THE IMPLEMENTATION OF GOOGLE CLASSROOM IN TEACHING READING COMPREHENSION FOR SENIOR HIGH SCHOOL STUDENTS DURING COVID 19 OUTBREAK

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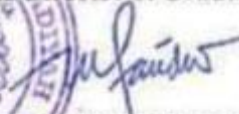
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Abstrak

Tujuan dari penelitian ini adalah: mendeskripsikan implementasi Google Classroom dalam pengajaran pemahaman membaca siswa SMA di masa wabah Covid-19. Jenis penelitian ini adalah deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Temuan menunjukkan bahwa penerapan Google Classroom dalam pengajaran pemahaman bacaan siswa SMA selama wabah Covid-19 menunjukkan bahwa metode yang digunakan guru adalah metode Reciprocal Teaching, Question Answer Relationship (QARs), dan metode scaffolding. Kendala yang dihadapi adalah masalah kesiapan peserta didik, keterbatasan waktu pelajaran membaca, masalah koneksi internet, masalah fitur belajar mengajar di google classroom dan masalah teknis lainnya, dan kesulitan dalam menjelaskan materi. Sedangkan masalah yang dihadapi siswa adalah masalah dari lingkungan sekitar siswa dan masalah teknis. Solusi untuk mengatasi masalah tersebut adalah, guru memberikan motivasi kepada siswa untuk giat belajar. Dalam mengatasi keterbatasan waktu pelajaran membaca, masalah koneksi internet, fitur dan masalah teknis lainnya adalah para guru memiliki sikap positif dalam menggunakan Google Classroom. Untuk mengatasi masalah lingkungan belajar yang tidak kondusif, guru berdiskusi dengan orang tua siswa melalui grup WhatsApp. Untuk mengatasi kendala teknis tersebut, guru mengingatkan siswa untuk mempersiapkan pembelajaran online sejak dini.

Kata Kunci: Google Classroom, Pengajaran, Pemahaman Bacaan.

Abstract

The objective of the research was: to describe the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak. The type of the research was descriptive qualitative. The data were collected through observation, interview, and documentation. Findings show that implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak shows that the method used by the teacher are Reciprocal Teaching, Question Answer Relationship (QARs), and scaffolding methods. Problems faced by the were learner' readiness problem, limited reading lesson time, internet connection problem, problem with teaching and learning feature in google classroom and other technical problem, and difficulties in explaining the material. While problems faced by students are problem from students' surroundings and technical problems. The solutions to solve the problems were, the teacher gave motivation to the students to study hard. In solving the limited reading lesson time, internet connection problem, feature and other technical problems is that the teachers have positive attitude on using Google Classroom. To overcome the problem of a non-conducive learning environment, the teacher discussed it with the parents through the WhatsApp group. To overcome technical problems, the teacher reminded students to prepare for online learning early.

Keywords: Google Classroom, Teaching, Reading Comprehension.

1. INTRODUCTION

The spread of Covid-19 has caused concern around the world, including in Indonesia. Since Covid-19 is a new virus, many people are unfamiliar with it and are uncertain how to deal with it. Since there is currently no treatment or vaccine for Covid-19, the entire world focus on avoiding it and raising positive patient (Culp, 2020). So, efforts to prevent the spread the virus by closing public business activities including closing schools have been done immediately. The closures of schools were valid for all levels from schools to universities and immediately followed by several neighboring countries such as Taiwan, Korea and Japan (Jung, Akhmetzhanov, Hayashi, Linton, Yang, Yuan, Kobayashi, Kinoshita, Nishiura, 2020). However, at the same time, the educational process does not stop, but the Indonesian Ministry of Education makes every effort to continue it until the end of the school year in an efficient manner. This is based on notice from Minister of Education and Culture of the Republic of Indonesia's Circular No. 3 of 2020 on Corona Virus Disease Prevention in the Education Unit.

