

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The productive skill which requires learner to produce plain argument and giving consideration effect to the reader as the result of his thinking in written form is writing (Lucantoni, 2002:35; Desy, 1976). According to Brown (2007:391) the common products of writing are the result of sequence stages, i.e. thinking, drafting, and revising which need specialize skill that cannot be achieved naturally. Oshima and Hogue, 1998:3 claim that writing as a process, not a product. Because after learners finish their first draft, they will fall into rotation process: review, revise, and do it again.

In higher education, especially in University of Muhammadiyah Gresik, one of the prerequisite subjects is *Basic Writing*. Otte and Mlynarczyk (2010:78) defines Basic Writing as one of the writing college courses which provides access to the freshmen for increasing their ability in composing writing product.

How to choose the appropriate words relate to the particular idea and work those vocabularies into one sentence are seemed like ‘simply’ thing, but it is not experienced to all basic writers (the citation for inexperience or beginner students who enroll in Basic Writing course (Horner, 1994)). Kassner (1999) finds that sometimes student feels frustrated because she is failed to make the words flow and sound good even she has rewritten it. Also, she may have lots of the idea, but she does not know how to write it. In addition, Kassner (1999) finds that basic writers have lack in generating and developing idea by showing few specific

details for supporting the main idea and dealing with good paragraph structure organization. Shaughnessy (1976) gets both of grammatical error and undeveloped paragraphs are two common problems which are experienced by basic writers.

As impact, Rabideau and Brossell (1995) states that the essential focus of Basic Writing course in higher education is helping inexperienced writers to improve their writing through wider practice because they feel stuck to start writing, express idea clearly, and do revision for what they have been written are the constant problems encountered by basic writers.

Through of the Basic Writing existence, it gives the real evidence about a course which has designed to help learners become proficient writer in college level (Adams, 1993). Furthermore, Perry (1963) believes that learners should be taught the way of thinking both of inside and outside of their field. Consequently, it can be concluded that Basic Writing gives a chance for the learners to get better understanding in using the perspective of academic and non-academic world to be practiced and developed in written form without any barriers between those perspectives (Lu and Horner, 2000). Although Perry's analysis has been written in many years ago, it is still relevant to be applied for the learner today (Lipson's quotes (2012) inside the *College Years: an publication of the Harvard's student essay collection*). In addition, Gilyard (2000) calls Basic Writing course as a place that provides the authentic voice of student development.

Relates to the general overview about Basic Writing above, to write 'something' learners need particular material theoretically to compose an academic paragraph. Inside of its process, the way of learners deploy their

reasoning can be presented based on their own experience (first-hand) or based on second-hand experience through several sources, such as book, encyclopedia, etc (Desy, 1976). To be pertinent with writing source, there was no Basic Writing module at University of Muhammadiyah Gresik while the researcher followed this subject. The participants got the material from lecture's presentation, material photocopy from lecture's book, online sources, and sometimes from e-book in Pdf form. The current existence of Basic Writing module for second semester English Education students at University of Muhammadiyah Gresik is not available yet. Their sources are based on lecture's explanation and textbook by Ann and Hogue (1998). Fact if knowledge is increase as many as sources that have been obtained, the development of Basic Writing module as additional learning sources is necessarily needed. Module as a part of teaching learning process is hoped to be able to ease students in comprehending learning material independently which is organized systematically and in interesting way. Nardo and Hufana (2014) state that learners are possible to get some advantages by using module in their learning, such as maintaining their focus and attention towards the material that they learn through different types of activities, making learners have independent learning, and giving learners good perspective about self-study.

To get better view for the module, the researcher looks for a gap from the previous Basic Writing books and writing module which were composed by some experts. The Basic Writing book by Reid (1996) comprises of eight chapters which are arranged with different topics entitle Family, Home, Country, Culture, Travel Experience, First Impressions First Problems, Adjustments & Solutions, and Similarities & Differences. This book has numerous paragraphs which are

followed by grammar exercise, questions relates to the specific detail of the paragraph and its main idea, writing planning format, including some topics and questions where the answer should be exist inside of paragraph (refers to the supporting details), and writing task, both individual and group project (peer editing). The lack of this book is not explained the structure organization of paragraph explicitly. Before students practice their writing, they are asked to comprehend structure organization of paragraph by themselves based on the examples of the paragraph which have been read, do its exercises, and following the writing project instruction. The researcher assumes that without obvious rules of paragraph structure organization, basic writer may have lack guidance in composing academic paragraph.

Tyner (2008) writes a Basic Writing book with six chapters inside it, i.e. Writing from Experience, Writing about Relationship, Writing about Opinions, Writing to Compare, Writing about Problems and Solutions, and Writing about issues. The basic elements of writing process inside it are prewriting, writing first drafts, doing revisions, final editing, and writing review. This book provides numerous reading texts in all process of writing as input or reference for the students before they practice the writing process exercise in each chapter. The other features inside of this book are the explanations about mechanical aspect and grammar. This book has a few explanations towards the structure of paragraph organization. According to Uehling (2003), the level of writing ability can be determined based on the students' paragraph organization. It can be assumed that wider explanation about paragraph organization is necessarily needed.

