The Implementation of Google for Education in Teaching Reading Narrative Text

Roisul Laura Gladika[1], Fauris Zuhri[2]
Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Surabaya
e-mail: roisullaura@gmail.com[1], fauriszuhri@unesa.ac.id[2]

Abstrak

Perubahan pembelajaran tatap muka ke online secara tiba-tiba memungkinkan untuk menggunakan platform digital. *Google Classroom* merupakan bagian dari GAFE dan salah satu LMS yang terkenal dalam proses mengajar. *Google Classroom* membantu guru dalam menyampaikan materi dengan mudah. Penilitian sebelumnya menunjukkan bahwa penggunaan *Google Classroom* memberikan keuntungan dan kerugian. Kemudian, penelitian ini bertujuan untuk mendeskripsikan penerapan dan mengetahui dampak *Google Classroom* dalam pembelajaran membaca teks naratif. Penelitian ini menggunakan metode deskriptif kualitatif. Penelitian ini dilakukan di sebuah SMAN di Karangan. Peneliti melakukan observasi kelas untuk mendeskripsikan bagaimana guru menerapkan *Google Classroom* dalam pembelajaran membaca teks naratif. Wawancara digunakan untuk mengetahui dampak penerapan *Google Classroom*. Temuan menunjukkan bahwa *Google Classroom* memberikan dampak positif dalam pembelajaran membaca teks naratif karena gratis, mudah diakses, dan meningkatkan kualitas dan keterampilan guru.

Kata Kunci: *Google for Education, Mengajar Membaca, Teks Naratif.*

Abstract

The sudden shift from face-to-face to online learning makes possible to use digital platforms. Google Classroom is part of GAFE and one of the most famous LMS in the teaching process. Google Classroom helps teachers in delivering lessons easily. The previous research shows that the use of Google Classroom gives advantages and disadvantages. Then, this research is aimed to describe the implementation and know the impacts of Google Classroom in teaching reading narrative texts. This research uses the descriptive qualitative method. This research was conducted at a State High School in Karangan. The researcher took an English teacher and one class of tenth-grade students. Furthermore, the researcher conducted the classroom observations to describe how the teacher implemented Google Classroom in teaching reading narrative text. The interview was used to determine the impacts of the implementation of Google Classroom. The finding showed that Google Classroom gives positive impacts in teaching reading narrative text as it is free, accessible, and improving the teacher's quality and skills*.*

Keywords: *Google for Education, Teaching Reading, Narrative Text.*

INTRODUCTION

The global pandemic in 2020 has become history around the world because Covid-19 has spread as a challenging health crisis and had negative impacts on almost 65 countries in just December 2019 to March 2020 (Koç &

Tuncer, 2022; Yuliana, 2020). The great and swift spread of Covid19 has had a massive impact on various aspects; as an effort to prevent Covid-19, various policy restrictions on activities have been implemented due to lock down, quarantine, and social distancing. The multiple policies carried out certainly impact many fields, one of which is the field of education (Abidah et al., 2020). UNESCO said in its report that the temporary school closures policy affected at least 1.6 billion students from 191 countries (Dawadi, 2020). In Indonesia, the procedure for temporary school closures is through Constitution number 3 of 2020 (UU no 3 Tahun 2020) regarding prevention of corona virus disease in education units and continued with Constitution number 15 of 2020 (UU no 15 Tahun 2020) regarding guidelines to organize learning from home in an emergency period during the spread of corona virus. The Transfer of face-to-face learning to online-based, thus various access to essential resources for all aspects of human resources that must be owned by teachers and others are the internet, communication devices, and data.

The learning process carried out face-to-face, and online can create a good understanding, performance, and competence of students so that students can think critically. One of the main aspects is how teachers try to find the suitable method and media for teaching (Wyse, 2020). The primary basis is how to maximize the use of the internet in education. Google for Education is a service from Google that provides several Google products or platforms to help develop a learning process for everyone. Google Classroom is part of GAFE (Google Apps for Education), a suite packed with productivity applications that are used in learning and online collaboration by teachers and students (Sudarsana, 2019). UNESCO (The United Nations Educational, Scientific, and Cultural Organization) provided some list of digital platforms to help teachers facilitate a free and easy teaching process. One of them is Google Classroom (UNESCO, 2020). Google Classroom, as one of the popular Learning Management System (LMS), helps and supports teachers in creating and managing an online teaching process (Kumar & Bervell, 2019).

