

CHAPTER I

INTRODUCTION

This chapter contains ten sub-titles, covering background of the study, statement of the problem, the objective of the study, the significance of the study, assumptions, scope and limitation of the study, theoretical framework, definition of the key terms, research method, and organization of the study.

1.1 Background of the Study

Since the 20th century, new technologies have been growing rapidly, especially the ones dealing with the growth of computer. Just in short time, computer becomes a part of human life since the daily routines of many people need the presence of this machine. Computers are easily found in business and trading places, governmental institutions, educational institutions, even homes.

For many years, computers have been used in the educational sector, especially in teaching learning activities. There are several techniques that have been designed for learning English. For instance, CAI (Computer-Assisted Instruction) refers to “the use of the computer to assist instructional activities. CAI is commonly used for tutorial application, such as drill, practice, tutorials, simulations, and games. CBE (Computer-Based Education) is the synonymous with CAI; CBE supports the educational process.

Another technique, CALL (Computer-Assisted Language Learning), is a mixture of pedagogy and computational linguistics. It uses the computer to increase the students’ exposure to interactive language situations, where the students can study at their pace in their spare time. Word processor is one function

of CALL program. Popular word processor packages include WordPerfect, Word, and PFS: Professional Write, WordStar, Multimedia Advantage, and DisplayWrite. The newest computer's program is CMC (Computer-Mediated Communication) concerning the uses of online communication for language teaching (TESOL Newsletter Vol. XX No. 1 February 1986. p 1-3.)

In general, the effects of computer on writing are the changing how the writing class is conducted; it is conducted by practicing course on-line through e-mail and internet access.

The other technique is the using of hypertext or text that are connected by links, which the receiver can choose or ignore, allowing the receiver to construct his/her own exploration of the text. Technology of computer is also changing the way writing is taught, that is conducting writing class in networked-classrooms, where on-line interactions occur between teacher-student and student-student.

The technology of computer on writing is also conducted in English Department of Widya Mandala Catholic University Surabaya (It is henceforth abbreviated to WMCUS). In this case, one of writing lecturers conducts her writing class in Multimedia Laboratory rather than in classrooms. Students, who enrolled this writing class, attend these classes in the Multimedia Lab. Students have their own PCs in this lab; and the lecturer functions more as a source than as a regular lecturer. During the class, the students work on specific assignment and carry out particular task (e.g. brainstorming, writing outlines, creating drafts, and revising) by MS. Word. The lecturer usually spends the first 10 to 20 minutes out of 100-minute class meeting of the 2-hours to explain the goals and requirements

of the concerned lecture. Then, the students work individually or in groups. After the class, students are allowed to continue their assignments in this lab.

Since writing class using MS. Word is a new way for the English Department students of WMCUS, the writer decides to conduct a study aiming at seeing the attitude of the English Department students of WMCUS toward writing class using MS. Word that is to know whether their attitude is positive or negative.

1.2 Statement of the Problem

Related to background of the study, one research question is formulated as follows:

How is the English Department students' attitude toward the learning of writing using MS. Word in the Multimedia laboratory of the English Department of WMCUS?

1.3 Objective of the Study

In line with the statement of the problem above, this study is directed describing or knowing whether English Department students' have positive or negative attitude toward the learning of writing using MS. Word in the Multimedia laboratory of the English Department at WMCUS.

1.4 Significance of the Study

The writer hopes that the result of this study will give a meaningful contribution to the improvement of the language learning, especially the teaching and learning of writing using MS. Word in multimedia laboratory of the English Department at WMCUS through this study. Further, the writer hopes that the language learning in the future can be done through the existence of modern

technology, particularly the computer. Besides, the finding of this study is likely to give a contribution to other researchers who want to conduct their researches dealing with the language learning using computer, especially the learning of writing.

1.5 Assumptions

This study has been done under the following assumptions:

1. The writer assumes that the subjects of this study have the same background knowledge about learning of writing using MS. Word although the subjects under study are of different semester and different writing class.
2. The subjects of this study are assumed to be familiar with MS. Word 2000 and thus be able to work with it.
3. In filling out the questionnaires, the subjects are assumed to do the best by leaving the personal matters or negative thinking toward the writer, the learning of writing, and the lecturer.

