The Online English Extensive Reading Activities Using Google Classroom in Pandemic Covid-19

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Abstract. The study purpose was to increase English extensive reading activities using google classroom in online learning process, especially in pandemic Covid-19 situation. This research is action research which used exploratory mixed method using Elliot model. Process of collecting data used observation, interview, diary note, and test. The technique of analysis data was reduction, presentation, and taking conclusion. The research finding show that google classroom has given significant impact on English extensive reading in the classroom. Some students think that it is easy to delivery assignment and correction of the task. They can do it out of class. It can be seen from the average score from reading test in pretest is 53 and posttest is 87. Therefore, integrating digital literacy with the reading learning is a big challenge for the learning and teaching process.

Keywords: *Extensive Reading, Google Classroom, Online Class, Covid-19*

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INTRODUCTION

The learning process is done by online system at this time, this is due to the high and fast spread of the Covid-19 virus. This condition requires the innovations in teaching and learning so that students can still achieve the learning objectives that have been set. With the development of technology that has been utilized in various scientific disciplines (Lai & Bower, 2019). Technology provides opportunities and offers unlimited resources (İlter, 2015), and technology is also used to overcome current challenges in education (Xu & Zhong, 2018). Hence, educators are doing a variety of creativities using multimedia technology in English teaching learning (Liu, 2012), such as google classrooms, social media, video applications (zoom, google classroom, and so on), which are designed according to the needs of achieving learning objectives, like as English reading skills.

Reading learning is not easy for some students because it provides some comprehending of meaning both of written text or context. Reading is ability to comprehend the meaning from the written text (Brassell & Rasinski, 2008). It means that reading can help students to build their meaning for something. Therefore, reading learning needs an in depth reading process to assist some students building the meaning. Extensive reading focuses to meaning input because the student can understand the meaning from the process of reading in the class or our class. This learning refers to the enjoyable, leaner centre, less boring and self-learning. Meanwhile, the fact show that some students cannot be enjoy to read in the class.

Currently, students have more difficulty in extensive reading activities because of the learning system that uses online classes. The causes of this problem that not all students have the ability to carry out learning activities using videos which can be designed as face-to-face learning activities. The ability of students to provide quotas and the distribution of internet networks is not the same, which requires teachers to design extensive reading activities with other learning media. Moreover, the learning objectives of the extensive reading class require students to be able to read several books outside the classroom and understand the contents of the books they have read, so they have to send their reports every week. This means that internet technology and networks can assist teachers in teaching English to read extensively.

To improve extensive reading activities in English, researchers used Google classroom as a learning medium. Thus, reciprocal activities towards student assignments can be carried out not only in the classroom, but outside the classroom at any time. Therefore, the teacher facilitates interactive activities carried out passively through the google classroom media. Google classroom is a learning medium that is already available on the Google application and can be easily accessed anywhere or anytime. Thus, internet network problems do not make it difficult for students to get feedback from the teacher when the class is not making video calls. In addition, teachers can monitor and evaluate their reading results inside and outside the classroom or during learning time or outside learning time. Teachers must use strategies or media in reading class that can be felt no different before the pandemic or in the Covid-19 pandemic (Rianto, 2021)

Some research show that English extensive reading can used multimedia, example application of mobile phones (Gheytasi et al., 2015; C. C. Lin, 2014). Technology includes a role in reading and writing class since 1960s. Reading activities can be done by combining and reviewing the content of the material presented in various media and formats (Miller, McCardle, & Long, 2014). Video technology had a significant impact on reading comprehension ability of Iranian intermediate EFL learners (Mohammadian, Amir|Saed, Amin|Shahi, 2018; Marzban, 2011). It can be concluded that in globalization era, technology has given a speed growth up which provided media technology in learning like as video, pictures, animation and interactive games, CDs or DVDs, the use of internet, chat rooms and video conferencing and Apple's iPad (Ahmad, 2012). Thus, technology has a role main for learning and teaching todays. Many texts used in online reading learning (Park & Kim, 2017).

The previous research concluded that reading activities can use the technology multimedia. The resource of English extensive reading does not take from the textbook, but also the student can take it in online text. However, this study focuses to make the extensive reading as engagement activities and enjoyable. English extensive reading gave the attention on meaning. Day and Bamford stated that in extensive reading involve some variety of resource, self-selected, engagement reading and fluent speed (Nation & Macalister, 2010).

