

PROBLEMS ENCOUNTERED BY STUDENTS IN TEACHING READING USING GOOGLE CLASSROOM APPLICATION

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Abstract

This research is aimed to investigate the problems faced by students when they are taught using Google Classroom application. It is a descriptive study where the first semester students of English Education Department of IAIN Salatiga who took Literal Reading class became the subject of research. Literal reading class was taught using Google Classroom application. The writer used interview and documentation from WhatsApp message and Google Classroom chat to collect the data. Then, the data which were collected were analyzed to classify the students' problem taught using Google Classroom application. After the data were analyzed and classified, the writer found that there were three main problems faced by students taught using Google Classroom application which were mentioned below; (1) Student's motivation; (2) Student's adversity quotient; (3) Technical problem.

Keyword: Learner's Problems, Teaching Reading, Google Classroom Application

1. INTRODUCTION

The existence of industrial revolution 4.0 gives impact to how language is taught. Industrial revolution 4.0 is characterized as the era where the human energy is changed into machine and when everything is digitized. Thus, teaching language at higher education also needs to change the method, material, and media to follow the changing of era. It should be well prepared to equip the students with amount of skills and knowledge before they graduate from university. Methods, materials, and media should be fit with the skills required to face 4.0 industrial revolution era. The skills which are needed to master are critical thinking, people management, emotional intelligence, judgement, negotiation, cognitive flexibility, knowledge production and management (Xing & Marwala, 2017). To reach these skills, teacher needs to arrange something new in their teaching and learning process.

Google Classroom application is one of learning media which provides any tools to learn digitally. It gives many benefits to teaching and learning process; (1) Google Classroom provides students and teacher to communicate using many tools through sending and receiving message and mail which are integrated with Gmail, even students are able to collaborate with their colleagues through online discussion and open conversation through stream menu provided by this application; (2) Google Classroom application is able to improve students' active learning and engagement such as in face to face classroom activity by giving any materials including sharing links, videos, interactive games and collaborative assignments within lessons and assignments, moreover Google Classroom application is integrated with hundreds of applications which enable students to be active in online class; (3) Google Classroom application supports students differentiation by assigning certain or various task to certain students who need more exercises which sometimes becomes problem when we assign certain persons in face to face classroom activity; (4) Google Classroom application helps teacher to give any feedback to the tasks assessed which are usually forgotten by teacher after conducting teaching and learning process (Lynch, 2018).

Google Classroom application also helps teacher to teach language especially language skills. Teacher is able to explore many sides and menu provided by Google Classroom application to enhance students' language skills. An action research conducted by Rabby et.al

(2018) about teaching listening using google classroom revealed that this application can improve students' listening skill. By using Google Classroom application, students were accustomed to using audio clip which influenced to the improvement of messages they caught from the audio they listened. In the fourth attempt, there were more students who got more improvement in catching the messages. This research approved that teaching listening skill as receptive language skill can be improved using Google Classroom application. This research can be one of foundation that reading skill which is also included into receptive language skill is assumed that it can be improved through teaching using google classroom.

According to Janzen in Inftakhar (2016) there are many benefits that teacher and students get when they use Google Classroom as their learning media; (1) Easy to use: Google Classroom application design is simple to be used in instruction. It has many menus to deliver any tasks, to communicate with each students and teacher, to provide announcement, and is connected with email, notification; (2) Save time: Google classroom application is integrated with other features of google application such as Gmail, You-tube, Google Doc, Google Sheet, Slides, and many more which are very helpful to share material, grade the task, give feed-back and so on; (3) Practical: Google Classroom application uses cloud-based enterprise communications tools to make the learning environment more professional and to create authentic technology; (4) Flexible: Google Classroom application is flexible application which can be applied through blended learning or fully online learning; (5) Free: Anyone can access this application without any payment. They can just sign in using their google account to access and enter the code to join the class; (6) Mobile Friendly: Google Classroom application is easy to use through mobile phone. Students can access and get involved in learning activity through Google Classroom application when they are away from their laptop.

Google Classroom application gives some benefits and eases to learn through online and connected which is connected with other features. In the other hand, there are some weaknesses when we teach using Google Classroom application; (1) We need to create a unique code which will be given to students to enter the Google Classroom; (2) This application is little bit difficult to share publicly to wider class or parents because it uses special code; (3) Google Classroom application does not provide any grade book although it provides scoring menu to all students' tasks given; (4) Google Classroom application is questioned to its privacy and marketing (Scragg, 2018). From the explanation above, Google Classroom has some weaknesses which deal with its practicality; however it does not give any direct impacts to the learning improvement and success.

Reading is one of receptive language skills that learner should master when they learn EFL. Mastering reading skill is influential for university students to comprehend material or references written in English. According to Ghararah (1998) and (2003) in Alshammari (2015) the general purpose of teaching reading for EFL students is to enable learners to comprehend message of written texts and to be able to read autonomously. Based on the purpose of teaching reading stated before, teacher needs to decide appropriate teaching technique or media to meet the purpose of teaching reading. Based on the statement before, Google Classroom application is assumed to improve students' autonomous learning. Thus, this research decides to use this learning media to teach reading.

