DEVELOPING SPEAKING MEDIA IN TEACHING DESCRIPTIVE TEXT

THROUGH SCRATCH PROGRAM

FOR SEVENTH GRADE STUDENTS AT SMPN 27 MEDAN

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ABSTRACT

This study aims to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. This study was conducted by using Research and Development model (R&D) by Borg and Gall (2003) which is simplified into six stages or procedures by Puslitjaknov (2008). The procedures are gathering data and information, analyzing the data, designing media, validating by expert, revising media and final product. The subject of the study was seventh grade students at SMPN 27 Medan. Meanwhile, the study was conducted in class VII-1 that consist of 32 students. The data were collected through a questionnaire. The purpose of using a questionnaire is to extract data from respondents. The developed speaking media was assessed and judged by two experts. The experts are an English lecturer from Universitas Negeri Medan and an English teacher from SMPN 27 Medan. The result data of experts' validation of speaking media in teaching descriptive text through Scratch Program, the average score of media validation is 95,19%. From the validation, this media got excellent criteria. The media was appropriate to be used by seventh grade students at SMPN 27 Medan. The media is suitable with their needs to make them more attract in studying descriptive text.

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I.   INTRODUCTION

A. Background of the Study

English as a foreign language is used in communication, an activity which people deal with every time (Crystal,1997). 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. 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). 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). 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). 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). Scratch is designed to develop creativity, the ability to think systematically and work in groups, that all of that are needed in the 21st 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. 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.

Gnerating from the encountered problems, it seems necessary to take action by developing speaking media in teaching descriptive text through Scratch Program for seventh grade students. This study is intended to be conducted to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. This media were developed based on the students needs analysis.

II.   REVIEW OF RELATED LITERATURE

A. Theoritical Framework

In order to conduct the research, the theories and terms are needed to explain several concepts and terms in order to focus on the scope and avoid confusion in understanding ideas. Therefore, there are three main topics that will be discussed on the following literature review:

2.1   Speaking Media Develop in Teaching Descriptive Text

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). The ability to communicate orally with others is referred to as speaking. It means that speaking can refer to instruments for communicating with others or a method of delivering a message from one person to another while interacting with them. In teaching speaking, the teacher can use media to facilitating the learning process to run effectively. Learning English with the use of media seems to be one way to increase the effectiveness of English learning of students (Salah, 2015). In developing media, a multimedia theory is needed that multimedia product gives interactive channel for learners to comprehend the material in various aspects such as text, images, video, audio and animation. The theory is Cognitive Theory of Multimedia Learning proposed by Richards Mayer (2007).

According to Richards Mayer (2007), The application of technology in learning leads to the application of multimedia. Multimedia is the presentation of material using both words and pictures (Mayer, 2007). Media known as a tool for helping the teacher in deliver materials to the students (Pitriana, 2012). The media literacy plays an important role as the skill for everyone (Baran, 2011). There are some benefits of using media in the teaching-learning process, such as: increased students` motivation, avoiding the students` boredom, easier comprehension of instructional material, more systematic teaching-learning process, and achievement of learning goals (Ruis et al, 2009).Thus, it is important to design 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.

In developing speaking media in teaching descriptive text, a language theory foundation is needed that describes how to assume language, that language means as communication tool. The theory is Communicative Language Teaching (CLT).

Richard and Rodgers (2001) explain that Communicative Language Teaching (CLT) marks the beginning of a major paradigm shift within language teaching in the 21st century. The goals of CLT is to acquire communicative competence, as proposed by Hymes (1972), who maintained that a speaker must know how to communicate in order to be communicatively competent in a speech community.

2.2 Needs Analysis

Hutchinson and Waters (1987) stated there are two aspects needed to identify student's needs, they are : target needs and learning needs.

a. Target Needs

Hutchinson and Waters (1987) stated target needs was concerned with the learner needs to do in the target situation. Target needs to be divided into three aspects, such as: (1) Necessities – were determined by the demand of the target situation, that was what the learner has to know in order to function effectively in the target situation. (2) Lacks – were a gap between the knowledge that students already know and the learning process itself that need to know what the learner knows already then decide which of the necessities the learner lacks. (3) Wants – mean what students want based on their personal assessment of their needs.

b. Learning Needs

Hutchinson & Waters (1987) stated that learning needs was the knowledge and ability that the learner require in learning process to help students in achieve their necessities.