Therefore, this study should be done because English extensive reading refers to reading a lot. Some students have to finish their reading each week or two weeks. After that, they have to make the report will give their main meaning of extensive reading activities. In English extensive reading, students have interesting and enjoy feeling. It is be a good habit in the class and out class. To build it, google classroom can be used as a medium to respond quickly to students' reading reports, so that they can get a comprehensive understanding of the meaning. The student can read easier.

Thus, the purpose of research focuses on the problem of increasing English extensive reading activities using google classroom in Covid-19 pandemic. The results of this study are also expected to improve understanding in using google classroom as a learning medium that is built interactively. This means that understanding active learning in online classes does not have to be done with video calls, but a website can also provide active interactive learning concepts. Although this activity is done in writing.

RESEARCH METHOD

Research Design

The research design used action research design. The method was the exploratory mixed method. The procedure of research used Elliot model. The procedure were the process of observation, facts, findings and analysis at each step or stage of action (Creswell, 2012). The process of learning did 8 weeks. Thus, the cycle of learning is two cycles. The action research will be successful if the average score is 75. The determination of the average score of 75 is adjusted with the level of achievement of the minimum average score in this subject which has been

agreed with the university. It can be seen from the learning process and learning result.

Data and Data Source

The data in this study were teacher documents obtained from the results of the learning process, such as reading test results, document of student's task, teacher and student activity documents, interview results and daily notes related to the learning and teaching process activities during the action. While, the data source are students and teacher as researcher.

Participants

The participant of study has 35 students. They are from the English Department at Universitas Bina Sarana Informatika Jakarta in 2019-2020 academic years.

Process of Collecting Data

There are several types of collecting data;
1. Observation. It used to collect some information about English extensive reading learning process through google classroom
2. Interviews. It used to know students' response toward the google classroom as media of learning in English extensive reading.
3. Diaries note. It used to know the activity in each learning.
4. Tests. It is used to find out the results of extensive reading learning between before and after using google classroom, so that the results of the research can find out how effective the google classroom learning media is in extensive reading learning and the development of students' reading skills. The reading test assesses literal, inferential, and critical reading levels.

Technique of Data Analysis

Techniques of data analysis used three steps, namely reduction data, presentation data, and drawing conclusion and verification. Data reduction focuses on things related to the data needed in research. Thus, the data that has been reduced will provide a clearer information and make it easier for researchers to sort data according to the focus of the problem. Presentation of data is carried out in order to organize the results of the reduction by narrative compiling a collection of information that has been obtained from the results of the reduction, so it provides the possibility of drawing conclusions and taking action. This organized data is described so that it is meaningful in the form of narratives, tables and graphs. Drawing conclusions and verification is to provide conclusions on the results of interpretation and evaluation (Sugiyono, 2011). In addition, this study involved collaborators in the data analysis process. So that the processed data can be more objective and reliable

RESULT AND DISCUSSION

The result of data analysis shows the result of learning process and English reading test. Some step of google classroom implementation in English extensive reading class are;
a. Warming up learning is used to evaluate the last week task.
b. Teacher show the google classroom display to discuss of students' reading analysis which they have submitted before at home.
c. Some students have to give the feedback as the result of discussion in the classroom. Teacher gave the final score. If the students want to revise the task can be submitted.
d. Teacher share the essay or text and task in google classroom.
e. Students read the text dan do some task. They have to submit the answer in the google classroom. The teacher directly corrects the task.
f. Teacher always share the feedback in the google classroom. Besides that, the students have permitted to submit revising task after the class.

The results of the study showed a very good conclusion towards improving the learning process of English extensive reading learning. The students feel happy using the google classroom media because they find it easy to send assignments from teacher and they can also get feedback quickly. In addition, students can also quickly send back an amended assignment. The development of the learning process can be seen from the activities of teachers and students during the class, the diaries of students on the use of google classroom in the classroom which is strengthened by interviews, and test results. The assessment provided is in accordance with the data and agreement of the collaborator. Here is the percentage of lecture's activity from the first cycle until the second cycle.

