# DEVELOPING SCRAMBLE GAME USING CLASSDOJO AS STUDENTS' MEDIA IN READING DESCRIPTIVE TEXT FOR THE SEVENTH GRADE STUDENTS OF SMP DHARMA PANCASILA MEDAN

## AN ARTICLE

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# DEVELOPING SCRAMBLE GAME USING CLASSDOJO AS STUDENTS' MEDIA IN READING DESCRIPTIVE TEXT FOR THE SEVENTH GRADE STUDENTS OF SMP DHARMA PANCASILA MEDAN

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## ABSTRACT

This study deals with media in learning English especially reading descriptive text for the seventh-grade students. The objective of the study were to develop a Scramble Game using ClassDojo as a media in learning English especially descriptive text for junior high school. This study was conducted by research and development (R & D) design through six phases; gathering information and data, analyzing data, designing Scramble Game Using ClassDojo as media in descriptive text, validating by experts, revising, and final product. The subject of this research was the seventh-grade students of SMP Dharma Pancasila Medan. The instruments for collecting data were questionnaire and interview. The data were gathered by administering interview to the English teacher and distributing questionnaire to the seventh-grade students to get the students' needs. The evaluators of the developed media were two experts namely an English lecturer and English teacher. The findings show that Scramble Game Using ClassDojo was able to be developed into media in learning English using the research method and needs analysis. The result of the research was the Scramble Game media that the teacher can use as the learning media of descriptive text for the seventh-grade students of junior high school. The developed media have been validated by experts. The total of validation score from the Expert I and Expert II are 91.8% so it was categorized "Very Good". It means the developing Scramble Game Using ClassDojo are appropriate as media in reading descriptive text and can be used for the seventh-grade students of SMP Dharma Pancasila Medan in learning English especially descriptive text.

**Key Words:** *Research and Development (R&D), Reading, Media, Descriptive Text, Scramble Game, ClassDojo.*

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**INTRODUCTION**

Media is a tool that serves to convey information. It is known as an intermediary between the messenger of the messages to the recipient of the word. In education, the media is called learning media. The media is used to help the teacher in transfer messages or information to the students. As in general, the learning media is made appropriate according to the students' needs to achieve the target learning. Learning media is an integral part of the teaching and learning process. It has a significant role in the teaching and learning process.

Furthermore, Musfiroh (2004) states that reading is an active process to get the meaning from printed words or symbols. Reading also has a significant role in learning English; it is needed to achieve the ability to understand a text in English. Through reading, students can absorb the information that is given by the writer in the book. Anderson in Chen (2005:1) emphasizes that mastery in reading can help learners succeed in learning English and in other content classes where interpretation is required. The students are highly expected to have skill in reading a text.

According to the basic competencies in Curriculum 13 (Kurikulum 2013), various kinds of text genres need to be known by the students in Junior High School, such as descriptive text, procedure text, narrative text, recount, and report text. Each kind of text has specific generic structures that make the reader understand and comprehend the purpose of the text. Especially for students in seventh grade, the first genre of texts students learn is descriptive text. The students are expected to recognize the generic structure and its linguistics elements and understand the ideas of descriptive text as part of the learning achievement target.

However, many teachers still teach without innovative ideas, especially in reading the descriptive text for the Junior High School. The teacher only used material textbook in teaching reading descriptive text. While the descriptive text is also one of the texts that students in Junior High School need to recognise, it requires a media in its learning process. Besides, Emilia (2011) also stated that descriptive text is a text that allows the writers to describe how a person, object, appearances, landscape or phenomenon looks so the reader can imagine and feel the real situation as long as the reader understands and aware of what the writer is writing. Therefore, in this case, the teacher allowed to use appropriate media, according to the students' needs and reading text ability.

The researcher found that the students had difficulty reading the descriptive text. For example, the students could not understand the text's idea and ignored the lesson well. The researcher found it was because the teacher did not use any media in reading descriptive text besides only reading from the book. The researcher also found that the school used three books in learning English from the interviewed with the teacher. One was a book from the government, and the two other books were a book for students' test and practice in answering the exercises from the school. The students were also continually asked the teacher meanings of the words in each sentence of descriptive text they were reading because the students did not understand the meaning even though they used the English books. It is also added with the lacked students' knowledge about the descriptive text. In this case, the teacher should know how to use the innovative

and appropriate media in reading descriptive text from textbooks and with the new and creative media in assisting the teacher in creating a more exciting classroom and helping the students understand the descriptive text.

