the process of task based implementation.

Thomas and Reinders (2011) states that based on the development of information and technology in this era, the needs of developing task based language teaching and learning should mainly relate to CALL (Computer Assisted Language Learning). The need of integrating CALL and this Task Based Language Learning is a part of the necessaity of the learners themselves who live in the information era. Therefore, design instruction and learning materials should reflect the current demands especially for English teachers and curriculum designers. The research done by Thomas (2011) also clarifies that *technology-mediated task based approach* had given significant effects to learners in particular all learners learning English in Japan. In

fact the findings also show that the students are highly motivated when the learning instruction is closely connected to information and technology.

Some research findings had completed understanding of the Task Based Language methods for example Jeon and Hann (2006) who focus on the perception about TBLT of students and teachers where they are learning general English in Korea in which the findings of their research show that learners have positive perception about TBLT implementation. Since a lot of research findings had supported positively the implementation of TBLT so Dailey (2009) developed a curriculum of skill courses at the secondary schools with Task Based Language Teaching and Learning in Korea.

Many other interesting researchs on TBLT had focused more on specific skills of English such as Rahman (2010) who had developed Task Based Language Learning at the junior high school in India and Setyaningrum (2011) who improved writing ability at junior high school in Surakarta by using Task Based Language Teaching and Learning.

Researchs on TBLT are also related to skill courses with the characteristics and the personality of learners such as Robinson (2011) who had investigated the connection between TBLT and accuracy, fluency, and complexity. Moreover another research done by Thomas (2011) even had investigated the needs of learners to be supported by the implementation of TBLT which is also connected to technology-mediated to EFL learners in Japan.

This research and development actually adapts the previous steps of Jinxia (2010) which implements the summarized and modified TBLT models of the previous explanations and descriptions. The design of the *task –based lesson* includes steps and learning components which have a set of tasks to be mainly achieved. In general, task based language teaching and learning covers three main principles which reflect the implementation of the method chronologically:

1. Pre-task. This relates to teacher and student's activity done before starting classroom teaching and learning. By doing these activities, students are encouraged to have familiarity of practicing tasks as Ellis (2003) and Willis (1996) had stated that observation process for individual and group activities is usefull to enhance cognitive ability of student. At this tep, students are to plan of accomplishing task performances which involve language and strategic aspects in that the teachers should help students provide guidances to focus on the content and the models that they have to finish for their tasks. This kind of awareness is actually relevant to the idea of Harmer (1998) stating that all learners should always be promoted to explicitly aware of their attention especially on fluency, complexities, and accuracy.
2. Whilst –task. This is a centered process of teaching and learning in the main classroom activities which are supported by variety of instructional strategies.
3. Post-task. This involves procedures to follow up learning performances which optimize learning tasks.

The concrete proposed design of the task based lessons can be given in the following explanations. The framework of designing the task-based lessons

Phase	The choices of sample activities
A. Pre-task	– *Framing* activities – Preparing time allotment – Doing initial tasks
B. During -task	– Time preasure – Natural and authentic tasks – Think of the number of students
C. Post-task	– Report the learning tasks – Improving students' awareness in learning – Repeat and develop the tasks

The Importance of CALL

Computer-assisted Language Learning (CALL) is shortly defined by Levy (1997) as a a "search and study of computer applications in language teaching and learning." CALL covers a wide range of ICT applications and approaches to teaching and learning foreign languages, from the course drill-and-practice CALL in the 1960s and 1970s, then developed into newer CALL such as virtual learning environments and distance learning-based web. It also extends to the use of corpora and concordancers, interactive whiteboard, computer-mediated communication (CMC), Language learning in cyberspace, and Mobile-Assisted Language Learning (MALL).

At first, the term CALI (Computer-assisted instruction) has long been developing before the term CALL appears. CALI term is less enthused by education practitioners with respect to the instruction because it is still used by teachers in promoting language teaching centered model where the learning process is still

dominated by the teacher completely. With the development of the learning model that focuses on learner-centered model of the CALL (Computer-Assisted Language Learning) more practitioners are receiving because the learning process is dominated by the activity of students in learning. Therefore, in the 1980s CALL term has started growing rapidly.

CALL current philosophy emphasizes learning on student-centered materials that allow students to work on their own. Such materials may be structured or unstructured, but the material usually contains two important features: interactive learning and individual learning. CALL is essentially a tool that helps teachers to facilitate the language learning process. It can be used to reinforce what has been learned in the classroom or as a repair tool to help students who need extra support.

Design of CALL materials generally take into consideration the principles of language pedagogy and methodology, which may be derived from the different learning theories (eg behaviourist, cognitive, constructivist) and second language acquisition theory by Stephen Krashen of the input hypothesis. The combination of face-to-face teaching and CALL is usually referred to as blended learning. This Blended learning is also designed to enhance the learning potential.

