

ANALYSIS OF GOOGLE CLASSROOM INTEGRATION IN TEACHING READING FROM THE STUDENTS' PERCEPTION

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Abstract

The objectives of this research are: 1) To analyze the practices that were carried out in teaching and learning reading by using Google Classroom; 2) To analyze the students perceive the applications and the level of students' perception towards the Google Classroom in teaching and learning reading; 3) To investigate the students' behavior level towards the use of Google Classroom in teaching and learning reading. The subjects in this research were eighth-grade learners of State Junior High School 1 (SMP N 1) Colomadu. The students of 8A class, which had 32 students, were the subjects of this study. The research volunteers were chosen using a random sampling approach. The data was gathered by the researcher through observations at the school, interviews with the English teacher, and distribution of questionnaires to participants. The data collection approach is qualitative research, which involves data reduction, data display, and conclusion drawing and verification. According to the findings of this research, students at SMP N 1 Colomadu agree to the implementation of Google Classroom as an online platform for English learning. They believe that Google Classroom has helped them with all aspects of their learning. The integration of Google Classroom for SMP N 1 Colomadu was then successfully completed.

Keyword: Analysis, Google Classroom, Teaching Reading, Perception.

Abstrak

Dwi Cahyo Saputro. ANALISIS PENGGUNAAN GOOGLE CLASSROOM DALAM PENGAJARAN MEMBACA DI SEKOLAH MENENGAH PERTAMA (Penelitian Deskriptif pada Siswa Kelas Delapan SMPN 1 Colomadu di Tahun Pelajaran 2020/2021) Skripsi. Surakarta: Fakultas Keguruan dan Ilmu Pendidikan. Universitas Slamet Riyadi. 2021.

Tujuan penelitian ini adalah 1) untuk menganalisis praktik-praktik yang dilakukan dalam pembelajaran membaca menggunakan Google Classroom, 2) untuk menganalisis persepsi siswa terhadap aplikasi dan tingkat persepsi siswa terhadap Google Classroom dalam pembelajaran membaca, 3) untuk mengetahui tingkat perilaku siswa terhadap penggunaan Google Classroom dalam pembelajaran membaca.

Populasi dari penelitian ini adalah siswa kelas delapan di SMPN 1 Colomadu. Sampel penelitian adalah siswa kelas 8A yang berjumlah 32 siswa. Peneliti menggunakan metode pengambilan sampel acak untuk menentukan subyek penelitian. Peneliti mengumpulkan data melalui pengamatan di sekolah kemudian melakukan wawancara dengan guru bahasa Inggris, dan menyebarkan angket kepada siswa. Teknik pengumpulan data dalam penelitian ini adalah metode penelitian kualitatif yang terdiri dari reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi.

Hasil penelitian ini adalah siswa SMPN 1 Colomadu menyetujui penerapan integrasi Google Classroom sebagai platform daring untuk berpartisipasi dalam pembelajaran bahasa Inggris. Para siswa berpendapat bahwa Google Classroom telah mendukung semua aspek kegiatan pembelajaran yang mereka butuhkan. Integrasi Google Classroom untuk SMPN 1 Colomadu juga telah dilakukan dengan baik.

Kata Kunci: Analisis, Google Classroom, Pengajaran Membaca, Penelitian Kualitatif.

1. Introduction

Education will continue to develop in equivalent with the changing learning needs of students. Because in the Education parameter, students have a great influence on the scope of learning. Then, if students are less able to respond to the extent to which they feel relevant to the learning process, then learning strategies will not be developed. Currently, in the 21st century, students have been following technological developments, then they definitely need technology integration in the learning process. Students have grown up in a fast-paced digital environment in the 21st century and are readily tuned out of the conventional lecture-based classroom (B Boholano 2017). Therefore, at this time, learning has led to a more varied substance. Especially with the creation of hybrid learning and blended learning which have become the most widely developed subjects. In this research, the main ideas that have been formulated have led to hybrid learning with online learning as a more specific subject.