Some factors have to be considered in achieving learning objective in the school, which is the teachers, the materials, and most importantly, the media. By the current development, media with the latest technology is more attractive to students. Students nowadays are related to technology and familiar with using a gadget. To take advantage of this situation, the ClassDojo will be used. ClassDojo is a digital learning platform that is provided free for teachers, students, and parents to interact with each other and can be accessed online to organize and give direction to students in doing their tasks in digitally learning. The teacher can send files, pictures, and instruction to the students in the class through its digital platforms.

The ClassDojo used conventional media Scramble game as a learning media and displayed pictures in reading the descriptive text. The students arranged sentences that related to the images given in the right order sentences. In this study, the kind of pictures displayed in the digital learning platform as the hint from scramble order is scrambled pictures. Scramble pictures are derived from the scramble, in which according to Harjasurjana and Mulyati (2007), the term scramble is used for a kind of word game, where the game asks the players to arrange the scrambled letters, sentences, discourses and pictures that had been given to become the right order. The used of a scramble with various activities with any games that appropriate to the learning material, and it's depended on the teacher's creativity. Alongside the use of a scramble, it was expected the students to achieve and recognize that the learning target of reading descriptive text. The learning objective was to understand the meaning of the descriptive text and its linguistics features.

Due to the relevant studies, in this research, the researcher developed the Scramble game using ClassDojo with the aims is to take advantage of recent technology. The students were displayed pictures from the apps and added with the conventional media Scramble game; the students were asked to organize the sentences in a descriptive text to become a right order alongside the related pictures given to the students. With Scramble game using ClassDojo as the media in reading, especially descriptive text, the students expected to acquire the knowledge and enjoy the fun learning and be actively involved in the learning process.

**REVIEW OF LITERATURE**

**1. Media**
      Media defines as human, material, or events that establish the conditions that enable the students to acquire knowledge, skills, and attitudes. In this case, teachers, textbooks, and school environment are media. According to Carol (2010:3), media is a form of communication that people use to deliver information. These include newspapers, magazines, radio, novels, television, textbooks, photographs, cartoons, films, and so on. Arsyad (2013 : 3) mentioned that media in the teaching-learning process is the tool for conveying and delivering the learning messages. The use of media in teaching and learning process can generate new passions and interests to the students, raise motivation and stimulation of learning activities. The use of media at the stage of learning orientation will help the effectiveness of the learning process and delivery the messages and content of material learning.

**2. Scramble Game**
      Scramble is a media used to help the teacher and students in achieving the teaching and learning target, in which the media can be random words, sentences, paragraphs, and even pictures. According to Harjasurjana (1997) in Suratno thesis (2014) Scramble is a learning technique that provides the development and improvement of students' insights in compiling a text organization so that it becomes in the right order of the text. Also, trains students to be more active and creative in finding words or sentences that are appropriate to the original arrangement. Harjasurjana and Mulyati (2007), also said the term of the Scramble is used for a kind of word game, where the game asks the players to unscrambles the letters, words, sentences, or even pictures that have been scrambled into the right order. The game scramble is a game that can be done by 2 or 4 people in a group, in the game, the players have to rearrange words from letters, sentences from words, and discourse from sentences of sentences that have been a scramble in the first place.

**3. ClassDojo**
      In this new era of learning, technology plays a fundamental role in the processes of teaching students. And one of the technology can be useful is ClassDojo. ClassDojo is a free educational technology communication app and website. It is used as the school communication platform for teachers, students, and families that can be used every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages. Founded in August 2011 by Sam Chaudhary, and Liam Don. ClassDojo became one of the popular apps among students and school teachers in the United States. Almost 95% of pre-kindergarten through eighth-grade schools are using ClassDojo in the US. In 2013, Classdojo launched its first app for android system version. So it can be accessed by everyone in everywhere through google chrome website on laptop/PC in www.classdojo.com or through the application itself that available to download on google play and AppStore in the smartphone. By using this platform, the teacher will easily give direction and displaying the task to the students quickly. And it is expected to attract more students' interest.

## 4. Reading

Reading is a means of language learning, communication, and a way of sharing information and ideas. Like all languages, it is an interaction between the text and the reader that is shaped by the reader's prior knowledge. Reading is generally known as the receptive skill of language. The reader receives information from the writer through the words, sentences, paragraphs, and so forth, and tries to understand the ideas of the writer. Berardo (2006) also states that reading can be seen as an interactive process between the reader and the text which can lead to the automaticity of reading fluency and has a result in the students' understanding of the text. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

## 5. Descriptive Text

Descriptive or description etymologically is derived from the word describe. Describe means to draw, to illustrate or to picture an object, place, person, and animal in order to have the visual appearance of the object described (Dirgeyasa 2014: 69). In other words, descriptive is a type of text which has a specific function to describe an object (human and non-human or idea) vividly so that the reader can visualize the object described. On the same thought with Pardiyono (2007: 34) also states that a descriptive paragraph is a type of written text, which has the specific function to describe an object (living or non-living things). It has the aim of describing an object to the reader clearly. The descriptive genre can also be defined as the way how things look, smell, taste, feel and sound. Dirgeyasa argues that descriptive genre may be used to describe more than the outward appearance of the people, but also their traits of character personality. From the definition, it can be concluded that the descriptive paragraph is a paragraph that describes a particular person, place, or event.

