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

The development of language skills affects toward a person productive ability. Several researchers said that personal success in disciplines is strongly related to a person's writing ability Lerstrom (1990) and depends on good writing skills (Cho & Schunn 2007).

Productive skills in learning English which little bit complicated is writing skill. However, the instruction and activities in teaching writing should be appropriate to the students. Most students are usually apprehensive toward writing activities, and writing instruction remains an area of low interest for those students (Lidvall and Clark 2004). Suitable strategies, media, and interactive activities should be given more attention by the teacher if the writing goal want to achieve. Lipstein and Renninger (2007) suggested students who are interested are more likely to develop a better understanding of writing, set writing goals, make use of various strategies, and seek feedback on their writing. It is the significant reason why learning writing is very important.

According to Lerstrom (1990), the significant of writing ability will give significant toward language skill. So if the student has well in writing ability, it will give significantly influence to the student's speaking ability (Cho & Schunn, 2007). A good writing is build from a good teaching method, strategies, media, and all aspect that support the teaching writing process. If from some aspect above

has a trouble, there will be trouble appear in teaching and learning writing process. So, to solve the problem the researcher will use interactive multimedia by using a learning method to deliver the writing material.

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, EGRA 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.

The teaching and learning process at eleven's grade of MIPA class in Muhammadiyah senior high school 1 Gresik shows that the student usually study individually, especially in writing class. The students studied individually because the cooperative learning strategy does not implemented, although the teacher teaches with explaining, the class's condition is passive and in low motivation. Some students are inattentiveness, looking out the window and thinking about other things, it was happen because the implementation of learning media was not maximal enough. The teacher is often to give the students exercises with unclear instructions. After the teacher has delivered the material about descriptive text, at the end, the teacher gives an exercise for the student to conduct a descriptive text. Finally the student did the exercise and wrote their descriptive paragraph with their own way.

To reduce the passive condition and increase the students' motivation, the student and teacher need a media which combines some learning Medias such as text, picture, audio, animation and video in one application. Integrating different media, such as text, picture, audio, animation and video is to create various multimedia instructional materials and promote the writing interest and willingness of the learner (Gillani and Relan, 1997). The researcher will also

create interactive Multimedia by using some media such as pictures, audio, animation, and video.

Moreover, the researcher will deliver the Interactive multimedia above by using EGRA method. EGRA is a shortened form of the term Experience, Generalization, Reinforcement, and Application. Moses (2001:1) in Helena (2004:2) says that EGRA technique is an effective way to create lively interaction among the students, EGRA technique will make students active. The active students will be more active, and the passive students will be active. So, the researcher concludes that the EGRA method is very appropriate method which can support to deliver the descriptive material. Because the EGRA has four stages which every stage are have interactive activities, automatically the students will have more chance to be active toward the learning activities, so the four stages of EGRA here will be covered by Interactive multimedia.

Related to the previous researcher, first, Fia renny syahara (2012), in her CAR design, in her result study, she said that the EGRA method can improve the student's grammar mastery. Second, researcher who uses EGRA as the method is Devi avriani (2014), her qualitative descriptive research's shows that the EGRA method gives some advantages in teaching writing a recount text. Third, Ika wahyu pratiwi (2011), her study was on developing an interactive multimedia for teaching grammar to the eight grade students. The study was conducted in 2011. The results of the study show students agreed on the developed multimedia. Fourth, the study from Fui-Theng LEOW and Mai NEO, the study is "Interactive multimedia learning: innovative classroom education in a Malaysian University". The study was published in TOJET: The Turkish Online Journal of Educational

Technology – April 2014, The results of the study were consistent with the literature review, where development of the Gagne-based ILM fulfilled the needs of supporting active learning and providing flexibility to enhance the quality for students learning in University classroom. It is showed that the implementation of multimedia system in teaching and learning process.

From the previous study above, it shows how the EGRA method is effectively applied in teaching and learning process, even though the researcher above are applied EGRA method in different subject. Moreover the implementation of interactive multimedia was effective and suitable in teaching and learning process.

In conclusion, based on some previous study which all the study above talk about the EGRA strategy and multimedia CALL based system, there is no study that integrates the EGRA strategy with interactive multimedia. So, the researcher here will create the EGRA by using interactive multimedia to deliver the writing material, especially in descriptive text in Research and Development model.

The researcher wants to offer the multimedia CALL base application that cover all media above through digital EGRA method integrated with interactive multimedia for teaching descriptive text. So, this study intends to develop this application with hope that in delivering the descriptive text material will be more interesting, interactive and also easy to achieve the learning goal.

1.2 Purpose of the Study

The purpose of this study is to develop interactive EGRA digital course method in teaching writing descriptive text for the eleventh grade students at SMA Muhammadiyah 1 Gresik according to the student needs and learning objectives.

1.3 Significance of the Study

The result of the study is divided into two, including theoretical and practical significance:

1.3.1 Theoretical significance

First, the researcher tries to develop the interactive EGRA digital course and evaluate tools through Multimedia CALL base which can help students to get new way as learning media and make it more interesting and more interactive during the teaching learning process.

It is expected that the result of this research will generate ideas for others to be more interactive and innovative in developing Multimedia CALL base to help students in writing the descriptive better than before.

1.3.2 Practical significance

In practical significance this study is expected to give a contribution to the student in teaching descriptive text. It is expected that developing interactive EGRA digital course method in teaching writing descriptive text is a good way for students to learn descriptive text. So they can write with the correct way.

1.4   Scope and Limitation of the Study

The researcher scopes the study in writing for the 11th grade of Muhammadiyah senior high school for some aspects. The researcher will analyze the class condition, syllabus and curriculum. However there are many topics based on the syllabus for eleventh grade in Muhammadiyah senior high school. In order to make the discussion more specific, the researcher gives the limit only in descriptive text by EGRA digital course method. The researcher will develop a Multimedia application which blending some aspect of multimedia such as text, pictures, animation, song, video and other. Furthermore, as an umbrella to create a Multimedia call base application, of course the researcher will use CALL.

1.5   Definition of the Key Term

a) Interactive EGRA digital course method

EGRA is one of the method which has term Experience, Generalization, Reinforcement, and Application. Which each term above has a different activities on it. EGRA method here will create in digitalize course and it will be more interactive.

b) Descriptive text

Is a text that describes what kind of person, place or thing described, a text that describes the appearance, shape, properties, characteristic and others which has a goal to describe what the person or thing are.

c) Interactive Multimedia

Multimedia CALL is a teaching media which combining all the aspects of multimedia in one unity.