Reading is one of the four language skills in teaching English. It is an essential skill in teaching and learning process since it helps to get information and develop knowledge. Reading is a receptive skill that involves the reader in constructing the meaning of the text (Sajid & Kassim, 2019; Sulistyanto & Imada, 2020). Reading can help to improve students' vocabulary, fluency, and other language skills, such as speaking, writing, and mastering the target language (Hung et al., 2015). Reading comprehension has been a widespread issue in the EFL teaching-learning process for over a long time. Numerous studies showed that most EFL students struggle comprehending English texts (Raisha, 2017). Although Indonesian students have been already learning English, most of them do not understand and get difficulties in reading from various English text (Dahliana, 2016; Jayanti, 2016). In addition, the national reading index shows that Indonesian students have low literacy level (Solihin et. al., 2019).

In order to improve the literacy level, the government released 2013 curriculum. The basic competence of Senior High School in 2013 curriculum states students have to comprehend various English text including narrative text. Narrative text is a story tells something interesting to amuse and entertain the

listener or reader (Lubis, 2016). Narrative text tells a past even and meaningful story to entertain the reader. Students need to comprehend the texts nevertheless it is not easy for them. Students frequently get bored and lack of understanding because they have poor vocabularies, lack of prior knowledge, and lack of sentence structure (Khalif Rizqon et al., 2021). Consequence, students do not have interest in the learning process, lack motivation to read, and comprehend the text (Nanda & Azmy, 2020). Implementing Google for Education, especially Google Classroom, is seen beneficial in teaching reading narrative texts.

The teacher should select and find the appropriate teaching media for achieving the learning objectives (Handayani et al., 2020). As a medium, Google Classroom can help improving the quality of education as it is free, simple, flexible, accessible, and safe (Susanti et al., 2021). Organizational features and time-saving are the main strengths of Google Classroom that are basic and effortless to use; therefore the teacher will be able for adding students to class, making announcements and assignments, and uploading material (Sulistyanto & Imada, 2020).

Based on the previous research, the researcher would conduct the same research yet with the different subject. The previous research found the advantages and disadvantages of Google for Education especially Google Classroom in teaching never before the impacts of implementing Google Classroom in teaching reading narrative text. From the description above, it is known that the use of Google for Education in the teaching and learning process for high school students is essential, significantly to improve their reading competence to support the learning process. The implementation of Google for Education in the learning process is vital to help students communicate with classmates, share project data, discuss, annotate learning materials, access learning resources, and improve their reading and critical thinking skills towards narrative texts.

Based on the problems above, it is hoped that steps are needed to function as supervisors and strive to improve the quality of the implementation of education, especially during the covid-19 pandemic. From the description above, it is known that the use and understanding of Google for Education in the teaching and learning process for high school students is essential, significantly to improve their reading skills to support the implementation of learning. In line with this, the teacher as an agent of change must be at the forefront in realizing the quality of education that continues well during learning even though distance learning is no longer negotiable. The study was conducted to describe the implementation of Google Classroom in teaching reading narrative texts and know the impacts of Google Classroom to be used in teaching reading narrative texts in tenth grade of SMAN 2 Karangan.

METHODOLOGY

The purpose of this research is to describe the implementation and find out impacts of Google Classroom in teaching reading narrative text at the tenth grade of SMAN 2 Karangan. This research uses the descriptive qualitative method. Qualitative research is a technique that provide brief speech or writing

evidence and a specific context that is systematic, comprehensive, and integrated viewpoint analyzing a person's action (Creswell, 2014). It is considered to gain insights into descriptive character.

This research was conducted at SMAN (Senior High School) 2 Karangan, Trenggalek, East Java. The English teacher and a class of 10th grade Science students were the subjects of this research. The researcher chose the English teacher who had implemented Google for Education, especially Google Classroom in the teaching process. The reason for taking this research is that teacher and students cannot be separated from the teaching and learning process based on basic competence 3.8 which discusses a narrative text. The existence of Google for Education significantly influences both the advantages and the disadvantages of using Google for Education. It is hoped that the teacher can effectively use some features of Google for Education in the learning process.

The instruments of this research employ observation, interview, documentation, and field-note. Observations were used to observe students' activities to obtain data. In this research, the researcher was directly involved with the students as the nonparticipant observer. Furthermore, An interview was carried out for data collection. The latest data collected from this research was documentation which consists of lesson plans, textbook, worksheets, and student attendance. The documentation was to confirm the implementation of the google for education.

The data analysis was regarded as the most critical process because the researcher must interpret the data from field notes and interview transcripts. The researcher found and presented topics that were spotted in the interview transcripts. Data analysis consists of organizing, familiarizing, coding, reducing, interpreting, and representing.