2.3 Technology and Scratch Program

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). One of the latest technology in English Language Teaching (ELT) is the use of Scratch Program.

Brennan (2012) stated that Scratch program was developed by the Massachusetts Institute of Technology (MIT). Scratch first emerged in 2007 and has been developed until it reached Scratch 2.0. People who are registered in Scratch Program are about (4636281) users and the projects that were registered in Scratch Program were (7164612) projects (Obri,2014).

Scratch is a block-based Coding, visual programming language (Marji,2014). 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. Coding involves feeding the computer step by step commands. The block-based Coding is where instructions are mainly represented as blocks. Scratch is a new, easy-to-use programming language for creating games and animation learning videos (Sharpless et al, 2014).

Scratch Program was a useful tool to develop students` learning (Calao et al, 2015). The concept of Scratch programming is visualized in the form of program blocks that are put together like a puzzle (Buckleitner, 2007). Scratch is designed to develop creativity, the ability to think systematically and work in groups, that all of that are needed in the 21st century (Gulbahar & Kalelioglu, 2014).

III. RESEARCH METHODOLOGY

In this research, the researcher used Research and Development (R&D) method. This model was proposed by Borg & Gall. The researcher developed speaking media in teaching descriptive text through Scratch Program. The finding of this study was used to develop a new product. Then, the product was systematically field-tested, evaluation and refine until meeting specified criteria of effectiveness, quality, or similar standard.

The subject of the research was the seventh grade students at SMPN 27 Medan. The location of the school is Jl.Pancing Psr IV No. 2, Medan, Sumatera Utara. Meanwhile, the research was conducted in class VII-1 that consist of 32 students.

The data were collected through questionnaire. The data then were analyzed by showing the conclusion of the questionnaire data from students that changed into the percentage of data. The data were used in the form of data analysis, qualitative data analysis. The data were collected and described as the findings. After that, the data were transformed into quantitative data in the form of number and percentage with a high percentage is 100% and a low percentage is 0%. The next is the data were described qualitatively. The questionnaire used Multiple Choices, which the students expressed their agreement and needs based on their personal opinions.

The questionnaire was distributed to the students to identifying their needs regarding their necessities, lacks, and wants and learning needs. The validation questionnaire used Likert Scale, which the validators gave their assessment about the media. By giving the questionnaire, it helped the researcher to develop speaking media in teaching descriptive text through Scratch Program which is suitable to the seventh grade students of SMPN 27 Medan.

To develop speaking media, this research used the simplification of Research and Development (R&D) model by Borg and Gall (2003). The Simplification was based on Pusat Penelitian Kebijakan dan Inovasi Pendidikan (Puslitjaknov) (2008). This model consist of six steps, such as : (1) Gathering Data and Information – the researcher did observation, gathering information and data from seventh grade students at SMPN 27 Medan by using a questionnaire; (2) Analyzing the Data – analyzed the students` needs and existing media based on the result of the questionnaire from students; (3) Designing Media – designing speaking media in teaching descriptive text through scratch program based on the students` needs and the effective media to use; (4) Validating by Expert – evaluating and validating the new media to the experts. In this case, the experts were the English Lecturer of Universitas Negeri Medan and English Teacher of class VII-1 at SMPN 27 Medan. To ensure the teaching speaking media whether it is deserved to be applied in the class; (5) Revising Media – the speaking media was revised by experts to get the best result based on the critics and suggestions given by the experts; (6) Final Product – after getting revision, it was called recommended media that became the Final Product. If the media is claim as an effective media so it became the media that was used in the class.