The online learning ecosystem has gone through various experimental developments but is still progressive in order to remain relevant to the needs of students. One of them is the cycle of using online learning platforms by third parties and official products from government agencies. In this research, the priority

platform empowerment is Google Classroom. This platform is a platform from Google LLC which was developed to be in line with the needs of students. Google Classroom is also more effective and flexible for students when compared to conventional methods such as face-to-face learning. Not only that, Google Classroom is an attractive medium for students. Google Classroom is thought to promote students' interest in learning as well as their degree of participation in class activities (Hussaini et al. 2020). Therefore, the application of Google Classroom can improve the accessibility of students in finding the motivation to learn. The motivation that has been felt by students will keep them from responding to their learning process. Then, that Education developers can continue the cycle of developing learning strategies.

In this research, education is simplified in the aspect of implementing EFL teaching, especially in Indonesia. Then, that it constructs the foundation of a new problem, namely how to apply Google Classroom to the implementation of teaching EFL in Indonesia. Learning English in Indonesia is also always developed to maintain its alignment with the needs and abilities of students. Ability in this context can be described as internal factors such as mastery of the use of technology or mastery of English and

external factors such as required facilities. The ability of students in learning English is still experiencing difficulty. Compared to Bahasa Indonesia, which does not require grammar comprehension. This causes students' interest to decline in learning English (Panggabean 2015). Then, this can be one of the internal factors that influence the integration of Google Classroom in learning English. On the other hand, students also have difficulty accessing Google Classroom which is influenced by inadequate or even non-existent facilities. However, the presence of Google Classroom is continuous with the problems that exist to be addressed. The introduction of Information Communication Technology (ICT) as the learning principle in English language teaching and learning, at fostering the autonomy of learning and communicative development of students, is one of the concerns within the 2013 Curriculum in Indonesia (Lubis 2018).

Research that has been carried out previously has tested several factors that are likely to affect the implementation of English language learning in Indonesia. The results of these studies vary widely based on the adaptation of each sample. However,

2. Research Methods

Research is an instrument to explore something that has a main problem. Then, the methods involved in a study must meet

these studies are also limited by the technical implementation. A classroom action research that was conducted to find out how much the impact of using Google Classroom in teaching reading comprehension on eleventh grade students. Based on their test results, the Google classroom enhanced the reading comprehension of students. But, it cannot be denied that the obstacles come along with this process like unstable internet connection and unskilled human operating for the system (Dewi, Zahrowi, and Sulistyawati 2020). In this research, the novelty applied is the technical implementation in the structured data collection process and an attractive online questionnaire model.

The aims of this research are as follows: 1) To analyze the practices that were carried out in teaching and learning reading by using Google Classroom; 2) To analyze the students perceive the applications and the level of students' perception towards the Google Classroom in teaching and learning reading; 3) To investigate the students' behavior level towards the use of Google Classroom in teaching and learning reading.

certain indicators to achieve the problem-solving process. In this research, the research was carried out through qualitative

data analysis methods. This is related to the formulation of data-oriented problems. This research is structured in a way through problem identification, data collection, and data presentation. Qualitative data analysis is a research method that focuses on describing data on factual problems in the field. The problems that have been formulated that originate from subjective aspects are then summarized in the form of descriptive data. The method of qualitative analysis is divided into three main phases, including the reduction of the text; the discovery of the text; and the incorporation of the exploration (Attride-Stirling 2001 as cited in Akinyode and Khan 2018). This research describes specifically based on the data that has been collected. It is intended that the data can be researched regularly and can create new variables to be researched on an ongoing basis.

The questionnaire is one of the instruments that is focused on this research. However, data sources have also been expanded through the application of interviews and observations. The data found can be reviewed with all the results of the data collection method. Before carrying out the technical data collection, a blueprint for making a questionnaire needs to be constructed. Then, the data frequency remains on one axis according to the desired indicator. The indicators are based on 3 main problems in this research, namely: 1)

What are the practices that were carried out in teaching and learning reading by using Google Classroom?; 2) How the students perceive the applications and the level of students' perception towards the Google Classroom in teaching and learning reading?; 3) How the students' behavior level towards the use of Google Classroom in teaching and learning reading?. Then, the 3 problem statements are linked to the relevant theories, resulting in specific indicators for each problem statement.

