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**THE IMPLEMENTATION OF GOOGLE CLASSROOM  
TO TEACH READING NARRATIVE TEXT  
(A Case Study at One of the Vocational High Schools in Tasikmalaya)**

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**Abstract**

This paper reports the investigation of Google Classroom (GC) implementation to teach reading of narrative text to students of Vocational High School. It was purposed to find out teacher's strategy to implement GC to teach reading of the narrative text, students' perception to the implementation of GC teaching reading of the narrative text, and teacher's perception of the implementation of GC to teach reading of the narrative text. This study used qualitative research under case study approach to take data from participants. In this case, the participants were the tenth grade and an English teacher. Furthermore, observations, questionnaires, and interviews were media to collect the data. The results showed that the teacher used Google Classroom as a medium to share assignments and learning material that should be studied by the students. During the learning process was occurred, the teacher and students only need to open the learning material in their smartphone and discussed it together through questioning activities. Then, related to how the teacher taught reading to his students, the teacher applied several reading techniques. Furthermore, most of the students gave quite positive responses to Google Classroom. They agreed that by implementing Google Classroom as a learning medium, learning activities became more structured and enjoyable. Then, the teacher perceived this application helpful. He mentioned that this application made him easy to manage his class.

**Keywords:** *MALL, Google Classroom. Reading, Narrative text.*

## INTRODUCTION

Reading, as the first step in learning something, is a complicated activity, intentional, interactive, comprehensive and flexible to get many kinds of information (Bojovic, 2010, p. 1; Yusismi & Juf, 2017, p. 140). Reading purposes to understand what is in the text (Puspitasari, 2018, p. 2) so that it involves readers' ability in comprehending it. Without comprehension, while reading, readers will find it difficult to understand information, as in reading narrative text. Narrative text, which includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc is the text that describes an imaginative thing or something fantasy with the goal only to bring entertainment and fun to the reader (Mislaini, 2015, p. 3 and Sulisty, 2013, p. 171).

According to Joyce & Feez (2000) as cited in Mulyaningsih (2013, p. 17-18), generic structure of narrative text related to abstract, orientation, evaluation, complications and resolution. Accordingly, the language features of narrative text are as follows: 1). Individual participant, in particular, frequently has specific defined identities; 2). Action verb is mostly used (material process) that describes what happens; 3) Thinking verb (mental process) is also used in narrative text that provides us information about what individual is thinking or feeling, such as wondered, remembered, thought, felt, disliked; 4) Past tense is normally used; 5) Can be written in the form of first person (I, we) or third person such as he, she, they.

Nowadays, almost every school has integrated technology to support the learning process, especially in teaching reading narrative text; and it really needs to be done (Cox (2009). Technology is used to support and enhance language learning and its presence plays important roles in current education to enhance the quality of education (AbuSa'aleek, 2014, p. 469; Miangah & Nezarat, 2012, p. 313; Stošić, 2015, p. 111; Raja and Nagasubramani, 2018, p. S34). This technology which is called Mobile Assisted Learning provides various application to be selected. One of application is called Google Classroom (GC) at which the features are streams, classwork, and people (Ferre, 2019). Google Classroom is a learning management system that teachers can construct active learning with student-centered, collaborative, and unforgettable approach just by means of Google Classroom, because it provides easy-to-use learning features with all students can take part (Beal, 2017; Iftakhar, 2016, p. 12; Nagele, 2020; Beal, 2017).

The writer found some previous studies about the use of Google Classroom which has been conducted by Pappas (2015), Chartrand (2016), Ventayen et al. (2018), Rahmad et al. (2019), Turnbull et al. (2019), Shaharaneet al. (2016), and Fonseca & Peralta (2019). Similarly, those studies examine the implementation of Google Classroom to help the learning process. However, those previous studies did not gained information about teacher's perception and students' response on the implementation of Google Classroom. So, the present study is carried out to find out how the teacher implements Google Classroom to teach reading narrative text, student's response to the implementation of GC to teach reading narrative text, and teacher's perception of the implementation of GC to teach reading narrative text.

## **METHOD**

The present study employed a qualitative study with the type of case study. A case study was employed to investigate a contemporary phenomenon and to get detailed information on this case by selecting individual purposively (Woodside (2010, p. 1; Creswel, 2012, p. 206). Therefore, to get the data, the writer employed one class at the tenth grade consisting of 19 students and one English teacher as samples of this study.

This study obtained the data through a non-participant observations, questionnaire, and interview. The writer just recorded the all activities of teaching reading narrative text by means of Google Classroom both classroom observation and online observation activity. Next, the writer used close-ended questionnaire that are adapted and edited from Shaharaneet al. (2016, p. 6-7). The result of questionnaires were distributed and displayed in percentage. Furthermore, the semi structure interview consisted of several questions that are adapted and edited from Azhar and Iqbal (2018, p. 60-63) it was conducted to the teacher and was taken online due to the corona virus. The result of interview was then categorized, coding, and interpreting (Cresswell, 2012).

