

An Analysis of Students' Obstacles in Reading Comprehension Using Google Classroom for Twelfth Social 2 at SMA Negeri 1 Kota Jambi

Utami Aulia Bafadhal, Yanti Ismiyati, Siti Aisyah

English Education Study Program, Faculty of Teacher Training and Education, Batanghari University

ABSTRACT

The objective of this research is to identify the obstacles in reading comprehension faced by the twelfth-grade students at SMA Negeri 1 Kota Jambi, to identify the obstacles using Google Classroom faced by the twelfth-grade students at SMA Negeri 1 Kota Jambi. This research is categorized as a quantitative research design. The subject of research was the twelfth-grade students at SMA Negeri 1 Kota Jambi. The technique of collecting the data is a Reading test. The researcher uses the techniques of analyzing the data are data reduction, data display, and conclusion drawing/verification. The researcher presents the data from the obstacles in comprehending English text. The result of the researcher shows that there are 21,9% students who have obstacles in understanding to look for the main idea of the text with the total of incorrect is 47. Then, there are 20% students who have obstacles in understanding the vocabulary of the text with the total of incorrect is 43. Then, there are 20,4% students who have obstacles in understanding and making inference of the text with the total of incorrect is 44. Next, there are 37,7% students who have obstacles in understanding to look detail information of the text with the total incorrect is 81.

Keywords: *Students' obstacles, reading comprehension, google classroom*

INTRODUCTION

English is a language that is often used by the whole world and even there are some countries that make it a second language. Moreover, as Crystal stated, English is a global language for two reasons. Firstly, language is an official language that is used in the law courts, the media and the educational system. Secondly, it can be a main country's foreign-language teaching, although it has no official status" (Crystal, 2003). In Indonesia learning English is one of the compulsory subjects included in the curriculum. It must be understandable that English is very important, it is also playing a significant process in learning.

All of the countries in the world are being hit by a pandemic called Covid-19 (*coronavirus disease 2019*), and one of them is Indonesia. One of the sectors of routine activity that is paralyzed is education, in education with a very heavy burden the government has to decide students school from home to avoid crowds and cut the Covid-19 chain. The solution for student learning is learning online.

Furthermore, Means, Toyama, Murphy, Bakia, & Jones (2010: 1) explain that "one class of online learning models uses asynchronous communication tools (e.g., e-mail, threaded discussion boards, newsgroups) to allow users to contribute at their convenience.

Reading is one of the skills in English, while the skills in English are speaking, writing, listening and reading. Ntereke and Ramoroka (2017:1) stated that reading is the basic skill which is important to obtain knowledge for the academic field. Through reading, we can find information written in any kinds of form such as newspapers, textbooks, magazines or even maps. The students' activity in learning was contributed a lot by reading. Some of their activity needs their skill in reading, for example, their learning process. Their reading skill helps them to gain their knowledge.

Teaching reading sometimes has its challenges for a teacher, because some students claim difficulty reading, especially reading words they don't know how to say. As Gahagan claimed, "Students in today's society have difficulties understanding the

meaning of the words and the content of the text because they have poor vocabularies and grammar understanding” (Gahagan, 2007). The problem of the students is that they have difficulty to guess what the meaning of the text is and it makes difficult to do assignment on problems related to the text being taught. At the time comprehending the text, students has difficulty interpreting the meaning of the text because they found some vocabularies that the students do not know, which made the students do not understand the meaning of the text.

DEFINITION OF KEY TERMS

Students' Obstacles

Factors that influence or students' obstacles in the process of reading comprehension can originate from outside and from within the students themselves. The fact is that some of the students the researcher met in senior high school had many obstacles in reading comprehension. The fact that this obstacle is obtained from the students' scores when the writer gives test questions in the form of reading comprehension.

According to Harris and Smith (1986: 227-231) stated that there are seven major factors that can affect a reader to comprehend a text. The factors are divided into two categories. The first, five factors that are internal to students, namely background experience, language skills, thinking skills, affection (interests, motivation, attitudes, beliefs, and feelings), and reading goals. The second, includes two external factors, the nature of the text to be read and physical factors.

Reading Comprehension

Reading comprehension is a reading activity that requires a process of understanding what the context is in the text. Furthermore, Durkin (1993) stated that comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as

thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. Snow (2002) reading comprehension is the simultaneous interaction that is used as written language and becomes meaning. there are three elements described by Snow (2002) on reading comprehension, namely: A reader; the person who understands what is read, A text; the main material understood by the reader, An activity, a time-consuming process for reading passages.

Google Classroom

Currently, all countries in the world are being hit by the Covid-19 pandemic, including Indonesia. In Indonesia, all external activities have been gradually reduced by local and central government, from working at home to studying at home. Based on the school where the researcher conducted teaching practice, they chose to use the Google Classroom application as an application that helps teaching and learning activities. Google Classroom is one of the applications from Google that is useful for helping teachers teach online, in Google Classroom teachers can provide assignments, attendance list, and materials. Iftakhar (2016) stated “Google Classroom is meant to help teacher manage the creation and collection of student assignments in a paperless environment, basically leveraging the framework of Google Docs, Drive and other apps. Google Classroom allows teachers to spend more time with their students and less time on the paperwork; which is now even better” (Iftakhar 2016, 12).