Google Classroom application is an effective learning media to enhance students' autonomous reading. In the other hand, this learning media has some practical weaknesses. Based on the exposure above, the writer would like to conduct a research whether there are problems faced by students in reading class taught using Google Classroom application as the learning media.

2. METHODS

This research applied qualitative approach which used descriptive method to analyze the data. The research was conducted to the Students of English Education Department of IAIN Salatiga who took Literal Reading class. The writer conducted semi online class using Google Classroom application, where some parts of learning activity used Google Classroom application as the learning media. The writer used documentation of WhatsApp message, Google Classroom Chat and open interview to get the data. After the data were collected, they were analyzed descriptively. The following were the activities which were conducted in analyzing the data: (1) The writer sorted WhatsApp messages and Google Classroom Chat from the students which contained problems faced in completing the tasks through Google Classroom application; (2) The writer checked the interview results to find the problem faced by students; (3) The writer classified the problems into some points. Data triangulation between documentation result and interview result were used to check the data validity.

3. RESULTS AND DISCUSSION

Teaching reading using Google Classroom application had been conducted in Literal Reading class. The material taught was about Short Message. The teaching steps applied in the class were: (1) Lecturer came to the class and gave the short demonstration of how to use Google Classroom application; (2) Lecturer explained about the deadline and the overview of tasks and materials; (3) Students went out from the class and did the activity wherever they wanted; (4) Lecturer and students made interaction through online during a week; (4) Lecturer checked the students' work and gave evaluation and feedback. The following week, teacher had an oral interview to students to know students' impression and problem when they had online learning through Google Classroom application.

A week after the online class ended, the writer had an open interview to students to know what problems they faced when they finished the task using Google Classroom application. Based on the interview, it resulted that the problem faced by the students were: (1) Students had problem in the internet connection to access Google Classroom application; and (2) Students felt sophisticated to use the Google Classroom application. The data which are resulted from WhatsApp messages between lecturer and students were reported below:

First student wrote a WhatsApp message to her lecture to tell her problem. The message was *"Assalamu'alaikum bu. Maaf mengganggu waktu ibu, saya Firna Salisa Rahmawati dari kelas D TBI semester 1. Untuk tugas ibu yang seharusnya dikerjakan di google classroom itu file saya tidak bisa terkirim, jadi akhirnya saya kirim via wa saja ya bu, Mohon pengertiannya. Terimakasih. Wassalamualaikum wr wb."* The first WhatsApp message from student above told that she gave up to try to submit her task through google classroom application because of uploading failure, then she confirmed and decided to send it through WhatsApp message.

The second student sent a WhatsApp message to her lecturer to complain her problem. Her message was *"Assalamu'alaikum miss, maaf mengganggu waktu istirahatnya, saya intan Fatmawati dari TBI ingin menanyakan perihal tugas yang diberikan Miss Uthe di google classroom itu, saya sudah mengirim yang task itu namun gagal terus itu gimana ya miss? Saya sudah coba berulang kali tapi tetap gagal terus itu gimana ya miss? Terimakasih Wassalamu'alaikum."* The second student sent message to the lecturer because she got problem when she wanted to upload her task through Google Classroom application. She needed help from her lecturer to solve the problem.

The third student wrote a message to ask for information about the task to his lecturer. His message was *"Assalamu'alaikum bu, saya Akhdan NIM 23030180144... sebelumnya saya mohon maaf karena belum mengerjakan tugas reading di google classroom soalnya saya baru mudik bu, dirumah saya tidak ada sinyal, kira-kira saya masih bisa mengerjakan tugas susulan*

tidak ya bu?” This message told that student 3 confirmed to his lecturer that he had not completed the assignment yet because of internet connection. He visited his hometown and could not find internet connection to submit the task through Google Classroom application.

The fourth student sent a message to her lecturer to tell about her problem and her objection about the class activity. Her message was *“Permisi bu, saya Dinar kelas D mau tanya, saya kan gapunya hp bu soalnya hp saya rusak untuk screenshoot wa nya saya harus gimana ya bu? Oh ya bu, maaf saya rasa tugas2 yg berkaitan dgn it ya ribet2 begitu sebaiknya dikurangin ya bu, soalnya mungkin ga semua siswa punya sarana.”* The last message was really surprising message. It did not only contain about student’s problem when they were learning using Google Classroom application but also tell about student’s objection toward internet based learning. She urged that learning using internet was complicated because not all students are supported with the internet facility and gadget.

There was a student who sent a complain chat to lecturer through Google Classroom chat. She wrote that *“maaf bu, saya dari kemarin kok gak bisa-bisa ya upload tugas”*. Based on the chat which was sent by a student, we could see that he got problem to upload his task file to Google Classroom application.