In order to sustain easily the implementation of Task Based Language Learning, it needs a supporting media to really fulfill students' learning expectations in particular to suit naturally with their needs when learning English language. The substantial media in this case is CALL (Computer Assisted Language Learning) in which it is computer applications to be developed integratively in teaching and learning English. This computer application is also integrated by information and technology with its forms possibly like virtual learning model, web based, white board interactive, or communication using computer softwares and other applications. By seeing the character development of CALL which stresses on student center learning and its integration with Task Based Language Learning, it is expected that the product can fulfill the concrete students' needs for learning English. The principles of developing this task based Language Teaching by CALL still refer to the important principles of pedagogy and teaching methodology integrating cognitive, behaviouristic, or constructivistic.

Therefore this research is intended to develop teaching model of Task Based using CALL which is expected to finally suit with students needs at the junior high school students. The model of Task Based Language Teaching developed in this research is about English Language subjects for seven graders of junior high shool students. This research therefore is expected to give inspiration to enhance teaching English at that level by integrating the uses of information and technology and CALL in teaching.

Research Method
This study uses Research and Development (R & D) which is expected to produce the form of the product of learning modules designed with a task-based approach to teaching. This study uses the combined stages of development that has been developed by McGriff (2000), Anwar (2000), and Sugiyono (2011) which is often referred to as the modified ADDIE model with the following steps:
Need Analysis.
At this stage, researchers conducted a needs analysis which is mainly focused on children in the seventh grade of junior high school of SMPN1 and SMP Muhammadiyah 12 Gresik. Researchers gave questionnaires to students and inteview the English teachers to know the actual needs of the teaching model of English in school respectively.

A questionnaire for students. As noted by Anwar (2000) that the questionnaire at this stage should include some things, they are; (a) the background and purpose of student learning, (b) the tasks that should be performed by the students in gaining an understanding of English and Science at once, (c) to explore the target skills, (d) identify the specific language of his proficiency, and (e) to determine the integration of learning activities. Thus, to summarize then there are two major things that is target needs (target market needs) and learning needs (the needs of how to learn) in the questionnaire of this needs analysis. Since all students at the two schools that is SMPN1 and SMPM 12 have the same opportunity as the respondent, the sampling technique is simple random.

Instruction Design. After all information are collected completely, at this stage, researchers developed a draft model of learning English for the junior high school. Information collected include competence standard, basic competence, theme and topic of study, level of difficulty, media, and learning activities. In accordance with the purposes and objectives at the beginning of this study, the choice of Task-based learning development model is designed in each sequence of instructional delivery of darft module completed by the appropriate CALL media. The final result at this stage is to complete draft of the English language learning model which is clearly to follow the sequence of activities of Task Based correctly which include: pre task, during the task, and post-task. Such design choices once again are based on how to assist teachers in implementing learning activities that truly enhance the student's ability.

Model Development.

At this stage, the researcher completes and develops the product well according to a draft that has been made in the previous stage in that the learning model contained within the module is by applying the task-based learning. Therefore, three activities, described in depth in the model, are ready to be used, namely: pre task which includes learning activities in order to prepare students to understand the strategic planning in the core task; during task which provides the core activities with an emphasis on the completion of tasks regarding the process and content of the work, post-task-oriented emphasing on understanding the material and preparation of subsequent follow-up activities to strengthen the core material. Task-based learning model is of course also equipped with media of CALL and evaluation tools are needed to expedite the process so that in this student module and the teacher's role in learning are very clear and precise.

Focus Group Discussion (FGD).

Once the module has been compiled and developed based on task-based learning approach to the media of CALL, the next step is to conduct an analysis of the material in the form of focus group discussion followed by all the English teachers from SMP 1 and SMPM 12. The purpose of this FGD is looking for suggestions for improvements in relation to materials, procedures, activities, and the format that has been developed before the material is tested in the real classroom. This stage is often called the validation process.

Results, Discussion and Product Development

This section describes the four stages of development according to the researchers who conducted the research design used in chapter three, namely the analysis of requirements, design draft (prototype model), development, and Focus Group Discussion (FGD). Up to this time, to meet the progress report, all stages: analysis of needs, prototype design, product development, and FGD can had been done completely.

Results and discussion of Needs Analysis

In accordance with the draft instrument planned in this study, the combination of open and closed questionnaires be an option. The questionnaire was given to two groups of teachers and students in the school of SMP Muhammadiyah 12 GKB (as the best private school in Gresik) and SMPN1 Gresik (as the best state SMP school in Gresik regency). This questionnaire contains two important things in accordance with the theoretical analysis is to analyze the needs of the target needs (needs of the target) and the analysis of learning needs.