METHODOLOGY

This research is categorized as a quantitative research design. A quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and

generalize results to wider populations. The participants of this research were students of class XII Social 2 at SMA Negeri 1 Kota Jambi. The total of students was 35 students that consist of 17 males and 18 females. Students of XII Social 2 had problems in reading comprehension skills using Google Classroom and they were still confused if the teacher gave assignment reading comprehension. Based on the result of the sampling above the researcher used purposive sampling. Two main things affect the quality of research, namely, the quality of the instruments and the quality of data collection. According to Lincoln and Guba (1986) stated that the instrument of choice in naturalistic inquiry is the human. Researchers used data collection techniques such as reading tests, which explained as follows: Reading test, based on the reading test, the researcher tries to find out whether the students answered well or not. The answers from students are used as indicators to find out whether the student is having difficulty working on the questions or not. The researcher conducted a test that consisted of 20 multiple-choice questions, and the value of every question was 5 points.

FINDINGS AND DISCUSSION

The data were taken from 35 students from twelfth social 2 in SMA Negeri 1 Kota Jambi. The researcher identified students obstacles and calculates the number of each obstacles. The researcher calculates it using the insert in table and converts it into the table. Below is a table of classification of students' obstacles toward reading comprehension for twelfth social 2 students at SMA Negeri 1 Kota Jambi.

After collected and analyzed the data, there were 216 obstacles from students in reading descriptive text. Based on the 216 obstacles are classified into several section below:

1. Determining Idea

From 215 obstacles, students answered 47 wrong answers about determining main idea, the following is the frequency of the obstacles regarding determining main idea:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{47}{215} \times 100\%$$

$$P = 21,9\%$$

2. Understanding Vocabulary

From 215 obstacles, students answered 43 wrong answers about understanding vocabulary, the following is the frequency of the obstacles regarding understanding vocabulary:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{43}{215} \times 100\%$$

$$P = 20\%$$

3. Making Inferences

From 215 obstacles, students answered 45 wrong answers about making inferences, the following is the frequency of the obstacles regarding making inferences:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{44}{215} \times 100\%$$

$$P = 20,4\%$$

4. Detail Information

From 215 obstacles, students answered 81 wrong

answers about detail information, the following is the frequency of the obstacles regarding detail information:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{81}{215} \times 100\%$$

$$P = 37,7\%$$

Tabel 1.
Types of Obstacles, Frequency and Percentage in Reading Comprehension

NNo	Types of Obstacles	Frequency	Percentage
11.	Determining Main Idea	47	21,9%
22.	Understanding Vocabulary	43	20%
33.	Making Inferences	44	20,4%
44.	Detail Information	81	37,7%
Total		216	100%

The percentage above explain the various obstacles that students encounter on reading comprehension.

1. Determining Main Idea

Based on the data above, the research explained that most students had obstacles determining the main idea of the text. The average percentage of students was 21,9%.

2. Understanding Vocabulary

Based on the data above, the research explained that most students had obstacles understanding vocabulary in the text. The average percentage of students was 20%.

3. Making Inferences

Based on the data above, the researcher explained that most students had obstacles in making inferences of the text. The average percentage of students was 20,4%.

4. Detail Information

Based on the data above, most students had obstacles in detail information of the text. The average percentage of students was 37,7%.

In this research, the researcher discussed the results of the research that had been carried out by the researcher, namely the students obstacles in reading comprehension and students obstacles in using Google Classroom. The researcher took 35 students in XII Social 2 at SMA Negeri 1 Kota Jambi. Then, the researcher found that 21,9% of students experienced obstacles in determining the main idea in reading comprehension text, there are 20% of students who also experience obstacles to understanding the vocabulary contained in the test questions, there are 20,4% of students who have obstacles in making inferences from a reading comprehension text, and then there are 37,7% of students who experience obstacles in finding detail information in a reading comprehension text.

After categorizing the students' scores, the researcher concluded that students in XII Social 2 at SMA Negeri 1 Kota jambi, the students experienced obstacles to determining the main idea of a text, understanding the vocabulary in a text or a question, making inferences on a text, looking for detailed information on a text.

CONCLUSIONS

Based on research on students of class XII Social 2 at SMA Negeri 1 Kota Jambi and analyzing the data, the researcher wants to conclude that reading is one of the skills that must be mastered by students. The result and discussion have been explained in chapter 4, there are 4 aspects that prevent students for reading comprehension in class XII Social 2 at SMA Negeri 1 Kota Jambi, namely: determining idea, understanding vocabulary, making inferences, detailed information. These four aspects are what become a obstacles for students to learn reading comprehension and these four

aspects can make students master in reading comprehension.

