

# **THE IMPLEMENTATION OF GOOGLE CLASSROOM IN TEACHING READING COMPREHENSION NARRATIVE TEXT AT GRADE XI IN MAN 1 MEDAN**

**\*Wahyu Ella Anggraini**

**\*\*Dr. Masitowarni Siregar, M.Ed**

## **ABSTRACT**

**Anggraini, Wahyu Ella. Registration Number: 2171121034. The Implementation of Google Classroom in Teaching Reading Comprehension of Narrative Text at Grade Eleventh in MAN 1 Medan. A Thesis. English Educational Program, State University of Medan, 2022.**

This research dealt with the Google Classroom used by teachers, how the teachers implement Google Classroom, and the problems that teachers faced in implementing Google classroom in teaching reading comprehension of narrative text at grade eleventh in MAN 1 Medan. This study used descriptive qualitative design. The data were collected by following instruments: observing and interviewing. The findings of this study revealed that in teaching reading comprehension of narrative text during online there are 5 stages which are: 1) Access and Motivation, 2) Online Socialization, 3) Information exchange, 4) Knowledge construction and 5) Development. And the problems faced by teachers are: Unstable Network, Quota Limitation and lack of focus caused by appropriate by surroundings during online teaching learning process.

**Keyword: Implementation, Google Classroom, Reading Comprehension and Narrative Text**

\*Graduate Status

\*\*Lecturer Status

## **I. INTRODUCTION**

### **A. Background of The Study**

In this era, students tend to use the internet to access some resources or to access online platforms in most of their activities especially in learning English. One of the online platforms is Google Classroom. According to Hakim (2016:2) Google Classroom is a program that allows for online classrooms.

Furthermore, Google classroom can be a used to distribute assignments, submit assignments and even grade submitted assignments. This platform can assist teachers and students in carrying out the learning process more deeply, because students and teachers are not constrained by time constraints or class hours, and can collect assignments, submit assignments, and even grade submitted assignments from home or anywhere. During the Covid-19 Pandemic, the use of the Google classroom platform was carried out as an online learning platform, especially in MAN 1 Medan.

After the researcher observed in MAN 1 Medan, it is one of the Medan schools that recognize the value of English. Because many students still struggle to comprehend reading in narrative material, the English teacher in Man 1 Medan recognizes that students need additional practice in reading English. Observing the interview between the researcher and the teacher is a good way to start. it found that the students and the teacher use Google Classroom as their platform to teaching and learning narrative text. After doing preliminary research, it was found that teachers faced some problem in teaching reading comprehension narrative text while using Google Classroom.

From the background description above, it can be seen that the use of instructional platform is not only to support the achievement of active and efficient

learning, but learning media can be managed and developed by teachers so that teachers' teaching creativity can be improvised with the existence of learning even though learning is carried out with networks or online.

## **II. REVIEW OF LITERATURE**

### **A. Theoretical of Framework**

In supporting the idea of this study, the research presented some theories that helped the researcher. Theories are very important because they are used as the basic foundation in conducting the analysis of this research.

#### **1. Reading Comprehension**

Reading comprehension, according to Grabe and Stoller (2002), is the capacity to comprehend and appropriately interpret textual information. Reading without comprehension is a waste of time. They are inextricably linked and cannot be separated. Comprehending and understanding are synonyms. This means that reading comprehension is an important part of the reading process, as is deriving meaning from the text.

#### **2. Text Types**

The text of a book is the primary written or printed portion, a speech, an article, or any other type of written material. The text aims to express opinions or experience (Hartman and Hartman: 1996). Beaugrande (1985: 197) states that "Text type is a unique configuration of the relationship advantage obtained between or among elements, and its composition is as follows: (1) surface text, (2) the textual world, (3) stored knowledge model, and (4) a situation of occurrence". There are so many aspects of literally text types, and many ways

analyze it, but there are four basic categories namely descriptive, narrative, expository, and argumentative.

### 3. Narrative Text

A narrative text is a story. The term "narrative text" refers to an oral or written account of an event or story. The narrative text is distinct from the dialogue in that it is a component of the literary work. A narrative text is either a work of art or a work of fiction. A narrative text means a story that contains complex or problematic events and attempts to resolve them. The narrative mode is a critical component of the narrative text. Which is a collection of methods to convey narrative through process narrative.

