

**DEVELOPING TEACHING SPEAKING MEDIA BY USING *CLASSDOJO*
APPLICATION FOR THE TENTH GRADE STUDENTS AT SMA NEGERI 3
MEDAN**

AN ARTICLE

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ARTIKEL

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DEVELOPING TEACHING SPEAKING MEDIA BY USING *CLASSDOJO* APPLICATION FOR THE TENTH GRADE STUDENTS AT SMA NEGERI 3 MEDAN

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ABSTRACT

This study aims to: (1) find out the media used in teaching speaking for the tenth grade students at SMA Negeri 3 Medan, (2) determine the media needed by tenth grade students in speaking skills, and (3) to develop the valid media for teaching speaking based on the needs of tenth grade students. The research was conducted by using the Research and Development method from Gall, Gall, and Borg (2003). The research subject was X MIA 7 students of SMA Negeri 3 Medan. The research object is to develop the teaching English media for speaking skill by using *ClassDojo* Application. The instrument used was student questionnaire. The data was collected using questionnaires validation sheets. The validator consists of the English lecturer and teacher. The data were analyzed using descriptive analysis. The results of the study show that: (1) the media used by teacher does not support teaching and learning processes, (2) interactive media such as *ClassDojo* is the media which is needed by students, and (3) the developed media have been valid with a percentage of 90% from lecturer and 86% from the English teacher and this media is appropriate and applicable to use regarding the students' needs for speaking skills.

Keywords: ClassDojo, Speaking, Research and Development (R&D), Teaching Media

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I. Introduction

Technology nowadays has been developed significantly by following the human needed that can be used as entertainment, housing assistant, communication, works, and education. Indonesia is recorded as one of the countries with the greatest number of population and social media users that means Indonesian has followed the development of technology, especially smartphone. By million population consist of million teachers and learners, the education in Indonesia should utilize the digital technology to improve the quality of million teachers and learners in Indonesia. Therefore, the researcher found that it is possible to develop a teaching media by using application in the smartphone that students have. It means that the education system should follow the development of technologies as the teaching and learning strategies. English has become one of the compulsory subjects in Indonesia and has been included as the national subject that should be mastered by the students as the students are demanded to pass the competencies of English subject. Speaking is one of important skill in language study. According to Richards (2008), the mastery of speaking skills in English is priority in many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency.

Based on the early observation which was done by the researcher at SMA Negeri 3 Medan, the media which is applied in learning speaking still revolves around printed book, students' worksheets and modules, LCD and laptop. As the result, the media used cannot reach the goals of learning speaking such as capability in communication, and expressing ourselves and the ideas we have. Because of that, teachers need another media that can help the students improve their speaking skill by using the existing technology as the digital media in teaching and learning.

II. Theoretical Review

2.1 Teaching Speaking

Cameroon (2001: 40) in Arum (2013: 8) states that speaking is the active use of language to express meaning so that speaking is much more demanding than listening language on learners' language resource and skills. It is because speaking activities require careful and plentiful support of various types, not just support for understanding, but also support for production.

The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). According to Brown (2004: 271), there are six categories of speaking skill area. Those are imitative, intensive, responsive, transactional (dialogue), interpersonal (dialogue), and extensive (monologue). Those types of speaking performance help teacher deciding what to do in teaching speaking in classroom. These categories can also help teachers identifying students' speaking level and giving them the appropriate materials based on their level. Moreover, teachers can use these categories to design tasks for speaking assessment. According to Harmer (2007: 347), teachers have some roles in teaching speaking, those are Prompter, Participant, and Feedback Provider.

Further, Brown (2001: 275) states that there are seven principles for designing speaking techniques. Those are: use techniques that cover the spectrum of learner needs, from language-based focus on accuracy to message-based on interaction, meaning, and fluency, provide intrinsically motivating techniques, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication and encourage the development of speaking strategies.

2.2 The Media Development

The media is a tool of communication which is needed by people and has been used for centuries. According to Briggs (1979), learning media is physical tool to deliver the subject material through book, movie, video recording, etc. Briggs said that media is a tool that make student understand something easier and they can remember it longer it is different subject material with lecturing/speech method without any tool or learning media. The purpose of learning media is to facilitate communication and learning. Educational media have a sense as a tool of learning

programs in the classroom or outside which are used in the framework of communication, interaction of teachers and learners in the learning process. Learning media can be used in bulk, large groups, small groups or individuals.

In creating a good teaching media, teacher should know some aspect of how a media can be said as a good media for teaching or not. There are six criteria of good teaching media, It should engage learner interest, It should link learner experience with new and unfamiliar educational concepts, It should use encourage activity learning, it should use different resources to develop increasingly higher levels of learning, develop in-depth skills and knowledge within an integrated learning area, and develop other critical cross-field outcomes within all learning areas. There are some of Technological Media that can be used in teaching and learning, those are: mobile learning, software, and application.

