# CHAPTER I

# INTRODUCTION

## 1.1  Background of the Study

English as a foreign language is used in communication, an activity which people deal with every time (Crystal,1997). People need to communicate in doing daily activities and making an interaction to other people in their life. Communication is one of the most important success factors in English Language Teaching (ELT). Speaking is one of the four fundamental skills of foreign language learning. The ability to speak is the most important skill because it is the foundation for communication. Speaking is the most common way to convey a message to others, and the ability to communicate effectively is a fundamental requirement that must be addressed in English education (Azadi et.al, 2015).

English Language Teaching (ELT) and technology are related to each other (Singhal,1997). English Language Teaching (ELT) has always been affected by the changes and improvements happening in the world. One of the major areas that have a considerable influence on the field throughout the years is technology. Tsui and Tollefson (2007) stated that English along with technology is an essential tool for interacting in the world. According to Dawson, Cavanaugh, and Ritzhaupt (2008) and Pourhosein Gilakjani (2014), integrating technology can create a learning environment oriented on the student rather than the teacher that in turn creates positive changes. The use of technology in class can create the class becomes an active place where the learners are responsible for their learning. It is important to support students to utilize the power of technology for developing

21st century learning skills (Alismail & McGuire, 2015). In today`s educational systems, technological devices are increasingly integrated in learning environments on the assumption that usage of these technologies will support student learning and motivation (Aagaard, 2015). The development in 21st century also influences the roles of teachers. Bedford (2013) stated that technology changes the roles of teachers in the classroom. According to Chinaze et al. (2016), the sorts of occupational responsibilities of teachers in the 21st century include facilitators, life-long learners, collaborators, and assessors. Thus, in order to be effective English teacher in 21st century, the teacher must be reformulating and perform different roles in the classroom.

The form of the collaborated learning and technology is the use of media in learning. The media literacy plays an important role as the skill for everyone (Baran, 2011). The use of media in the learning process has positive values as well as benefits. The students are categorized as the group that most vulnerable to a positive impact of media such as television, radio, internet (Juditha, 2013). Thus, they require supports from the teachers in the learning process. It can be concluded that teaching learning process can`t be separated from the use of media.

Learning English with the use of media seems to be one way to increase the effectiveness of English learning of students (Salah, 2015). It can be concluded that the existence of media in teaching learning process can help in facilitating the learning process to run effectively. Media known as a tool for helping the teacher in deliver materials to the students (Pitriana, 2012). Thus, it is important to design innovative speaking media in teaching various types of genre especially descriptive text.

Descriptive text is kind of text which is aimed to describe a particular person, place and things (Gerot and Wignell, 1995). According to Clouse (2003), the purposes of descriptive text are to certain, to express feeling, to relate experiences, to inform a reader unfamiliar with the subject and to persuade the things that describe in detail. Based on the explanation, it can be concluded that descriptive text is a text for describe person, place or thing in detail. To design innovative speaking media in teaching descriptive text, the researcher will use the Coding programming language.

Coding is a programming language, simply means telling a computer what to do, each line of the code is a set of instructions for the computer (Jon Woodcock, 2016). It can be concluded that Coding is the programming for instructing a computer what to do. There are several programs in coding, such as: Roblox, Pictoblox, Scratch Program, Code Monkey, etc. The researcher will use only one program, namely Scratch Program as teaching media.

Brennan (2012) stated that Scratch is a program developed by the Massachusetts Institute of Technology (MIT). Scratch is a new, easy-to-use programming language for creating games and animation learning videos (Sharpless et al, 2014). Scratch is a block-based Coding, visual programming language (Marji,2014). The concept of Scratch programming is visualized in the form of program blocks that are put together like a puzzle (Buckleitner,2007). Scratch was a useful tool to develop students` learning (Calao et al, 2015). Scratch is designed to develop creativity, the ability to think systematically and work in groups, that all of that are needed in the 21$^{st}$ century (Gulbahar & Kalelioglu, 2014).

Based on the result of interviewed with the English teacher who teaches the seventh grade students at SMPN 27 Medan, there were problems faced when the teacher teaches about speaking descriptive text, they are: (1) students` low speaking ability especially in descriptive text; (2) Teacher`s lack of innovative teaching media. The first problem was about the students' difficulties in understanding descriptive text material, which make them feel not interested to learn English, the students were passive when joining a speaking class, they did`t know what to say; they did`t know the way to pronounce the words correctly; they didn`t even know how to express something in English. Then, the students got low grades in speaking test that they didn`t get score higher than the minimum standard score (KKM) in that school while the KKM is 70.

