

**THE USE OF GOOGLE CLASSROOM AS A LEARNING PLATFORM FOR
ASYNCHRONOUS LEARNING TO TEACH DISCUSSION TEXT
FOR HIGH SCHOOL**

Best Practice

**Presented to the Department of English Language Education
as Partial Fulfillment of the Requirements to Obtain the
Sarjana Pendidikan Degree in English Language Education**



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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 25 August 2023

The writer,



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MOTTO

“Idea breathes Ideas and it bleeds hope and grief.”

DEDICATION

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. My Honorable Inspiring and Supervisor Lecture; Astri Hapsari, S.S., M. TESOL she is always patient, guides, and supports me in doing this thesis
2. The head of English Language Education Department Ms. Puji Rahayu, S.Pd., M.LST., Ph.D.
3. All of Lectures and Staffs in Department of English Language Education UII.
4. My Ever Loving Family as a whole for being supportive to me.
5. Also all of my friends for being supportive whether directly or indirectly.
6. Myself as a gratitude of doing this and completing it as an accomplishment.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabil 'Alamin, all praise belongs to Allah who has grace and has mercy, Salawat and Salam to Prophet Muhammad SAW that the researcher can complete this undergraduate thesis.

Yogyakarta, 07 July 2023

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ABSTRACT

This best practice aims to describe the use of Google Classroom as a learning platform for teaching discussion texts in asynchronous learning sessions. Google Classroom was used as a learning platform to share instructional videos about discussion text. The instructional video contains exemplary about definitions, types, and functions of discussion texts. The learning objectives were measured by a test feature facilitated by Google Forms and shared in Google Classroom. From the students' result of the quiz regarding to the material, Google Classroom is proven to be a learning platform that provides quality learning asynchronously because it shortens the duration of synchronous learning and provides more opportunities for students to access the material unlimited by time asynchronously.

Keywords: *Google Classroom, Discussion Text, Asynchronous Learning*

CHAPTER 1

INTRODUCTION

1.1 Teaching Context

As of March 2020, Indonesia is experiencing problems in the health sector due to the spread of Covid-19. This is a hindrance for the entire population of Indonesia. The risk of spreading Covid-19 occurs due to direct air contact, forcing people to be able to carry out activities as normal. This also happens in teaching and learning activities. Teachers and students are required to carry out teaching and learning activities in the absence of students at school.

Whilst in August 2020 where Covid-19 still occurred, Researcher gained experience as a teacher in a teaching internship at one of the high schools in Yogyakarta. The school where researcher was deployed was an 'A' accredited school. It had a spacious building and classroom equipment that facilitates learning activities. These facilities included spacious classrooms, libraries, laboratories, multimedia rooms, and internet access for all school members. The provision of these varied and numerous facilities benefits not only the students but also the entire school ecosystem. With a well-established school and facilities, the students researcher taught also find it easier to learn English. In addition, one of the factors of the accreditation obtained in this school was from the students as well. The students had good abilities in learning subjects including English. Furthermore, the main purpose is to support learning activities to encourage students to be academically competitive.

At that time, researcher was assigned to teach Grade 12. The class researcher taught was not just one class but some parallel classes. Both majors consist of four Science classes and three Social classes. Grade 12 was prioritized to undergo debriefing and learning for the National Examination, so researcher was given a short time to teach Discussion Text material. In only one meeting, researcher was able to

teach a lot of material. Luckily, mentor teacher gave a sample lesson plan so researcher could develop my own.

1.2 Consideration for using Google Classroom as a Learning Platform to Teach Discussion Text

During the internship at the high school, researcher observed the use of Google Classroom in carrying out teaching and learning activities. Due to the pandemic experienced in Indonesia, this school also follows the implementation of distance learning. All teachers in the school are given rules to carry out teaching activities with distance learning to prevent the spread of covid-19. For this reason, teachers choose to use alternatives that are easily accessible for both students and teacher. What is most often used by teachers here is giving assignments as a representation of evidence of student learning. Because from the application that has been carried out, the teacher has two choices, namely giving instructions through the group or directly teaching via video call with Zoom media. Although both methods meet the criteria for distance learning, students are required to understand the direct instruction or be present in the video call. With the presence of students who are encouraged to focus only on the learning activities, students are not able to learn and review the lessons more freely. In addition, meetings are only held twice a week and in one meeting the class taught by the researcher is a parallel class. So Google Classroom is the best alternative to teaching around 200 students in one session.