The questionnaire was given to the target numbers of 40 respondents (forty students) with reference to the eight cases, namely; the order of materials used, learning activities pertaining to real life, the use of instructional media such as audio, visual, or audio-visual, variations in the use of learning resources, techniques of learning tasks and groups, the use of media images in learning, learning English expectations associated with CALL media, the importance of group learning models using audio, video, and computer needed. Results of the questionnaire are about the target needs can be presented in table 2.1 as follows:

Tabel 2.1 Recapitulation of Target Needs

No	Aspects	Yes (%)	No (%)
1.	Sequence of material from easy to difficult	100	0
2.	Learning activities with regard to real life	100	0
3.	The use of audio, visual, or audio-visual learning	100	0
4.	Use of a variety of learning resources	100	0
5.	Learning techniques to group tasks	95	5
6.	The use of pictures in learning	90	10
7.	Expectations to learn English by using audio, video, and computer	100	0
8.	The importance of group learning models using audio, video, and computer needed.	100	0
	Total	98.1	1.9

comment:
It takes an interactive learning by optimizing information technology and computer

The data in Table 2.1 show that all respondents (100%) agreed and wanted the sequence learning materials ranging from the easiest to the most difficult. Likewise, about the learning activities related to real life, all respondents (100%) also agreed and wanted material in accordance with their natural life and during studying in junior high. About the use of instructional media such as audio, visual, or audio-visual and the variations of learning resource usage, all respondents (100%) also wanted the same thing that is more varied and use a wide variety of media, especially the use of CALL. But in terms of learning techniques to the task and in groups as much as 38 respondents (95%) considered it adequate and 2 respondents (5%) is not adequate, meaning that they needed appropriate learning techniques in each class activity. In terms of the use of media images in learning, as many as 36 respondents (90%) agreed and felt adequate but there are four respondents (10%) stated inadequate, meaning that still required the development of media diversity in the

classroom. Next, about the hope of learning English language associated with the media CALL and the importance of group learning models using audio, video, and computer required, all 40 respondents (100%) agreed and considered them very important in the learning process. Even in the open comments of the interview given, all wanted no integration between the optimization of media using CALL with interactive learning model creatively.

Furthermore, the second questionnaire is regarding the learning needs (study needs) which is for English teachers. This questionnaire consists of 6 (six) aspects of the order of English competence being taught, conformity theme with learning needs, the selection of learning strategies, diversity of learning activities, the breadth of the authentic source and contextual learning, and the optimization of IT media in learning. The recapitulation of of learning needs findings recorded in table 2.2 as follows:

Tabel 2.1 The recapitulation of learning needs

No	Aspects	Acce ptabl e(%)	Less acceptable (%)	Comments
1.	English competence sequence being taught	100	0	Already well
2.	Conformity with the theme study needs	100	0	Already well
3.	The selection of learning strategies	75	25	Selection strategy must be detailed within its application
4.	The diversity of learning activities	75	25	Choice of learning activities needs a lot of varieties
5.	Breadth of the authentic and contextual learning resources	87.5	12.5	Adequate library resources but authentic and contextual teaching materials are still less then the expectation.
6.	Optimization of the IT media in learning	75	25	IT related to the development of teaching materials is not yet optimal
	Average	85.4	14.6	
7.	Supporting Learning environment			There are some provided facilities; laptops, Internet, vcd / dvd, lcd, lab.
8.	Additional Comments:			Required model of development of IT-based teaching materials that can be used as a reference by teachers, because there is lack material incorporating elements of IT in learning.

The data in Table 2.2 above shows that all teachers (100%) agreed that the order of English language competence being taught and the conformity theme are suitable as learning needs written in the 2013 curriculum and syllabus for class 7 of junior high school level. However, related to the selection of learning strategies and variety of learning activities, 6 (six) respondents considered adequate and 2 respondents (25%) considered inadequate. Furthermore, two of the respondents argued that the required expansion of the selection strategy should be more detail within its applicability and the need for the development of learning activities should be with many choices and varieties. Associated with the breadth of the authentic source and contextual of learning, as many as seven (7) of the respondents (87.5%) considered adequate but there is 1 (one) of the respondents (12.5%) considered inadequate for the reason that even though library facilities are adequate but authentic and contextual teaching materials are still lack. Related to the optimization of IT media in learning, 6 (six) respondents considered adequate (75%) and 2 (two) of the respondents (25%) considered inadequate for the reason that IT related to the development of teaching materials is not yet optimal. In general, all respondents agreed that the development of the model required IT-based teaching materials that can be used as a reference by teachers because there is lack material incorporating elements of IT in learning.

