

**THE IMPLEMENTATION OF *CLASSDOJO* IN TEACHING SPEAKING
AT NINTH GRADE OF SMP ISLAM DIPONEGORO SURAKARTA IN
2018/2019 ACADEMIC YEAR**



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for Getting Bachelor Degree of Education
in English Department**

By

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APPROVAL

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The researcher



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penggunaan ClassDojo dalam pembelajaran berbicara Bahasa Inggris, serta mendeskripsikan masalah yang dihadapi guru saat mengajar. Metode yang digunakan dalam penelitian ini yaitu kualitatif deskriptif. Subjek dari penelitian ini merupakan guru Bahasa Inggris kelas Sembilan D di SMP Islam Diponegoro Surakarta. Hasil penelitian yang telah dilaksanakan menunjukkan bahwa pengimplementasian ClassDojo dalam pembelajaran *speaking* digunakan sebagai penilaian sikap siswa selama pembelajaran; ClassDojo digunakan untuk menstimulasi siswa agar aktif dalam pembelajaran *speaking*; dan menghubungkan guru, siswa, serta orangtua. Masalah yang dihadapi guru yaitu orang tua siswa yang perlu beradaptasi dalam menggunakan aplikasi digital.

Kata Kunci: *ClassDojo, mengajar speaking, media pembelajaran, penilaian sikap*

Abstract

This study aims to describe the implementation of ClassDojo in teaching speaking, and describe the problems faced by teachers when teaching learning activity. This study is using descriptive qualitative method. The subject of the research was an English teacher of ninth D class in SMP Islam Diponegoro Surakarta. The results of the study shows that the implementation of ClassDojo in teaching learning is used as a behavior assessment; stimulating students to be active in speaking class; and connecting teachers, students, and parents. The problem faced by teachers was the adaptation of teacher in using digital application.

Keywords: *ClassDojo, teaching speaking, learning media, behavior assessment*

1. INTRODUCTION

Recently, the development of technology was increasing rapidly. The expansion was also affecting to the children. The children have known the variation of technology, and how it is used since birth (Hicks, 2011). This situation forces the teacher and school leader to implement technology in the

school. The sage of technology could motivate students in learning due to the variation of teaching by using technology. By using technology, the teachers are easier in doing their job. For instance, technology could assist teacher in explaining the materials, assessing learner activity, and reducing teacher time to explain the material (Hicks, 2011; Stošić, 2015).

The improvement technology used in education was marked by the implementation of technology in the school. The example was ClassDojo which is used as an additional assessment. ClassDojo was generally used as a behavior assessment to improve the positive behavior among the learner.

The assessment of ClassDojo was conducted every week to improve learner positive attitudes (Saeger, 2017). The criterion of learner positive characters was provided by ClassDojo, which made the teacher easier to evaluate the learner attitudes (Krach, McCreery, and Rimel, 2016). The behavioral assessment used in ClassDojo was linear with the Indonesian government program named Characterization Building Program, or known as *Program Penguatan Karakter (PPK)*.

Knowing the features used in ClassDojo, SMP Islam Diponegoro Surakarta was participating in using ClassDojo as its behavior assessment. For this reason, the researcher wonders how was the usage of ClassDojo in teaching-learning activity especially in speaking class, considering ClassDojo is only used as behavior assessment.

2. RESEARCH METHOD

The research is using qualitative research in collecting and analyzing the data. The subject of the research is the teacher of ninth grade in SMP Islam Diponegoro Surakarta in teaching speaking. The data was taken by using interview technique in order to get deep understanding. During analyzing the data, the researcher is using three steps as stated by Miles and Huberman (1994), there are data reduction, data display, and verification. The credibility of the data is using member checking, in which the data will be given to the informant to verify whether data was appropriate with the information of the informant or not.

3. FINDING AND DISCUSSION

There are some findings which obtained by the researcher from the research. They are related to the implementation of ClassDojo in teaching speaking and problem faced by the teacher in using ClassDojo during teaching speaking. The findings are:

3.1 Findings

3.1.1 ClassDojo is used as assessment in two categories instrument.

The behavior assessment was done by the teacher of SMP Islam Diponegoro supported by the school stakeholder. In scoring the learner behaviors, the assessment is scored through two categories. There are positive and negative behavior.

The intended behavior depends on each school. Whether the positive and negative behavior. So the details are adjusted to the schools environment. (Data 1)

While applied in teaching speaking, there were no assesment in speaking fields, such as pronunciation, grammar, and the fluency. ClassDojo is only used as behavior assessment

There is no speaking assessment in the ClassDojo. ClassDojo isn't only used as behavior scoring. The criterion of speaking assessment is not found in ClassDojo. So we don't put these assessments into ClassDojo. We were only assessing children who were active and calm in speaking class. On the opposite side, children who were noise and not focus in the class, was reminded once or twice. If the students were disobedient, we give the negative points for them.(Data 2)

3.1.2 ClassDojo is used to stimulate speaking

During speaking class, the teacher should force the students to participate in speaking class. This is so because a conversation cannot be done by a person only. As the consequence, the teacher decided using ClassDojo as alternatives to stimulate learners participating in the class.

Well, ClassDojo is not appearing suddenly. Before implementing ClassDojo in classroom, we learnt it first. The usage of ClassDojo in the class was relying on the teacher. So, we do not depend on ClassDojo in the class. In learning English, we need to make the students to be active. Moreover, if the child is not forced to, eee ... focus in

learning speaking. Meanwhile, speaking that we take was conversation. That's why we have to force learners to be active. (Data 3)

3.1.3 ClassDojo can be started by parents, students, and teacher participation

ClassDojo was uniting teacher, parents, and the students' in an online classroom. The goal of uniting parents, teacher, and learner was aimed to make easier the parents accessing the

The teacher needs to prepare a good internet connection. First, we have also socialized, ClassDojo to the learner parents. When the child gets positive points in the class, parents got a notification on their smartphone that that their child got a positive point in English class directly. So the parents could monitor their child activity through ClassDojo. Students can also monitor their points by open in their own phones. Since, student is not allowed to bring a cellphone in the school. So the learner could open ClassDojo after they go home. (Data 4)

The quotation above showed that the participation of the parents and learner were invited to join in the ClassDojo by the teacher. By, joining in ClassDojo the parents could monitor the development of their children in speaking class.