### 4. The implementation of E-Learning

To ensure the success of online learning, a structured and paced program of e-activities is required. According to Gilly Salmon (2002) five stages of e-tivities in classroom are follows:

#### a. Access and motivation

Access and motivation are the first stage to help students familiarize themselves with online settings by learning how to use course software. This stage involves three aspects: access, motivation and arriving. (1) Access is an activity to help students Need personal access in use communication tools, access also helps the students to start and encourage them in learning process. (2) Motivation is teacher activity deal with the negative when are feelings and emotions students feel frustrated because they technical problem. (3) Arriving is a teacher-led activity that helps keep students connected. It is worthwhile to attempt to connect

all participants to the internet prior to allowing them to interact with one another via the e-learning platform.

b. Online socialization

Online socialization is a process that establishes the foundation for online communities through the use of brief e-activities that foster trust among students. At this stage, students create an online identity and begin interacting with others. Additionally, the students' relationships will strengthen as they share their stories and ideas during group and individual assignments.

c. Information exchange

Information exchange is a teacher-led activity that teaches students how to interact with one another during the learning process. At this stage, the teacher should incorporate e-activities into the assignment design process in order to engage students in the e-learning process. Students require assignments that allow them to explore and share knowledge in small group discussions. Students share information about the course with one another.

d. Knowledge construction

Knowledge construction is the activity that helps students develop their ability to think critically. According to Lock (2002), knowledge construction is interaction that occurs during the process of learning for the purpose of sharing, constructing, and meaning. The teacher creates e-activities in this stage to assist students in developing higher order thinking skills and becoming self-sufficient learners.

e. Development

Development is the activity that enables students to impart their knowledge. At this stage, represents a new development. Students develop cognitive abilities by monitoring and evaluating their ideas. The teacher selects reflective activities that promote thinking activities in the following ways. exchange questions to put your assumptions to the test.

#### 5. Google Classroom

According to Hakim (2016: 2), Google classroom is an online educational service provided by Google. Google Classroom was created to assist teachers and educators in creating and distributing assignments to students in a paperless environment. It can be accessed from anywhere and on any device that has an internet connection, to communicate between the teachers and the students, to provide feedback to students, and to facilitate personalized learning. Users of Google Classroom must have an account at Google.

### **III. RESEARCH METHODOLOGY**

This research applied the descriptive qualitative design to analyze the data because described condition of state phenomenon that is about implement of teaching reading comprehension narrative text using Google Classroom. Qualitative research is a technique for examining and comprehending the meanings ascribed to individuals or groups in relation to social or human problems (Creswell: 2014). In addition, he explained that Qualitative research is frequently conducted in the field, at the location where participants encounter the research problem.

This research belongs to qualitative design because it intended to describe, explore, and clarify about implementation of Google Classroom in teaching reading narrative text in students' reading comprehension. The aim of this method is to make description systematically, factual and accurate about the fact, characteristics, and relation among phenomenon.

#### **IV. RESEARCH FINDINGS AND DISCUSSION**

##### **A. Research Findings**

The technique use in this study is based on the procedure proposed by Creswell (2014). In this study, the procedures are formulated as bellow:

1. Observing: It is the first step to collect all the data from observation in the classroom meeting
2. Recording: The observed data will be recorded by voice-recorder.
3. Transcribing: The observed data transcribe from the voice-recorder.
4. Concluding: This is the last step is to presents the finding and concludes the research findings which related to the objectives.

##### **B. Discussion**

- **The Implementation of Google Classroom in Teaching Reading Narrative Text**

The research observations and interview were divided into two eleventh–grade English teachers at MAN 1 Medan. Observation and interview were made once for each participant. The first interview with teacher 1 was carried out on September 7, 2021 and the second interview with teacher 2 was on September 18, 2021.

In the implementation of e-learning needs a structured and paced program of e-activities for online learning to be successful. According to Gilly Salmon (2002) five stages of e-tivities in classroom are follows: 1) Access and Motivation, 2) Online Socialization, 3)Information exchange, 4) Knowledge construction and 5) Development.

### **1. Access and Motivation**

In the first stage, access and motivation, the teacher should make sure the students get the easy access to the platform, processes and systems. In MAN 1 Medan, the teachers using Google Classroom platform during online teaching online learning process.