The presence of technology has been very important for the world of teaching as it brings meaningful instructional practices (Sumardi & Muamaroh, 2020). Technological and internet advancement revolutionized how learning settings are implemented and achieved. These innovations and improvements accommodate the quality of pedagogy. Kostolanyova & Nedbalova (2017) explained that the e-learning system has also emerged to facilitate the educational teaching process, particularly for communicative competence as the English learner's purposes. A research by Sumardi & Muamaroh (2020) shows that the use of technology is effective mode to mediate digital classroom in English learning because students can interact with teachers, classmates and subject matter effectively, both internally and externally as well as outside the classroom. Student involvement during digital learning is also better than face-to-face learning.

There are many available platforms that can be used by teachers. One of them that is widely used is Learning Management System (LMS) (Alvares in Basal, 2016). In the previous study conducted by Chaubey and Bhattacharya (2015), they are points out that the role of LMS in teaching and learning pedagogy, access and flexibility, and cost-effectiveness can be an effective way in the teaching and learning process to achieve effective learning outcomes. Besides, the technology's roles in any educational environment have significantly altered the way EFL teaching and learning are carried out (Wahyudin, 2018). Another study was also carried out by Untari, Alaydrus, Ni'mah (2020). The results of her research revealed that most of the students felt comfortable and enjoyed learning to read online materials on Schoology, they enhanced their vocabularies, and they also focused on evaluation during that semester.

One of popular LMS platform for education is Google Classroom. Google Classroom application has been accepted by the educational community to promote the e-learning process. It integrates

technology into traditional classrooms. Google Classroom is very helpful and effective and presents newer challenges in continuing education in different ways for both teachers and learners. First, it is available to anyone around the world with tools and applications that make up a package called Google Apps for Education. The tools include Gmail, Drive, and Docs (Northey, Bucic, Chylinski, & Govind, 2015). Second, Google Classroom is known for its ease of use and for the ease of organizing work and saving time (Al Bashtawi & Al Bataineh, 2020). It can be accessed from laptops, PCs, and mobiles very easily. Finally, online learning platforms such as Google Classroom provide flexibility in scheduling, eliminate travel expenses, and can reach out to anyone who has access to it.

Some previous studies had been carried out by other researchers related with the research topic. Generally, the previous study of integration technology or Learning Management System focuses on teachers and learners' perspective in the use of LMS and the attitude toward the use of LMS. Al-Maroof and Al-Emran (2018) investigated students' acceptance of Google Classroom. The findings show that both the perceived ease of use (PEOU) and perceived usefulness (PU) positively influence the behavioral intention, which in turn influence the actual usage of Google classrooms. Ventayen, Estira, Guzman, Cabaluna, and Espinosa (2018) examined the use of Google Classroom for evaluation and the adaptation of G Suite E-Learning Platform. The findings show that Google Classroom is extremely useful in understandability, attractiveness, and operability. While it is extremely useful in non-academic activities, the platform is extremely useful in the assignment and collaborative learning. Muthmainah (2019) observed problems encountered by students in teaching reading using Google Classroom. The findings show that there were three main problems faced by students taught using Google Classroom application which were mentioned below; (1) Student's motivation; (2) Student's adversity quotient; (3) Technical problem. Islam (2019) examined students' perception of using Google Classroom for teaching English. The findings show that uploaded reading passages could be read easily and they could submit the answers to the questions from the passage online; without any trouble. Materials for reading exercises were also easy to read from the Google classroom provided that the internet connection was on. Eighty percent students thought that it is paperless eco-friendly and there was no fear about losing the uploaded materials. One thing that can be focused here is, a mentionable number of students (30 percent) mentioned that modification was needed for using G.C. (Google classroom for practicing reading). Sumardi and Muamaroh (2020) explored how Edmodo was utilized to mediate digital class in ELT. The result showed that Edmodo was an effective mode to mediate digital class in ELT as the students could interact with their teachers, peers, and course contents effectively, both inside and outside the classroom. The students' engagement was also better in comparison to that of the face-to-face classroom. Edmodo well-mediated teachers to carry out the computer-based test (CBT); it was an accurate mode of assessment as no cheatings were facilitated; the validity, and reliability of the test could be favorably accomplished. Mishra, Gupta, and Shree (2020) observed online teaching-learning in higher education during lockdown

period of COVID-19 pandemic. The findings show that there was a holistic picture of ongoing online teaching-learning activities during the lockdown period including establishing the linkage between change management process and online teaching-learning process in education system amid the COVID-19 outbreak so as to overcome the persisting academic disturbance and consequently ensure the resumption of educational activities and discourses as a normal course of procedure in the education system.

