

CHAPTER I

INTRODUCTION

A. The Background of the Study

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.

In Indonesia, one of the lessons that need to be learned and requires media in its learning is English. English has many elements to study. English consists of four skills which have to be mastered by the students; they are listening, speaking, reading and writing. Speaking and writing are productive skills, which means the students have to produce written or spoken information to communicate with others. Meanwhile listening and reading is receptive skills, where the students can understand and receive the information through listening and reading.

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.

The teacher was expected to use the appropriate and creative ways of learning, especially for Junior High School students. 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.

Based on an observation with the students of grade seventh in Dharma Pancasila Junior High School Medan, 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. However, 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.

As stated above, 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.

Besides, the early observation about the media also said that the teacher needs more interesting and innovative media, not only media based on technology but also traditional media with creativity. As the media used in teaching and learning, the media should increase students' knowledge and develop students' creativity, critical thinking skills, and characters. It also includes responsibility, social skills, tolerance, productivity, and adaptive in the form of soft skills.

Because with the help of all those soft skills, it expected will help the students learn and become active to participate, especially in reading the descriptive text.

The previous research conducted by Fahrizal (2019) used scramble games to see if there was any effect on students' vocabulary mastery in using scramble words. The results showed there was an effect on the students' vocabulary mastery in the seventh-grade after implementing the scramble words. Besides, the research done by Tanum (2014), also conducted by used scrambled pictures with the aimed to find out if there was a significant difference of students' reading comprehension after being through scrambled pictures, it also aimed to investigate which aspect of reading skill was the most increased after the implemented of scrambled pictures. The results also showed a different significance in students' reading ability in finding the main idea of the text.

Due to the relevant studies above, 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.

B. The Problem of the Study

Based on the background of the study, the problem of this study is formulated as the following:

“How is the Scramble Game using ClassDojo developed for teaching reading descriptive text to the seventh-grade students of Dharma Pancasila Junior High School Medan?”

C. The Objective of the Study

Concerning the problem, the objective of the study was to develop Scramble Game using ClassDojo as a media that is used for teaching reading descriptive text to the seventh-grade students of Dharma Pancasila Junior High School Medan.

D. The Scope of the Study

The study focused on developing Scramble Game using ClassDojo to be used as a media in teaching reading descriptive text for the seventh-grade students in the second-semester of Dharma Pancasila Junior High School. The media developed based on the syllabus of Curriculum 2013 (K13). The students had worked together in the group of learning to understand the meaning of the text and constructed the right sentence order of the descriptive text that is related to the pictures displayed in the digital learning platforms, ClassDojo.

E. The Significances of the Study

The findings of the study were expected to be useful, relevant, and give a contribution, theoretically and practically, as the following:

- a. Theoretically, this research could increase knowledge about developing reading media, descriptive, and Scramble media which the concept of developing Scramble Game is about learning while playing. It is expected for the students to become more active and enjoy in reading the descriptive text, and its impact on the better media in understanding the meaning of the descriptive text.
- b. Practically, the product of this research could be used in the classroom as the learning media to improve students' reading and to be more participate actively in learning, especially in reading the descriptive text.