The real example of module development is conducted by Nardo and Hufana (2014) who construct it for students in Technical Writing subject. The link literature of the developmental study may be indirect, but it should be relevant to the foundational theory of the project like procedural model and factors which cause development process in the other situations (Richey and Klein, 2005). The result of evaluation shows that their modules have lacks in its materials and exercises. The improvement of Technical Writing module materials is conducted based on the students' and expert's suggestion. Its activities or tasks are added and modified to enrich student's written output. At the final development, the modules are evaluated fit to the curriculum and rated good by the students and excellent by the English teachers so that it can be used as reference in Technical Writing subject.

Based on the previous Basic Writing books, the researcher develops Basic Writing module which contains theory and practice cover Basic Writing proficiency which should be mastering by basic writer as Shaughnessy (1976) and Gebhard (1996) pointed out, such as the process of developing idea into paragraph, working with unity and coherence relates to the structure paragraph organization, and using the punctuation mark in appropriate context.

In this globalization era, the development of technology has significant impact towards learners' life, especially the usage of Smartphone. Sarrab et al (2012) reveals that the role of mobile phone nowadays is not only used as communication tool but also as supporting tool in education area through of hardware support and numerous application. Camera, as one of the hardware supports in Smartphone, contributes in receiving learning process. Learners

usually use this hardware for capturing lecture's materials explanation on the whiteboard, lecture's Power Point Presentation (ppt) and other important documents. Then the most application are used by learner are bilingual dictionary application to look for the meaning of difficult words and web browser as standard application to access internet.

Following the growth of technology development role in education above, it elicits idea to develop module that is facilitated by Android application to give fresh contribution in Basic Writing field. The researcher develops it into digital form which is able to run in Smartphone based on Android operating system with some reasons. First, Android stands as open-source of operating system for mobile which is supported by Google (Lee and Salman, 2012). It means that the developers have free authority to develop application which is available for general vendor hardware manufactures as long as the devices are supported by Android (Lee, 2011). Second, according to Hanafi and Samsudin (2012) mobile application which is developed based on Android operating system is more effective and efficient because it can be produced fast and categorized into user friendly which refers to the application is easy to learn, use, and understand. They also point out that Android application has a plus point in Android market rivalry because it can work virtually in PC (Personal Computer) through Android Emulator. Specifically, comparing the usage percentage of iOS, Window, or Symbian operating systems based on the researcher's survey, most of learners at University of Muhammadiyah Gresik use Smartphone device with Android as operating system.

In addition, the result of need analysis shows that the students obtain the material directly from the lecturer. To reach the goal of education with learning outcome basis, inside of teaching learning process should change the way in implementing learning paradigm, i.e. from Teaching Centred Learning (TCL) to Student Centred Learning (SCL). Supporting the way in implementing SCL learning paradigm, the researcher adapts the principle of discovery learning as the design of module content to realize active learning as it is stated by Castronova (2000) discovery learning is active learning where the student is formed to develop higher-skill in building deep understanding towards the material major concepts. The general steps of discovery learning according to *Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan - Kementrian Pendidikan dan Kebudayaan* (2012), Andriyani (2007), and Riyanto (2009) are stimulation, problem statement, data collection, data processing, verification, and generalization.

As the product of this study, the researcher develops Basic Writing module (paper based) that is facilitated by Android application for second semester students who enroll in Basic Writing subject on English Education Department at University of Muhammadiyah Gresik as additional learning source. When the digital Basic Writing module complete, it will be available in www.dropbox.com as media sharing which is provided by the researcher so that learners can learn Basic Writing materials in anytime and anywhere after they install it in their Android Smartphone.

1.2 Objective of the Study

The objective of this study is to develop Basic Writing module, both paper based and digital form or Android based operating system for second semester English Education Department students at University of Muhammadiyah Gresik.

1.3 Significance of the Study

This study is hoped to be able to contribute in the term of theoretical and practical significances.

- Theoretical significance:

It gives wider chance for basic writer to generate and develop idea, organize the paragraph, and use punctuation mark in appropriate context relates to the way of composing academic paragraph step by step independently.

- Practical significance:

The final product of this study is hoped to able to give new contribution in Basic Writing subject because the module is not only provided in paper based but also in digital form. By using digital Basic Writing module which is installed in learners' Android Smartphone they can learn Basic Writing anytime and anywhere.

1.4 Scope and Limitation of the Study

The scope of this study is developing paper based Basic Writing module and digital Basic Writing module for second semester English Education Department students at University of Muhammadiyah Gresik. Specifically, the scope of Basic Writing is learning grammar, mechanics, the way of generating and developing idea, and unity and coherence relates to the paragraph organization (Shaughnessy, 1976; Desy, 1976; Gebhard, 1996).

For the limitation of this study the researcher takes punctuation, organization, including its unity and coherence, and the way of generating and developing idea to compose academic paragraph as parts of the module. It is not only consists of the theories but also the exercises to ease learner to comprehend the material concepts.

1.5 Definition of Key Terms

1.5.1 Basic Writing

Basic Writing is one of the writing college courses which is usually followed by freshmen to get knowledge about punctuation, organization, including its unity and coherence, and the process of generating and developing idea to compose academic paragraph.

1.5.2 Module

Module is a unit of self instruction, serves with integrated learning theme and information needed by learner to acquire and assess the particular knowledge and ability where it is used together with a course at university as a part of curriculum component.

1.5.3 Android

Android is an open-source and modified mobile operating system platform based on Linux version which is developed by Open Handset Alliance (OHA) and led by Google where it is designed primarily for touch screen device.