Based on the result of interviewed, Teacher 1 (NA) said that all of the teachers in MAN 1 Medan must using Google in teaching learning. It is because the school has collaborated with Google Corporation, so any data about attendance, materials, assignments and grades are all monitored by the school. The teacher also said that it is permissible to use other platforms in addition to make learning more effective.

To make the access easier, the teacher will send the link meeting in the Google Classroom, so the students will see the announcement that the teacher has given in the Google Classroom. During the online meeting, the teacher also motivating students by being welcoming and encouraging to the unit of the study. So the teacher will give greetings to the students before learning begins, the

teacher will also give a little motivation that raises the spirit of the students in starting learning.

Based on the result of interviewed, similar with teacher 1 (NA), teacher 2 (KR) that should prepared for online learning such as; first prepared the link of the meeting, time, absence, material, and assignment each room in Google Classroom. So, all of the activities in teaching learning process during online learning can't be separated from Google Classroom platform.

Based on the result of interviewed, Teacher 1 (NA) said that the implementation of Google Classroom in teaching learning English is good. The first step, the teacher will send the link of meeting that will be held to the forum Google or whatsapp, the teacher also share the material in Google Classroom so the students can read the material before the meeting. After that, the teacher will explain about narrative, what is definition of narrative, generic structure of narrative and example of narrative. Next, the teacher ask the students open their room in Google Classroom and do assignment to measure the level of reading comprehension of narrative text. The teacher will tell the students to input the result of the assignment to the room in Google Classroom. After all of the assignment have been collected, the teacher will input the score in the same room.

## **2. Online Socialization**

In this stage, the teachers ask students create an identity online and find other people to interact with. Furthermore, the student's relationship will grow during group and individual assignment when they share their stories and ideas. This stage aim is to establish personal identity and then working on group

and to creating a micro community through active and interactive learning and teaching.

In reading comprehension of Narrative text material, the teacher ask the students to make a work on group to discuss about the material of narrative text, but in this case the students make a group using Whatsapp platform not Google Classroom.

Based on the result of the interview, similar with teacher 1 (NA), teacher 2 (KR) that said in addition to using Google Classroom in the teaching and learning process, teachers also use several supporting platforms so that learning becomes more effective, the teacher will do anything as long as the students understand the learning material better. MAN 1 Medan also frees the teacher to choose a supporting platform as long as the teacher and students feel enjoy and are not burdened during the online learning process.

### **3. Information Exchange**

Information exchange is a teacher-led activity that teaches students how to interact with one another during the learning process. At this stage, the teacher should incorporate e-activities into the assignment design process in order to engage students in the e-learning process. The teacher will assign students projects that allow them to explore and share knowledge in small group discussions. The students give information each other related to the course. Cooperation begins to occur and each student can support the goal of others.

Based on the result of interview, Teacher 1 (NA) said that the teacher will ask the students to open link video of narrative text about “*Malin Kundang*”

and pay attention to the entire storyline and understand every character in the story. After that the teacher will ask the students if they already know about the story "*Malin Kundang*". After that in the main of activity, the teacher will send a link that is shared through Google Classroom about the material and examples of narrative text in written form. Then, the teacher will ask the students to discuss about the generic structure and languages features of the "*Malin Kundang*" story.

#### **4. Knowledge Construction**

Knowledge construction is the process of sharing, constructing, and interpreting knowledge during the learning process. The teacher creates e-activities in this stage to assist students in developing higher order thinking skills and becoming self-sufficient learners. Students can be contributor not just consumers of knowledge. The aim of this stage is to increase critical thinking, judging, evaluating, and creativity.

In this stage, after the teacher share the material and give the examples of narrative text, the teacher will ask the students to work in group to identify social function and generic structure, and some questions from the narrative text that has given by the teacher. During the discussion and work in group, it will increase their creativities, critical thinking, judging and evaluating the material. They will share the information each other and make the best result on group. After discussion, the result of the generic structure and language feature of the narrative text will discuss together with the teacher in meeting room.

Next, the teacher will send the assignment about another narrative text entitled "Lake Toba" to the task room in Google Classroom. The teacher also give

the instruction with the task. In this assignment, the students work individually, this case to make the students become independent learners to higher order thinking skill individually. In the assignment, the teachers prepare a text about “Lake Toba” and also some questions related to the text to know the comprehension of reading narrative text. The result of the text will send individually to Google Classroom.

## **5. Development**

Development is the activity that helpful the students give back what they have learned. Represents new development at this stage Students develop cognitive abilities by monitoring and evaluating their ideas. Teacher select e - tivities reflective that encourage thinking activities in the following ways share questions to test assumption.

