

CHAPTER I

INTRODUCTION

This chapter discusses on the background of the study, the purpose of the study, the significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

Reading in a foreign language is the main goal of learning and the most important skill in a foreign language (McDonough & Shaw, 2003, p. 89). This skill is particularly important in an instructional circumstance which students have to be competent in English but rarely speak this language. For example, students in Indonesia who have been studying English for six years, regrettably understand English hard, but speak English fluently (Nur, 2004).

Concerning to the writing, writing is a process and product. A half a century ago, writing teachers were mostly concerned with the final product of writing such as essay, report, and story. The compositions of their final product measured up against content, organization, vocabulary use, grammatical usage, spelling and punctuation. When students focus on the content of the message, they learn their own writing that is called process (Shih, 1986).

Therefore, reading and writing are closely related to cognitive activities that are best taught using active or learner-centered processes. Learners should participate actively in language literacy skills of reading and writing (Dipardo, 2003). Reading and writing are vehicles for learning English as a second language.

For this reason, active engagement is an essential component of learner-centered and integrated approaches to literacy learning.

Flood and Lapp (1987) reported a synthesis of research on reading and writing relationships, finding that reading has an influence on writing and vice versa; hence, they concluded that these are cyclical and equally facilitative units that support one another. Both reading and writing are manifestations of cognitive and linguistic development. Readers and writers create meaning by building the relationship between the text and what they know and believe. Schema theory holds that prior knowledge of the world enables readers to construct meaning from print by reconstructing the author's message and connecting with schemata which present in memory. On the other hand, writers compose and construct meaningful information from schemata and other information into communicative ideas through text (Edith, 2006).

Based on the American Oxford dictionary and Thesaurus (1996), the term "integrate" means (a) combine parts into a whole; (b) complete an imperfect thing with the addition of parts, to unify, coordinate and put together. Integration in education has three purposes such as make learning authentic, meaningful and efficient. First, learning can be made authentic when it is paralleled with real tasks. Secondly, learning can be made meaningful in the sense knowledge construction, and rarely is to answer isolated problem. Lastly, integration makes learning efficient for extensive curriculum coverage as hope (Gravelek et al, 1999).

According to the studies about integrating reading with other language skills; the reader needs to gather visual information from the written text (e.g., letters and words), identify the meaning of words, and then move forward to the

processing of the structure and the meaning of larger syntactic units, such as phrases or sentences (Hinkel, 2006). For instance, teaching reading can be tied easily to instruction on writing and vocabulary, and oral skills readily contribute themselves to teach pronunciation, listening, and cross-cultural pragmatics (Hinkel, 2001; Lazaraton, 2001; McCarthy & O’Keeffe, 2004). Much of the current integrated instruction in L2 writing, grammar, and vocabulary takes place in conjunction with the reading, content-based, and form-focused instruction to improve the overall quality of L2 prose (e.g., Cope, & Kalantzis, 1993; Hedgcock, 2005; Williams, 2005). Lia Plakans (2009) on her study entitle, “the role of reading strategies in integrated L2 writing tasks”, she integrated writing tasks elicit writing performances that involve other abilities such as reading or listening. Sugie Goen and Helen (2003) on their study entitle, integrating reading and writing: a response to the basic writing “crisis”. They used FIPSE (Fund for the Improvement of Postsecondary) to implement “crisis” program and assess outcomes for students at San Francisco State University.

Based on the some previous studies above, the researcher would like to integrate reading and writing material which will be made using the multimedia application; those are Adobe Flash CS6, CorelDraw X7 and Adobe Illustrator CS3 for junior high school. With this digital flipping book application as the product of this study, it will help learning process independently. The users will open their audio book in the various places such as in the classroom, library, cafeteria, home, anywhere and anytime. Not only it is tied by time, but also it is tied by the media. This audio book application can be operated using users’ gadgets like a netbook, laptop, smart phone, tablets and other mobile devices.

The objectives of this research are firstly to define the best way to give learners the various media for studying English, especially in listening and reading material by integrating both of the materials in an audio book application and secondly to investigate whether or not the use of audio book which researcher's create can help the students' problem in listening and reading. The result of this research is expected to give a contribution in the learning process and help for learners to study listening and reading in unity material using audio book media.

Students at eighth grader of junior high school fourth Gresik as the subject of this study. The researcher chooses them because she thinks that is, students can use this product to prepare them in next grade. They will have many exercises about reading comprehension. She concludes that if this audio book product will be given in the eighth grade, they will study in both of materials as habitual.

Theoretically, the researcher will integrate the material of reading and writing by making digital flipping book application which uses Adobe Flash CS6, CorelDraw X7, and Adobe Illustrator CS3. So, those materials can be collected in an interesting media. Secondly, the digital flipping book can be installed in learners' hardware also mobile devices, such as; PC, laptop, tab, computer although they do not have the installation software. It is helpful for teacher and students; they can bring their books as the application which can be opened anywhere and anytime.

