

**DEVELOPING CLASSDOJO AS E-LEARNING MEDIA OF WRITING
DESCRIPTIVE TEXT FOR GRADE TENTH STUDENTS**

AT MAN 2 DELI SERDANG

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ABSTRACT

Dwita Widya Sari, 2161121009. Developing ClassDojo as E-Learning Media of Writing Descriptive Text for Grade Tenth at MAN 2 Deli Serdang. A Thesis, English Educational Program, Faculty Language and Arts, State University of Medan, 2021.

The objective of this study was to develop e-learning media by using ClassDojo for grade tenth at MAN 2 Deli Serdang. This study was conducted by using Research and Development design through six stages; gathering data and information, need analysis, designing materials and media, validating, revising (final product). The subject of the study was grade tenth of MAN 2 Deli Serdang. The data were gathered by reviewing documents, conducting interview to English teacher and distributing questionnaire to X MIA 3 consists of 31 students to get the students' need. The interview and questionnaire result prove that the students need more interesting and up to date media to learn writing descriptive text. The developed writing media were validated by two experts which are the average scores (4.55 and 4.05) show that the media are valid and suitable to use for grade tenth students of MAN 2 Deli Serdang. The result of product distributed to the students through ClassDojo.

Key words: *Development, Writing Descriptive Text, E-learning, ClassDojo.*

*Graduate: status

**Lecturer: status

I. INTRODUCTION

A. Background of the Study

E-learning is an instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning (John Wiley and Sons, 2011, p.8). E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies (D. Randy Garrison, 2011, p.2). E-learning refers to the use of ICTs (Information and Communication Technologies) to enhance and support teaching and learning processes.

Nowadays, technology has been widely used in instruction. The technology application are audio, video recording, camera, projector, and other software programs can be used to support instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting (W. Lulut, 2015). Teacher need a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support needed can be provided through the integration of technology in the form of learning platform (D. Y. Wenty, 2014)

The researcher interested to do research in MAN 2 Deli Serdang, Lubuk Pakam, Because the researcher found a problem faced by students at

MAN 2 Deli Serdang, where students were still confusing of writing descriptive text. Some students get good score but some students get unsatisfying score. They get under the minimum passing score. So, it became a problem that important to be solved. Teacher must be creative to explore and to develop the use of technology as a learning media in order to the student is not feel boring with it. The various learning technology could make students' motivation and make them active during the lesson. With the development of technology, learning process can be presented more attractively by bringing together elements of audio, video, picture, and others, so students were more interested in learning and studying in the classroom.

There are facilities for the students and teachers especially in using e-learning system, but the students and the teachers did not use it effectively. To do e- learning system we can use smartphone, laptop and computer. Every student has smartphone but they couldn't use it well, the smartphone used to something that disadvantages. There is hot spot area in MAN 2 Deli Serdang, but it did not use well in teaching and learning process. As we know that internet had many benefits such applications as e-mail, instant messaging, audio and video streaming, Web browsing, and e-commerce and others. But the teachers only asked students to search for the material in the internet and then printed out to discuss together in the class. Another reason of choosing the school was caused the teacher of English subject used explaining method, repeating words or sentences, translate the words or sentences, and then

answer the question. The method make the students did not enjoy the teaching and learning process. So they did not understand the material and they did not get the minimum score when they did the test.

Based on the problem above, the researcher try to use Class Dojo as e-learning media for learning and teaching writing, especially descriptive text by using a management system to solve those problems. It was choosen by aplying ClassDojo as e- learning media to teach writing descriptive text for tenth grade students at MAN 2 Deli Serdang.

II. REVIEW OF LITERATURE

A. Theoretical of framework

In supporting the idea of this study, the research presented some books containing information and theories that helped the researcher to design this thesis proposal. Theories are very important because they are used as the basic foundation in conducting the analysis of this research.

1. The Nature of E-Learning

E-learning platforms are specific web-based applications, also called learning management systems or virtual learning environments, which educators can use as tools for designing and creating on-line courses, and students as dynamic websites for learning and collaborating with other students, without time and space constraints of traditional face to face learning. Darmawan D. The effectiveness of e-learning systems has been an

important subject of research in the last few decades. The opinions on the effectiveness of e-learning are many and very different. There are also many factors that influence the effectiveness of e-learning, with some being connected with technology or technique and others with people. The students in 21st century are required fluently to use of technology. Nowadays the development in information and communication technology has brought significant changes in various areas, including in the field of education. One of the technology information that can support the learning process in schools is based technologies (e-learning).

1. The Nature of Writing

Writing is one of four language skills besides listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English. There are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence.

2. Media in Teaching

Media has a meaning that aimed at something that delivers information (message) between message sender and receiver. In addition,

Bakri (2011) states that media is plural form of medium, which derives from Latin word *medius* that has meaning “middle”.

In delivering the message to students with the purpose to increase students’ motivation to learn can use the media. Kamaludin (2009) states that media is facilities, resources or tools used by people to produce message or information. Media is a facilities that should be utilized maximally due to develop the student’s motivation in learning.