In this stage, students are comfortable to collaborate and cooperate the teamwork by technology that used, and also the students are more responsible for their own learning and group and they can look back for to what their have learned.

Based on the result of interview, Teacher 1 (NA) said that the teacher will give the score to the Google Classroom. After the teacher give the score in Google Classroom column, the teacher and the students summarize the material and also evaluate the teaching learning online.

- **The problems faced by teachers while using Google classroom in teaching reading comprehension narrative text**

Based on the observations and interviews conducted by the researchers, there are problems faced by teachers in implementing Google Classroom in teaching reading, especially narrative text materials in Pandemic Era. The problem faced by the English teachers at MAN 1 is that they cannot meet face to face, can't practice directly, then the problem that often occurs to teachers and students are problems with the network. Because in the online teaching and learning process, a stable network is very much needed .

From the results of the interview, the teacher explained that when the network was unstable, the teacher could not do learning effectively, could not input learning material and it was also difficult to give a score to the column in Google Classroom.

To overcome and inform about the problems faced about the network, usually the teacher will inform via Whatsapp, as the results of the interview with Teacher 1 (NA) are as follows:

*“The effort I made was to inform students that assessments or matters related to Google Classroom and online meetings to be postponed while waiting for the network to get better via whatsapp.”*

Other problems faced by teachers are also when there are students who cannot attend consecutive meetings because they have no quota, as the results of the interview with Teacher 2 (KR) are as follows:

*“The most influential obstacle is the problem of quotas and networks, because not all students are in strategic areas to get a good signal, as well as*

*quotas, there are students who reason to be absent because there is no quota or network problems.”*

From the results of the interview, the teacher explained that when the student absent, the teacher will inform this case to homeroom teacher, as the results of the interview with teacher 2(KR) are as follows:

*“The efforts I make when there are students who are not present in a row then I will report it to the homeroom teacher and discuss the problem, if there is no longer a solution then the homeroom teacher will give this problem to the counseling teacher”*

Problems faced by teachers in implementing Google Classroom in narrative text learning materials, namely that there are still many students who cannot understand reading comprehension narrative text itself. This is because students often lose focus when the teacher teaches what is narrative, generic structure of narrative, and examples of narrative explained by the teacher.

Based on the results of observations in the delivery of learning materials the teacher has delivered the material with clear so that students understand. And also every learning material is delivered by the teacher in detail. In the learning process, the teacher looks like using Google Classroom for online learning media, that in delivering material the teacher sends information to the Google Classroom room but still there are always obstacles that can make students' focus on learning disrupted, it could be because students do not have enough vocabulary in English and home or environmental factors of each student.

## **V. CONCLUSION AND SUGGESTION**

## **A. Conclusion**

After analyzing the data, the conclusion drawn related to the implementation of Google Classroom in teaching reading comprehension of narrative text in MAN 1 Medan as follows:

- 1 The activities of implementing Google Classroom in teaching reading narrative text at eleventh grade in MAN 1 Medan during online learning, teachers follows five stages of e-tivities in classroom are follows: 1) Access and Motivation, 2) Online Socialization, 3) Information exchange, 4) Knowledge construction and 5) Development. In this e-activities activity in online learning, the English teacher at MAN 1 Medan relate all of the activities it to the Google Classroom platform. Google classroom very helpful in the online learning process during the pandemic Covid-19. The implementation of the use of Google Classroom is used for every teaching and learning activity every Monday-Saturday. So, all activities using Google Classroom had been implemented by the two English teachers grade eleventh in MAN 1 Medan
- 2 In implement Google Classroom, there are some problems faced by teachers such as unstable networking, quota limitations, and to students lack of focus because appropriate of surroundings.

## **B. Sugeestion**

In the end of this chapter, the researcher would like to give suggestions related to the research as follows:

1. For the English teacher

Teachers as the most responsible parties in implementing Google Classroom. Google Classroom is a platform to be used by English teachers to

know the students' reading comprehension in narrative text. Then, the English teachers should follow the five stages e-tivities in classroom to make the students easy to comprehend their reading skill during online learning.

## 2. For the next researcher

For the next researcher who wants to explore the same topic, it is suggested to do the research in different school. It is recommended to develop this kind of learning technique for teaching different language skills and language component.

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