RESULT AND DISCUSSION

The Teacher's Implementation of Google for Education in Teaching Reading Narrative

There were three meetings in this research. The first observation was conducted on March 11th, 2022; the second observation was conducted on March 18th, 2022; and the last observation was conducted on April 1st, 2022. The researcher acted as nonparticipant observer in the classroom observation that was conducted three times (Munhall, 2008). The first observation, the research was permitted to the teacher and introduced to the students about the purpose of the study. The first until the third meetings were used to observe the implementation. Each meeting needed an hour. The researcher observed the preparation before the class including the lesson plan. A Lesson plan is a record that is systematically made of a teacher's thoughts concerning what will be covered during a lesson (Farrell, 2010). The lesson plan is based on the existing syllabus and curriculum while also being modified according to conditions. In preparing lesson plans, the teacher used appropriate learning media during the covid-19 pandemic. Google Classroom is the choice because it is accessible and free. Teacher takes advantage of various existing features to facilitate online

learning; exploitation of technology is often done to provide an introduction to students and make it easier for them to learn (Backfisch et al., 2020).

The teacher applied the scientific approach in teaching and learning activities. The scientific approach is a principal for improving the quality of the teaching and learning process and encouraging students to be capable of observing, questioning, experimenting, associating, and communicating (Abidin, 2014; Kemendikbud, 2013; Ratnaningsih, 2017). During the teaching, teacher shared the materials in Google Classroom through a laptop. In the first activity, the teacher greets the students and guides them to fill the attendance list. For observing, the teacher applies the use of Google Classroom and then distributes a brainstorming or material introduction to students. The teacher asks the students to listen to the famous local story. The teacher asks students to do the warmer activities, pay attention to instructions, and do according to instructions. Second, the teacher stimulates students to ask simple and straightforward questions. In this stage, sometimes the teacher asks students some questions and then the students answer the questions related to narrative text or story that they have been read. For experimenting, the teacher distribute learning materials that should be learned about a narrative text by students. In this stage, the teacher provides opportunities for students to read, discuss, ask, and answer questions posted by the teacher or fellow students. Fourth, the teacher gives a narrative story and some questions while the students are asked to read the text and then answer the questions. For the last, the teacher gives opportunities to the students for giving ideas or reflection on the learning activities.

Based on the classroom observations, the researcher found that the teacher used Google Classroom as her teaching media. The teacher used computer/gadget and internet access to find and share the narrative text in Google Classroom. As the result, teaching and learning through a mobile phone can give a relaxing atmosphere, interact with classroom content, focus on the learning experience, and develop critical thinking and problem solving (Heggart & Yoo, 2018; Herry Setyawan et al., 2019). As previously explained, the researcher wanted to know the teachers' implementation in teaching reading using Google Classroom. The teaching processes were quite successful since there were no problems that came after teaching and learning process. The teaching objectives were achieved, the students were involved in teaching and learning process and they understood the material through participation, questions, and assessment. Feedbacks were given after they finished doing their assessment, it was in the written form. Thus, the convenient setting process offered by Google Classroom can increase students' understanding and reading proficiency (Susanti et al., 2021). It meant that the implementation of Google Classroom to teach narrative texts was positively stimulate the teaching and learning process. (Abid Azhar & Iqbal, 2018; Sulistyanto & Imada, 2020).

The teachers' and students' impacts in implementing Google for Education in Teaching Reading Narrative Text

Based on the results of interviews that have been carried out, the positive impacts faced by teachers when implementing Google for Education are divided into four points.

1. Accessible, Flexible, and Free.

    At the beginning of online learning, the teacher still implements WhatsApp as a learning medium. Since they felt less effective in learning activities, they finally switched to free and convenient learning media, which was Google Classroom (Abid Azhar & Iqbal, 2018; Susanti et al., 2021). Teacher is still unfamiliar with Google for Education because she/he doesn't keep up with technological developments. To prepare and run the teaching and learning process smoothly and effectively, the school provides training on the use of Google for Education which is more focused on the use and implementation of Google Classroom. Therefore, the teacher can manage the teaching and learning well.

2. Improving Teacher's Quality and Skill

    The teacher gets developing new skills and improves the quality for teaching through the implementation of Google Classroom. The acquired skills that the teacher receives are flexibility and adaptability for using new technologies in teaching (Brinia & Psoni, 2022). The selection of the right Learning Management System helps improve the quality of teachers and the learning (Sudarsana, 2019). This happens because the teacher must master the use of technology. The teacher is required to be innovative in implementing Google Classroom in the teaching process.