Technical data collection is then carried out based on the questionnaire that has been made. The questionnaire has adopted a Likert Scale, 5 response variables will be filled in by respondents on each indicator. A Likert scale is a group of statements (items) presented in response to a real or hypothetical scenario. On a metric scale, participants must indicate their level of agreement (from strongly disagree to strongly agree) with the supplied statement (items) (Joshi et al. 2015). This research refers to the respondents' responses, then it can be concluded that their opinion about something will be described again in a structured manner. In the context of this research, respondents will provide their responses regarding the integration of Google Classroom in the English learning process, especially in reading material.

The process of validation and reliability has also been applied in data

analysis in this research. The questionnaire has been divided into 2 sessions, the first questionnaire is a questionnaire that has passed the validation and reliability process. This questionnaire is the earliest form of instrument and is distributed to respondents outside the main respondents. Then, after the first questionnaire has been processed and filtered, it has resulted in an authentic questionnaire. The last questionnaire is the primary instrument used and distributed to the main respondents.

The data collection process was carried out on January 7, 2021, at the state junior high school 1 Colomadu,

3. Results and Discussion

The data that has been collected, calculated, and reviewed can be used to construct a complete description. In this research, the data has been categorized based on indicators that vary in each problem statement. Based on the Likert scale, each data is simplified with equivalent value parameters. Each indicator in the questionnaire has a variable range of 1 to 5. A value of 1 indicates that the response is negative, while a value of 5 is a positive response. The range is valid for positive statements on the questionnaire, whereas, for negative statements, the range value will apply otherwise. However, if a value of 3 is found, then it can be called neutral. Then, the position of the value in

Karanganyar, Central Java, Indonesia. The first questionnaire was distributed to students of class 8D which had a total of 24 students. Meanwhile, the second questionnaire was distributed to students in grade 8A which had a total of 32 students. Then, after the questionnaires have been answered by all respondents, interviews have been conducted with the homeroom teacher. The observation process has been carried out before data collection until the process has been completed. Then, that the data obtained is complete to be described again in the form of qualitative data analysis.

the data analysis in this research can be categorized as tending to be positive or tending to be negative. However, in this section, the data description does not use a mathematical range value. The results of the study will be described in the form of presentation of the percentage response on a Likert Scale starting from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The following is a description of the data categorized based on the problem statement in this research:

3.1. The Practices That Were Carried Out in Teaching and Learning Reading by Using Google Classroom.

This problem statement has 3 indicators that are used to formulate each question on the questionnaire, the indicators are as follows:

- a. The Utilization of The Use of Google Classroom in Teaching and Learning Reading.
- b. The Learning Style of The Students.
- c. The students' interactions in Google Classroom.

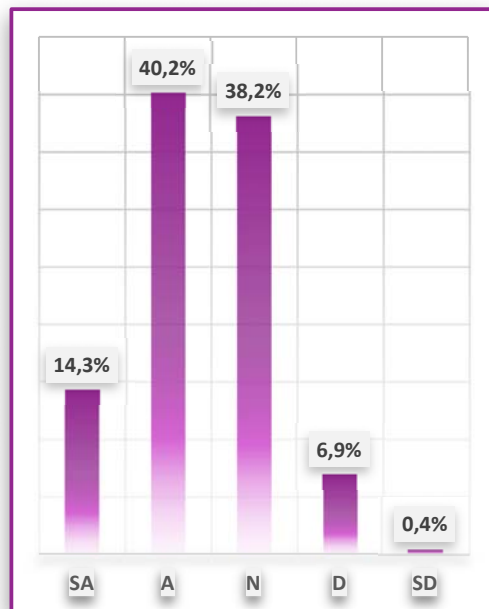


Figure 1. Diagram of The First Problem Statement Responses

Based on the diagram above, it is known that the total responses on the Agree scale reached 180 responses or 40.2%, this value is the highest value that has been obtained. While on the Neutral scale, the total responses found have reached 171 responses or 38.2%. The value is slightly lower than the Agree scale. Then, it was known that on the

Strongly Disagree scale, a total of 64 responses or 14.3% were found and a total of 31 responses or 6.9% were found on the Disagree scale. Then, the scale that produces the lowest response is the Strongly Disagree scale with a total of 2 responses or 0.4%.

