


Using Google Classroom for Critical Reading Improvement Strategies Skill

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ABSTRACT

Students have problems in reading class. Google Classroom can be use as media in the classroom This classroom action research show that students in STBA Persada Bunda have improved their critical reading strategies. It can be seen from the result of their test for every cylce. Their mark is better than before applying google classroom. Google classroom improved teaching and learning process at the Fourth Semester Students' of School of Foreign Languages. They are brave enough to ask question, give comment, got the conclusion about the task given by themselves, and share idea among their friend. The factors the that influence the changes reading comprehension by google classroom, the students knew about topic, main idea, detail which found in the reading text.

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INTRODUCTION

Reading is one of the competencies that must be mastered by the students who want to learn English. It is one of the four competencies in mastering language which are writing, speaking, listening and reading itself. From the researcher's experience and observation done to the students as the English lecturer there were three problems which caused the students' low ability in comprehending reading text found in teaching reading comprehension. The first problem was related to students themselves. It deals with the passiveness toward reading. It could be identified their attitude from their motivation in reading. They are lack of motivation in reading English. They feel bored in reading comprehension subject.

The second problem was students' comprehension on English reading material. This fact supported by Kustaryo (1988) states that the purpose of teaching English for students in Indonesia is to enable the students to comprehend scientific books written in English. According to Alexander (1988), there are some factors that influence the development of reading comprehension. These include the reading material, vocabulary, the total program of reading instruction, the learner own personality, attitude, interest, motivation and reading habit.

The third problem was related to lecturer's technique of teaching reading. The lecturer usually asked students to read, find the difficult words and answer the questions. Then, he

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explained the difficult word and answer the questions together. The students felt boring with the teaching technique and was not interested in them.

Carrel (1989) clarifies that to make students become active and get involved in reading activities, it is needed to teach them through various reading strategies because reading with various strategies would make students creative readers. As a result of low reading technique and comprehension because of the problem mentioned above, students got low score in reading comprehension. In class activity, some of them did not have self confidence in reading and doing the exercises. Thus, some of them did not do the assignment well. Consequently, they often got low marks in reading subject at the end of the semester.

METHOD

The researcher used classroom action research in which the researcher used cycles. According to Mettetal (2001:1) states that classroom action research was a systematic enquiry with the goal informing practice in a particular situation. To support this idea, Burns (1995:93) clarifies that the application of facts findings in the classroom action research is the practical problem solving in social situation with a view to improve the quality of action that involves and cooperation of researcher, practitioner and others. Gay and Airasion (2000) note some purpose of action research: 1) To find the problem and to find the solution, 2) The researcher should change a situation so that it is the same to her or his preference. 3) To effect teacher action, belief and activities. 4) To study and to increase their own teaching activities.

Based on the explanation above it can be concluded that classroom action research is a kind of research that is done by the lecturer to solve the problems found in the classroom. The purpose of the research is to improve the quality of the lecturer and the students' mastery in material to be taught by lecturer in teaching and learning process. Lecturer finds out a solution on how to overcome the problems. In this research, google classroom research is used. In this case, the researcher and an English lecturer becomes a team who work together to overcome the problem faced in teaching reading.

Location and Participant

The location was at School of of Foreign Languages of Persada Bunda Foundation at Jl. Diponegoro No. 43, Pekanbaru, Riau Province. The participants of this research were the Fourth Semester Students of School of Foreign Languages at Persada Bunda Foundation, in Pekanbaru Municipality. It was done at the Fourth semester students that consists of 15 students. The researcher chose the Fourth semester students is based on the observation on daily teaching activity. The students had lack reading comprehension and achievement in reading comprehension subject. Other participant is an English lecturer in the School. She helped the researcher to observe the action during the research and observe the researcher while teaching and learning process. She also made the conclusion about the development of each cycle.

Instrumentations

Instruments are used in this research test and observation. The test was one of the important instruments in this research in order to know the problem and solve the problem of reading by google classroom. The tests were given in this case was pre-test and post-test. The aim of this tests were to know students ability about reading material. The second were post-test to measure how far the students could improve their reading ability in reading and understanding paragraph through google classroom. The tests were written test. In this case the students were expected to understand reading text by reading title and introduction, first sentence in each paragraph, coherence, cohesion, italic and boldface word, and the last summary or conclusion. The tests were made by the researcher. To evaluate students' reading comprehension, the researcher was helped by the collaborator to make the evaluation more objective. Observation was done by the collaborator while doing the

research. It was based on the problem, and the strategy to solve the problem. It was used to record and collect the real information while teaching and learning process during conducting the research. The form of this observation was completed and fulfilled by the collaborator. In this case, at least three check lists were used such as: check list 1, contains indicator of reading comprehension, check list 2 about google classroom and the last about lesson plan. So that, the collaborator should understand what she was going to do while he conducting the research.