To sum up, it is noteworthy that Google Classroom deserves to be examined by the researcher. So far, most of the studies have examined the students and teachers' attitudes toward using and accepting Google Classroom. To the best of the researcher's knowledge, this is the first study to investigate the use of Google Classroom on teaching reading comprehension at Senior High School in Indonesia. This study is theoretically based on theories of LMS and teaching reading comprehension. It employs LMS to measure the usefulness of Google Classroom in reading class

In line with the title of research, the research problems raised is stated as follows: "How is the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak?; What problems faced by the teacher and students in implementing Google Classroom in teaching reading comprehension?; What solutions taken by the teacher and students to solve the problems?; and What are the strengths and weaknesses of Google Classroom in teaching reading comprehension?"

2. METHOD

This study belongs to qualitative research. In this case, the researcher concerned with one of the educational institutions, that was, SMAN Colomadu. As an object of observation is the implementation of Google Classroom in teaching reading comprehension for students at SMAN Colomadu during Covid-19 outbreak. The subjects involved in this research were students of class XII MIPA 1. The class consisted of 31 students, 12 males and 19 females. Their age was in the range between 15 to 17 years old. The object of this study was the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak.

The primary data were the answers to the document and field notes of interview and observation result. By doing the methods, the researcher could get some information needed which deal with the implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak. The documents included the syllabus, the material, the students' result, the students' worksheets, field notes of observation and recording.

The data were collected through guided interview, direct observation, and documentation. To measure data validity, the researcher used triangulation method. In this study, the researcher used methodological triangulation. The researcher compared the data he found in observations, data from

interviews and documents to validate the data. The technique of data analysis in this research was qualitative analysis.

3. RESULT AND DISCUSSION

3.1 The Implementation of Google Classroom in Teaching Reading Comprehension for Senior High School Students during Covid-19 Outbreak

First observation shows that the teacher used reciprocal teaching in teaching reading. Reciprocal teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. It was a great way to teach students how to determine important ideas from a reading while discussing vocabulary, developing ideas and questions, and summarizing information. The implementation of google classroom in teaching reading at class XII MIPA-1 SMAN Colomadu was conducted based on One Sheet Lesson Plan prepared by the teacher. The material of teaching learning process was 'News Item'. The media used by the teacher were google classroom, zoom meeting, and powerpoint presentation. English assessment was carried out in three kinds, Penilaian Tengah Semester (PTS), Penilaian Akhir Semester (PAS), and Ujian Sekolah (US). PTS was carried out in the mid of semester, while PAS was carried out in the end of semester. US was conducted for class XII students in the end of semester.

Second observation shows that the teacher used Question Answer Relationship (QAR). The teaching material was procedure text. There were three stages of teaching reading comprehension carried out by the teacher, pre-reading, While-reading, and Post-reading. The material used at SMAN Colomadu is categorized into printed material, such as books, magazines, handout, worksheet and other publicity material, audio and visual material such as slides in powerpoint program and video.

Third observation shows that the English teacher of SMAN Colomadu used five kinds of scaffolding as a technique in teaching reading comprehension namely asking question, using simple language, using visual media, using gesture and generating question.

3.2 Problems Faced by the Teacher and Students in Implementing Google Classroom in Teaching Reading Comprehension

Problems faced by the teacher in implementing google classroom are: learner' readiness problem, limited reading lesson time, internet connection problem, problem with teaching and learning feature in google classroom and other technical problem, and difficulties in explaining the material. While problems faced by students are problem from students' surroundings and technical problems.