1.6 Scope and Limitation of the Study

Due to the limited time, the writer considers it is necessary to set limitation upon the scope of this study as follows:

1. This study focuses only on analyzing the attitude of English Department students of WMCUS toward the learning of writing using MS. Word in the Multimedia Laboratory. Therefore, the process of writing using MS. Word itself is beyond this study.

2. The analysis of the students' attitude is based on their opinions elicited through questionnaire; the underlying arguments of the students' opinion giving are beyond this study.
3. The subjects of the study are the students who experienced in taking the writing class in Multimedia lab. They are the students of Writing B (odd semester of the 2002/2003 academic year), Writing C (even semester of the 2002/2003 academic year), Writing D (odd semester of the 2003/2004 academic year), and Writing D (odd semester of the 2004/2005 academic year) whose writing course were conducted in Multimedia lab and taught by the same lecturer.
4. There are several programs of MS. Word that has been designed so far. In this case, the writing classes in multimedia lab of WMCUS apply MS. Word 2000.

1.7 Theoretical Framework

There are two theories underlying this study. The first is the theory of attitudes dealing with the components of attitude, the functions of attitude, and the attitude measurement which describe about the question form and the techniques to count.

The learning of writing is also the concern of this study, where the writer discusses about the learning of writing WMCUS and the learning of writing in multimedia lab in WMCUS.

1.8 Definition of Key Terms

There are some terms that needed to be explained in order to avoid misunderstanding. They are:

1. *Attitude* is defined as a mental predisposition to act that is expressed by evaluating a particular entity with some degree of favor and disfavor. Attitude is comprised of three components: affective component, behavior component, and cognitive component (Scholl, 2004).
2. *MS. Word* is a word processor (Word processor is computer software used to compose, format, edit, and print documents. This program is one of the earliest for office productivity and the personal computer; most modern word processor, including Microsoft Word take the advantages of word processor) program from Microsoft. It was originally written by Richard Brodie for IBM PC computers running DOS in 1983. Later version were created for the Apple Macintosh (1984), SCO UNIX, and Microsoft Windows (1989). (Available at: <http://encyclopedia.thefreedictionary.com/Microsoft%20Word.html>).

1.9 Research Method

In brief, this study is classified into descriptive-quantitative (in-depth study) study since the writer decides to conduct this study to know the attitude of English Department's Students of WMCUS toward the learning of writing using MS. Word in Multimedia Laboratory. It is quantitative research since the focus of the study is essence and ambience of the variable in natural setting by presenting the deep understanding from subjective data. Based on the information, the data of

this study is taken at one point time; this study is involved in cross-sectional survey. This study is also called a survey since the writer uses questionnaire in gaining the relevance information.

The subjects of this study are 95 students of English Department of WMCUS, who experienced in taking the writing class using MS. Word. From 95 students, the writer has taken 22 students for the sample. In this case the writer uses the convenience or availability sampling technique since only those subjects are available for the writer's study.

In gaining the data, the writer used questionnaire of 20 questions in a form of multi point scales –A4 scales as the instrument of this study. The questions are in the form of closed-ended in which the subjects are allowed to choose one between 4 choices. Therefore, the result of this study is the result of questionnaires.

1.10 Organization of the Study

This thesis consists of five chapters. The first chapter is Introduction, which deals with the Background of the Study Statements of the Problem (1.2), Objective of the Study (1.3), Significance of the Study (1.4), Assumptions (1.5), Scope and Limitation of the Study (1.6), Theoretical Framework (1.7), Definition of Key Terms (1.8), Research Method (1.9) and the Organization of the Study (1.10).

The second chapter is the Review of the Related Literature that discusses some Related Literatures (2.1) and some Previous Studies (2.2). While the third chapter is the Research Method; it is divided into seven sections; they are Research Design (3.1), the Research Data (3.2), the Subjects of the Study (3.3),

Research Instruments (3.4), Procedures of Collecting the Data (3.5), Procedures of Analyzing the Data (3.6).

The fourth chapter is the Data Analysis (4.1) and Findings (4.2). The last chapter, Conclusion and Suggestions, is divided into two sections. First section is Summary (5.1), which discusses the summary and the inferences made by the writer based on his analysis about the findings of the study. The next section is Suggestions (5.2), which contains the writer's suggestion based on his conclusion related to the findings of his study.