

**THE IMPLEMENTATION OF TEACHING WRITING SKILL THROUGH ‘SCRATCH’
FOR EIGHTH GRADE STUDENTS AT SMP SWASTA AL HIKMAH MEDAN**

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ABSTRACT

Dila, Nur Arfa. Registration Number: 2173121051. *The Implementation of Teaching Writing Skill through ‘Scratch’ for Eight Grade Students at SMP Al-Hikmah Medan. A Thesis. English and Literature Department. Faculty of Language and Arts. State University of Medan. 2022.*

The aims of the research are to describe the students’ problems in writing and to describe the effective of the implementation of teaching writing skills through the Scratch program. This study was designed descriptive qualitative. The data in this study were obtained through questionnaire and interview. The subjects of the study were an English teacher and twenty eighth-grade students of SMP Swasta Al-Hikmah Medan. 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 ineffective strategies. According to the teacher scratch program is effective to use in teaching writing skills. Based on the results, the use of the Scratch program in teaching writing skills deserves to be used as an interesting and creative learning media.

Keyword: *Scratch program, writing, skills, effective, problems,*

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I. INTRODUCTION

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.

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 found 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.

II. LITERATURE REVIEW

1. Writing

Writing is one of the most important skills a foreign language student ought to create. Byrne (1980) and Meyers (2005) stated Writing is partly a talent, but it is a skill, and it improves with practice, just like any other skill. It is a writer's ability to convey information to a reader or a group of readers. Writing is the preparation of ideas in depth and turning them into a form of written content by considering the reader and the constituent components themselves (Besral, 2015).

2. Writing Skill

Writing skills incorporate all the information and capacities associated with communicating thoughts through structured words. Brown (2001) and Spratt (2005) stated that writing includes productive skills rather than perceptive skills. This generates a message to communicate writing and speaking is part of productive skills. Another linguist Hyland (2004) defined that writing is a technique to share personal meanings. They will share their views on a topic to each other and it depends on their belief. So, writing skill is productive skill that the writer includes a message in his writing for his readers, and his writing also capacities as a means of communicating with readers, and also the other reader features a difference in capturing the message of the writing.

3. Writing Paragraph

Oshima (2006) defined paragraph as a collection of related lines that discuss a single central subject. A paragraph might be as little as one sentence long or as many as ten sentences long. Although the quantity of phrases is unimportant, the paragraph should be long enough to clearly convey the main topic.

- **Topic Sentences**

The topic sentence is the most general statement of the paragraph. It is the key sentences because it names the subject and the controlling idea, the writer's main idea, opinion, or feeling about that topic.

- **Supporting Sentences**

The supporting sentences develop the topic sentence by giving specific details about the topic. The supporting sentences that follow a topic sentence should develop the main idea of the paragraph. The topic sentence can be supported by supporting sentences to develop and explain the topic sentence by giving definition, reason example, facts, comparison and effect.

- **Concluding Sentences**

This sentence tells the reader that the paragraph is finished, and it completes the development of the subject of the paragraph. The concluding sentence reminds the reader of the topic sentence in different word or summarizes some of the main point in the paragraph.

A descriptive paragraph is a paragraph that provides the readers a “word picture” of specific person, place, or the look of particular object. Descriptive text is a way of describing individual or thought so that the reader can see the object, or individual, or thought by the physical eye. A good description is a word image; the reader could visualize the object, place, or person in his or her mind (Oshima and Hogue, 2007). Descriptive paragraph explains how somebody or impressive looks or feels (Dorothy E Zemach, 2005). George E. Wishon (1980) said that descriptions replicate the way things look, smell, taste, taste, or sound. It can also inspire moods, such as happiness, depression, or fear. It is used to create visual images of people, places, even units of time. The generic structures of descriptive text are (1) Identification is the part of the paragraph that introduces the character; and (2) Description is the part of the paragraph that describes the character (Wadirman, 2007). The purpose of descriptive text is to describe person, thing or place in specific and to describe particular person, thing and place.

4. Communicative language teaching

Over the past two decades, "communicative language teaching" (CLT) has become one of the real keywords in the language teaching process. CLT was introduced at the beginning 1970s by British and American scholars to encourage teaching of communicative skills in L2 instruction. The goal of most CLT to create useful L2 communicative competence in learners is actually comparable to most audio-lingual goals (Zoltán Dörnyei, 2010). Communicative language teaching can be captured as a set of principles about the goals of language teaching, how learners learn the language, the types of classroom exercises that most facilitate learning, and the teacher and learner part of the classroom (Richards, 2005). The learning process uses communicative learning to learn and apply the target language through interaction with each other, the teacher and also the use of language both in the classroom and outside the classroom. Students talk about personal experiences with other students, and teachers teach topics beyond traditional grammar to improve language skills in all kinds of situations.

