

**THE IMPLEMENTATION OF GOOGLE CLASSROOM TO IMPROVE EFL
STUDENTS' READING COMPREHENSION AT MAN 4 JAKARTA**

Submitted to fulfill for Thesis writing of Department of English Education

By

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ABSTRACT

Technology is a tool which can use for helping teaching and learning process in a classroom and out of classroom. One of the studying online uses Google Classroom whereas the students are given assessments or the tests through Google Classroom. They can upload, submit the tasks or they can ask or give the questions or chat to the teacher and other friends using chat discussing room.

This study is a classroom research which is aimed at finding out to what extent the using of Google Classroom influence to improve students' reading comprehension, the students respond to the use of Google Classroom in reading class, and the problems encountered by the teacher when implementing Google Classroom in reading class. This research applied at MAN 4 Jakarta with 27 students as sample and 5 teachers as collaborator. The methodology of this research is classroom action research which divided into three cycles where the following activities conducted in each stage of the classroom action research are *planning, acting, observing, and reflecting*. To collect the data of each cycle, the researcher applied test, questionnaire, interview, observation, and documentation.

The result of this study of each cycle was the Cycle I (64.66), Cycle II (76.96) and Cycle III (76.29). The mean score in cycle III was decrease than the mean score in Cycle II, but the maximum score in cycle III was higher than the cycle II. Based on the result of students' interview, some of them preferred to use Google classroom than learn in the classroom, yet the English teachers as collaborator also supported the using of Google classroom as a media in teaching and learning process. As their respond in questionnaire items, they said using technology in teaching is important to use. Using Google Classroom is a new one for students, but, over time, if the students are often using it, they will love it because Google classroom offers the several reading texts; they can search them wherever and whenever they want. Also they may access the Google classroom by using their own smartphone while connected to the internet. The implementation of Google classroom in reading class was not only make the teaching and learning process became an interesting one, but that technology is the most appropriate tools and compatible device to help teacher in teaching and learning process. The technology can support learning process very effective and efficiency as their partner tools while learning in classroom and out of classroom. The beneficial using technology makes the teaching learning process more simply and interesting to the students.

Keywords: Implementation, Google Classroom, Reading Comprehension

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ABSTRAK

Teknologi adalah alat yang digunakan untuk membantu pengajaran dan pembelajaran baik di dalam maupun di luar kelas. Salah satu media yang dapat digunakan adalah Google classroom dimana siswa dapat dinilai dan ditest melalui Google Classroom. Mereka bisa mengunggah, mengunduh, mengumpulkan, berkomunikasi baik dengan teman maupun bertanya kepada guru melalui Google Classroom.

Penelitian ini bertujuan untuk menemukan sejauh mana Google Classroom mempengaruhi peningkatan kemampuan pemahaman reading siswa, tanggapan siswa terhadap penggunaan Google Classroom, dan masalah – masalah yang dihadapi guru dalam mengaplikasikan Google Classroom di kelas. Penelitian ini dilakukan di MAN 4 Jakarta dengan sampel 27 siswa dan 5 orang guru bahasa Inggris sebagai teman kerjasama. Metodologi dalam penelitian ini adalah penelitian tindakan kelas yang terdiri dari tiga cycle yang masing masing cycle terdiri dari kegiatan perencanaan, tindakan, observasi, dan refleksi. Untuk mengumpulkan data, peneliti menggunakan beberapa instrument diantaranya, tes, angket, wawancara, observasi, dan dokumentasi.

Hasil penelitian ini menunjukkan hasil skor siswa dari ketiga cycle adalah cycle I (64.66), Cycle II (76.96) and Cycle III (76.29). Skor rata – rata di cycle III menurun dibandingkan dengan skor rata rata di cycle II, namun nilai maksimum siswa di Cycle III lebih tinggi jika dibandingkan dengan cycle II. Dari hasil wawancara siswa, beberapa diantara mereka mengatakan bahwa mereka lebih suka belajar menggunakan Google Classroom jika dibandingkan dengan belajar di kelas. Bahkan dari beberapa guru yang diwawancarai, mereka mengatakan Google Classroom merupakan hal baru bagi siswa, tapi seiring berjalannya waktu jika mereka sudah terbiasa menggunakannya mereka akan suka karena di Google classroom ada berbagai macam materi reading, mereka bisa membaca kapan dan dimana saja baik dengan menggunakan telpon genggam mereka selama ada jaringan internet. implementasi Google Classroom dalam pelajaran reading bukan hanya membuat proses pengajaran dan pembelajaran lebih menarik, tetapi juga sebagai alat untuk membantu guru dalam proses belajar mengajar. Penggunaan teknologi juga dapat mendukung proses belajar yang lebih efektif dan efisien baik di dalam maupun di luar kelas. Keuntungan menggunakan teknologi adalah membuat proses belajar mengajar lebih simpel dan menarik bagi siswa.

