

CHAPTER I

INTRODUCTION

This chapter discusses the introduction of the study. This section contains six parts such as, background of the study, problem statement, limitation of the study, objectives of the study, benefits of the study, and research paper organization.

A. Background of the Study

English was importantly learnt, since it was positioned as the International communication language. Hence, teaching speaking in foreign learners' was paying much attention. Since, speaking was decided as the most difficult skills to teach in foreign language (Bailey&Savage, 1994; Lazarton 2001). Therefore, the roles of a teacher were essential to raise the learners' ability in speaking.

Teacher, who is teaching speaking, should assist the learners' in communicating by using English (Sparks, Patton, Ganschow, Humbach, & Javorsky, 2008). In line with Brown (2001), the teacher should prepare any speaking activity in order to give chance to the learners' to speak. Sometimes, the learners' were not able to speak due to their linguistic competence such as pronunciation, grammar, and vocabulary (Ratcliff, Jones, Costner, Savage-Davis, Sheehan & Hunt, 2010). The learners' are facing an anxiety through the capability they had. In consequence, the teacher should make appropriate variation in teaching to improve learner ability in speaking.

In contrary, since the development of technology on education area was increasing rapidly. Some countries, is obliged each school applying technology in teaching-learning activity. For example, on America, on 2008, the expansion of technology was marked through the government support in implementing the technology in American schools to spur the competitiveness, and improving its economy globally (McKnight, O'Malley, Ruzic, Horsley, Franey & Bassett, 2016). In contrary, nowadays every child has known the variation of technology, and how it is used since birth (Hicks, 2011). Hicks also argued that this situation forces the teacher and school leader to implement technology in order to know the learners needs, as also appropriate with the advantages which brought by technology in school environment. The teacher should also use technology in

their teaching learning activities because technology can make teacher job easier. For instance, technology could assist teacher in explaining the materials, assessing learner activity, and reducing teacher time to explain the material (Hicks, 2011; Lazar, 2015). To apply technology in classroom, teacher needs to know the variation of technology in order to use it appropriately.

Technology used in education fields has two variations. The variations are hardware form and software form (McMurray & Hoover, 1984). The hardware form could be in form of smartphones, headphone, LCD, speaker, and laptop. Further, the software form could be any application, which served the hardware device. Those devices are characterized as educational technology, which only brought up for educational purposes.

The function of educational technology is not replacing the teacher roles but assisting the teacher in evaluating or explaining the material (Sharma, 2018). For this reason some applications developed, such as Edmodo and ClassDojo. Firstly, Edmodo was brought up by Nic Borg and Jaff Ohara on 2008. It was an application in which connecting the teacher, students, and parents in order to know the classroom climate. *Edmodo* is specialized to share the ideas among the students and teacher in which parents can know the situation and the progress of their children. *Edmodo* was not used to evaluate and replace teacher role in explaining the material. Comparatively, *Classdojo* is not also utilized to change teacher roles sbut helping teacher in examining student behavior and involving parents in classroom through *Classdojo* (Williamson, 2017). *Classdojo* developed to connecting the teacher, students, and parents and as a platform to examine student behavior (ClassDojo, 2018).

The behavior assessment, which is found in ClassDojo, was unique. It was a new idea to reform the student negative behaviors into positive behavior (Saeger, 2017). As a new platform on education fields, *Classdojo* permits the teacher to make their own characterization of positive and negative behavior. The criterion can be made by the teacher or school leaders as a way to support the school programs and goals.

On every week and every month, *Classdojo* will calculate the negative and positive behavior. The calculation will be announced through the application and can be accessed by teacher, student, and parents. Each student, who is doing positive behavior, will get additional point and the student, who does negative behavior, will only not get minus point. Further, the parents will also know the child progress during on the school whether on their behavior rank or their learning activity. *ClassDojo* is also providing Classroom, message, stories, and original content big ideas features to make the teacher easier to communicate with the students and parents. Further, *ClassDojo* also provides some animation videos which taught about positive behavior towards learner (Chiarelli, Szabo, Williams, 2015).