Techniques of Collecting the Data

The data were collected by doing test and observation. The observation were conducted by the lecturer as the researcher together with the collaborator. It was done during teaching and learning process at every meeting. The collaborator filled in the checklist provided. The observation was prominently focused on the developments of students' reading comprehension and factors that influenced reading achievement.

Techniques of Analyzing the Data

Gay and Airasian (2000:239-241) stated some steps in analyzing qualitative data as the following:

Data managing and memorizing

The data was ordered to be studied. This managing data involved creating and organizing the data and checked for completeness and to start the researcher on the process of analyzing and interpreting the data.

Reading and memoing

The researcher read the data that had been collected to get sense of data. It is important to write note or underline that seem important for researcher so the researcher would have recorded of his initial thought and sense of data.

Describing

The data gotten during the research were described in order to provide detail information about setting, participants, and activities. The aim of this step was to provide a true picture of setting and events that take place of this research

Classifying

It means that a process of breaking down the data into smaller unit, determining the import of this unit, and putting the units together again in an interpreted form. The researcher would order the data collected into categories that represent the different aspect of data. Breaking down the data into categories in different aspect is very important to give interpretation to the data later on.

Interpreting

The researcher determined how the result of the students's ability in comprehending the reading is, what aspect make them are able to achieve the abilities, and how the teaching and learning process were during the application of the strategy.

FINDINGS AND DISCUSSION

The result of this research from planning, action, observation, and reflection process. This research was done in two cycles. There were three meetings in every cycle. Each cycles consisted of four phases. They were planning, action and observation, evaluation or reflection. As explanation in the previous chapter, from the researcher's observation and experience in teaching reading comprehension in the classroom, he found that most of the students were lack of comprehension when they were asked to read especially to read English reading text or readng subject in the classroom.

Based on the problem, the researcher interviewed and asked some questions to the students why they had difficulties in comprehending reading text. There were some answers of the students that made them in that condition. They were lack of comprehension because they did not know how to read English texts and the technique used to comprehend the English text. In other word their condition was as the effect of less using of google classroom. The researcher got the result of this research by using test (pre-test and post test) and observation. Firstly, the researcher organized a pre-test in order to get the reading score of the students. Therefore, based on the pre-test given by the researcher, it can be known that the students' reading comprehension is limited.

In the first cycle, the researcher organized the plans that he wanted to apply. I planned the learning material, the learning activities and made a lesson plan. Then, I applied the plans that I has made. I delivered the learning objectives, I taught the learning materials to the students then gave reading comprehension exercise. In doing reading comprehension exercise given by the researcher, the students were not check dictionary. Therefore, they have to apply the googel classroom in order to understand the reading text and answer the questions. After applying and conducting the whole plans that I have made, I observed what happened in the classroom. I observed the students when they were doing the reading comprehension exercises and applying google classroom as tool to help in improving reading.

At the third meeting of the first cycle, the researcher gave progress test to students in order to know the development of their reading ability. Here, the researcher also did observation while students were doing the progress test. Based on the researcher's observation, she found that some students still have difficulty in understanding the reading texts in the first cycle since they were confused about the google classrom use, how to distinguish it and how to apply it in order to help them understanding the texts. The result of the progress test in the last cycle showed improvement because the mean score of the students' reading ability was 70 that was categorized as B. Then, the researcher reflected the result of the last cycle based on the result of pre-test, progress test and observations.

CONCLUSIONS

Google Classroom use in the classroom also increase students' reading comprehension. It can be seen from the result of their test for every cylce. Their mark is better than before applying google classroom. Google classroom improved teaching and learning process at the Fourth Semester Students' of School of Foreign Languages. They are brave enough to ask question, give comment, got the conclusion about the task given by themselves, and share idea among their friend. The factors the that influence the changes reading comprehension by google classroom, the students knew about topic, main idea, detail which found in the reading text. The students could know and find about cohesion and coherence in reading text well. Classroom atmosphere made them interest in study and read English reading text. The reading texts given to them were familiar to them to understand.

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