Teaching Media generally defined as all tools that has a function to help the teacher to deliver learning material to the students in order to achieve the learning goal. In the other word, learning media is the tool that help to achieve the learning objectives.

2.1 Digital Media in E-learning

In the last decade, the teaching of EFL writing in Indonesia has been closely connected to the concept of e-learning which is emphasized to help the teachers in developing and utilizing the advancement of technology. The product of e-learning is expected to help students get an appropriate and efficient learning media. E-learning is a learning process which is facilitated and supported through the advancement of communication and information technology (Martin Jenkins And Janet Hanson,2003).

3. The Nature of ClassDojo

ClassDojo is an educational technology communication app and website. It connects primary school teachers, students and families through communication features, such as a feed for photos and videos from the school day, and messaging that can be translated into more than 35 languages and has been used in 180 countries. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers. This application used to develop behaviour in class by teacher. Students are expected to control their classroom atmosphere to stay active independently (Czikk, 2013). Active participation and giving feedback are emphasized on learning in 21st century. Teacher attendance does not become a significant influence. Their classes can be arranged by the students but still in accordance with teacher's instruction. Some features have been offered to class development. Virtual classroom's group can be created by teacher. There is a code to join the class, so only the students from the class that can join. The difference between this application with the other mass media is in privacy protection. The other online applications require sharing a mobile phone number, but Class Dojo does not. However, teacher could send message for more than 49 parents privately (Woon, 2017). So their parents can handle and control the development of their children in learning.

These are some ways to use this application:

1. Download and install the Application in Google Play named “ClassDojo” by using your smartphone or you can browse through the url: www.classdojo.com.
2. Login as “Teacher”. There are 3 choices you can choose to log in, it can be as teacher, student, or parents.
3. Sign up your *ClassDojo* account by using your active email and put a password.
4. After you are login, you need to make a “QR Code” for your class, so your students can login their account automatically to your class by scanning the QR Code. There is also another option to login to the class without QR Code. The teacher can give the code number to the students and the students can type the code when they are want to login to theh class.
5. Input your students name.
6. After you are login, you will find some features;
 - a) Choose “Classroom” to create your classroom, and choose where is the school you teach in (optional). Choose what subject you teach and put your class name. After that, submit all your students’ name.
 - b) Choose “Create Activity” if you want to create a journal, pictures, videos and share it to your class.
 - c) Choose “Toolkit” if you need some tools such as direction, timer, music, think pair (for discussion), etc.
 - d) You can use every features in *ClassDojo* for free.

3.1 Teaching Writing by using ClassDojo

Writing skill is one of skill that needs to be developed in English teaching. However, Kharisma (2009, p.1) says that writing is more complex than the other three skills (speaking, reading, listening). Writing descriptive text is not easy for students. Hence, the English teachers need to help the students to find an alternative way to help the students improving their study skill.

On way to help student's problem in writing descriptive text is by using digital media through ClassDojo application. Teaching writing by ClassDojo will help teacher to attract students interest in learning English. Through ClassDojo, teachers have full control over the creation and management of accounts and group of students. In teaching writing by using ClassDojo, teacher should create the teaching media first and then put it into ClassDojo application so all the students can access the learning media easily anywhere and anytime.

III. RESEARCH METHODOLOGY

This research conducted by using developmental research. The research and development (R&D) design raised by Borg and Gall aimed to develop and validate products of education such as curriculum, syllabus, lesson plan, textbooks, media, modules, assessment, instrument, etc. The research findings were used to develop new products and procedures. This research was conducted in MAN 2 DELI SERDANNG which is located in

Jl. Karya Agung Komplek Pemkab Deli Serdang. The Subject of this study was one class of grade tenth at MAN 2 DELI SERDANG, The class was X MIA 3, it was consisted of 31 students.

In collecting the data, this research was conducted by observing and reviewing the documents such as syllabus and textbook. Then interviewing teacher in order to find information about the reading materials and media that teacher used in classroom and the problem that teacher faced while using it and distributing questionnaires to students in order to find out the students' needs to obtain the data about the developing of reading materials by using ClassDojo.

After gathering data, information and need analysis, researcher designed the reading materials, then validated to experts, revised, and the result of revised product was the final product, these steps were adopted from Borg and Gall's research and development theory (2003:596), with some modifications which become 6 steps of R & D cycle.

IV. RESEARCH RESULT AND DISCUSSION

A. Research Result

The developed ClassDojo as media were gotten by conducting the research and development staged by Borg and Gall (2014:407). As the first step of the need analysis, the researcher distributed the questionnaire to 31 students of X MIA 3 in MAN 2 Deli Serdang. Based on the need

analysis, the researcher concludes that the students need to improve their writing skill and students also need another resource for writing media besides textbook and while learning writing students need to use interactive and collaborative digital media to make the students are interested to study. After distributed and develop the learning media, researcher found that the existing media in MAN 2 Deli Serdang was not fulfil students' need, the writing materials did not suitable with students' necessities and wants, this is in line with the theory of Hedgcock and Ferris, 2009, they state that text book reading materials rarely meet all our classroom needs, while Tomlison (2003) emphasizes that teaching materials help a teaching and learning process; and teaching materials must be suitable for students' needs, even they are not design specifically for them, the teaching material should make it possible for students to preview and prepare their lessons, and the teaching materials should allow for adaptation and improvisation.

