

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In the education system in Indonesia, textbooks are considered as the main components of the curriculum. It includes the content, the methods, and the procedures for teaching in the classroom. It is also supported with a systematic syllabus for teachers to teach a certain subject.

Textbook has been carefully designed to meet students' expectations in learning a foreign language, to express their feeling and ideas. All activities in the textbook cover the four language skills: listening, speaking, reading, and writing. At the end of the lesson, students are expected to achieve the information level of material, so that they get involved in communication using English, either spoken or written. Writing activities in the text able to make students develop their writing skill because previously students are invited to practice in making a sentence in pairs or in groups. In addition, there are some activities encouraging students to write a paragraph such as filling the blanks of paragraphs by entering the vocabulary that has been provided. Of course, in the textbook already provides sub-chapter on grammar in action as a reminder of the students in making a piece of writing.

As one of the language skills, the writing skill is always important in the English language materials. In the classroom materials the overall emphasis is on written language. To communicate, besides using spoken language, students also need the written language. According to Hedge (2005: 10) cited in Alhsen (2007:

4) writing is about guiding student to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group reader. Written language is oftenly used in the publication such as book, newspaper, magazine, literary work, etc.

According to Kusumaningsih (2013: 88) in 2013 curriculum (*Kurtilas*) for tenth grade students of senior high school, some texts should be learned by the students, including recount, narrative, procedure, descriptive, and news item text. Generally, there are many problems usually faced by the students related to writing skill. Firstly, the difficulties are faced by the students can be seen in writing a simple paragraph; the students get difficulty in exploring their ideas into words. In other words, the students have not used appropriate diction. Secondly, the students cannot make a proper word order in a simple sentence yet. Thirdly, the students have low vocabulary mastery. Last, based on pre-observation in SMA Agus Salim Semarang it showed that in the descriptive text material students are still confused between descriptive text and recount text. This situation able to happen because in the syllabus order the material presented before the descriptive text is recount text. After studying recount text, the students understood that recount text tells experience of a person. However, if they study descriptive text afterward, they might get misconception. For example, when they are asked to write about a tourist attraction, they tend to re-write their experience when they went to that tourist attraction. Meanwhile in writing descriptive text, they supposed to give description about that tourist attraction.

According to Huy (2015: 2), student's problem in writing skill is that they are not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affects their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation, and organization. Besides that, learning writing at the high school has many problems at the present such as lack of experienced writing skill teacher and lack of time to study, the time for teaching writing skill is not enough for students to improve their ability. In addition, students do not know principles of writing there are; before writing decide the students still do not know what the exact purposes of writing, and use the simple and familiar language.

In the teaching and learning process, media are very influential to achieve the objectives of the course. Media will assist teachers in the process of delivering information to the students because the media can act as a tool in the learning process and learning resources for students. Media are one of the means of communication to convey the message from the sender to the receiver. Media applied in education will be very helpful in the learning process. Media used in learning process is referred to media of learning. Heinich (1993) cited in Rusman, et al. (2011: 169) media are considered as instructional media when they carry the message with an instructional purpose, i.e., to facilitate communication. Media come from Latin and is the plural of the word "medium" which literally means "intermediary" is an intermediary source of the message (a source) to the receiver of the message (a receive).

Multimedia-based learning is a learning activity that utilizes computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and tools that allow users to navigate, interact, create and communicate (Rusman, et al. 2011: 60). Nowadays, education experts suggest that in the process of learning, the teacher should complete media, in accordance with the purposes and touching the senses. Therefore, to fulfill this purpose, the use of multimedia is a good alternative choice for teaching and learning memorable.

Multimedia-based learning has many advantages compared with conventional media that are blackboard and chalk. According to Harmer (2010: 31) over the last few decades the growth in different types of classroom equipment has been incredible. Once upon a time we only had pens, board and chalk to work with. But then along came the tape recorder, the language laboratory, video machines, the overhead projector, computers, data projectors and interactive whiteboards. Multimedia-based learning involves almost all the elements of the senses. The use of multimedia to facilitate students in learning, as well as time is used more effectively and efficiently. Besides, learning by using multimedia will greatly improve students' motivation. By improving motivation of students, hopefully, the achievement will be achieved optimally.