5. 21st century skill

In the 21st century learning is digital technologies will transform conventional learning and mobilize those skills that are necessary in an emerging digital environment. Digital competence covers information management, collaboration, communication and sharing, creation of content and knowledge, ethics and responsibility, evaluation and problem solving and technical operations (Ferrari, 2012). The application is not confined to any specific area and can be use in settings as different as education, the advancement of aware behavior towards the normal environment. The focus in learning process should be rather towards developing skills for collaboration and teamwork and responsibility for the performance of the group instead of competition between students. Gamification affects students' behavior, commitment and motivation, which can lead to improvement of

knowledge and skills (W. Hsin-Yuan Huang, D. Soman, 2013). Scratch can be a block-based visual programming language and site focused on basically at children 8-16 as an educational instrument for coding (Naz, 2017). Scratch was considered as one of the media that has many computerized situations, thus encouraging mastery of structural blocks for designing sound, realistic, and video (Pappler& Kafai, 2007). Students can use Scratch to code their own stories, animations, and interactive games. In hand, they learn to think creatively, reason systematically, and cooperate-essential skills for everyone in today's society.

Various information technology application offer great benefits for students by bringing pleasure to students and creating progress in assistance and independence in their development. 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).

III. RESEARCH METHODOLOGY

The goal of descriptive research is to describe a phenomenon and its characteristics. Heigham and Croker (2009), state that Qualitative research is a helpful research methodology since it is exploratory in nature, with the goal of discovering new ideas and insights, as well as generating new theories. The data of this research was the effectiveness of using Scratch in teaching and learning in writing descriptive text. The sources of data in this research are the eighth grade students at SMP Swasta A-Hikmah Medan. The participants that included in this research consist of 20 students and divided into two sections.

The data of this study were collected by using questioner, interviews, and documentation. The questionnaire used to collect data about the effectiveness of using Scratch program in teaching students to write. The Interviews with teachers were conducted by WhatsApp interviews. However, researchers conducted interviews by providing several questions related to research. The researcher analyzed the data, drew conclusions and took the picture of teaching and learning process in English writing descriptive text. This research looked into how the Scratch program is used to teach students how to write descriptive text.

IV. FINDINGS AND DISCUSSION

A. Findings

The implementation of the Scratch program learning English especially writing was quite easy, because basically the nature of children is easy to accept new learning, understand electronics, and easily absorb knowledge related to technology. Next, learning descriptive text through the Scratch program, according to the teacher was interested. The use of Scratch program was easy to apply because the program was colorful and easy to understand.

Then, the descriptive text in this program is useful since it describes or characterizes places, people, animals, and things. More characters and examples are included in the Scratch program, so it was easy to apply more. After that, Students' interest increased in following to write the descriptive text through the Scratch program. The use of electronic media, the colorful tools and many variants were increased students' interest.

Next, the learning atmosphere created by using the Scratch program is definitely different from that created by those who do not use it. Mostly, the students have already a clear enough understanding of the material, and the class atmosphere was conducive. Later, the teacher also argued that by using the Scratch program, students were taught how to create and use descriptive text. They are also taught to be more creative because the text is made in the form of images that they choose themselves.

B. Discussion

Base on the data analysis of the implementation of teaching writing skill through Scratch. Almost the students were interested in learning English, the objective because most of language used in media social is written in English. Students' interest for using the internet, whether it's for online gaming or social media, generates increased interest. Almost all video blogging, social media posts, and regular conversation use a mixed language. Online games also make use of the English language, this behavior which asks students to develop instinctively, allows them to expand their vocabulary and improve their English pronunciation.

Students are interested in using the internet and electronics, electronic media attract the interest of students. In fact, students are bored when English teaching and learning process in class because textbooks and conventional media are used, this is what makes students lose interest in learning English. Using the right information technology is able to promote and develop various skills in students, such as math skill, communication skills, critical thinking skills, problem solving, teamwork, and research skills (Reinhold, 2020). After the teacher used Scratch as media almost all the students interest to learn through Scratch. The use of the Scratch program by English teacher as a learning media has a significant impact on the students' learning process. Their perception of the strategies that use Scratch program was different. Students said that they are more interested in electronic media than conventional media in this period.

V. CONCLUSION

In this section presents the conclusion of the researcher based on the research:

The teacher begins teaching by exposing students to the Scratch learning media, which increases the effectiveness of using Scratch. The goal of introducing new learning media is for students to gain a better understanding and interesting about how to receive information from learning and teaching process. Features that make it simpler for teacher to introduce Scratch to students, features with name and colorful are the main attraction of this Scratch program. The

students' creativity that they saw the sprites and backdrops they chose. It helps them to choose vocabulary in writing descriptive text. Teachers' use of the Scratch program as a media is also an aim to increase students' interest in learning English, and differences in the active learning atmosphere using Scratch as a learning media. The use of Scratch program triggers students' critical thinking in solving and solving problems and being able to analyze characters and backdrops.

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