Table 1. Percentage Recapitulation of Teacher's Activity Cycle 1 and Cycle 2

	Teacher's Activity	**Cycle 1**	**Cycle 2**
1	Apperception	75%	85%
2	Explain the purpose of learning	60%	70%
3	Explain the content of the material	65%	80%
4	Students' reading activity	60%	75%
5	Explain the text	65%	80%
6	Guide the discussion	50%	75%
7	Use google classroom to describe text	75%	100%
8	Provide task feedback through google classroom	50%	80%
9	Uploading assignments through google classroom	50%	100%
10	Evaluation of learning activities	75%	100%

Table 1 show the progressive of teacher activity in the English extensive reading learning. The collaborator has given the evaluation that the teacher has a good performance to implement of google classroom. It can be seen from some

action that change and creative. Besides that, students' activity in the class always shows a good progress. Here is the result of data analysis;

Table 2. *Percentage Recapitulation of Students' Activity Cycle 1 and Cycle 2*

	Students' Activity	Cycle 1	Cycle 2
1	Opening activity	65%	90%
2	Main activity	55%	95%
3	Closing activity	65%	100%

Table 2 concluded that there are three main activity. Each component activity gets a good percentage in learning. The result of percentage is taken from the teacher and collaborator. In the first component is opening activity, in the first cycle shows 65% and it is progressing until 90%. Some activities in the opening are; 1) warming up is to evaluate the last discussion in the class and out of class. The teacher asks students to provide a review of the text that was discussed last week, it has 60% in the cycle 1 and 80% in the cycle 2, and 2) students show the result of teacher's feedback on English reading text analysis, it has 70% in the cycle 1 and 100% in the cycle 2. While there are four main activities that have been done by students, include; 1) students gave the partner feedback on reading text analysis. 2) Students discuss the content of text in google classroom with the partner. 3) Timeliness of reading texts and doing the task. 4) Students always be active using google classroom in the class and out of class. The last is closing activity are 1) students give the evaluation of learning both the material or reading text analysis, and 2) students give the conclusion of the result of reading text.

To find out the level of student activity in using google classroom, researchers conducted interviews. The results of the interviews showed that students often read texts online and upload assignments on time and submit revised reading assignments through google classroom outside the classroom. The following is the percentage of students using google classroom at home.

Table 3. *Students' Activity Using Google Classroom at Home*

| Google Classroom Access Time	Percentage Using Google Classroom
Everyday	43%
Twice a week	11%
Three a week	26%
Four times a week	14.30%
Once a week	5.70%

Table 3 concluded that students often use google classroom at home to complete reading analysis assignments and they easily recall tasks that are still wrong. This is known from the percentage of 43% using Google classroom every day. From the results of interviews and analysis of student diary data, it was obtained that student gave a good response to the implementation of google classroom during the extensive English reading class. From the results of the

analysis note that students gave positive responses to the use of google classroom as a medium of learning in reading classes. The following is a graph of the percentage of student responses to the application of google classroom;

*Table 4.* Students' Response on Google Classroom Implementation

Types of Response	Percentage of Students' Response
Positive Response	71%
Negative Response	20%
No Response	9%

The result of English extensive reading class concluded that the average score has given a good progressive in each cycle. Here is the progress of score.
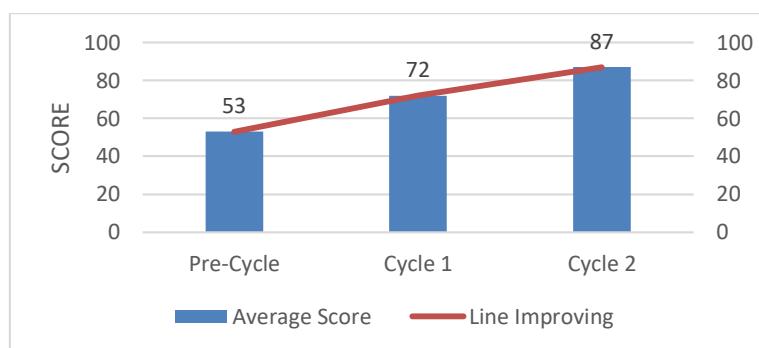
Graph 5. *Comparison of Average Score of English Extensive Reading Using Google Classroom*

Graph 5 shows a changing of the average scores for each stable cycle. Although the increase of score has not undergone a very large change. It means that the application of google classroom in English extensive reading class well. The score has more than 75. It means that the action is success. While, the percentage of students' score in the test is shown below;
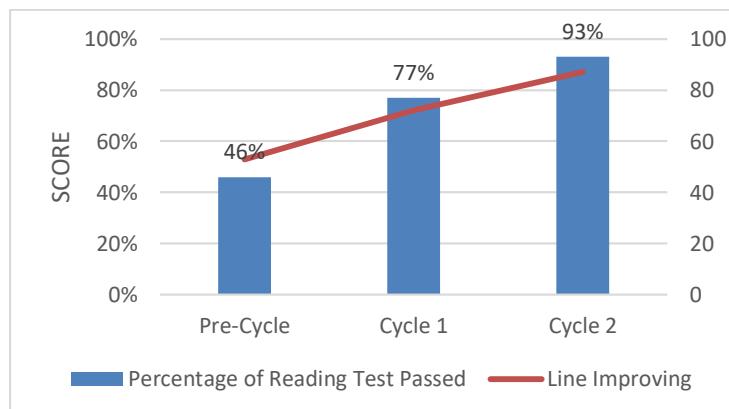
Graph 6. *Percentage of Reading Test Passed*