Results, Discussion, and Development of the Product Design

This section describes a summary of the findings and the results of a needs analysis in the previous section by parsing the draft prototype material or material pattern using task-based approach and CALL. In other words, this section is a summary of the findings and analysis of the needs which are then used as the basis for determining the content of prototype design of the material in each chapter that will be developed. In summary, the design or prototype material of scientific approach with a combination of task-based and CALL can be summarized in table 2.3 as follows:

Tabel 2.3 Prototype
Scientific Approach materials and Task-based Approach with CALL
according to the results of analysis needs

Pre-Task Activities ((Observing dan questioning)	English-language comic Pictures of thematic atmosphere in each chapter. 1. Listening the piece of one (or two) comic pictures within comic conversations in accordance to theme of listening to each chapter 2. Deepening (discussing) pieces of the listening within the group to encourage the curiosity of students by asking mainly on the following things: - Completeness of existing themes and its discussion - The attitude of the students which are required
Task Stage (Exploring and associating)	Presenting an atmosphere of learning trully about the themes raised in the material of each chapter. 1. The attitude shown by each person involved 2. Videos about some learning situations 3. Discussion of the attitude shown by each person in the group studied 4. Language focus (eg exercises of matching the images and sounds, pair work, role play, etc.).
Post Task Activities (Communicating)	Follow up discussions that promote advanced communication required by students in each material (for example of a good home school activities conducted related to teachers, parents. etc., greeting, farewell). 1. Role plays of attitudes towards school teachers, friends, and a good parent 2. Songs that support and training analysis

Briefly, table 2.3 above illustrates that task-based language teaching and learning is an umbrella approach of learning processes developed in each of learning activity. Of course, the main reference of the referred competence is the core competence and basic competences contained in the syllabus of learning of seventh grade English in junior high school in accordance to curriculum of 2013. Furthermore, the scientific approach as a basis of learning method is developed simultaneously in every steps of task-based language teaching which contains three main steps, namely pre-task activities, the main task activities, and post-task activities.

In general, the orders of of learning materials in the pre-task activities are started by presenting a series of images (eg. image comics) English speaking about the atmosphere in accordance to thematic syllabus then students were given the opportunity to hear the pieces of one (or two) of the comic conversations in the listening. The next step is to give students the opportunity to deepen (discuss) the listening of the pieces in small groups to encourage the curiosity of students and give them the opportunity to ask, especially on matters relating to the completeness of material and discussion of existing and attitudes necessary in the circumstances. Thus, the learning process at the stage of pre-task activities can give students the opportunity to undertake a comprehensive observing and questioning manner.

At the stage of Task Activities, its main activity is the attempt to bring atmosphere to learn trully about the themes raised in accordance to real-life activities. So, at this stage, students are trained to; perform exploration; at the same time the association regarding the attitude shown by each person involved in the learning activities; sharpen and explore the video that presents a real learning situations around them, discuss of the attitude shown by each people in study group; and deepen the language rules required for language focus to master the expected basic competencies (eg exercises of matching the images and sounds, pair work, role play, etc.).

The last stage or Post Task Activities specifically aims to develop the by students communication skills (Communicating) which includes activities that promote a follow-up discussion of advanced communication required by students in each material (for example about a good home school activities conducted related to teachers, parents, etc. , greeting, farewell). So the learning technique activities can be role-play (about attitudes towards school teachers, friends, and good parents), or sing and analyze songs and exercises that support the analysis.

All the three stages would be executed by the using of the CALL media (computer assisted language learning) which, in this case, uses the combination of autorun program, adobe audition and hot potatoes combined by multi-media (audio-video) to the expectations of teachers and students so that it can be used easily and simply in classroom or for individual learning (the product is copied into CD).

Conclusion

In accordance with the the steps listed development research in the previous section, this research concludes the following points:

1. The analyses have done to students and teachers' needs by focusing on the target needs and the learning needs for the implementation of learning in seventh grade of junior high school. The results of the analysis indicate that the target needs of the students had concluded in the followings, the agreement on the importance of the order of the materials used, learning activities pertaining to real life, the use of instructional media such as audio, visual, or audio-visual, variations in the use of learning resources, learning techniques to the task and in groups, the use of media images in learning, the importance of media of CALL, and the importance of group learning models using audio, video, and computer. The results showed that learning needs of teachers agree on the the order of English language competence and its material conformity that should be taught in the curriculum of 2013. However, they hope the variation of the learning selection activities such as authentic learning resources, the optimization of IT, and more dynamic learning environment.

2. The design development of the materials in this study thus concluded that task-based learning process (task-based learning) is a necessity to optimize the scientific approach that has been required in the curriculum of 2013. Furthermore, in accordance with the the needs, that media-based of CALL (computer assisted language learning) is the best option help optimize the desires and needs of learners.

3. In accordance with the the breadth and the basic competencies that exist in the syllabus, nine based learning materials with the using of the Task-Based of CALL media have been developed. All materials developed are made in the form of a program file that can be used by the learners or teachers in classical or individually.

4. Focus Group Discussion (FGD) has been performed as the last step in this research with the focusing on critical analysis of the finished product which has been developed by inviting the users of the material (especially teachers).

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