My humble innovation in enhancing the use of Google Classroom as a learning platform was teacher creating instructional videos of the material that have been made through self-recording before teaching activity then uploaded to YouTube and link it to Google Classroom to provide more authentic material. With video as learning media it provides realistic examples and listen to the narrative directly. In addition,

using videos can improve comprehension, memory, and deeper thinking (Berk, 2009.)
Thus, the fusion provides ease of time and student accessibility that can be accessed
anywhere. This method is an option in the best practice study as a practice of
asynchronous Learning.

CHAPTER II

TEACHING CONSTRUCT

2.1. Google Classroom as an Asynchronous Learning Platform

Asynchronous Learning is one of the teaching methods derived from the word asynchronous in literacy, which means not simultaneous or concurrent in time. While the definition itself is learning that runs but is not bound by time or place (Anderson, 1997), additionally, asynchronous learning is done through an online platform as a medium of learning, teaching, and communication. With this asynchronous learning method that done unbounded by time, students have a more flexible choice in time or place in learning a given material.

The main characteristic of asynchronous learning is time flexibility. This can make it easier for students because students do not have to be physically present and can be opened at any time (Sarnoff, 2005) Also, asynchronous learning provides learners with already available and ready-to-use materials (Perveen, 2016). In addition, teachers can prepare the materials to be taught to students long before the learning begins. In terms of teaching preparation, teachers are given the freedom to choose how to teach by applying a wide range of method variations to choose from in asynchronous learning.

While according to Salehudin (2021) this freedom helps teaching and learning activities continue even though teachers and students do not meet in person. This means nowadays teachers have the freedom to apply asynchronous learning via online platforms. One of the platforms that nowadays used is Google Classroom. One of the reasons the Google Classroom platform was utilized as an asynchronous media provides convenience (Oktari et al., 2022).

The ease of using Google Classroom is not limited to teachers, as well as the convenience obtained for students. This was conveyed by Oktari et al. (2022) who explained that this model provides convenience for the time of working on assignments given by teachers for students. With this platform as an asynchronous learning media, it fulfill the needs of learning by interacting, giving instruction, or responding to students in such condensed time based on how the teacher utilized it.

Furthermore, learning is done by interacting indirectly the application of Google Classroom or other media combined can increase student activeness. According to Sulistio (2021), it has a good impact and increase in the activeness of students in running asynchronous classes.

With the various features and integration of Google Classroom, this platform is suitable for instruction for students. Maximum application of all features can support teaching and learning activities by mediating it. In addition, according to Ifakhar (2016), Google Classroom can enhance the workflow of the activities. This upgrade is one of the pillars in an activity.

Additionally, Google Classroom can also shorten the time in learning. According to the findings of Sudarsana et al (2019) the use of Google Classroom not only shortens time but also saves costs, is environmentally friendly, closes the distance, and the security of documents is more guaranteed.

2.2. Using Google Classroom to teach Discussion Text

In learning, there are various skills that are taught. Listening, speaking, reading and writing are taught in high school. Discussion text is one of the various types of writing taught in high school. As Sudarwati and Grace's state in 2007 (as cited in Sufyan Agus, 2015) discussion texts are writings that provide two views for

readers on a topic. With these two views, students can view a topic from various perspectives. However, to learn discussion text is not an easy thing (Sufyan, 2015).

During the pandemic in teaching environment, teachers need to consider students' motivation in the learning process. Additionally, student motivation can decrease if the material being studied is not easy. According to Diantari (2021) Google Classroom can overcome the problem of student motivation plus the utilization of existing features also supports teaching and learning activities. In addition, Putra (2021) also believes that the implementation of an online platform for Discussion text is useful as a necessary facility in teaching.

With the necessary facilities, the purpose of teaching discussion texts has a requirement to fulfill basic requirements. Because according to Sumponogati (2018), discussion text has a social function as a medium for delivering critical argument statements on a topic with a balanced perspective. So that discussion texts can be accepted by various parties and have the aim of conveying arguments. Discussion texts also have uses in life applications.

Quoting from Sumponogati (2018) Language features of discussion texts that use simple present tense, thinking verbs, additives, contrastive, modalities, and variety with a general structure consisting of:

1. Statement issue contains a general point that refers to the topic.
2. Supporting point, an argument that supports the topic
3. Contrastive point, an argument against the topic
4. Recommendation, is a short text or personal opinion with a recommendation on the topic or discussion.