IV. RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

The result of the data were presented. Research and Development (R&D) model was applied in conducting the research and it used some stages. The main goal of this research was to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. The findings were described and analyzed as the following.

1. Gathering Data and Information

The first step in developing speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan was gathering data and information. The researcher collected the information by observing curriculum, syllabus and what media that was used. Then, it was found that the teacher used curriculum 2013. There are some topics that has been discussed about descriptive text for seventh grade students, such as: describing animals, describing people and describing things. The topic of descriptive text was discussed around four meetings (4 x 60 minutes). To support the teaching and learning process in the classroom, the teacher used textbooks, videos and pictures. The data about the student`s target needs and learning needs in this research were gathered through questionnaire.

2. Analyzing the Data

After gathering the data and information, the collected data were analyzed by tabulation. The result of the analysis will be a guideline for the researcher in developing speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan.

2.1 Questionnaire analysis

The questionnaire used to investigate students target needs and learning needs. It consisted of 33 items in which 24 items were used to analyze students` target needs and 9 items were used to investigate the students` learning needs. It was administered to students of class VII-1 consist of 32 students. The target needs consist of necessities, lacks, wants.

The result of the questionnaire clearly highlighted the students` difficulties in speaking, particularly in describing someone or something though they have learnt descriptive text since they were in seventh grade. Moreover, the result of the interview also revealed the students` problems in speaking descriptive text.

Further, the data also presented the problem of teaching media. The students thought that the media was not interesting. Therefore, they expected an interesting media to enhance their motivation and interest in learning. Thus, an interesting speaking media on descriptive text was created through Scratch Program to tailor the students` needs.

3. Designing Media

After administering the needs analysis, the researcher found that the students need an improvement in teaching-learning process especially in learning speaking. then the researcher selected the topics and objectives of the based on the results of the needs analysis. The media should attract the students in speaking descriptive text. The speaking media were designed in several steps. They were:

a. Making the Background of Illustration

b. Selecting the Character

c. Adding the Dialogue Script based on Descriptive Text

d. Adding Back sounds

e. Finishing the Media

4. Validating by Expert

After the product was successfully developed, the media was evaluated by the experts to know if the media had been appropriate or not. The evaluation was conducting by giving the questionnaire to the experts. It was used to get the suggestion, evaluation, and comment in order to make the media be better and ready to be tested. The questionnaire was made up on Likert scale rating with 5 ratings. For qualitative classification of data in the Likert scale, it consists of 5 categories, namely: Excellent, Good, Sufficient, Unsatisfied, Awful. the average score of validation from the validators (lecturer and teacher). They validated the media based on the four aspects. The media that was validated gained a 95,19% score, thus the assessment was Excellent. In general, based on the validation score given by the validators, the media was appropriated to be used by the 32 students at SMPN 27 Medan. The critics and suggestion from the experts could be soon as follows:

- **Prof. Dr. Sumarsih, M.Pd :** The speaking media is Excellent. The image selection is more focused on local wisdom.

- **Susi Lamtiar Panggabean, SS:** The speaking media is Excellent. The media displayed are in accordance with the material presented to students, and students can more easily accept the lessons.

Therefore, based on the validation of some experts, this speaking media were appropriate to be used by seventh grade students at SMPN 27 Medan.

5. Revising Media

In this phase, the media which had developed would be revised to improve and produce better media for the students. The revision was made based on experts` validation, suggestion, and recommendation. The revision was stated as below:

a. Prof. Dr. Sumarsih, M.Pd suggested as follow:

- The image selection is more focused on local wisdom.

b. Susi Lamtiar Panggabean, S.S suggested as follow:

- The media displayed are in accordance with the material presented to students, and students can more easily accept the lessons.

6. Final Product

After revising the media, it showed a very good result, which has been validated by the experts. Then, the final product had been completed. There are four kinds of media, such as: describing animals, named: Komodo and Orangutan, describing people (Hero and Artist), named: Sisingamangaraja, R.A Kartini, Baim Wong and Deddy Corbuzier, and describing things, named: Ulos. The media was already based on students` needs and appropriate to be used in teaching learning process which was able to enhance the students` enthusiasm and reduced their boredom. In addition, the media was also able to increase the knowledge of students about descriptive text.

