CHAPTER I

INTRODUCTION

1.1 The Background of Study

Writing is regarded as the hardest skill to teach and learn in the language classroom. Byrne (1980) states that Writing is a key means of recording speech, even though it must be acknowledged as a secondary medium of communication. Writing skills include all the knowledge and abilities related to expressing ideas through the written word.

Paragraph is a single statement or a grouping of sentences that support a single main idea. A descriptive paragraph is one of four types of paragraphs: narrative, persuasive, and explanatory (Christensen, 1997). A descriptive paragraph gives the reader a "word picture" of a certain person, place, or the appearance of a specific thing. One type of text is descriptive text; a good description is a literal image that allows the reader to picture a thing, place, or person in his or her mind (Oshima and Hogue, 2007).

Based on the 2013 curriculum, the learning process must be student-centered learning. It is also related to the 21st-century skill that is four C's, there are critical thinking, creativity, collaboration, and communication. As technology grows increasingly pervasive in today's culture, students will need more knowledge of digital technologies. In the 21st century is an exciting time for creativity. While traditional forms of creativity are still available, technological advances have opened up many new possibilities. Creativity requires trying new ways of getting things done, as well as innovating and creating. Instead of just

creating a picture, you can use a computer to animate it or arrange music without ever learning to play an instrument.

Education should adapt to continuing technological advances and make intensive use of them in the learning process (Zamira, 2020). In this era of information and communication technology development, the use of technology in the learning process has become a necessity for students. Students benefit from a variety of information technology applications because they provide fun as well as help and develop free growth. Using the right information technology is able to promote and develop various skills in students, such as math skills, communication skills, critical thinking skills, problem solving, teamwork, and research skills (Reinhold, 2020).

Scratch is a visual programming language for children aged 8 to 16, but it is being used by people of all ages (Naz, 2017). Scratch is a program that can be customized to the user's preferences. Because this app is based on a learning game, it makes it easier for users to use. Gamification has an impact on students' behavior, commitment, and motivation, which can lead to the improvement of knowledge and skills (W. Hsin-Yuan Huang, D. Soman, 2013).

Based on the preliminary data, conduct with eight grade English teacher at SMP Al-Hikmah Medan. There are 30 students in the classroom but researcher takes 20 students for responder most of them got a score under KKM especially in writing. The minimum completeness criteria for English subjects set at SMP Swasta Al-Hikmah Medan is 75. If the teacher gives a score based on the skills many students cannot pass English subjects. After conducting interviews and class

observations, the researcher faound the students' problems are lack of vocabulary in writing, lack of confidence in creating ideas, lack of interest in learning English, and students' perceptions of writing is difficult.

1.2 The Problem of the Study

Based on the background, the problems of this study is How effective is the use of Scratch in implementation of teaching writing skills for Eighth Grade Students at SMP Swasta Al-Hikmah Medan?

1.3 The Objectives of the Study

The objectives of the study is to describe the effective of the implementation of teaching writing skills through Scratch for Eighth Grade Students at SMP Swasta Al-Hikmah Medan

1.4 The Scope of the Study

This study is limited to describe the implementation of teaching writing skill in writing descriptive text through Scratch. The subject of this research is an English teacher and 20 eight grade students who are divided into two sections. Consisting of 10 students in one session, this is done by the school as a form of preventing the spread of the Covid-19 virus. The researcher conducted this research at SMP Swasta Al-Hikmah Medan on Jl. Marelan 1 Pasar 4 Gg. Madrasah, Kel. Rengas Pulau, Kec.MedanMarelan.

1.5 The Significance of the Study

Theoretically:

1. The researcher hopes that the results of this study can be used as a reference and contribution to English teaching, especially writing teaching.

Practically:

1. English teachers in SMP Swata Al-Hikmah Medan, the finding of this study hopefully can be a source in the use of media in the teaching and learning process of English.
2. Other teachers in SMP Swata Al-Hikmah Medan, the finding of this study hopefully become one of the useful references in using scratch as media in teaching and learning.
3. Other English teachers, the finding of this study can be referenced for other English teachers in using scratch as a media that can support 21st century learning.