Practically, first, the product can be collected as one of developing material and media become an interesting and modern book. Second, the result of

the study can enrich media in a learning process which can be used by independent learners.

With the arrival of new technologies of information and communication, the digital flipping book has been evolving rapidly. They have been transformed in just a few years from analogue to digital, from table top to handle, and from cassettes to CDs” (Grover & Hannegan 2012:151).

Recently, we have been living in the era of technology and this technology has invaded our live in one way or another. It has supplied a lot of means and tools that have been so effective and important in the development of education and has contributed to the improvement of the learning process through raising students' motivation in learning and encouraging them. There are some researchers who have tried to integrate the material. Some previous studies as the researcher's finding, according to this study, she found some studies are having similar with researcher's studies, as follows; the first *Integrated reading and writing: A case of Korean English language learners* by Hyonsuk Cho & Janina Brutt-Griffler and published on October 2015, volume 27, No.2. From this study, researcher found how the integrated reading and writing instruction impacts Korean learners' reading comprehension and summary-writing abilities.

Secondly, *Integrating Reading and Writing: A Response to the Basic Writing "Crisis"* as the title of article from Sugie Goen and Helen Gillotte-Tropp. In their article, they described a FIPSE-funded integrated reading/writing program developed at San Fransisco State University in response to the latest basic writing "crisis". In this study, the authors conclude by offering some valuable lessons learned from this experience.

1.2 Purpose of the Study

The purpose of the study is to develop integrated material of reading and writing using the multimedia application; Adobe Flash CS6, CorelDraw X7, and Adobe Illustrator CS3, in state junior high school 4 Gresik.

1.3 Significance of the Study

For the theoretical significance, first, the researcher will integrate the material of reading and writing by making digital flipping book application which using Adobe Flash CS6, CorelDraw X7, and Adobe Illustrator CS3. So, those materials can be collected in an interesting media. Secondly, the audio book can be installed in learners' hardware also mobile devices, such as; PC, laptop, tab, computer although they do not have the installation software. It is helpful for teacher and students; they can bring their books as the application which can be opened anywhere and anytime.

For the practical significance, first, the product can be collected as one of developing material and media become an interesting and modern book. Second, the result of the study can enrich media in a learning process which can use by independent learners.

For the historical significance, as the researcher's finding, according to this study, she found some studies which similar with researcher's studies. First, *Integrated reading and writing: A case of Korean English language learners* by Hyonsuk Cho & Janina Brutt-Griffler and published on October 2015, volume 27, No.2. From this study researcher found how the integrated reading and writing

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1.4 Scope and Limitation of the Study

In order to make the discussion more specific, the researcher scopes this study to integrate material only in the first semester of eighth grade. The material that will be integrated are reading and writing. In the final product, researcher will use multimedia application to create a digital flipping book application.

Based on the teacher's syllabus; there are three chapters in the first semester that can be integrated, those are Short Functional Text, Descriptive text and Recount Text. The researcher wants to make those materials and exercises become more interesting with new designs which make students and teacher more fun in learning process.

In developing integrated material becomes a digital flipping book application using multimedia application as like Adobe Flash CS6, CorelDraw X7, and Adobe Illustrator CS3. The user will be presented some selection; material and exercises. The materials will consist of some chapter in one semester and the

exercises too. Furthermore, this application can give the score of users' exercises, are they comprehend or not with the material which they read before.

1.5 Definition of Key Terms

There are three key terms that describe the content, they are:

1. Reading is language is the main goal of learning and the most important skill in a foreign language (McDonough & Shaw, 2003, p. 89). This skill is particularly important in an instructional circumstance which students have to be competent in English but rarely speak this language.
2. Writing is a process and product. A half a century ago, writing teachers were mostly concerned with the final product of writing such as essay, report, and story (Shih, 1986).
3. According to the American Oxford dictionary and Thesaurus (1996), the term integrates means to (a) combine parts into a whole; (b) complete an imperfect thing with the addition of parts, to unify, coordinate, put together. Integration in education has three major purposes such as make learning authentic, meaningful and efficient.
4. Digital book is the application of teaching learning media which consists of material and exercises are and it is made from multimedia application. The steps of this product are, users will face by some menu (materials and exercises), then they will have material in two kinds (oral text and written text).
5. A multimedia application is an application which uses a collection of multiple media sources, e.g. text, graphics, images, sound/audio, animation and/or

video. Examples of Multimedia Applications include; World Wide Web (www), multimedia authoring, e.g. Adobe/Macromedia Director, hypermedia courseware, video-on-demand, interactive TV, computer games, virtual reality, digital video editing and production systems, multimedia database systems (Cardiff University, 2012).

6. *Reliflash* is an application which derived from CorelDraw X7, Adobe Illustrator CS3 and Adobe Flash CS6. It is a digital flipping book application which can be used by user, although they do not have the installation of Adobe Flash CS6 software.