## **FINDINGS AND DISCUSSION**

This study deals with investigating the implementation of Google Classroom to teach reading narrative text. The results of observations, questionnaires, and interviews were analyzed afterward that is elaborated in the following discussion:

### ***The Teacher's Strategy in Implementing Google Classroom in Teaching Reading of The Narrative Text***

The writer discussed the result of the study based on the data from observations. During the learning process, the students could use their smartphone to open the material that has been provided by the teacher on Google Classroom and focus on listening to what the teacher explains. It can be concluded that the teacher used technology to made students familiar with technology and can use it well. This is consistent with Cox's (2009) theory who said that applying technology in the classroom is required because it can enables students to have better future.

Furthermore, the time the teacher and his students used mobile phones to help the classroom teaching and learning process is a real example of the way how the teacher utilize technology. This is consistent with the theory of Kukulska-Hulme (2018, p. 1) who says that Mobile-assisted language learning (MALL) is the learning language process by utilizing smartphones and other mobile devices, particularly in situations where portability and situated learning offer beneficial advantages.

Meanwhile, from online observations, the writer found that the teacher and students interacted and discussed narrative text through an online process by using Google Classroom. It is actually just the same as the learning process in class; the differences are that they were not faced directly and when they discussed, the role of students is more active than the teacher (student-centered). This is in line with Nagele's (2020) statement that teachers can lead the class to active student-centered activity, collaborative, and unforgettable just through Google Classroom because it facilitates easy-to-use learning features with all students can take part. Another interesting thing that the writer found was that when the learning process took place online through Google Classroom, the learning process was more communicative and interactive, the students seemed bolder in expressing their ideas.

In addition, the students were also interacted by using full English during the learning process. This indicates that using Google Classroom as a means of discussion could increase their confidence while studying. As mentioned by Iftakhar (2016, p. 12), this tool is ideal because it provides the users a set of powerful features so that teachers are able to save time, organize classes, and improve communication with students. Then the last one is related to how the teacher taught reading narrative text to his students through

an online process. It turns out that the way the teacher improved the quality of students reading skills in understanding a text was by giving his students assignments. It is intended to train students to think critically to understand every text they have read. So, the students certainly would read the text more often to answer those questions and also they could comprehend content of the text well.

In this case, the teacher realized that the comprehension is the goal of reading activity. This result is supported by Varita (2017, p. 236) who argues that comprehension is the main point of reading. It engages prior knowledge, knowledge of text structure, and an active search for information. In addition, it would be easy for the teacher to control the collection of assignments from his students. The teacher gave enough time for students so they could finish their assignments well. Consequently, students could finish their assignments and obtained their grades immediately. Also, the teacher could provide the students' feedback in the form of suggestion, appreciation, or encouragement to the students to be more enthusiastic in learning. This is strengthened by previous study conducted by Ventayen et al. (2018, p. 48) who claimed that the platform was also integrated with other Google tools to make educators provide immediate feedback and monitor a student progress to increase performance. Also, Chartrand (2016, p. 10-11) says that one of the advantages of MALL is Immediate Feedback; it means that the students can get feedback on their learning activities immediately.

### ***The Students' Responses to The Implementation of Google Classroom in Teaching Reading of The Narrative Text***

The second result of the study is taken from the data of close-ended questionnaire. The writer distributed and gained the data from the close-ended questionnaire to investigate students' responses to the implementation of Google Classroom to teach reading of narrative text. The study results revealed that students actually gave quite positive responses to Google Classroom and also they quite liked this application as teaching media to support them in terms of teaching learning activities. Although there are also some students' views indicating particularly dislike Google Classroom.

Firstly, the writer highlighted students' positive responses to Google Classroom. Most of them agreed that by implementing Google Classroom as a learning medium, learning activities became more structured and enjoyable. Then, the students also felt that

Google Classroom made the process of discussion between them and the teacher effective and efficient. This is in line with Kukulska-Hulme (2018, p. 1) in that the major advantages of MALL are quick access to information, social networks, and situation-relevant aid; flexible time and space consuming in learning; sustainability of learning between diverse settings. This result also in line with the one of Miangah and Nezarat (2012, p. 313) who claimed that MALL relates to the use of mobile technology in language learning.

Furthermore, for some students, they also felt that during the discussion process conducted through Google Classroom, learning activities became communicative and also interactive between themselves and the teacher. Communicative means that the teacher could explain the material clearly so that students could easily understand every explanation given by the teacher. In this case, there had to be a common understanding between the teacher and students related to the material being studied. Also, interactive, in the sense that when they carried out discussion activities, the teacher and students actively participated in learning. So, it could be said that Google Classroom can be meant as a learning management system (LMS) that provides an interactive online learning environment.

