CHAPTER I

INTRODUCTION

A. Background of The Study

E-learning is an instruction delivered on a digital device (such as a desktop computer, laptop computer, tablet, or smart phone) that is intended to support learning (John Wiley and Sons, 2011, p.8). E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge. The technological foundation of e-learning is the internet and associated communication technologies (D. Randy Garrison, 2011, p.2). E-learning refers to the use of ICTs (Information and Communication Technologies) to enhance and support teaching and learning processes. It is the instructional content or learning experiences delivered or enabled by electronic technologies and it incorporates a wide variety of learning strategies and technologies (Tanzania, 2007).

Nowadays, technology has been widely used in instruction. The technology application are audio, video recording, camera, projector, and other software programs can be used to support instructional activities. It is highly beneficial for teachers not only to help their teaching easier but also to vary the activities to be more interesting (W. Lulut, 2015). Teacher need a support environment to make sure regular interaction between individuals, or interaction between teachers-learners are qualified, environmental support needed can be provided through the integration of technology in the form of learning platform (D. Y. Wenty, 2014)

Since technology is beneficial for students, it might be better for teachers to use it in a classroom. Unfortunately, not all teachers in Indonesia have used technology as

their teaching learning media for many reasons. In fact, the integration of technology within the 21st Century language classroom promotes students' active engagement through collaboration, creativity, critical thinking and communication (McKeeman & Oviedo, 2013, p. 68). It means that through technology, students are more active to involve in the language classroom, they are also able to develop their soft skills better and enable learners study anytime and anywhere.

In this era, there are also various kinds of technology. One of them is Internet. Using internet, teachers and students can exchange messages and files among themselves. Moreover, the existence of internet in language arts and English classes will provide unexpectedly powerfuls support to students (Roblyer & Edwards, 2000, p. 243). The powerful support from Internet is that students will get more access to find some referential sources for their learning materials. As teachers, they also have to help their students to be good users of the Internet's information so that they will not misuse the existence of Internet.

While students and teachers are using internet, they might also find several different websites which provide different functions. So, they might get some difficulties in choosing the appropriate one. In fact, ClassDojo is "distributed free of charge is used by roughly 200,000 teachers" (Colao, 2012, para 6) as a tool to help teachers. ClassDojo was created to help the classroom teacher keep up with specific behaviors on each individual student, both positive and negative. The company reported that teachers using ClassDojo reported a 45% – 90% increases in positive behavior and a 50% – 85% decrease in incidents of negative behavior" (Colao, 2012, para 5). Because the program can give minute-by-minute, day-by-day, week-by-week feedback, students are encouraged and motivated to do a better job. Additionally,

Class Dojo can serve as a system for tracking positive behavior intervention and support and can be used for communicating student behavior to parents and administrators (Hammonds, Matherson, Wilson & Vivian, 2013).

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as respective skills (Jeremy Harmer, 2004). DeVoss, Aadahl and Hicks (2010) argue that writing is the foundation of all students' communication (p. 54). Alexander (2008, as cited in Hosseini, Taghizadeh, Abedin & Naseri, 2013) gives more explanation that having strong writing skills may increase students' success in language classroom. Concerning these two ideas that writing is important and it will influence students' achievement, the researcher used writing as a target skill to be developed in the learning process.

The researcher interested to do research in MAN 2 Deli Serdang, Lubuk Pakam, Because the researcher found a problem faced by students at MAN 2 Deli Serdang, where students were still confusing of writing descriptive text. Some students get good score but some students get unsatisfying score. They get under the minimum passing score. So, it became a problem that important to be solved. Teacher must be creative to explore and to develop the use of technology as a learning media in order to the student is not feel boring with it. The various learning technology could make students' motivation and make them active during the lesson. With the development of technology, learning process can be presented more attractively by bringing together elements of audio, video, picture, and others, so students were more interested in learning and studying in the classroom.

There are facilities for the students and teachers especially in using e-learning system, but the students and the teachers did not use it effectively. To do e- learning system we can use smartphone, laptop and computer. Every student has smartphone but they couldn't use it well, the smartphone used to something that disadvantages. There is hot spot area in MAN 2 Deli Serdang, but it did not use well in teaching and learning process. As we know that internet had many benefits such apllications as e-mail, instant messaging, audio and video streaming, Web browsing, and e-commerce and others. But the teachers only asked students to search for the material in the internet and then printed out to disscuss together in the class. Another reason of choosing the school was caused the teacher of English subject used explaining method, repeating words or sentences, translate the words or sentences, and then answer the question. The method make the students did not enjoy the teaching and learning process. So they did not understand the material and they did not get the minimum score when they did the test.

Based on the problem above, the researcher try to use Class Dojo as e-learning media for learning and teaching writing, especially descriptive text by using a management sytem to solve those problems. It was choosen by apllying ClassDojo as e- learning media to teach writing descriptive text for tenth grade students at MAN 2 Deli Serdang.

B. The Problem Of The Study

Based on the background of the study mentioned above, the problem of the study is formulated as follow. How is ClassDojo developed as e-learning media of writing descriptive text for the tenth grade of MAN 2 Deli Serdang ?

C. The Objective Of The Study

Based on the problem of the study , the objective of the study is; to explain how is ClassDojo developed as e-learning media to writing descriptive text for the tenth grade of MAN 2 Deli Serdang.

D. The Scopes Of The Study

The teaching media of writing will be developed based on the students' need and also the development of media and technology nowadays. *ClassDojo* application will be applied to the students in Tenth Grade of Senior High School at MAN 2 Deli Serdang. The skill that will be concerned on is writing, and the genre of the text is focus on Descriptive text only.

E. The Significances Of The Study

The finding of the study were expected to give theoretical and practical contribution, as follow :

1. Theoretically :

   a. The result of this study can be used as a references for those who want to carry out the research in develop e-learning media by using digital media.

   b. The result of this research can be advantageous in English teaching and learning.

2. Practically:

   a. For English teachers.

      The find out of this research will provide a new learning media to teach writing skill of descriptive text. This media is hoped can be starting step for English teachers to create a new innovation of English learning media in order to make English learning process become more active and effective.

b. For Students.

Class Dojo application can make students learn easily and joyfully. To give Students alternative learning and more interest in learning descriptive text in writing skill.

c. For the other researcher.

By doing this research, the researcher gets new experiences and new knowledge about the research and hopefully it can be reference for the other researcher to do the new research in the future.