Developing Interactive ART Digital Material Method in Teaching Writing

(Interactive Multimedia)

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the study, purpose of the study, significant of the study, and definition of key terms.

1.1 Background of the Study

In general, writing is one of the language skills that will never be left in education. It is very essential part of the lesson, not only in language class, but also in other classes such as Biology, Mathematics, and History etc. Writing skills are complex and sometime difficult to teach, requiring mastery not only of grammatical and rhetorical device but also of conceptual and judgmental elements (Heaton,1988). As Harmer (1998) stated writing as a skill, of course, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media. They need to know some of writing's special conventions (punctuation, paragraph, construction etc). In fact, in Indonesia students' writing skill in English language is very low, and it is found that most of Indonesian students are still difficult in arranging the text (Busmin, Jojor, 2013).The students admitted that it was so

difficult to find ideas to be written and to write it in a good arrangement. The problem in generating ideas can be seen as the students spend long time in thinking and brainstorming ideas. Moreover, from the students' writings, it was found there were many mistakes that the students have done in organizing ideas. The underlying difficulties of struggling writers indicate a variety of characteristics about developing a schema for story structure and the physical acts of producing text(Baker, Chard, Ketterlin-Geller, Apichatabutra, &Doabler, 2009).

In (Busmin, Jojor, 2013) said there are many reasons that make the students' achievement low in writing. Students found difficulties to write because they do not have any idea to write, their grammar and vocabulary is not good, and also they are not confident use their own language. When someone wants to write for a specific purpose, they have to think who will be their audience and how provide the information the readers need to know in their writing.

The reason why students still got low achievement in writing is not only from students themselves, but also from the media. The conventional learning media that applied in teaching writing skill may not effective (Sharma, 2008). During learning activities in the classroom, the teacher only asks the students to read the text, translate the text by using dictionary, and rewrite the translation. The teacher just explained the material from the guiding book and after that asked the students to answer the question based on the text that they have read. The students are not asked to practice their writing ability. In addition, the teacher never makes variation in teaching and learning process. This situation made the students' motivation in writing decrease. So, teacher has high responsibility to improve

students' achievement in writing. Teacher has to create interesting activities in the classroom so that students can develop their ideas in writing. Especially for second grade student of multimedia programs at NU TRATE Vocational High School. Based on interview result from the teacher and student, it shows that the theaching learning process are too bored. Because teacher just using the guiding book as the media, they are never using another media for teaching English in the classroom. In other hand, some student stated that they want to learn with a interesting media to increase their interest in learning English subject. Not only students feel bored in teaching learning atmosphere, but also influence the score for students achievement.

As teacher we should make an learning atmosphere based on students need and classroom situation. For Multimedia Students, it will be attractive and appropriate if they learn by using the tools which are familiar with their daily activity in the school. Because their activity in school are in line with computer laboratory, so as a teacher we can use that situation to teach English by following their habit in using the computer at laboratory. We can make the new materials for students learning activity based on their habit.

Based on the explanation above, the writer would like to conduct a study to develop the model of appropriate English learning materials which support the English teaching and learning process in teaching writing to the students especially for Vocational High School students at SMK NU Trate Gresik. And proves that learning process can use the new technology as a media (Buzan, 1993).

There are many kinds of teaching media and the method in teaching learning English to support the teaching learning process. Now, the teaching and learning process is not only the teacher who will dominate in the class, but the students also have the same chance and opportunity to develop their learning process. In this modern era, the cooperative learning is very popular such as think pair share, jig saw, one head together, round robin, three step interview, ART and others.

Recently, we live in the era of technology. Technology has supplied a lot of means and tools that can help in the learning process. The effect of technology as a media in teaching writing has been examined by the several studies. For instance, Yeh and Lo (2009) used online annotation services to support error correction and corrective feedback in the writing activity. Yang and Chung (2005) developed and evaluated a web-based writing environment to encourage elementary students' writing. Their results showed, in such a writing environment, students who previously thought writing was difficult come to feel writing was much easier than before. Moreover, based on Drexler, Dawson, and Ferdig (2007) utilized blogging to develop elementary expository writing skills. The result above indicated technology product in teaching writing has proven.