In designing descriptive writing media, the researcher developed materials based on scientific approach stages, so that researcher developed indicators into the lesson plan, and then the materials developed related to the stages, such as in the observing, the researcher used interesting media such video and pictures to help them in learning how to pronounce vocabularies, and also subtitle to make students learn about grammar and enrich their vocabularies. The video adopted from YouTube related to the

topics in basic competences on the syllabus which were topics about historical buildings. After designing media completed, the researcher will ask students to sign up for Class Dojo and join the class with a code, and the researcher will upload the media based on scientific approach stages in Class Dojo. In developing the media, researcher used the theory of TPACK (Technology Pedagogical Content Knowledge), which was teachers needed to teach and explain the set of knowledge effectively to their students by using technology, Koehler (2013).

4.1 Validating by the Experts

Validation Data By The First Expert

The first expert was Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum, the result was described as follow:

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	31
2	Linguistic	5	25	23
3	Process / Setting	5	25	24
4	Layout	3	15	13
Total		20	100	91
Average $91/20 = 4.55$ or percentage = $91/100 \times 100\% = 91\%$				

The average score of validation from the first validator was 4.55 or 91% and it was categorized as relevant or very good. Thus, the final draft or developed writing media were valid and suitable to be used as learning media for grade tenth students.

The result of validation by the lecturer can be seen in *appendix F.*

The second expert was Rizki Hanafiah Siregar S.Pd, an English teacher in MAN 2 Deli Serdang.

No	Criteria	The Number of Criteria	Maximum of Criteria	Score
1	Product and Content	7	35	33
2	Linguistic	5	25	23
3	Process / Setting	5	25	23
4	Layout	3	15	15
Total		20	100	94
Average $81/20 = 4.7$ or percentage = $94/100 \times 100\% = 94\%$				

The average score of validation was 4.7 or 94% and it was categorized as very good. It means that the materials were valid and suitable to use for grade tenth students of MAN 2 Deli Serdang.

4.2 Revision,

after giving the materials to the experts/validators, there were some revisions suggested by them. validators suggested to provide and add more kinds of writing exercises, make the design and layout be more eye-catching, and replace the long text with the shorter text.

4.3 Final Product,

after validated by the Experts and revised the reading materials, the final product distributed to students through ClassDojo.com.

B. Discussion

In developing media, researcher focused on the activities that could help students in using technology, researcher designed the activities

that involved digital media and e-learning, it helped teachers to deliver the materials in this pandemic situation effectively, the used of technology in the activities also could interact students in learning writing because in their needs, they wanted to use technology while learning process. Thus are suitable with the theory of Daryanto (2010), which is teaching media is all physical tools which can deliver message and stimulate students to learn. It includes attention , interest, thoughts and feeling of students in learning activities in order to set the goal of the learning objective.

In designing the text researcher designed the text based reviewing the textbook which was the textbook consisted of interational historical building so that researcher create the text from regional and national historical buildings that have similarity with the historical building that consisted in the book, it ws also carry out by researcher in the topic of tourist spot. In creating text researcher relate with the theory of Kitao (in Septiani. F. 2014) as defined material development is a process of developing existing materials because there are some items of the existing material which need to be added or eliminated. Teaching media development includes the process of adaptation, supplement, and elaboration of teaching materials in order to make the teaching materials fulfil what students need about a subject that they learn.

V. CONCLUSION AND SUGGESTIONS

A. Conclusion

After analysing the data, the researcher concluded that the students' existing writing media was not interesting, and also the media that being used by the teacher was not effective enough to make the students understand about the descriptive text writing. They found it was difficult to write and make a descriptive text which eventually brings them to passive learners. They want to have the interesting and effective media which motivate them to learn and write the descriptive text. The solution for them was developing the new writing media. Developing media by using Class Dojo applied the R 7 D phases by Borg and Gall (2014) which was simplified into, (1) gather data and information; (2) need analysis; (3) design media; (4) validate by expert; (5) revision; (6) final product. The score of validation from the expert was 95% and it was categorized as relevant. It means that the media were valid and appropriate to use as learning media for students.

B. Suggestions

There were some suggestions given for the consideration the future. For the teacher, teacher should consider the students' need in choosing the learning media. The learning process can be successful if the teacher mastered in explaining the descriptive text as well as using a learning media that can support them. Then, the teacher also should pay attention to kind of text that will be given to the students. In line with that, English teacher should be more responsive to the need of the students, such as their needs in media usage, learning sources, and learning to set, teacher also should be able to provide writing materials and media which can hone students' higher-order thinking

skill, vocabulary, and pronunciation. Due to limited time, this research only develops writing materials for the descriptive text genre. Therefore, it is expected to other researchers to develop writing materials for other genres, grades that have the problem with appropriateness English writing materials.

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