The process of reading learning requires the ability to comprehend the context of the reading as a whole. It has a major impact on students' critical and

creative thinking skills in solving problems. Especially, during the process of English extensive reading directed the students to read a lot outside the classroom and discuss the results of the analysis of the reading in class. This study has proven that some students feel enjoy in reading process both of in the class or out of class. From the reading results, students are directed to understand the contents of the reading to the critical level. It means that students not only understand the reading, but also students have the ability to find the meaning of the context in the reading (Hariati, 2018).

In addition, the process of learning English extensive reading makes students become engaged in the reading process. They can make the wonderful environment learning like as in pre-reading activities (Anaktototy & Huwae, 2020a). This means that reading has become a daily necessity. Moreover, the process of learning to read is done by utilizing technology, where students can at any time complete the assignment of the teacher. The combination of extensive reading using two types of assignments will make a significant difference in collocation development, and different types of assignments will contribute to better collocation learning (Khonamri & Roostaee, 2014). Finally, the student feel freedom to read the text (Puspitasari, 2020).

Previous research has given information that technology progress is so useful for the reading class. The increase in audio-assisted reading groups in reading comprehension levels was done using silent reading activity (A. C.-S. Chang & Millett, 2015). Another study from Mohammadian, Saed, & Shahi (2018) stated that video has given the significant on reading comprehension (Mohammadian et al., 2018)(Mohammadian et al., 2018). Currently, the internet has made teaching and learning easier in the Covid-19 pandemic. Some universities have used the learning system management in creating online learning, like as Edmodo. It helps students and teacher in doing the learning process, because Edmodo can record the material dan students' assignment (Tamrin & Basri, 2020).

Extensive reading activities in this subject are still carried out such as face-to-face learning activities. Reading online encourage the appropriate of strategies that focus specific reading comprehension needs among EFL students (Abanomey, 2013). There are many reading materials that can be used to improve students' reading skills, such as e-journals, e-books, or reading learning sites (M.-M. Chang & Lin, 2014). Extensive reading activities provide opportunities for students to be creative in understanding reading texts freely (Puspitasari, 2020). Therefore, the teacher has to create boost students' interest in extensive reading activities both of inside the class or outside the class (Prastya & Ashadi, 2020). It can build in the pre-reading activities. Teachers can create some strategies like as mind mapping, brainstorming, asking, identifying text or showing video and picture (Anaktototy & Huwae, 2020b).

The implication of the study refers to the concept of multimedia technology that can be used by teacher in the class. Multimedia technology can stimulate student enthusiasm and make students have a strong desire to improve reading skills. It can grab students' attention and understand their motivation to learn more English from various reading sources. Moreover, technological

developments have played a role in shaping new concepts for language teaching learning strategies and media. This research has had an impact on the usefulness of internet-based technology in the world of education, especially reading teaching and learning, which directs educators to design reading learning strategies according to their needs and learning environment.

CONCLUSION

The finding concluded that google classroom had a pretty good influence on improving students' reading skills. This can be seen from the positive responses of students during the process of learning English extensive reading in class. Students have a considerable level of enthusiasm for learning. In addition, students are also enthusiastic about making improvements to the analysis of reading texts that have been given by teachers outside the classroom. From the frequency of using Google classroom, the level of presentation has shown that students open Google classroom every day to view assignments or submit assignments. From the reading test results, it is also known that the change in grade average from pre cycle to cycle two has a fairly good and consistent increase. In the future, google classroom can combine with another media or interactive multimedia in the English reading process of learning.

It recommended to the educator in using the google classroom for English extensive reading class. The selection of multimedia technology is very important to provide accuracy in achieving learning goals. During the research process, limitations were seen in exploring the psychology of student learning. Therefore, for further research, student personality mapping and also the thinking patterns involved in reading must be carried out both online and offline.

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