Kata kunci: Implementasi, Google Classroom, Pemahaman Membaca

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THESIS COMMITTEE APPROVAL

THE IMPLEMENTATION OF GOOGLE CLASSROOM TO IMPROVE ENGLISH FOREIGN LANGUAGE (EFL) STUDENT'S READING COMPREHENSION AT MAN 4 JAKARTA

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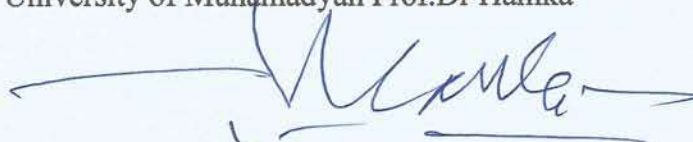
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CHAPTER I

INTRODUCTION

A. Background to the Research

There are many reasons why students need to comprehend reading texts as a part of their important abilities. One of the reasons is they need ability for reading, they do not only need reading for their study at school but also for their future school's career and job. Another reason is that they have expectation for their careers after graduating from school. They study reading text at school; it is for helping them to understand the comprehension reading while they are doing the TOEFL test or another reading test of proficiencies and for assessments. That is why teacher should teach them how to comprehend reading texts in easy way and help them construct ideas from that and later on improve their reading ability. The Students are supposed to read a lot as a practice to improve their reading comprehension. The meaning of Comprehend is how the students can answer the test question which relates the students' understanding about the text which is given by the teacher. It is not only about the topic sentence in paragraph, but also they should improve their vocabularies and grammatical. When the students learn reading text, they will explain their ideas and answers the question which was given from the written. Harmer states that the more the students read, the better they get it¹⁷. By reading a lot, the students can improve vocabulary and grammar. They understand how to construct sentences, paragraphs and whole texts. Besides

¹⁷ Harmer, Jeremy. 2007. *How to teach English*. Seventh Edition. England: Pearson Longman.
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this, reading a lot can increase students' imaginations. In Senior High School, students should have four skill's aspect. It is cognitive process includes reading, listening, and psychomotor includes speaking and writing. Reading ability has given mainly position in curriculum 2013 revision 2016. Curriculum explains the competences are in syllabus including Reading Comprehension. Syllabus is a lesson plan which is used in a group of lesson for Senior High School level that includes standards competences, basic competences, subject matter of learning, learning activities, indicators of assessments, time allocation and learning sources. Syllabus is a set of planning and learning 'setting activities in classroom process and assessments of learning outcomes. Learning is design to provide experiences using English Text to understand and apply factual, conceptual and procedural related to students' life skill. As syllabus of curriculum 2013,revision 2016, says that the aim of using the text to cultivate and attitude appreciation, religious values appreciation, and social including honesty, discipline, responsibility (tolerance and mutual assistance) polite, confident, in all activity interacting with in social environment and in the range of existence.

Reading has been included in the latest curriculum. In addition, reading skill becomes the objective of foreign language teaching. In curriculum 2013 revision 2016, Kementerian Pendidikan dan Kebudayaan, Jakarta, 2016 states

“Pengajaran Bahasa di tingkat SMA/MA/SMK/MK seperti di SMP masih berfokus pada peningkatan kompetensi peserta didik untuk mampu menggunakan bahasa tersebut untuk mencapai tujuan komunikasi dalam berbagai konteks baik lisan maupun tulis, dengan pendekatan yang sama yaitu pendekatan berbasis teks^{18c}.

¹⁸ Kementerian Pendidikan dan Kebudayaan.2016.*Silabus Mata Pelajaran Sekolah Menengah Atas/Madrasah Aliyah/ Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan(SMA/MA/SMK/MAK)*Jakarta.

Language teaching at the SMA/MA/SMK/MK still focuses on improving the learners' competences to be able to use the language to achieve communication goals in various contexts both oral and written with the same approach that is text-based approach.

In 2016, the Ministry of Education revised the 2013 curriculum. In the revision, the teaching approach is based on literacy. It means that reading is the important focus for learning English,

“Secara umum Kompetensi Bahasa Inggris umum di SMA/MA dan SMK/MAK adalah kemampuan berkomunikasi dalam tiga jenis teks,(1) interpersonal, (2) transaksional, (3) fungsional secara lisan dan tulis pada tataran literasi informasional, untuk melaksanakan fungsi sosial dalam konteks kehidupan personal, sosial budaya, akademi dan profesi, dengan menggunakan berbagai bentuk teks dengan struktur berterima secara koheren dan kohesif.”¹⁹

“Generally, English competence in the SMA/MA/SMK/MAK is the ability to communicate in the three types of the text, (1) interpersonal, (2) transactional, (3) functional orally and in write form on the level of informational literacy, to carry out social functions in the context of personal life of social culture, academic and profession, using various form of the text with accepting structure within coherently and cohesively”.