Based on the explanation above, it can be concluded that most students have chosen positive responses to this problem statement. Then, the total positive responses (Strongly Agree and Agree) were 244 responses or 54.5%. While some students chose a neutral response and a small number of students chose a negative response (Disagree and Strongly Disagree).

It can be concluded an answer to the first problem statement, what are the practices that were carried out in teaching and learning reading by using Google Classroom? The answer is that students have taken advantage of various supporting features in Google Classroom with intensive interaction with teachers, and they are able to adapt to new learning methods online through Google Classroom.

3.2. The Students Perceive The Applications and The Level of Students' Perception Towards The Google Classroom in Teaching and Learning Reading.

This problem statement has 3 indicators that are used to formulate each question on the questionnaire, the indicators are as follows:

- a. The usefulness of Google Classroom that was perceived by students.
- b. The perceptions of the students from using Google Classroom in teaching and learning reading.
- c. The students' acceptance of the use of Google Classroom in teaching and learning reading.

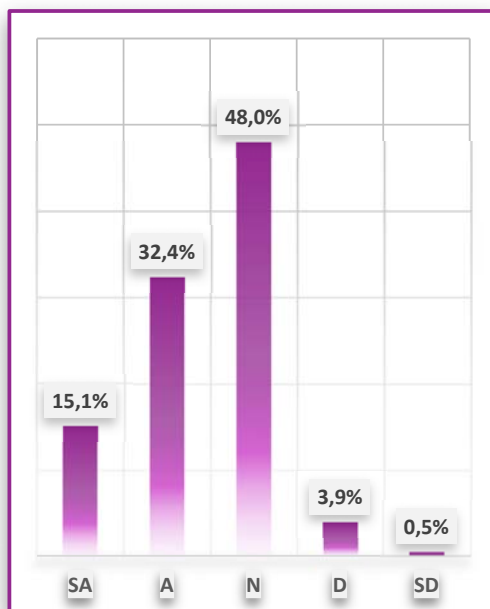


Figure 2. Diagram of The Second Problem Statement Responses

Based on the diagram above, it is known that the total responses on the Neutral scale reached 292 responses or 48%. This value is the highest value and has a considerable difference from the Agree scale which produces a total of

197 responses or 32.4%. Then, the Neutral scale is the most dominant scale in this problem statement through independent comparisons. Then, the Strongly Agree scale yielded a total of 92 responses or 15.1%. This is a much higher value than the Disagree scale which yields a total of 24 responses or 3.9%. Meanwhile, the lowest value found in this problem statement has been generated by the Strongly Disagree scale with a total of 3 responses or 0.5%.

Based on the explanation above, it can be concluded that most students have given Neutral responses. However, many students gave positive responses (Strongly Agree and Agree) with a total of 289 responses or 47.5%. Then, Neutral and positive responses have very little difference in this problem statement.

It can be concluded an answer to the second problem statement, how the students perceive the applications and the level of students' perception towards the Google Classroom in teaching and learning reading? The answer is that students have the opinion that they find it easier to carry out learning English by using Google Classroom. This can happen because they can take advantage of Google Classroom easily and flexibly. Then, this is certainly different from direct learning which requires many

aspects to be fulfilled. Students also accept changes and developments in learning English with ICT integration, especially using Google Classroom.

3.3. The Students' Behavior Level Towards The Use of Google Classroom in Teaching and Learning Reading.

This problem statement has 2 indicators that are used to formulate each question on the questionnaire, the indicators are as follows:

- a. The students' behavior of using Google Classroom in teaching and learning reading.
- b. The problem faced by students in using Google Classroom in teaching and learning reading.