3.3 Solutions to Solve the Problems in Implementing Google Classroom

In solving learners' readiness problem, the teacher gave motivation to the students to study hard. In an online classroom, she tried to find an interesting way to teach the students, made fun quizzes, and tried hard to make students engage actively in English class. In solving the limited reading lesson time, the teacher tried to use the time as effectively as possible, among others, the teacher made careful preparation. The teacher distributed the material through the google classroom the day before. Then, at the zoom meeting, students have received the material and the teacher just needed to explain the material. The teacher made some efforts so that students could learn independently and did assignments well. The teacher hoped that the material contained in the Kompetensi Dasar (KD) can be completed well.

In order to solve internet connection, feature and other technical problems is that the teachers had positive attitude on using Google Classroom. In this case, the teacher had been provided with internet training so that she did not experience significant difficulties when using the features of Google Classroom. Furthermore, she could solve the problem independently by browsing, googling or downloading via internet related to how to use Google Classroom. Thus, teacher' solution to overcome the problem of using Google Classroom in teaching and learning English was that she joined training of designing learning during Covid-19 pandemic provided by the Ministry of Education and Culture.

In order to overcome problems in understanding and using Google Classroom features appropriately, the teacher attended LMS usage training held at school or online. To overcome problems in explaining the subject matter, the teacher used time effectively. To overcome the problem of a non-conducive learning environment, the teacher discussed it with the parents through the WhatsApp group. Furthermore, she also always reminded parents to fully support their children during online learning and helped them in creating a comfortable environment for learning.

To overcome technical problems, the teacher always reminded students to prepare for online learning early. So if they experienced problems with their computers, gadgets, or internet connections, they could immediately consult with the teacher and the teacher could provide some suggestions to overcome the problems.

3.4 The Strengths and Weaknesses of Google Classroom in Teaching Reading Comprehension

The reason of using Google Classroom in teaching and learning English process firstly was the teacher argued that Google Classroom was helpful and easy to use. Finding also shows that Google classroom also had some benefits in supporting teaching and learning, for instance the teacher was easy to send the assignment and communicate to the student. Thus, the use of multimedia could be integrated in Google Classroom platform in order to promote better learning and enhance collaboration among teachers and students. In addition, the teacher could develop new innovative ideas so that the learning activity became interesting. In addition, the teachers usually shared the lesson material in many forms

such as video, voice notes, PDF, even text reading. Furthermore, they frequently used video of reading and speaking recording in English learning activity by using Google Classroom.

The weaknesses of google classroom in teaching reading is that Google Classroom does not allow access from multiple domains. In this situation, the students were unable to receive information update from the teacher.

4. CONCLUSION

Implementation of Google Classroom in teaching reading comprehension for Senior High School students during Covid-19 outbreak shows that the method used by the teacher are Reciprocal Teaching, Question Answer Relationship (QARs), and scaffolding methods. The material used in teaching reading is categorized into printed material, audio material and visual material. The media used by the teacher are google classroom, zoom meeting, and powerpoint presentation. In term of classroom procedure, learning activities with zoom meeting consist of 3 (three) stages, namely opening, main activity, and closing.

Problems faced by the teacher in implementing Google Classroom in teaching reading comprehension are: learner' readiness problem, limited reading lesson time, internet connection problem, problem with teaching and learning feature in google classroom and other technical problem, and difficulties in explaining the material. While problems faced by students are problem from students' surroundings and technical problems.

The solutions taken by the teacher to solve the problems shows that in solving learners' readiness problem, the teacher gave motivation to the students to study hard. In an online classroom, the teacher tried to find an interesting way to teach the students, made fun quizzes, and tried hard to make students engage actively in English class. In solving the limited reading lesson time, internet connection problem, feature and other technical problems is that the teachers have positive attitude on using Google Classroom, the teacher tried to use the time as effectively as possible, among others, the teacher made careful preparation. To overcome the problem of a non-conducive learning environment, the teacher discussed it with the parents through the WhatsApp group. To overcome technical problems, the teacher reminded students to prepare for online learning early.

The strengths of Google Classroom in teaching reading comprehension are that Google Classroom is helpful and easy to use. Google classroom also has some benefits in supporting teaching and learning, for instance, the teacher is easy to send the assignment and communicate to the student. The weakness of google classroom in teaching reading is that Google Classroom does not allow access from multiple domains. Hence, the other problem is that the students cannot use Google Classroom without internet connection.

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