2.3 Students' Needs Analysis

The needs' analysis is the first step to help the materials developer to create an appropriate material based on the students need so that it helps the students comprehend the English materials. Every learner has their own need and interest to learn language. So, this reason gives us to recognize why the learners need to learn English. The stress of the term need is not only put on the existence of the need but also the awareness of the needs. This awareness then lead teachers to dig deeper not only what kind of material which will discover the learners need but so what potential can be exploited. To define need analysis, we fall to the question what do we mean by needs and what kind of information that we get from need analysis. As Hutchinson and Waters (1987: 54) states that need is the ability to comprehend and or produce the linguistic features of the target situation. The term need can be specified into target needs learning need. Target needs concern with language use. It's about what people do with the language.

According to Hutchinson and Waters (1987: 55), in target situation needs, there are terms of necessities, lacks, and wants. Necessities is the type of need determined by demands of the target situation, that is what the learner has to know in order to function effectively in the target situation. Lacks refer to the gap between target situation necessity and the existing proficiency of the learners related to target situation. Wants refer to what the students want in learning English.

2.4 The Media: *ClassDojo* Application

ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages. Teachers can track student behavior and upload photos or videos. The gamification style system teaches developmental skills through real-time feedback. This application is one of digital media that can be used as teaching and learning media. It can be installed for free in android and IOS system. It also works on all devices, like tablets, phones, computers, and smartboards.

In February 2013, ClassDojo released its first app for the Android operating system. That same year, the company raised \$8.5 million in a series A round of funding, and began offering the platform in native languages other than English. In January 2016, ClassDojo partnered with Stanford University's Project for Education Research That Scales (PERTS) lab, to release a five-part series of educational videos discussing growth mindset. In September 2016, it was reported that the series had been viewed by one of every four kids in American classrooms. That same year, the platform added School Story, the update enables school administration and teachers to share school-related content to all parents connected to the school, and Student Stories, a tool for students to manage their unique portfolios, interact with classmates and share their experiences with their parents. In October 2016, ClassDojo released a video series about empathy that it created in partnership with the Making Caring Common Project at Harvard Graduate School of Education. In May 2017, the company, in partnership with the Yale Center for Emotional Intelligence, released a mindfulness curriculum.

There are a lot of features in this application that can be used to help students and teacher manage the class and achieve the goals in learning English speaking. Those features are: classroom, class story, portfolios/activity, and toolkit. By using *ClassDojo* Application, teachers can encourage students for any skills, like working hard, teamwork, creativity, and speaking, teachers can give direct assignment or homework toward the students and the tasks will be directly submitted to the teachers account, teachers can give score, comment and feedback towards the students' work, teachers can see the list of students who have finished their tasks and bring parents into the classroom experience by sharing photos, videos, and announcement.

III. Methodology

3.1 Types of Research

The research methodology is presented in six headings, they are, the research design, setting of the study, subjects of the study, research instruments, data collection techniques, and research procedure.

Gall, Gall and Borg's (2003) educational research and development (R & D) methodology had been used in this research. The development of an R & D research must be validate through a specific process. The steps of this R & D process will be followed very carefully. This media development model has been carried out using a development model that refers to research and development according to Gall, Gall and Borg's (2003), which says that a process is used to develop and validate products.

3.2 Research Subject

The subject of the study was the students of the tenth grade of SMA Negeri 3 Medan, X MIA 7 Class which is consist of 33 students.

3.3 Technique of Analyzing Data

The data have been analyzed in form of qualitative and quantitative. The qualitative data were collected from the result of interview section of the teacher's recording. Thus, the quantitative data were collected from the tabulation of the results of students' questionnaire and the checklist of media validation by the experts.

The data of students' needs analysis questionnaires were counted and changed into percentage (%).

The media validation was analyzed by using quantitative descriptive technique which describes the application of instructional media. This analysis is used to describe the data characteristics in each variable. The tabulation used Likert Scale with five alternative answers. Those are: Excellent = 5, good = 4, fair = 3, poor = 2, very poor = 1. The indicator of each category for each item is calculated to get the total score.

The feasibility rating scores were used as a reference to the results of trials by experts and teachers. The results of the scores obtained from the questionnaire will show the feasibility of android application as the media in teaching speaking.

IV. Result and Discussion

4.1 Research Findings Description

The first step is student needs and characteristics analysis, to gather appropriate information about curriculum needs that include analysis of core competencies, basic competencies and the purpose of learning English in class X IPA 1. The purpose of this needs analysis is to identify the fundamental problems faced by students in learning English.