Based on the research conducted, the researcher found that students' obstacles were not only in reading comprehension but in media used such as Google Classroom. During pandemic Covid-19, all schools used an online application to learn one of them is Google Classroom. The result and discussion have been explained by the researcher in chapter 4, there are 4 aspects that prevent students from learning to use the Google Classroom application in class XII Social 2 at SMA Negeri 1 Kota Jambi, namely: low motivation, technology-dependency, reliability of content, and social isolation. These four aspects make students have obstacles in learning to use Google Classroom.

REFERENCES

- Azhar, K. A., & Iqbal, N. (2018). *Effectiveness of Google classroom: Teachers' perceptions*. Prizren Social Science Journal, 2(2), 52-66.
- Banditvilai, C., & Cullen, R. (2018). *Problems and Obstacles in Learning English as a Foreign Language*. International Journal of Social Science and Humanity, 8(12).
- Brown. H. Doughlas. (1987). *Principles of Language Learning and Teaching* While Plaints (New York: Longman).
- Cakrawati, L. M. (2017). *Students' Perceptions on the Use of Online Learning Platform in EFL Classroom*. English Language Teaching and Technology Journal, 1(1), 22-30
- Creswell, John W. (1998). *Research Design Pendekatan Kualitatif, Kuantitatif, and mixed*. Yogyakarta: Pustaka Belajar
- Elyas, T., & Al Grigri, W. H. (2014). *Obstacles to Teaching English in Saudi Arabia Public Schools: Teachers' and Supervisors' Perceptions*. International Journal of English Language Teaching, 2(3), 74-89
- Hornby. (1978). *Oxford advanced learners'*. Dictionary of Current English, USA: Oxford University.
- Huda, A. (2020). *Improving Students' Reading Comprehension Through SVO (Subject Verb Object) Mapping Strategy (A Classroom Action Research) at Tenth Grade Students in SMKN 1 Kemlagi*. Language-Edu, 9(1).
- Iftakhar, S. (2016). *Google classroom: What Works and How*. Journal of Education and Social Sciences, 3(1), 12-18.
- Islam, M. S. (2019). *Bangladeshi University Students' Perception about Using Google Classroom for Teaching English*. Psycho-Educational Research Reviews, 57-65.
- Kharisma, S. I. (2019). *The Students' Obstacles in Identify Narrative and Descriptive Text* (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Larasati, D. (2019). *An Analysis of Difficulties in Comprehending English Reading Text at the Eleventh Grade Students of MA LAB UIN-SU Medan* (Doctoral dissertation, Universitas Islam Negeri Sumatera Utara).
- Lincoln, Yvonna S & Egon G. Guba. (1985). *Naturalistic Inquiry*. California: Sage.
- J. Moleong, Lexy. (2014). *Metode Penelitian Kualitatif*. PT Remaja Rosdalarya, Bandung.
- Miles, Matthew B and Huberman, A Michael. (1994). *Qualitative Data Analysis*, California: SAGE Publication.
- Muslimah, A. (2018). *A Survey on the Use of Google Classroom in English Language Education Department of Islamic University of Indonesia*.

- Ntreke, B.B., & Ramokora, B. T. (2017). *Reading competency of first-year undergraduate students at University of Botswana: A case study*. Reading & Writing, 8(1), 1-11.
- Nuttal, C. (1982). *Teaching Reading Skill in A Foreign Language*. London: British Library Cataloguing in Publication Data.
- Pang, E. S., Muaka, A., Bernhardt, E. B., & Kamil, M. L. (2003). *Teaching reading* (Vol. 12). Brussels, Belgium: International Academy of Education.
- Raco, J. R. (2010). *Metode penelitian kualitatif*. Gramedia Widiasarana Indonesia.
- Saiful, S., Jabu, B., & Atmowardoyo, H. (2019). *The Effects of the PORPE Method on Students' Reading Comprehension and Metacognitive Awareness*. Journal of Language Teaching and Research, 10(3), 569-582.
- Schuemann, K. B. (2014). *A Phenomenological Study Into How Students Experience and Understand the University Presidency*.
- Setyawan, H. (2019). *Blended Method: Online-Offline Teaching And Learning, On Students' Reading Achievement*. English Education: Jurnal Tadris Bahasa Inggris, 12(1), 22-33.
- Siburian, T . A. (2013). *Improving Students' Achievement on Writing Descriptive Text through Think Pair Share*. International Journal of Language Learning and Applied Linguistics World (IJLLALW), (3), 3, 33-35
- Snow, C. (2002). *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation.
- Sekarini, A. (2017). *An Analysis of Students' Reading Comprehension Contraints at the First Year Students of SMAN 1 Bandar Lampung*.
- Zidat, S., & Djoudi, M. *Effect of an Online Learning on EFL University Students' English Reading Comprehension*.