## RESEARCH METHODOLOGY

This study was conducted using the Research and Development (R & D), adapted from Gall, Borg and Gall, Walter method. R&D is an industry-based development model that results from the study used to design new products and procedures. The product of R&D also systematically field-tested, evaluated, and revised to meet the specified criteria of effectiveness, quality, or similar standards. (Gall, Gall and Borg (2003:569). Gall, Gall, and Borg (2003) mentioned it is aimed to develop and validate educational product such as teaching method, teaching-learning media, and teaching-learning book (material book). As the purpose of this research, the researcher used six steps of educational R&D method, which are: 1. Gathering Information and Data (Need analysis) 2. Analyzing the Data 3. Developing Media 4. Validating to Experts 5. Revising 6. Final Product.

This study deals with how to develop the media for the teacher and students at SMP Dharma Pancasila to be used in the classroom as the learning media in reading the descriptive text.

The data of this study are the result of students' questionnaire and interview of needs analysis with the teacher. The source of data were students and the English teacher of seventh-grade at SMP Dharma Pancasila. The instruments in collecting the data that used in this research are questionnaire and interview by distributing the questionnaire of students' need for quantitative data and teacher's interview analysis for qualitative data.

## RESEARCH FINDINGS AND DISCUSSION
### *Finding*

### a. The Existing Media
The teacher using 3 textbooks in learning English. The first and second books are an exercise and worksheet book given from the school in which the teacher gives their homework based on the book. Meanwhile, the third book is a book from the Ministry of Education of Indonesia revision edition 2016 as the material book and even using the book as if it's the media in learning activity especially reading descriptive text. The researcher also found that the teacher sometimes will use an LCD projector to show a video.

### b. Analyzing the data
The main data of this study were the students' needs analysis and the interview.

### a) Questionnaire Analysis
#### 1. Necessities
From the result of the questionnaire, it can be seen in question number 1,more than half of the students chose that digital media with innovation also required as a media in reading descriptive text (52%).And for question 2 most students agreed to chose that the use of digital learning application is needed by the students in learning English (100%).
Following the question number 3 and 4, from the table above, it can be seen that the majority of the students were all agreed that the necessity in English learning material should be clear, understandable, and according to the standards of competence and related to the ability of students as in daily life (100%). When it comes to giving an example in reading descriptive text, 20 students(95%)chose Yes as their option, and 1 student (5%) chose No, it means in reading descriptive text the majority of the students needs to be given an example first of how to read the text. And the students will follow what their teacher reads.

#### 2. Lacks
Some students were facing difficulties in learning English, especially reading the descriptive text. For question number 5, 13 students (62%) did not understand or know about generic structures of descriptive text. Still, there were 8 students (38%) who already knew or understood generic structures in descriptive text. And the students also found it is less interested. 12 students (57%) did notexcited when it comes to reading descriptive text. In question number 7, 11 students (52%) already understand with the explanation about descriptive text given by the

teacher. Inthe other hand, 10 students (48%) did not understand about the teacher's explanation about the descriptive text. In question number 8 and number 9, it shows that the students were agreed to choose that the difficulties they had in reading the descriptive text were because they did not know how to read a certain vocabulary in descriptive text. They also did not understand the meaning of vocabulary in reading descriptive text. 14 students (67%) chose option (No), means they did not understand the meaning of certain vocabulary in reading descriptive text, and 7 students (33%) of chose (Yes) as their answer, means that they understand about the meaning of words in descriptive text. Next, in question number 9, 11 students (52%) chose that they did not know how to read certain vocabulary in descriptive text, and the rest, 10 students (48%) chose they know how to read the vocabulary in descriptive text. Lastly, in question number 10, 10 students (48%)agreed to think that the teacher's media in learning English, especially reading the descriptive text was already under the material curriculum. On the other hand, 11 students (52%) disagreed and added that they need new media with innovation in reading descriptive text, not only reading from the textbook but also in other media.

### 3. Wants

It can be seen that the percentage of students who wants to learn English by using other media besides from textbooks was high, for question number 11, 9 students (43%) chose the option; Yes, said they prefer learning English from textbooks, but the majority of students, 12 students (57%) chose option; No, said that they prefer to use other media in learning English. In the question number 12, in the table above shows a percentage of 15 students (71%) agreed that the teacher ever gave English language learning media by using digital learning applications from the result of the questionnaire.