3.1.4 Parents needs to adapt in using ClassDojo

In this era, digital literacy awareness was spreading widely. The improvement of digital literacy was followed by the high number of digital hardware and software in the world. However, the number of digital literacy in Indonesia was not high especially for elder people. Since, the usage of ClassDojo is also involving parent participation. Parents were need to adapt in using ClassDojo.

Actually the problem is not relied on the use of its assessment. Since the goal of using ClassDojo is involving parent monitoring the development of their children but all parents bring smartphones. So, eeee, maybe not a hundred percent of parents of the learner is, eee, having ClassDojo application. This is so because they don't have an Android cellphone. It was our challenge and problems using ClassDojo. in summarized the parents who has no

smartphone cannot monitor the development of children in the class. (Data 5)

The data was exposing that the parents need to adapt with the smartphone in accessing ClassDojo. In contrary, not all parents of the learner are having smartphone in which ClassDojo only can be accessed by smartphones and computer. In short, the parents cannot monitor the progress of their child during in school. It causing the goal involving parents in monitoring learner activity cannot be done perfectly.

3.2 DISCUSSION

3.2.1 ClassDojo is used as assessment in two categories instrument.

ClassDojo, as a behavior assesment, is having two categories assessment. The categories were positive and negative categories. The positive category was used as instrument to evaluate learner positive attitudes. Similarly, the negative category was used as an evaluation on learner negative attitudes. In same way, Burger (2017) also reveals that ClassDojo was having positive and negative category to assess learner behavior.

The positive and negative categories were provided by ClassDojo but the instrument is not. The instruments are made by the school and setting up in the ClassDojo application directly, as showed in data 5. The teacher should set the instruments before the class begins.

In addition, the data showed that the assessment is only in form of behavior assessment. There is no pronunciation, grammar, and fluency assessment served by ClassDojo in teaching speaking. In other words, the pronunciation, grammar, and fluency assessment is assessing manually.

3.2.2 ClassDojo is used to stimulate speaking.

In teaching speaking, the teacher should make sure that all learners were involved to participate in learning activity (Harmer, 2001). In contrast, the student of ninth D is being passive in learning speaking.

As the result, the teacher should find out the solution to make learner active in the class.

ClassDojo was selected by the teacher to be a solution to overcome passive learners. By taking ClassDojo, as the added assessment, ClassDojo is aimed to raise the learner interest in speaking class. The data also find out that the interest of the learner is improving significantly. The teacher explained that learners are being enthusiast due to the scoring system in ClassDojo. The scoring system enhances the learner enthusiasm collecting many points to get the highest points in the class. The situation was effectively engaged the learner during the class and improved their interest in speaking English.

3.2.3 ClassDojo can be started by parents, students, and teacher participation.

The goal of using ClassDojo was connecting the teacher with the parents and students (ClassDojo, 2018). Hence, the teacher should engage the learners and parents participation in using ClassDojo. The participation of the teacher was the base in utilizing ClassDojo.

The teacher participation is reflected in preparing ClassDojo before the class begins. Firstly, the teacher makes a classroom and inputs the name and photo of the students in ClassDojo. When the classroom was ready to used, the teacher socialize the utilization to the parents. Parents are invited to participate in ClassDojo in monitoring their children progress. Parents are able to monitor the negative and positive points got by their children during the school. Instead, the parents were also able to know the activity of their children, especially during the speaking class. Parents could monitor through classroom story in the ClassDojo. The story was uploaded and taken by the English teacher in speaking class.

Besides, the students are also invited to join in ClassDojo classroom by the teacher. The students are invited to monitor their point progress. It can be also fostered the spirit of the learner to be active in learning speaking and collecting many points to be the best one.

3.2.4 Parents need to adapt in using ClassDojo.

The teacher tells about the problem faced in utilizing ClassDojo. One of the problems was the unpreparedness of using ClassDojo by some parents. The parents were not ready because they have no smartphone to access ClassDojo while ClassDojo was only accessed through smartphone or laptop.

These situation make the parents does not know the development of their child in the school. Thus, the goal of engaging parents in monitoring their child development cannot be reach perfectly.

4. CONCLUSION.

The implementation of classdojo in teaching speaking at ninth grade students was used as three main functions. First, ClassDojo was used as a behavior assessment in the speaking Class. It was find out that the element of speaking assessment was not available in ClassDojo. By means of raising the passionate of the learners, ClassDojo is used to stimulate learners to be active in the class. Through the assessment used, learners are being more active than before. Learners are also being passionate when the teacher taught about speaking. ClassDojo can be started by parents, students, and teacher participation. The teacher was applying ClassDojo by inviting learner and parents in the ClassDojo classroom. The role of teacher is actively sharing moments of learner activity in the classroom through ClassDojo classroom. Later, the parents can monitor their child learning activity through the classroom. Whether parents and learner could monitor the point got by the learner during the speaking class. In utilizing ClassDojo in teaching speaking, teacher was facing some problems in the participation of teacher in Clasdojo and the enthusiasm of students in learning.

If the findings of the research were compared with the previous study, there were same finding found. The implementation of ClassDojo in teaching speaking was same on its assessment, and involving parent, teacher, and student in its usage.

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