CHAPTER I

INTRODUCTION

A. The Background of the Study

Modern technology has become a vital instrument that is intertwined with daily life. It has considerably evolved by paying attention to human requirements, which include those for entertainment, housing help, communication, work, and education. The change in the use of electronic gadgets is a result of the change in human lifestyle and mobility. The smartphone is one of the modern technology that society cannot live without. Nowadays, people use their smartphones for a variety of tasks in addition to communication, including jobs, business, household chores, education, and more. People are therefore more inclined to obtain information using mobile devices, particularly smartphones.

Based on the usefulness of technology in education, the researcher found that it is needed an appropriate strategy to teach English in various ways. According to (Ghosh, 2013), The advent of technology in the educational field has made the process of learning and knowledge sharing more interactive. It implies that as teaching and learning methodologies, the educational media should keep up with technological advancements. By incorporating technology into the classroom with the students, teachers can make use of the advancement of technologies, particularly the use of smartphones, to accomplish the goals in the teaching and learning process. English is one of the courses that make extensive use of technology in both teaching and learning. Learning English as a second language requires four skills. These four abilities are taught in schools using a variety of

methods designed to help pupils become proficient in each English learning technique.

Reading is one of the important skills in learning a language that is important for the student to be mastered. (William Grabe, 2019), States that reading is ranked first among the academic skills that they wish to gain mastery over in learning a language. Reading is an active process, which consists of recognition and comprehension skills. Reading will help you to improve your understanding of the language and build your ability in understanding the meaning of the context. According to (Sadiku, 2015) reading offers a productive approach to improving language – vocabulary and word power. The students' effectiveness in learning English as a foreign language was also demonstrated by their ability to read English texts. The students encounter various issues during the final reading session in the classroom. Such as a lack of vocabulary and the challenge of conveying how they pronounce a word when reading the text.

Teaching and learning activities are naturally the process of communication between teachers and students, the communication itself contains the delivery of learning materials from teachers to students. The interaction between teacher and students must experience reciprocal communication. The teacher who explains gets responses from students, both getting a good understanding and those who still need more explanation, directly or indirectly interactions. Therefore, students need more than just a book as the media in learning English reading, they need media that can help them improve their reading ability both inside and outside the classroom. The teacher can use the application on the mobile phone as the media in teaching reading.

Based on the researcher's preliminary observation made at SMA KARTIKA I-1 Medan, the school has utilized some media tools like Instagram and Google Classroom as a result of keeping up with technological advancements, but it does not use them to teach English reading. the media which is applied in teaching reading still revolves around printed cooks, students' worksheets and modules, LCDs, and laptops. It is good, but these resources are still insufficient to support youngsters in learning to read. Teachers rarely require students to read aloud because reading activities mainly emphasize presentations, and students typically read the slides they created. As a result, the learning objectives for reading, such as the capacity to pronounce words, comprehend the content of sentences, and understand the purpose of paragraphs, cannot be fully met by the media employed. According to (Neil Cowie, 2013), teaching and learning approaches have changed to suit the digital age by adopting technology or incorporating e-learning into classrooms. Because of that, To use the current technology as digital media in teaching and learning, teachers need additional resources that can assist students in developing their reading skills.

The researcher found that all the students in SMA Kartika I-1 Medan have smartphones that they regularly bring to school. It implies that the kids make use of their smartphones as communication devices, learning tools, gaming devices, etc. The opportunity for teachers to employ smartphone applications as learning media to make the teaching and learning process more engaging, in-control, and effective are now available.

Students need additional practice both inside and outside of the classroom to achieve the specified learning outcomes and to improve the students' reading skills. Students can study and practice reading in English anywhere by utilizing

the ClassDojo application as a reading learning tool. The ClassDojo program was chosen by the researcher as a teaching tool because it met the criteria for a quality teaching tool. The following statement elaborates on these concerns.

This study examines how students perceive learning reading comprehension by utilizing the already-available ClassDojo app. Some American schools have already started using this application as a teaching tool. Because the ClassDojo application contains several capabilities that can be used to teach reading, it is used appropriately. To access the media for free, teachers and students merely need to install the program on their smartphones.

It's important because teachers need to understand how their kids feel about the media. In light of the aforementioned claim, the researcher plans to carry out a study with the following title "Students' Perception of Using ClassDojo Application as Learning Media in Learning Reading Comprehension for Eleventh-Grade Students of SMA Kartika I-1 Medan".

B. The Problem of the Study

Based on the background of the study mentioned above, the problem of the study is formulated as "How do the students feel about utilizing the ClassDojo application as a learning tool for reading comprehension instruction?"

C. The Objective of the Study

Following the issues raised by the study, its goal is: To find out the students' perception of using the ClassDojo application as learning media for second-grade students at SMA Kartika I-1 Medan.

D. The Scope of the Study

The research focuses on the students' perceptions of using the ClassDojo application as a learning media. ClassDojo application will be applied to the students in the eleventh grade of Senior High School at SMA Kartika I-1 Medan and the skill concerned is reading.

E. The Significance of the Study

(1) Theoretically

This research is expected to improve the knowledge about efficiency, the student's interests, and the student's perceptions of learning using the ClassDojo application.

(2) Practically

This research used as follows:

a. For English teacher

In order to create teaching materials that are appropriate for students, English teachers, curriculum designers, and educational institutions may find a use for this research as a source.

b. For Students

To increase their motivation to learn English and to develop their reading skills, enabling them to read English text fluently.

c. For another researcher

This study can be a reference for how students' perceptions toward ClassDojo application as an English teaching and learning media, especially in reading media for other researchers and application developers.