Given the situation and conditions experienced during the COVID-19 pandemic in a secondary school, researcher made the decision to utilize Google Classroom for Asynchronous learning. I adapted the Continuum of Online Learning framework discussed by Heggart & Yoo (2018). Heggart & Yoo (2018) explained that compacting the main activities can provide maximum results for students to get the most from Google Classroom which is described as followed in their publication :

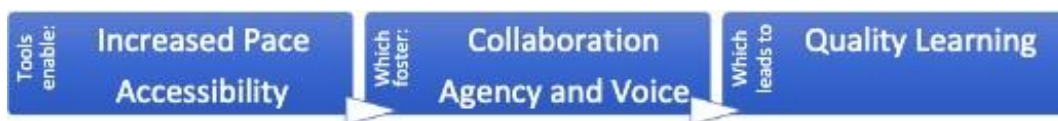


Figure 2.1. Continuum of Online Learning

Researcher grasp the main concept of increased pace accessibility in Heggart & Yoo's (2018) by utilizing an instructional video about discussion text uploaded in Google Classroom and convert it to the current researcher situation. In this teaching context researcher adjusted the circumstances in my best practice by changing collaboration between students to individual implementation and assessment through tests due to shorten classroom duration during the COVID-19 pandemic. The advantages of individual self-access learning asynchronously in Google Classroom as a learning platform is it can compress the time for learning and provide quality learning.

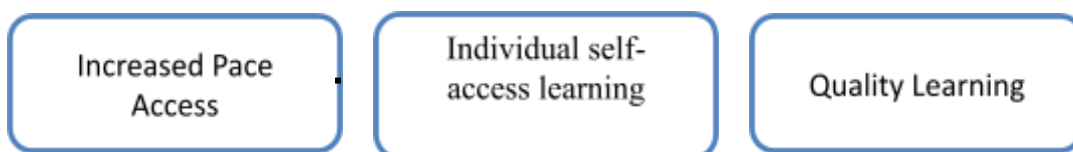


Figure 2.2. Construct of the Teaching Practices

CHAPTER III

IMPLEMENTATION

In this section the researcher will describe the sequence of my teaching practice.

3.1 Pre-teaching activity

3.1.1 Building Material

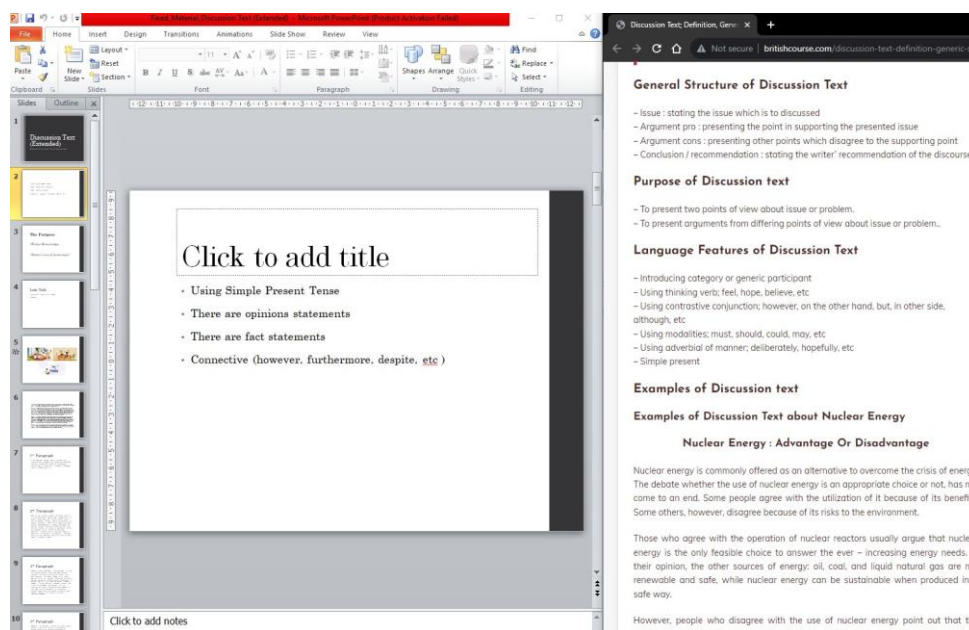


Figure 3.1 Presentation Material

The backbone of the teaching activity is the Teaching Plan. Whilst it was already provided by the mentor teacher, teacher also need to adapt and anticipate the design. While applying the teaching plan, teacher collected some examples on the internet. These examples were meant to help students by taking some general things instead of specifics.

