

CHAPTER I

INTRODUCTION

A. Background

Muhammadiyah University of Kendari (UMK) was established in 2001. It is the biggest among 36 private universities in South-East Sulawesi. It is located in the heart of town, in Jl. KH. Ahmad Dahlan No. 10, which can be accessed by 24 hours public transportation. Even though it can be considered as new higher educational institution, UMK has undergone very positive development, considering the increasing number of students, lecturers, staffs and the expansion of its infrastructures.

UMK offers a full range of courses to undergraduate program within 8 faculties and 11 study programs, and one master program. To accommodate and to support teaching and learning process, academic environment, and university development as well, several departments and learning facilities have been established. They comprise of five institutions (Quality Assurance, Research and Development Center, Community Service, Information & technology (IT), Center, and UMK Press) and others facilities such as University Library and Computer Lab. An Internet Service Provider UMKnet, owned and managed by UMK has been settled up to mediate internal communication around university and also to facilitate all academic

communities (students, lectures, and staffs) to access the information around the world.

In the second decade of UMK's growing, it incessantly improves the infrastructures as well as the quality of human resources development. In this period of development, UMK especially concentrates on the improvement of students' quality that can be seen not only from the GPA score but also from the quality of students' writing. UMK does realize that writing is a very crucial tool of academic practitioners to represent their quality of thinking. Tarigan (2008:12) utters that if people crave to measure the progress and the performance of a country, one tool they can use to measure it is through the quantity and the quality of writers and writings it has. Along with Tarigan, a historian and American Orientalist from Chicago (Brested in Tarigan, 2008:12), states that the invention of writing and its publication have a most powerful strength to raise the value of human being than all of their other achievements.

Other prominent figures, such as Kant, Carlyle, Mirabeau, and Benar, also emphasize the importance of writing through sentences they say many times: "*As language distinguishes man from animal, so writing distinguishes civilized man from barbarian*" (Gelb, 1969 in Tarigan, 2008:12). Hence, through its policies, writing guidance by the lecturers is considered very crucial in all study programs of UMK especially in Language Teaching Study Program, which is the one and only in UMK,

English Department. UMK allows all lecturers and students to use all the facilities provided to support the teaching of writing.

Having the same perspective with the University's policies, English Department has put the writing course in four semesters, writing I, II, III, and IV. Methods and models of teaching have been applied by the lecturers to encourage and improve students' quality of writing such as peer correction, portfolio, teacher's feedback, etc. Yet, the students' writing quality is still far from what has been expected. The indicator of this failure is students' writing score. Figuring this problem out, questions then rise. What is wrong with the teaching writing management, strategies and methods all this time? What are the students' problems?

Having experienced of being students of writing in undergraduate and experience of teaching writing for one semester, the researcher finds that the major problem of students' facing during writing process are (1) the students still have not mastered the skills of writing in English even though they have studied it for several semesters, (2) the over-sized class, which makes lecturer disable to supervise and check all of students' writing, (3) limited time of writing practice in the classroom, (4) grammatical errors, and (5) the lack of vocabularies.

Regarding those problems faced in the teaching and learning process of writing, a new model is needed to be developed as solution. Having trained in IELTS preparation program, the researcher is inspired by the way of a lecturer teaches

writing. Instead of asking students to write on paper, she asked the students to type on the computer's word processor. By writing on word processor, the students not only became aware with their grammatical error by activating proving error tool but also became easier to get new vocabularies by using thesaurus program provided by word processor.

The way she taught the students had been also implemented by the lecturers in overseas. Research on students' attitude toward writing using computer in the class room in 12 university academic writing spread in Hongkong, Taiwan and the US, conducted by Warshauer (2008), lecturer from Hawaii, overall showed the positive attitude from students.

Furthermore, MacArthur (2000) argues that with the endlessly advancement of computer and internet technology, the traditional way of teaching writing, which requires students to write on paper should be brought to an end. Moreover, he says that even though the computer is not a magical writing tool that will transform the way in which exceptional students write, neither is it a writing curriculum or an instructional method, yet it is a powerful and flexible writing tool with certain physical characteristics and information-processing capabilities that may affect the writing process and facilitate certain types of writing instruction.

However, development of computers that sank like a bullet is not followed by maximum utilization by students at the University of Muhammadiyah Kendari to improve

the quality of their writing. In fact, virtually all the students had had it. In the reality in the field, from the brief chat with some students, the researchers obtained that almost none of the students were aware of the features integrated within word processor such as thesaurus, grammar checker, and track change, which are very useful in helping them compose their writings. This is unfortunate because they already had the "magical" device on their hand, but they never used them as much as possible.

Thus, by realizing the fact of current students writing performance and regarding the innovation of computer and internet technology nowadays, Writing III Class C lecturer had applied new teaching writing strategy in the classroom. She utilized the computer technology to support her teaching. As new model applied, the way she manages the teaching and learning Writing in the classroom needs to be evaluated. That is why this research is important.

Hence, through this research entitled **“Management of Teaching Writing Using Word Processor Computer Based Program at Muhamadiyah University of Kendari”**, the researcher intends to evaluate the management of teaching writing by the lecturer.

B. Research Statement and Research Questions

1. Research Statement

“How is the management of teaching writing using Word Processor Computer Based Program at Muhammadiyah University of Kendari?”

2. Research Questions

Research problems in this study are formulated in the following questions:

- a. How is the Planning of teaching writing using Word Processor Computer Based Program at UMK?
- b. How is the Implementation of teaching writing using Word Processor Computer Based Program at UMK?
- c. How is the Evaluation of teaching writing using Word Processor Computer Based Program at UMK?

C. Objectives

The objectives of this research are:

1. To describe how the Planning of teaching writing using Word Processor Computer Based Program at UMK is.
2. To describe how the implementation of teaching writing using Word Processor Computer Based Program at UMK is.
3. To describe how the evaluation of teaching writing using Word Processor Computer Based Program at UMK is.

D. Benefits

This study will bring benefits in practically and theoretically

1. Practical Benefits

Practically, this study will be worth feedback of recent teaching writing management at Muhammadiyah University of Kendari and offers a sophisticated strategy of teaching writing using thesaurus computer based program.

2. Theoretical Benefits

Theoretically, this study will be source of information to other researchers in the future.