Ideally, students should be able to understand the reading text which is related to their social-culture life. They are encouraged to read authentic text, in other words, texts which are not written especially for language learners but also for their competence. Teachers help them improve their ability by giving them simplified and graded texts in order to help readers who have different reading ability. The student's ability for reading comprehension is about how student should have speed reading to understand the reading text. It is stated by Rayner in

1998 as a skilled reader reading around 250-300 words per minute make around 90 fixations per 100 words.²⁰

The case regarding reading ability was found in students of MAN 4. The scores of students on International standardization for English (ICAS) showed that MAN 4 students' scores were still under average of international scores for studying overseas. The data proved that students need help to improve their reading comprehension.

One of many ways suggested to improve the student's reading comprehension is using technology. As confirmed by Case and Truscott²¹, computer based reading instruction also always for increased interaction with text, attention to individual needs and increased independence through an ability to read text they would not otherwise be able to read. In other words, the experts explained that, the students can interact with information better when technology is used on their activities such as they usually use computer for access knowledge, find the lesson' sources and develop other materials by searching web and video on you tube, social media or even English web-based online studying online.

The use of technology in teaching and learning language has been growing up, nowadays. One of the evidence is that many schools are now using computers in teaching and learning processes. For example in MAN 4 JAKARTA, the teacher uses computer to present lessons, does tasks and delivers tests. Teachers present lesson with PowerPoint, or media like video, or movie from computer.

²⁰I.S.P_Nation. 2009.*Teaching ESL_EFL reading and writing*. P.62

²¹Case & Truscott,1999. *Using Technology to help ESL/EFL students develop language skill*.<http://iteslj.org/articles/Ybarra-Technology.html>.

Students do work or project for individual tasks or group with the help of computer. They also use computer to search information for certain subject using the internet. Students even do final exams using computer. It is paperless test which only need device like server.

MAN 4 Jakarta has already held semester examination using Computer Based Test for two years. Furthermore, for these two years, government has also applied CBT (Computer based on Test) system for national examination. Especially, for the schools which are in Capital District of Jakarta. Therefore, the schools introduced computer connected to internet during teaching process in the class to help students be familiar with digital learning. The students are also introduced to digital texts.

Computer which is connected to internet is considered useful for students. There are applications on internet where are more sophisticated and accessible for English materials. The students can find rapidly developing of digital to enrich their understanding of the nuance of media types surround them. They easy become familiar with digital texts. Particularly when accessed on cool portable technologies, digital text can promote students' motivation to read, the researcher observation shows from 27 students in one class which is observed almost 26 students using smart phone.

Another challenging situation is that right now, the National final examination (UN) test students' the higher-order thinking Skill (HOTS). For English, the HOTS questions are almost reading comprehension. It is found that from National Final Examination (UN) test items of English; almost 80% are

reading comprehension. The students should find implicit information, main idea and sentence meaning from the texts. They are all questions which need to be responded by high order thinking.

In fact, in Curriculum 2013, revised in 2016, the scientific approach is required for the learning process. The approach focuses on critical thinking. The students are trained to be critical, they are encouraged to do HOTS activities such, analysing, synthesizing, and evaluating. Therefore, the teacher should guide them to practice the skills. The learning process applying scientific approach accommodate students to be critical when they answer HOTS questions from reading texts

The other hand, the researcher got the data from Man 4 Jakarta School has done the mapping assessment as the proficiencies test which cooperated with ICAS (International Credential Assessment Service) under the Educational Assessment Australia. It has showed from 32 questions should answer correctly, the students can answer the questions below 15 questions for reading comprehension and for syntax and vocabulary while the students should answers 8 and 7 questions correctly, they can answer correctly only 2 and 3 questions.

The other data was taken from reading comprehension formative test score. The researcher, as the teacher in MAN 4 Jakarta, gave one daily test to the students. The students got the reading comprehension test with the song lyric topic. The students should find mind passage from the reading text on the formative test. The student's score showed from the 10 questions, they can

answer the questions 5 correctly. Clearly, the students need help to improve their reading comprehension for any kinds of texts, including song lyrics.

Based on the idea above, the researcher is interested in investigating the use of smartphone in promoting reading comprehension as well as encouraging their interest on reading. Since the students can use the gadget wherever and whenever they want, the device is used as a media.