The first stage in developing appropriate media for teaching speaking at tenth grades students at SMA Negeri 3 Medan was gathering data and information. The data taken in data analysis was done to know the students' need in learning. Need analysis was aimed to get the information about the students learning needs. This research would only conduct interview and questionnaires as the instrument of need analysis. The questionnaires were given to the students and interview for English teacher.

4.2 Media Needed by the Students

The data regarding necessities of students in learning English shows the highest percentage indicates that students learn English because they are interested in English and want to prepare themselves for higher education. The students need others the media beside printed book such as videos and interactive media to support their learning in speaking English so that they can use English as well in daily life and for the future. Based on the needs' analysis, most of the students have a good ability in English but still facing a lot of problems in speaking English and speaking performance such as lack of vocabulary, practice and self-confidence. Another problem that the students face is time to prepare the materials and the media used by teacher in learning speaking has not been helping enough. The students agree if application is used in learning speaking. The learning application should be easy to use and interactive and the students agree to use ClassDojo Application as media in teaching – learning speaking process. Based on the data, 14 students of 33 students or 42% students prefer learning speaking in peer to individual or groups. Further, 48% students want a collaborative application to learn English speaking. According to the students, the

good criteria of learning application are able to increase the students' interest in learning speaking, students' knowledge and encourage students to learn collectively. The students need some activities such as self-recording, practice dialogue and new vocabularies to improve speaking skill.

4.3 Developing Teaching Speaking Media by Using *ClassDojo*

The development model used in this study is the Gall, Gall and Borg model. The media was developed in six phases as follows: (1) research and information gathering, (2) analyzing data, (3) designing media, (4) validating by experts, (5) revision), and (6) final product. Product was designed by referring to the students' and teacher's need analysis. In teaching and learning speaking, teacher and students need media that can be used to improve students' speaking skill. To design the media, teacher should create the *ClassDojo* account for teacher. It is started by signing up an account by using email and choose the category as "English Teacher". Teacher can start creating a class to use and starting to create a barcode, so that the students can log in their account to the class automatically by using the barcode. Teacher inputs the students' name in the application and then, the classroom has been designed. Teacher can start to show the barcode toward the students, and students only need to scan the barcode given to log in. Further, the teacher creates and input the videos as the materials (final product).

4.4 Validating the Media

The media development was validated by two experts, English lecturer and English teacher. There were 3 aspects which were used in Expert's validation. Those are Content aspect, Media aspect, and Interactivity aspect. The media validation used 5 scales, as follows: Excellent (5), Good (4), Fair (3), Less (2), and Very Less (1). The revision, criticism, and suggestion given by the experts were used to revised and enhance the quality of the media which is used in teaching speaking. The average scores of Media Validation given by the lecturer was 90, the average score was 4,5 and the percentage was 90%, which means the media is categorized as "*Very Good*". The score given by the English teacher was 86, the average score was 4,3 and the percentage was 86%, which means the media is categorized as "*Good*". The percentages show that the teaching media evaluation was 90% and 86%, it means that the teaching media developed is suitable to use in teaching English speaking.

V. Conclusions and Suggestions

5.1 Conclusion

The results of data analysis generate the researcher to draw the conclusion that there are some problems faced by the students of tenth grades at SMA Negeri 3 Medan in learning English speaking. Based on the data analysis, the researcher found that the students are lack of vocabularies, practice and self-confidence and are afraid of criticize and making mistakes. On the other hand, the students wanted to use a media in teaching learning process in order to help them improve their speaking skills and interest in learning speaking. Regarding the findings of data analysis, the researcher would like to develop a media for teaching speaking. The media is ClassDojo Application. ClassDojo Application was designed based on the needs analysis of the students and using several procedures: (1) research and information gathering, (2) analyzing data, (3) designing media, (4) validating by experts, (6) revision, and (6) final product. Based on the media expert validation, the average scores of ClassDojo Application as teaching media were 4.5 or 90% from the lecturer and 4.3 or 86% from teacher, which mean the teaching media developed is appropriate and applicable to use for the tenth grade students at SMA Negeri 3 Medan.

5.2 Suggestions

Based on the study of Developing Teaching Speaking Media by Using ClassDojo Application, the researcher provides some suggestions for utilization and further development of media, as follows:

a. For Teachers

Regarding the development of technology and the problems faced by the students during teaching and learning process in the classroom, teachers are expected to use an interactive media in order to help the students improve their speaking skills. In addition, teacher should be able to master both materials and the use of ClassDojo Application in the classroom.

b. For Students

The students are expected to practice and learn English speaking inside and outside the classroom in order to improve the speaking skills. Students also need to master the use ClassDojo Application and learn collectively through the application. Furthermore, the application is flexible and can be used everywhere.

c. For Further Research

The result of this study can be considered as a recommendation for the further researcher related to this study. ClassDojo application can be widely used for teaching learning speaking and can be widely tested using larger samples for better quality as research experiment to measure the effectiveness of the product.

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