For question number 13, 12 students (57%) were agreed that they prefer to use digital learning application as a media in learning English. And 9 students (43%) chose option; No, they prefer to use English textbooks. Then, 12 students (57%)chose that they had read the descriptive text in digital application other than in textbooks media. 11 students (52%)also prefer doing activities such as reading using digital learning applications in learning descriptive text. As for the game scramble, in the question number 14, 13 students (62%) stated that they ever heard about the game and want to do such activity in digital learning application. Most of the students with percentage 18 students (86%) chose to read the descriptive text about animals, people, and things. Then, 15 students (71%) preferred to study English in a group of learning. The students want to use the type of media as a digital learning application with pictures and interesting games on it, which 17 students (81%) chose option; Yes.

## b) Interview Analysis

The interview session had been administrated to the English teacher by the researcher. The interview was conducted to find out the information that concerned teachers about learning English, especially in reading descriptive text and how the appropriate learning media suggested reading descriptive text. The teacher found it difficult that the students lacked interest in learning; they did not seem as excited as what the teacher expected and did not really understand the

lesson well. Some students might understand the lesson, but some students also acted as nothing happened about the class. They did not pay attention much to the lesson because they did not understand the lesson. Then the teacher agreed through new media were able to help the students in understanding the lesson. The teacher also considered that textbooks were not enough to be used as the only media in reading descriptive text. The teacher needs another media that can gain students' interest in learning English. A media that is close enough with their daily life, and easy to access. The teacher suggests having a media that has many benefits that can do many activities through it. A media that also come with pictures or games.

**c. Experts' Validation**

The developed media was judged by experts to make sure the quality of the materials. The data analysis technique used five categories. It was classified to 5 scales, and each scale has a certain score; very good that was given score 5, good was given score 4, the fair was given score 3, bad was given score 2, and very bad was given score 1.

There were 4 aspects in the validating instrument; they are linguistics aspect, process aspect, content aspect, and layout aspect, following the critics and suggestions columns. The first expert was Dr Anni Holila Pulungan, M.Hum. She is the English and Education Department lecturer on English and Literature study program of the State University of Medan mastering into linguistics. And the second expert was Isniar Dayanti, S.Pd. She is the English teacher in Dharma Pancasila Junior High School Medan.

 a) Expert I Validation

  From the result of the Expert I validation score, the media's total score was 92.7%. According to the scoring criteria, the score was categorized as "Very Good".

 b) Expert II Validation

  From the Expert II validation score result, the total score for the media that the researcher gets was 90.9%. According to the scoring criteria, the score was also categorized as "Very Good".

 c) Calculation of Expert I and II Validation

  The calculation of validation from the Expert I and Expert II was got 202 scores from a total of 220 scores. The result of the accumulative validation score from Expert I and Expert II was 91.8%. According to the experts' scoring criteria, the total score for the developed media is categorized as "Very Good".

*Discussion*

　　An interesting and innovative media with technology that the students already familiar with is a media that could attract them to learn English material. As a result, the researcher developed a conservative Scramble Game using digital learning apps ClassDojo as innovative and interesting media based on students' need analysis. The researcher developed the learning media because the teacher only used textbook in reading descriptive text for the seventh-grade students of SMP Dharma Pancasila Medan. In relation with the previous study by Fahrizal (2019) and Tanum (2014), this study has similarity with the previous study in using Scramble Game as media to enhance students skill in learning English especially reading. But, in the other hand the previous researchers did not provide Scramble Game with digital education platform such as Classdojo. Both of the previous studies have shown a significance result in applying Scramble Game.

## CONCLUSIONS AND SUGGESTIONS
*Conclusions*

　　The teacher should be able to use an innovative and interesting media in order to help the students in learning descriptive text. By using Scramble Game with ClassDojo, the students can learn descriptive text on ClassDojo apps and gain new knowledges.

　　Based on the total of validation score given by the Experts, the developing media of Scramble Game is already appropriate to use as a learning media in reading descriptive text for the seventh grade of Junior High School students. With the percentage from Expert I was 92.7% and the percentage from Expert II was 90.9% and the total score from both Experts was 91.8% which it is categorized as "Very Good" media.

*Suggestions*

After doing this research, the writer would like to offer some suggestions.

1. For the teachers, it can be implemented for the teachers in the teaching and learning process for the media to present the English material based on the students' need if the teacher wants to explore its features and organize well.
2. For the students, by using this innovative media in English class, it perhaps will increase more students' interest and enthusiasm in learning English, especially reading descriptive text.
3. For other researchers, it is hoped that this research could inspire and may help other researchers to conduct research related to media in reading descriptive text.

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