Online learning is one of interesting ways to interact students to learn. Teaching reading through online using Google Classroom application gives positive impact to learners which brings new atmosphere in learning reading. On the other hand, the implementation of teaching reading using Google Classroom application did not always run smoothly. After conducting the teaching process, it was found some problems which were revealed from this teaching process. After analyzing the problems faced by students, they can be classified into some categories.

3.1 Student’s Self-Motivation

Online learning needs high self-motivation (Shore, 2019). When students get involved in an online class, no one will motivate and appreciate them directly. Students tend to get more external motivation when they go to traditional class. Face to face meeting has positive thing which students do not get in online class. Lecturer motivates students to learn in order to have willingness to be active and motivated to learn in the class. In contrast, when face to face meeting does not exceed, students should motivate themselves to dig their knowledge through keeping touch and being active in the online class. This problem is also faced by students in reading class which was taught using Google Classroom application. Lecturer did not give reinforcement and reminder many times to students to submit and to do the task to some students who had not submitted the task yet. They were only reminded by the notification and themselves whether they would do the task or not. This is why to complete the online learning, it needs high dedication and self-motivation. In addition, we were sometimes distracted by other interesting online activities such as watching You-tube, cheating and chatting through social media, or following news from some websites. Those activities would waste our time instead of completing our task.

Given the abstract nature of online learning, motivation in particular can take a hit, especially if we have already spent the day at work in front of a computer screen. (Pro, 2017).

Based on the data which was collected above, the motivation problem was faced by student 1. Student 1 got problem when she wanted to upload her task and she decided to send the task through WhatsApp message. She even did not try to check the problem which happened to her Google Classroom application but she directly gave up which resulted to choose inappropriate option. It shows that student still needs encouragement from outside of her to gain her struggle when she faced problem in learning.

3.2 Students’ Adversity Quotient

This era needs people with high adversity quotient. This character should be owned by every learner as the basic thing to keep fighting and stay learning moreover when they face

difficult thing. We often find many students give up easily because of facing certain difficulties in their learning. Adversity quotient is needed to reach the success of life because someone with high adversity quotient will not easily give up when he faces certain problems and make his problem challenging to solve (Zainuddin, 2012).

Based on the data which was collected from the implementation of teaching reading using Google Classroom application, it was found that student 4 needs to improve her self-adversity quotient. In the fourth message it can be seen that there was student who was not willing to do the task with sophisticating media such as Google Classroom application or other internet based media. She thought that learning using Google Classroom application was difficult thing and needed more facility and equipment. Based on the analysis toward the students' chat that student would rather to learn with conventional way without something challenging in learning. Student with such characteristics can be concluded into the low level or quitter where this group is less of willingness to have something challenging in her life (Leonard & Amanah, 2014). This student should be motivated and strengthened to fight for the obstacles and difficulties she would find later.

3.3 Technical Problem

The next problem which was found in teaching reading using Google Classroom application is that technical problem. Technical problems are one of the main stumbling blocks of online learning such as the compatibility of PC or smartphone use, the student's comprehension to operate the application, the internet connectivity, and so on (Gamelearn, 2017).

According to the data which was collected and classified, it can be seen that student 1, 2, and 3 who sent message through Whatsapp faced technical problem. The technical problems which were found in teaching reading using Google Classroom application were that students complained about the internet connection that was lost that caused lateness in submitting the task and the other complain was about the way how to use the application. Student got problem when she wanted to upload the task. This case was faced by student 1 and student 2. Student 1 could not upload the file then finally she sent the file through WhatsApp message. Student 2 also faced similar problem to student 1 then she asked her lecturer for the solving of this problem. Student 3 had internet connection problem because he was away which did not have good internet connection. These things hampered the success in learning reading using Google Classroom application. Technical problems were also revealed when lecturer conducted interview and received a chat from Google Classroom chat. It was similar to previous problems which are about internet connection and the problem in uploading the task through the application. These problems are also similar to what Kumar (2015) said that not all students are provided with high internet connection that the most online class requires. Their less monitor to follow the instruction caused problem to take part actively in the class. He also added that the less computer literacy also affects to the success of e-Learning because the computer literacy would improve student's knowledge in the field and would help them participate in online class without interruptions and hindrances.

4. CONCLUSION

Teaching reading using Google Classroom application is something challenging for some students. It will improve students' curiosity in learning although reading is a receptive language skill that sometimes makes students bored to learn it. After conducting data analysis toward message documentation from WhatsApp chat, Google Classroom chat, and the interview result it can be concluded that there are three main problems which happens to Literal Reading class taught using Google Classroom application, they are; student's motivation, student's adversity quotient, and technical problem. The following problems can be reduced by

improving student's learning motivation, strengthening adversity quotient, and giving more demonstration of how to use the application.

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