Recently, the behavior assessment on ClassDojo was matching with the Ministry of Education and Culture, or Kemendikbud, program. *Kemendikbud* was officially integrating Character Building Program, which known as Character Strengthening Program (*Program Penguatan Karakter or PPK*). It was appropriate with *Nawa Cita* program in which emphasizes on Indonesian mental revolution (Kemendikbud, 2017). *Kemendikbud* also explains that the portion of character education in Elementary School is about 70 percent and Junior High School is about 60 percent as following the President instruction. PPK program, as described by Kemendikbud, is highlighted on five programs, for instance, religious, nationalism, integrity, independent, and cooperation values. Likewise, the program is also aimed to mend the image of teacher.

The implementation of PPK in Indonesian school as appropriate with the government rule No. 19 of 2017 in which Kemdikbud encourages paradigm shifts on teacher to be able to become professional teacher whose could create positive characters on learners to become Indonesia Gold Generation on 21st century. For this reason, ClassDojo is suitable to apply in Indonesian school to support character education practice effectively.

Implementing ClassDojo in Indonesia Junior High School is a new matter. It was a new situation and need much effort to do so. By means of assisting character building assessment, SMP Islam Diponegoro is using ClassDojo in the

teaching learning process as reflected on the best student and best class awards on 2017 (Maya, 2017). Maya also described the marking of the best student and class award were using Student Point Reward, which is provided by ClassDojo.

Regarding to ClassDojo usage, some studies suggest to use ClassDojo as a tool to improve learner positive behavior (e.g. Saeger, 2017; Masruri, 2017; Chiarelli, Szabo, and Williams, 2015; MacLean-Blevins, 2013). Regardless, many studies were investigated ClassDojo in improving learner behavior, a small amount study that revealed the utilization of ClassDojo in teaching foreign language especially in Junior High School.

Consequently, as appropriate with the explanation above, the writer proposes a research entitled **“THE IMPLEMENTATION OF CLASSDOJO IN TEACHING SPEAKING AT THE NINTH GRADE OF SMP ISLAM DIPONEGORO SURAKARTA IN 2018/2019 ACADEMIC YEAR”**

B. Problem Statement

The problem statements of the study are:

1. How is the implementation of ClassDojo in teaching speaking in the ninth grade of SMP Islam Diponegoro Surakarta?
2. What are problems (if there any) faced by the teacher in the implementation of ClassDojo in teaching speaking in the ninth grade of SMP Islam Diponegoro Surakarta?

C. Limitation of the Study

The researcher limits the study on the English teacher of the ninth grade especially “D” class of SMP Islam Diponegoro Surakarta who is using ClassDojo on their speaking class.in 2018/2019 academic year.

D. Objectives of the Study

In conducting the research, the researcher aims to:

1. Describe the implementation of ClassDojo in teaching speaking in the ninth grade of SMP Islam Diponegoro Surakarta.
2. Describe problems (if there any) faced by the teacher in the implementation of ClassDojo in English lesson in the seventh grade of SMP Islam Diponegoro Surakarta.

E. Benefits of the Study

The researcher hopes the research can give some benefits as follows:

1. Theoretical Benefit

The research is supposed to improve the educational technology research, especially on the implementation of ClassDojo in Junior High School.

2. Practical Benefit

The practical benefit of the research addresses to the teachers, the school and the other researcher, as follows:

- a. For the teacher, the outcome of the research can be used as additional information towards the implementation of ClassDojo in the class especially on Junior High School.
- b. For the school, the result of the research can be used as references in implementing ClassDojo programs on the class.
- c. For the other researchers, the result of the research can be used as references to conduct another research in the future which related with the study.

F. Research Paper Organization

This study is arranged systematically. The study is consisted of five chapters as follows:

The first chapter is about introduction. It explains about the main problem of this paper. It covers the background of the study, limitation of the study, problem of the study, objectives of the study, and the benefit of the study.

The second chapter is reviewing the related literature. Explain about the underlying theory and previous study. The theory discussed was about speaking, educational technology, and ClassDojo.

The third chapter is research method. It is containing the type of research, subject of the research, data and data source, technique of collecting data, method of analyzing data, and data validity.

The fourth chapter is explaining research finding and discussion.

The fifth chapter is conclusion and suggestions. It is a core review of previous discussion in this paper.