This finding is consistent with Turnbull, Chugh, and Luck (2019, p. 1) who say that learning management systems is defined as web-based software platforms that facilitate an interactive online learning setting and set automatic administration, organization, delivery, and reporting of educational content and learner achievement. They also like this application because they felt when they conducted learning activities with their teacher. Their level of confidence increased so that it affected their motivation in learning. This finding is consistent with Chartrand (2016, p. 10-11) who say that one of the advantages of MALL is Social Networking. It means that social networking websites help the students to share information, thoughts, and ideas on a variety of subjects. It also helped the students who may be shy in a classroom to practice their language in a social networking situation. Then, the students did not have problems with the features found in Google Classroom because it was easy to understand and use.

Besides, there were some student views that indicated, particularly, students who dislike Google Classroom for several reasons. They felt less like with Google Classroom because to kept getting notifications and be able to open the subject matter provided by the

teacher, they needed an internet connection to access it. They blamed it a little bit because what if they don't have a stable internet connection, it means students can't follow the learning process. This was certainly also related to the effectiveness of material distribution.

Another response from students to this application was that sometimes they felt easily tired and had difficulty in concentrating for a long time if they were constantly staring at the screen of their smartphone. It also affected the response of some students which resulted in the thinking of those who were still doubtful about Google Classroom which could replace traditional learning.

### ***The Teacher's Perception on The Implementation of Google Classroom on Teaching Reading of The Narrative Text***

The last result of the study was taken from the interview. The data has been extracted from the semi-structured interview to find out the teacher's perception on the implementation of google classroom in teaching reading of narrative text. The study results revealed that teacher's perception of Google Classroom was quite good. Although there were still have disadvantage and negative effects caused by this application.

Firstly, the writer highlighted teachers' positive perceptions toward Google Classroom. The teacher has perceptions that this application was helpful for him because it could improve his performance in the teaching and learning process. This result is consistent with Stošić (2015, p. 111) who argued that educational technology means a constructed and organized process to implement modern technology for the sake of the improvement of education quality (efficiency, optimal, true, etc.).

This finding is also consistent with Pappas (2015) who says that the first advantage of Google Classroom is easily accessible from all tools. It means that even the teacher or student has never used Google Classroom before, they will be able to use it because this application is very easy and simple.

Then, there were some positive effects caused by Google Classroom. He mentioned that this application made him easy to manage his class although the learning process did not happen in the classroom, for example, what happened right now where learning activities occurred more frequently online. The process of distributing materials and assignments to the students more easy and it was also affected on the teacher's way in

doing discussion. The process of discussion in learning activity became more effective and efficient.

Meanwhile, for the students, he explained that by using Google Classroom they could learn the teaching material whenever they want. Besides, he also pointed out about the problem caused by Google Classroom. He said that there was one problem that affects the performance of this application, namely the internet connection. The teacher and students often felt this problem. It caused a little problem when he wanted to do a discussion and sharing an important announcement on Google Classroom. Sometimes the students did not realize the important announcement that the teacher shared in Google Classroom because of an unstable internet connection. To overcome this problem, he usually explained again the announcement he shared in Google Classroom when he was in class. It is in line with Chartrand (2016, p. 10-11) who says one of the disadvantages of MALL is Technical Problems, he said that the technical problems may also arise in the technology, so the classroom requires the instructor to troubleshoot the issues as well as instructing individual students on how to resolve problems.

Furthermore, he also mentioned there were two negative effects caused by Google Classroom that we need to think about it. The first, he explained that if the learning process happened online continuously it would have an effect on the socialization process between the teacher and students. It was true that by using this application, he could still communicate and discuss learning material with his students through an online process. But the learning process must occur face-to-face because the learning process is not only about delivering the material but also the process of socialization where face-to-face communication is needed. This finding is in line with Chartrand (2016, p. 10-11) who say that one of the disadvantages of MALL is Disconnecting. He said On the other hand, mobile phone makes the students spend too much time to do interaction in social media, and forget to do the interaction in real life.

The teacher also said that learning that happened online if done for a long period of time would cost a lot. The last, he also mentioned that all teachers should implement or apply this application so that the teacher could be able to stay connected with his students. This is one of the efforts that could be done by the teacher at this time. Teachers had to be able to adapt to technological developments.



## CONCLUSIONS

This study investigated the implementation of Google Classroom in teaching reading of narrative text. In line with the study, the teacher used Google Classroom as a medium to share assignments and learning material that should be studied by the students. Furthermore, students respond positively and quite like to the implementation of Google Classroom in teaching reading of the narrative text because it supports them in terms of teaching learning activities. Finally, teacher's perception of the implementation of Google Classroom on teaching reading of the narrative text is quite good.

Accordingly, the teacher claims that the application was helpful for him because it could improve his performance in the teaching and learning process and it make him easy to manage his class. However, the teacher also mentioned two negative effects caused by Google Classroom that we need to think about it. The first, if the learning process happened online continuously it would have an effect on the socialization process between the teacher and students. The second, if teaching and learning online is done for a long period of time, it would cost a lot.

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