3. Improving Communication Without Time Limit

    The teacher can communicate with the students anytime and anywhere. There is no limitation time during online classes rather than face to face. Google Classroom can help improve communication outside the classroom (Abid Azhar & Iqbal, 2018; Sudarsana, 2019).

    There will be notifications when I share the material through Google Classroom. Students have the opportunity to provide questions, answer, feedbacks, and discussion anytime. They can also access the materials anytime. I can also respond to them anytime but the important is during the class schedule.

4. Students' Characteristics

    Many students need special attention, especially when they are asked to read. They have different reading abilities, so some are quick to understand, and some are slow. Some are also ready to accept learning through Google Classroom. Many are also not prepared to use Google Classroom and feel insecure. To deal with this, the teacher must remind students who are diligent and active in doing assignments and vice versa. The teacher can give special attention, such as reminding the learning time and assignments that must be done by students.

    Students have different characteristics so their response to online learning is also different. We know that reading is one of the most difficult things to do if there is no will so that someone is ready to accept and work according to instructions. Some still need special attention, such as reminding them when learning time start and some tasks they have to complete. Some of them also feel uncomfortable and confident when using Google Classroom.

5. Creating Active Learning While Using Google Classroom

One of the successes of online learning is that the teacher can create a comfortable and easy learning atmosphere therefore Google classroom is used as a medium that makes it easier for students to learn, and some features also help to show learning more visually, so students don't get bored of what they read (Nagro et al., 2019).

At first, they were not active in participating the learning process, but in the end, they were active because there was some brainstorming before entering the core material. At that time students are introduced to what they will learn so that they have an idea of what they will do in the next lesson. It is a little difficult to control children during online learning. Sometimes I also allow them to ask questions about the subject matter that they do not understand. I also take the time to ask easy questions so they can actively answer.

6. The Application of Learning for Students

All students must know how to use Google for Education, especially Google Classroom. Here, the teacher's role is vital in providing clear instructions to students. The teacher needs to give clear written instructions so that the students do not get confused.

The main problem is that sometimes students are still confused about the order of posting material that must be studied, so I have to provide clear titles and sections. They also don't understand the correct instructions about the practice questions or assignments that must be done, so I have to explain again in a language that they can easily understand. Sometimes they also forget to do the practice questions so I have to remind them one by one and tell them which exercises they haven't done. They also often ask.

CONCLUSION

The sudden change from face-to-face to online learning due to covid-19 has been an unsettling experience. Educators, teachers, and school administrators must seek efforts to reach students and learn methods and techniques that are suitable to be applied in online learning. One of the appropiate learning media for online learning is Google Classroom. Based on the results and discussion above, in implementing google for education, especially google classroom, teachers apply a scientific approach simple and straightforward questions and then the students answer the questions. The three teachers distribute learning materials learned about a narrative text; here the teacher provides opportunities for students to read, discuss, ask, and answer questions posed by the teacher or fellow students. Fourth, the teacher gives a narrative story and some questions while the students are asked to read the text and then answer the questions.

From the results of interviews about the implementation of Google for Education, especially Google Classroom, in teaching reading narrative texts, the teacher obtained some positive impacts. Teachers are more familiar with and closer to new technological developments in the world of education for the advancement of education. Teachers can develop skills that will be useful for further teaching activities such as adaptation to technological developments,

flexibility in teaching, handling students in interacting online, which is certainly different from when teaching face to face, creating a new learning atmosphere outside the classroom setting, and increasing interaction with colleagues and administrators.

The features offered by Google Classroom are beneficial for students in learning and doing assignments because they can be accessed anytime and anywhere. It can also help students get closer and improve the quality of using technology wisely, especially when studying, saving time, being environmentally friendly, shortening distances, increasing collaboration between students, and being safe in storing materials and assignments. The result of this study is significant because the implementation of Google for Education, especially Google Classroom, in teaching reading narrative texts allowed students to achieve their learning perception. The students were more motivated and enthusiastic about learning to read narrative text. It can be concluded that their reading ability also increased.

Referring to the conclusion above, There will be several suggestions offered for English teachers, students, and further researchers. For English teachers, Google classroom is not the only perfect medium, but Google Classroom can provide more accessible and broader access. The English teacher should manage time well, check once in a while, and response to the students. For students, they should learn actively and pay attention to the teaching and learning process. For the next researcher, it is better to conduct the research by using more instruments and taking more participants that is in line and more comprehensive for completing this research result and finding.

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