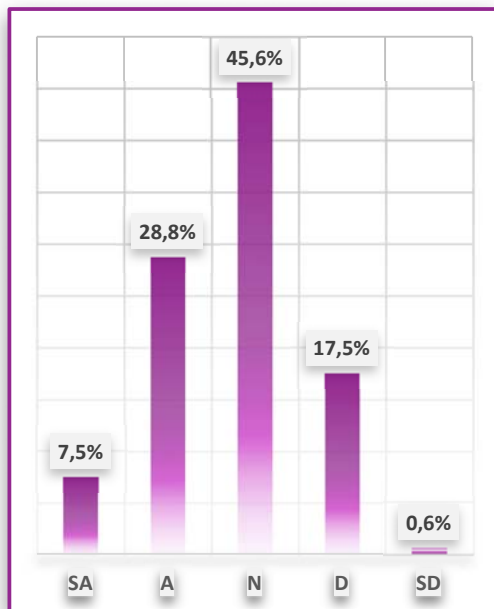


Figure 3. Diagram of The Third Problem Statement Responses

Based on the diagram above, the total responses generated by the Neutral

scale are 73 responses or 45.6%. This value is the highest value with a considerable difference with the Agree scale which produces a total of 46 responses or 28.8%. Then, the Neutral scale has been determined as the dominating variable through independent calculations. Then, the Disagree scale has resulted in a total of 28 responses or 17.5%. This value has a considerable difference with the Strongly Agree scale which produces a total of 12 responses or 7.5%. Meanwhile, the Strongly Disagree scale again produced the fewest responses with a total of 1 response or 0.6%.

Based on the explanation above, it can be concluded that most students have chosen Neutral responses. However, some students have chosen positive responses (Strongly Agree and Agree) with a total of 58 responses or 36.3%. This shows that there is a large difference between the two scales.

This problem statement there are different assessment variables. If in the previous problem statement, a positive response will provide positive value (5 points for the Strongly Agree scale and 4 points for the Agree scale), while in this problem statement there is a negative statement. Then, if students choose a positive response, the score will be 1 point for Strongly Agree scale and 2

points for Agree scale. The variable that becomes a negative statement is the last item in the table above. The last statement that became the negative response format was produced because it was in line with the basic indicators in the questionnaire blueprint.

It can be concluded an answer to the third problem statement, how the students' behavior level towards the use of Google Classroom in teaching and learning reading? The answer is that students' attitudes vary greatly towards

4. Conclusion

The existence of the use of English as a foreign language in Indonesia has not increased significantly. This is one of the factors that affect the comprehension of each individual in speaking English. Not only in an educational institution, but it is also found outside the parameters of education. English is the most difficult language to learn than Bahasa Indonesia, it is supported by the need to understand grammar in English. Compared to Bahasa Indonesia, which does not require grammar comprehension. This causes students' interest to decline in learning English (Panggabean 2015). But in the context of balancing learning methodologies against technological developments, there have been many factors that have become a strong foundation to be able to solve these

the development of ICT in the learning process. In the implementation of Google Classroom, students remain active and focused in every implementation of English learning. Although there are several problem factors that can affect the learning process, according to them, the learning process through Google Classroom continues to run seamless and does not change the substance in teaching and learning aspects.

problems. Such as the integration of information technology which is intensified by education developers or the government, it is expected to be able to help the mastery process of students in all aspects of English.

A special aspect in the context of this research is the reading learning process. This is then related to how to apply ICT integration to reading learning, then that students can feel the benefits. Therefore, students who have experienced the hybrid learning process using Google Classroom have been asked to provide their opinions, then that this will also become a review for ICT developers and education developers.

Google Classroom has provided opportunities for educators to be creative in the teaching process. This has been supported by the accessibility of Google

Classroom which is constantly being updated. The features in it are also always reviewed by Google Classroom developers, then that educators can take full advantage of them. Especially for reading learning, it has a positive impact on educators and students. The use of Google Classroom in reading class not only makes the teaching and learning process more engaging, but it may also successfully enhance the learning process, particularly as students' partner tools for learning both in and out of the classroom (Dewi et al. 2020). The description has resulted in equilibrium with all the data obtained in this study. In general, respondents have participated in expressing their opinion about the benefits

of Google Classroom when learning Reading.

Based on the results that have been calculated on each questionnaire variable, all data have been converging on the positive attitudes of students towards the use of Google Classroom. Then, it can be concluded that the students of SMP N 1 Colomadu agree to the implementation of the integration of Google Classroom as an online platform to participate in learning English. They have argued that Google Classroom has supported all aspects of learning they need. Then, that the integration of Google Classroom for SMP N 1 Colomadu has been carried out well.

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