Based on pre-observation done in SMA Agus Salim Semarang it showed that the English teacher still used non-multimedia teaching in teaching learning process. The use of media was still limited to the use of power point presentation. A powerpoint presentation was used monotonously and made the student bored in joining the class. That was because the less attractive PowerPoint designed by the

teacher. Usually, students would be more interested in PowerPoint started from the design, in other hand the teacher has been trying to facilitate students in understanding the material delivered via PowerPoint by adding video. The duration of the video in an appearance on the PowerPoint should also be considered. The longer duration of the video in PowerPoint would also affect the level of boredom of students in paying attention to the material submitted by the teacher.

The use of video in learning process had actually made students interested in the material presented by the teacher. However, the condition did not last long because it only contained images and monotonous narration. Besides, there were also barriers to students in understanding the material presented by the teacher, the students' difficulties were in knowing the meaning of words which contained in a passage of text, and finding the meaning that students have to translate the words one by one in order to learn the purpose of reading the text.

Based on the above issues, instructional media used appropriately has a considerable influence on the achievement of learning competencies that will be achieved by the teacher during the process of teaching and learning. The development of information technology is such a rapid wide-ranging impact to the area of teaching materials, such as interactive CD. By using interactive CD as the learning media, teacher can utilize computer as the main component, as the ingredients, the interaction between teachers and media learning, students with learning media, and educators and students.

## 1.2 Reason for Choosing the Topic

I choose the topic about “Developing a Written Descriptive Text Through Interactive Multimedia” because of some reasons as follows:

1. Descriptive text is the basic text genre which is mostly used to describe something or someone.
2. Students find some difficulties to express their idea in writing descriptive text.
3. Interactive CD can help the students associate what they see with their real life experience.
4. Teachers need some interesting media in presenting material to students in the classroom.

## 1.3 Statement of the Problem

The statement of the problems in the study are listed as follows:

1. Is the interactive multimedia developed effective to the teaching of English writing of descriptive text?
2. How is students' response toward the developed interactive multimedia in English writing of descriptive text?

## 1.4 The Objectives of the Study

Based on the statement of the problems above, I formulate the objectives of the study as follows:

1. To know whether the interactive multimedia developed is effective to the teaching of English writing of the descriptive text.
2. To know the students' response toward the developed interactive multimedia in English writing of descriptive text.

### **1.5 Significance of the Study**

I hope the result of the study will give advantages either for the teacher or students. For the teacher; interactive CD can be new media in conveying the descriptive text material. For the students; by using interactive CD, students' response will be more creative. The use of multimedia is to facilitate students in learning, and time spent more effectively and efficiently. Besides learning by using multimedia will significantly increase students' motivation. The motivation of students increases, the achievement will be achieved optimally.

### **1.6 The Scope of the Study**

I limit this study about "Developing a Written Descriptive Text Through Interactive Multimedia". This study limits on the use of interactive CD, the use of descriptive text, and the observation of the research is the Tenth Grade Students in Senior High School. This research also uses expert of the media and expert of subject matter in appraisal of media learning eligibility.

## 1.7 Outline of the Study

The final project is developed into five chapters. They are chapter one, chapter two, and chapter three. The outline of the study follows:

Chapter I is introduction. The introduction consists of a background of the study, the reason for choosing the topic, statement of the problems, the objectives of the study, significance of the study, the scope of the study, and outline of the study.

In Chapter II is a review of the related literature. It discusses general concept of media, the function of media, the contribution of interactive CD to learning process and definition of descriptive text.

Chapter III consists of research methodology, including research design, the subject of the study, method and instrument of data collection, data analysis, and research procedure.

Chapter IV is the analysis of data which consists of the results of quantity analysis and discussion.

Chapter V consists of conclusion and suggestion.