Based on Researcher`s observation at SMPN 27 Medan, the researcher got some data of class VII-1 about the students` KKM in Speaking Descriptive Test.

**Table 1.1 Speaking Descriptive Score of Class VII-1 at SMPN 27 Medan**

| Name of Students | KKM | Score |
|---|---|---|
| Abinaya G.E.S | 70 | 50 |
| Adelia S. | 70 | 45 |
| Alika S. | 70 | 60 |
| Angelia S. | 70 | 50 |
| Aurel S. | 70 | 55 |
| Biyan R.D | 70 | 60 |
| Christina A.S | 70 | 55 |
| Dika J. | 70 | 60 |
| Dwi P.A.Z | 70 | 60 |
| Fajri N.P | 70 | 60 |
| Gadis S. A | 70 | 50 |
| Hanna E.P | 70 | 55 |
| Hanz G.K | 70 | 60 |
| Irianti | 70 | 65 |
| Jhon P.O.S | 70 | 60 |
| Khalishah A.K.S | 70 | 55 |
| Kristian J.S | 70 | 55 |
| Lidya N. | 70 | 60 |

| Name of Students | KKM | Score |
|------------------|-----|-------|
| Maikel A.S.S | 70 | 60 |
| M. Anas P.H.S | 70 | 55 |
| M. Fathan A.A | 70 | 50 |
| Michaell H.S | 70 | 60 |
| Nada M.P | 70 | 60 |
| Nicolas S.M | 70 | 60 |
| Prabu T.A | 70 | 65 |
| Putri L.S | 70 | 60 |
| Repaldo M. | 70 | 55 |
| Sakina A. | 70 | 55 |
| Salomo K.H | 70 | 55 |
| Shayna R.S | 70 | 60 |
| Waldro B.X.S | 70 | 60 |
| Tiara M. S | 70 | 55 |
| **Average** | **57** | |

From the data, researcher found that the students` Speaking ability, especially in descriptive text were low. It showed from the average of students` score. The average of speaking ability is only 57, it means all of them can`t passed the KKM.

The second problem was about the teacher used textbooks and showed Videos and pictures through LCD projector in delivered English learning material and the students listened to the teacher`s explanation. The video used was less attractive. This causes students feel bored when teaching learning process.

Recent research about developing teaching speaking media by using Classdojo Application for the tenth grade students was conducted by Sari (2020). The research found that speaking media is appropriate and applicable to use regarding the students` needs for speaking skills. Another research about developing Screamble media to enhance speaking skill for preschoolers done by Aryani (2019). The research showed that Screamble media is effective to enhance speaking skill. Next, research about the development of Flash interactive learning media in improving English speaking skills of grade X was conducted by Suyono et al (2021).

As a result, it was found that the interactive learning model is used effectively in improving English speaking skills of grade X. The research showed that the class of English speaking skills with the interactive learning model were higher than the English speaking skills in the classroom with discovery learning. Next, research about developing English interactive multimedia for speaking skill practice for grade students was conducted by Ulfah (2012). The research found that English interactive multimedia can be one of the alternatives to help the students learn English easily and interestingly.

Therefore, this research was conducted in order to design an innovative speaking media based on students` needs in learning English. It is expected that the media would attract the students` attention and reduced their boredom in learning English.

## 1.2  The Problem of Study

The Problem of study can be stated in the following major question; how is speaking media in teaching descriptive text through Scratch Program developed for seventh grade students at SMPN 27 Medan?

## 1.3  The Objectives of the Study

The overall objective of the study was to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan.

## 1.4  The Scope of the Study

This study was limited to develop speaking media in teaching descriptive text. The limitation of the research was only for seventh grade students in VII-1 at SMPN 27 Medan. In order to help students in learning process, this media was developed based on students` needs. This media was used for the purpose of teaching and learning speaking. This media was made through Scratch Program, and the researcher inserted the material about descriptive text. And the media was shared to the teacher and students.

## 1.5  The Significance of the Study

1. Theoretically, this research hopefully would be useful to enrich the English teaching and learning process theories, especially in teaching speaking descriptive text through Scratch Program.

2. Practically, this research is expected to be useful for :

   a. The researcher – to improve the researcher`s knowledge integrating English Language Teaching (ELT) and coding in fulfilling the needs required by $21^{st}$ century education.

   b. The English teacher – to be able to design teaching media through Scratch Program.

   c. The students – to add their knowledge and develop their English-speaking skills. The Scratch-based media is expected to make the students more motivated in learning English especially for speaking.

   d. Other researchers – to encourage other researcher for conducting similar research on different skills.