During this period of technological development, the computer and internet are the leading of learning tools. Based on Simmons and Markwell (2001) the application of computer in language learning is known as Computer Assisted

Language Learning (CALL). According to Ates, et al. (2006) CALL is a language learning and teaching approach in which the computer is used as a tool for presentation, assisting students, evaluating learning material, and for instructional aspects. With combining the technology and an appropriate strategy in delivering the writing material, it will be easily to achieve the writing goal.

Having an appropiate media is not the one which is can make students are interesting to learn deeply about English. But it is also needed an interesting strategy to gain students attention (Alamsyah 2009). And using strategy should be adapt with condition of the environtment. So here researcher want to use the new strategy that appropriate with learning media, that is ART (Art - Reflect – Text).

The interesting startegy can make students are interested in teaching learning process. Because students notice can inlfuence their comprehension in learning something. And it automatically effected to their score in doing task. Here that is one kind from some startegies that can make students are interesting to enjoying the learning. That is ART (Ask, Reflect, Text). Acording to Graham and Harris (1989) cited in Dunn,WWW,W=2, H=1 questions for the purpose of helping students who struggle with writing to improve their own writing paragraph. It can bee see that by using ART it can help students in their writing, because by ART students use their imagination to draw or take a sign about their idea in writng paragraph. In ART (Art, Reflect, Text), some Author and colleague (2008) used this strategy with typically achieving second- to seventh-grade students in a summer arts based/integrated-curriculum program and found that they benefited from using art to initially illustrate story-component or ideas about content of their writen text.

1.2 Purpose of the study

Based on the description from the background of the study above. The writer takes the purpose that is "to develop interactive ART digital course method in teaching writing for second grade student of multimedia programs at SMK NU TRATE Gresik"

1.3 Significance of the study

The researcher hopes that this study has some benefits in English teaching learning process. There are two kinds of benefits, they are: theoretical significance and practical significance.

1.3.1 Theoritical significance

Develompment material in writing skill can improve student interesting to write with good content and intersting design. This study can give contribution in using new media that is CALL (Macromedia Dreamweaver) and applying the ART startegy for teaching writing. Using many media and application also can be the effective way in teaching English, and as an alternative theory and developing material by using new media for writing.

1.3.2 Practical Significance

In practical significance this expected to give contribution to:

a. Teacher

this study can be useful to get new method of teaching used in teaching English. Enrich the knowledge about kind of method which are more effective in teaching learning, it also useful to provide an interesting media to increase student motivation in learning English.

b. Student

It is hoped that the material is more appropriate with students, either learning method or lesson material.

c. Reader

This study can be useful for reader. It is hoped that after reading this reasearch, the reader can develop more with different model likes experimentally and analysis.

1.4 Scope and Limitation

The researcher scopes the study to second grade students of multimedia technique in SMK NU TRATE Gresik. The limitation of this study is only focused on developing writing material using Macromedia Dreamweaver as the media which the topic is in the first semester, and the researcher take about three kinds of text based on the syllabus in first semester. There were; Descriptive Text, Recount Text, and Procedure Text. The researcher will collect the data by giving questionare to the learners, interviewthe English teacher, and conduct the ADDIE model.

1.5 Definition of Key Term

In order not to have wrong perception or get misunderstanding about the important terminologies, this study uses key term wich are defined as follows:

a. Developing Material: Process to develop English writing material by using an interesting media.

b. Interactive Multimedia: Media which given interactive learning such as e-learning by utilize technology such as computer.

c. Writing Material: English material in writing skill which is needed by the students. This material include the subject that have to thougt to the student, because it more effective to students in vocational high school to learning English by using their parts of their course.

d. Web based material: Developing process using Html which contains some menus such a goal activity, some letters and word animated and picture for the descriptive text topic. In this opportunity the researcher uses Macromedia Dreamweaver to develop the material, the media shown by some pages in display. The page contains pictures, and writing text material (descriptive text), examples of writing and also exercise.

e. Interesting Strategy: Developinng process of learning by using the new strategy that have not applied yet in the school. That is ART strategy, that can make students are easier to develop their idea in writing something. This strategy also appropiate with the mind mapping media because both of them are using sign and symbols in the use. So it is are related with multimedia students.