

CHAPTER I

INTRODUCTION

A. The Background of the study

Learning is a process interaction from sender to recipient of message information to get knowledge, information, and comprehension of science. Generally learning happened in formal place such as course and school. Learning process occurs because communication between man and man such as teacher and students, students and students, and or man and environment which include tools or learning media. Media are an intermediary tool that is used by the teacher in the learning process to deliver material to students. According to Gagne in Manurung (2012: 10) media are a form of the various types of components in the student environment that can stimulate students to learn. Therefore, media gives an ease in activity of teaching learning process to get knowledge from the material that taught.

In technology era, 21 century, learning constantly evolves; it can be seen from the changes in conventional to modern or technology learning. In the conventional learning, the teacher is the only source of learning in delivering the materials while students are as receivers of information. The situation makes students do not have the opportunity to present their views and has little interaction in the learning process. This is in accordance with opinion of Surip and Oky (2013:168) as follows:

“Delivering of lesson material by communication way is still perceived deviations an understanding of students. The problem is that too many students receive a science with verbalism. Especially in the learning

process that does not use the media in which students are not ready condition, will increase the chances of occurrence of verbalism”.

The above utterance reflects that the old way of learning is ineffective and need change for the better learning. In modern era, teachers are required to use a computer as an interactive learning media for making communicative learning environment as a sign of the development of human resources. It is a challenge for teachers to be able to integrate computer technology into the learning system, so that learning can be more quality, meaningful, and fun (Rusman, 2013:1). It means that interactive media are important to be applied to make teaching learning process is more inovated by teachers, especially English teacher.

In teaching English especially in writing, a teacher is important for choosing media in writing activities which have a chance of engaging to the students for developing their ideas in writing. An engaging writing activity is one that involves students not just intellectually but emotionally as well; it amuses them, intrigues them, or makes them feel good (Harmer, 2004:62). Moreover, a teacher can encourage students for writing by using interactive media.

Interactive media are the integration of digital media including combinations of electronic text, graphics, moving images, and sound, into a structured digital computerised environment that allows people to interact with the data for appropriate purposes (England and Andi, 2011:2). An interactive media are operated by computer. According to Kitchakarn (2015) computer can support and facilitate the roles of the teacher in order to enhance students' skill to perform well in reading, writing, listening, and speaking. In addition to computer, the other thing needed is software which makes interactive learning media.

Macromedia flash is one of software which is able to create a learning media in the form of audio and visual. Walisda, Asfah, and Haryanto (2015) states Macromedia flash animation learning method is learning system using software and hardware which serves simplify the process of data in the form of picture, video, photography, graphic, and animation, in collaboration with sound, text, and voice data interactively controlled by computer.

Based on the interview to English teacher grade ten of MAN 2 Model Medan, there are some information that the most difficult material which is taught to the students is writing. The students have difficulties in English writing. It is indicated through the following indicators: 1) the students have low-confidence in English writing and are lazy to create writing task; 2) they get difficulties in connecting sentences; 3) they get difficulties in exploring idea for their writing; 4) they lack of understanding of grammar and punctuation; and 5) they have little vocabulary. In addition, the students are less like the material because they are not interested in the material that will be presented.

Various media of teaching English writing have been applied by teacher such as PowerPoint, Computer, Radio, Film, Material Views etc. Some of which are considered effective in teaching writing. Some of them are considered effective to appeal students in teaching English writing. However, the problems above are assumed from less precisely the teacher in choosing teaching media.

The research presumes that media used in teaching learning process just give one sense to the students such as only visual or auditory. Yunus in Arsyad (2013:20) states that learning media contributing the greatest effect on the senses

and better able to ensure understanding of people who only listen is not equal level of understanding and duration to survive what they understood compared with those who see, or see and heard. Learners can retain 5% what is heard, 10% what is read, 20% of what is obtained in audio-visual presentations between and the retention rates can be increased to 70% and above when encouraging the learners to do hands-on practical work in learning process (Dale in Leow and Mai (2014)). In addition, the media which used by the teacher has just for herself not for students individually. It makes students less of motivation to restudy at home. From the interview, the researcher also got the information, the teacher does not know about interactive learning media Macromedia Flash yet and the teacher also does not have interactive learning media Macromedia Flash yet. This is the opportunity for the researcher to design an interactive learning media Macromedia Flash-based for writing skill.

B. The Problem of the Study

In accordance with the background of the study, the problem of the study is formulated as follows:

1. How are interactive learning media designed for writing skill by using Macromedia Flash?
2. How is the eligibility product of interactive learning media for writing skill by using Macromedia Flash?

C. The Objective of the Study

In line with the problem, the objectives of the study are:

1. To design interactive learning media for writing skill by using Macromedia Flash, and
2. To investigate the eligibility product of interactive learning media for writing skill by using Macromedia Flash.

D. The Scope of the Study

The study is focused on developing interactive learning media for writing skill by using Macromedia Flash in grade ten of MAN 2 Model Medan.

E. The Significance of the Study

The findings of this study are expected to be relevant and useful theoretically and practically. Theoretically, the findings of the study are expected to be useful for the readers to enrich and to broaden their knowledge in theories of learning English and can be reference for further studies.

Practically, the findings of this study are expected to be useful for:

1. English teachers, to give new sight in teaching English by using interactive learning media Macromedia Flash based, enhance quality of teaching English, and new teaching aids in English.
2. English learners, as an English learning material individual and increase the attractiveness of students in learning English.
3. The readers, this research is useful to increase their knowledge about interactive learning media by using Macromedia Flash.
4. Other researchers, this research can be used as a reference.