The utilized media for improving students' reading comprehension is "Google Classroom". It can easily be accessed by students because it is one of the tools provided by Google. Google is available on their smartphones. The media allows students to read texts, check vocabulary, learn some challenging grammar, do the comprehension questions and even write feedback.

For the learning process, the teacher provides reading materials in Google Classroom. The student submits their homework or assignment to Google Classroom as well. The teacher determines the time limitation so students have limited time to respond to the reading tasks or work as well as submit them. Similar to conventional classroom, Google Classroom may require students to actively be independent learners. They read the reading texts, try to understand the texts, do the reading comprehension assignments or work. All are almost similar to Google classroom. The difference is the students do all those activities by using computer or smartphones connected to internet

The use of Google Classroom will help students do some tasks or assignments easily after they read the reading text which is given by the teacher. The learning process takes place everywhere as long as the students have their

smart phones with them. The teachers and students are not in the same classroom, it means that the students do activity in the different places or even not in the same time and classroom.

The teacher does the registration to the School admin, then creates the new email to login to Google Classroom and create new classroom in Google online. The teacher invited the students to join Google classroom by using their email account. For classroom activities, the teacher explained the lesson with the video sources, power point or e-book in Google classroom, the students can take all material lessons which teacher shares. The teacher gave some tasks in which the students read some reading texts and answer questions related to the reading text that the teacher has given. Also, the students have done the tasks and submit work or project in this Google classroom. Time limitation for assignment or tasks was always set based on agreement.

In the Google classroom, the students have some activities without teacher beside them. They have done in the limited time set by the teacher. The students created all the activities and saved them all too in the Google drive using the Google Classroom Application for Education (GAFE). The students have responsibility, while teacher gives them the task to do those activities; the teacher also controlled their responsibility by giving the scores for their assessment, not only about the test assessment but also project assessment. The teacher has enough time to check and order the questions or tasks which have been given to the students outside the classroom by using the smart phone or laptop.

B. Identification of the Problems

Student often find difficulties to comprehend reading texts. The students' reading comprehension is quiet low and the students are supposed to respond to HOTS question from the reading test in summative test. Therefore, problems identified in the eleven grader of MAN 4 Jakarta are as follow:

1. Students' reading comprehension scores are low. The students have different English background and knowledge so few are good in comprehending reading passage, find main idea from the passage and respond to reading tasks but mostly are still poor.
2. The Students inadequate English vocabulary, which contributes to their reading comprehension.
3. The students are not trained to respond to higher-order thinking questions in reading test and they are still not able to analyse the text critically and analytically.
4. Some students are passive when they are in reading class and are not motivated enough to improve their reading comprehension which is showed from their reading comprehension test summative score.

C. Limitation of the Problems

Referring to the statement of problems mentioned above, the researcher only focuses on The Implementation of Google Classroom to Improve Students' Reading Comprehension in English Language Learning at MAN 4 Jakarta. To be more specific the researcher used Classroom Action Research with three cycles.

This study was limited only to find out how Google Classroom helps improve the students' reading comprehension in English Language Learning.

D. Research Questions

There are three research questions posed in this research:

1. To what extent the using of Google Classroom influence to improve students' reading comprehension?
2. How can students respond to the use of Google Classroom in reading class?
3. What problems encountered by the teacher when implementing Google Classroom in reading class?

E. Objective of Research

1. To find out to what extent the use of Google Classroom influence students' reading comprehension to improve their reading comprehension.
2. To find out to how students can respond to the use of Google Classroom in reading class to improve their reading comprehension.
3. To find out to what obstacles encountered by the teacher when implementing Google Classroom in reading class.

E. Significance of the Study

The significance of the study was intended to give some contributions theoretically and practically to the development of language learning and specifically to reading comprehension. Theoretically, The result of the study hopefully would be beneficially gives additional information to all language

learners and practitioners on the teaching using Google Classroom to improve the Reading Comprehension on EFL which is actually meant to prove the theories that states are the effectiveness teaching using the internet access on this case using Google Classroom to improve EFL students' reading comprehension at MAN 4 Jakarta.

In term of Practically, The result of this study is expected to be able to help and give insight to all language learners in general, and the students of the eleventh graders of Senior High School of MAN 4 Jakarta in specific, the implementation of Google Classroom to improve EFL student's reading comprehension.

For the teachers, Google classroom make them more creative and improve their teaching with technology in the classroom.

For the students, Googleclassroom make them more creative, active, fun and easier to do the test as well as have higher-order thinking.

For school, as the government has already decided to hold the national examination (UN) Computer-Based Test, and schools also hold PAS or PAT Daring (Penilaian Akhir Semester dan Penilaian Akhir Tahun dalam Jaringan), Google classroom can make CBT becomes familiar to the students. School can hold semester examination or final examination with Google Classroom.

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