The media can be accessed through the link below

1. https://scratch.mit.edu/projects/660642870
2. https://scratch.mit.edu/projects/660953043
3. https://scratch.mit.edu/projects/661308272
4. https://scratch.mit.edu/projects/661868398

4.2 Discussion

This study is aimed to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. This research followed the stages of research and development (R&D) by Borg and Gall model (2003) which is simplified into six stages or procedures by Puslitjaknov (2008). The procedures are gathering data and information, analyzing the data, designing media, validating by expert, revising media and final product. The speaking media were developed based on the result of needs analysis from the questionnaire. The questionnaire includes target needs and learning needs.

Then the speaking media were assessed and judged by the experts. The experts came from an English lecturer from Universitas Negeri Medan that was Prof. Dr. Sumarsih, M.Pd, as the first validator and an English teacher from SMPN 27 Medan that was Susi Lamtiar Panggabean, S.S, as the second validator.

The average score of media validation is 95,19%. It means that the media is appropriate to attract the students` attention and reduce their boredom in learning English. Learning English with the use of media seems to be one way to increase the effectiveness of English learning of students (Salah, 2015). Media known as a tool for helping the teacher in deliver materials to the students (Pitriana, 2012).

For better result, speaking media in teaching descriptive text through Scratch Program should be used several times and continuously to train the students` ability in speaking. The media is successfully developed and eligible to use as speaking media in teaching descriptive text for seventh grade students at SMPN 27 Medan.

V.   CONCLUSION AND SUGGESTION

5.1   Conclusion

After conducting the research, it can be concluded that speaking media in teaching descriptive text through Scratch Program engaged the students to be active in the class. The media attracted the students` attention and reduced their boredom in learning English.

This research was conducted using the stages of research and development (R&D) by Borg and Gall model (2003) which is simplified into six stages or procedures by Puslitjaknov (2008). This research was conducted to know how to develop speaking media in teaching descriptive text through Scratch Program for seventh grade students at SMPN 27 Medan. Speaking media in teaching descriptive text through Scratch were developed with six procedures, they are: Gathering data and information, Analyzing the data, Designing media, Validating by the expert, Revising media, Final product. The media were developed based on the result of needs analysis from the questionnaire which includes target needs and learning needs.

The researcher administered questionnaires of validation to the validators. The first validator was an English lecturer from Universitas Negeri Medan – Prof. Dr. Sumarsih, M.Pd, and the second validator was an English teacher from SMPN 27 Medan – Susi Lamtiar Panggabean, SS. This media were validated to know if the media has been appropriate or not. From the validation, this media got the average score of validation is 95,19% and it is categorized as excellent. The media were

appropriate to be used by seventh grade students at SMPN 27 Medan and suitable with their needs to make them more attract in studying descriptive text. It can be concluded that speaking media in teaching descriptive text gave many benefits for the students, such as attract the students` attention and reduce their boredom in learning speaking especially in speaking descriptive text.

5.2 Suggestion

There are some suggestions from the researcher as stated below:

1. For the teacher: Based on the result of this study, speaking media in teaching descriptive text can be a media for classroom learning activities, especially in speaking skills. Scratch Program can be a tool for designing media that can be used in the teaching learning process. The teacher can download Scratch Program and create their own media through Scratch Program. The teacher can use the media through Scratch Program in delivering the material, as well as help students in subjects that they consider difficult.

2. For the students: The students are expected to use this speaking media in teaching descriptive text through Scratch Program that can attract the students` attention and reduce their boredom in learning English. Speaking media through Scratch Program can increase students` learning motivation. So, students got ideas in speaking descriptive text.

3. For the other Researchers: The other researchers are expected to conduct research to test this speaking media in teaching descriptive text through Scratch Program using an action research approach to check its effectiveness in the teaching-learning process. This media can be an example for other researchers in developing speaking media.

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