In this part, teacher collect some materials based on the Teaching Plan while also combining the resources that teacher get. The use of this presentation meant to visualize the explanation in my video. Furthermore, it could enhance the result of students' learning process. The result was some slides along with the text video.

3.1.2 Making Prerecorded Video

In this section, teacher use the presentation as the benchmark that teacher will use. The use and creation of videos will be uploaded to YouTube to make it more accessible. The video creation only needs a Voice Over that explains more about the Discussion Text.

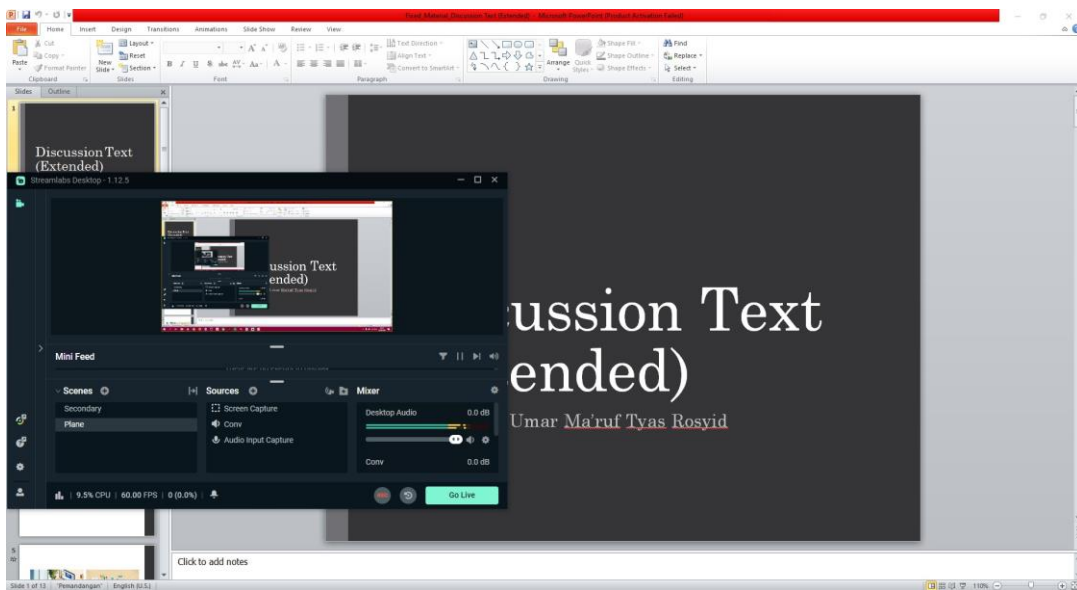


Figure 3.2 Recording Video Process

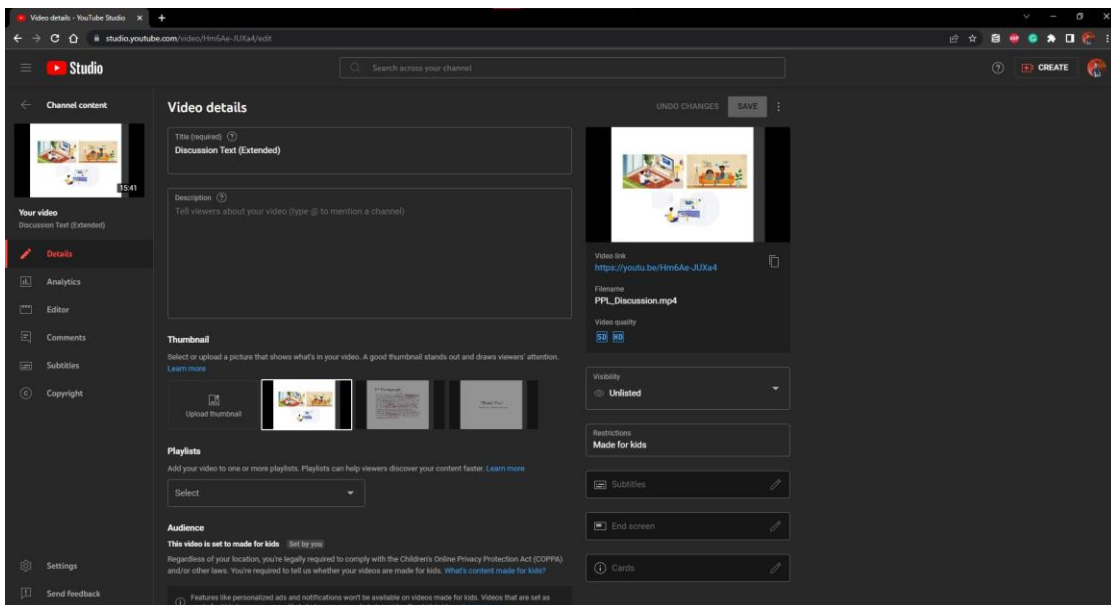
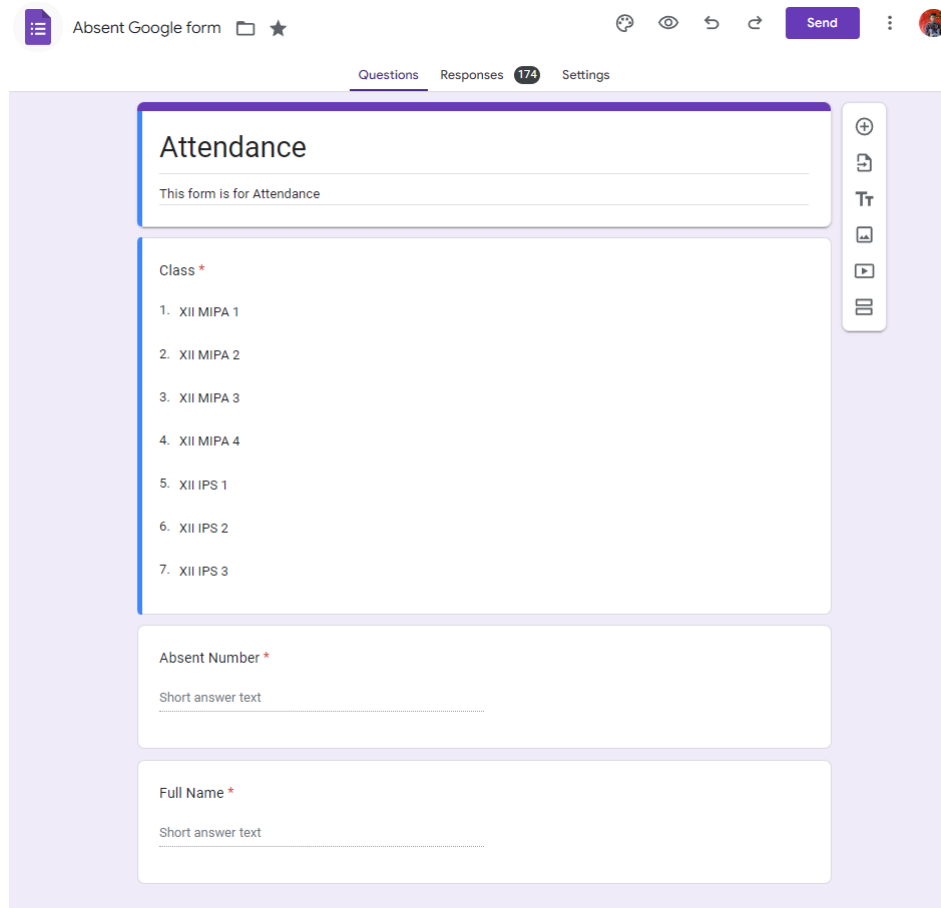


Figure 3.3 Upload video to YouTube

3.1.3 Making Google Form

In this part, my plan was to do a quiz and absent form at the end of the class. This was because my supervisor had asked me to give out the grades at the end of the session. In order to make the questions more relatable to the students, teacher used the quizzes they usually encounter.

The task given are consists of ten quick question with multiple choices and a paragraph making. The multiple choices are required to measure Knowledge while the paragraph is for Skill. This task is also in a Google Form to make student do it easier to do.



The image shows a Google Form titled "Absent Google form" in a browser window. The form has a purple header with the title "Attendance" and a subtitle "This form is for Attendance". Below the header, there is a dropdown menu for "Class *" with seven options: 1. XII MIPA 1, 2. XII MIPA 2, 3. XII MIPA 3, 4. XII MIPA 4, 5. XII IPS 1, 6. XII IPS 2, and 7. XII IPS 3. Below the dropdown, there are two text input fields: "Absent Number *" and "Full Name *", both labeled "Short answer text". The form is set against a light purple background. At the top of the browser window, there are navigation icons and a "Send" button. The "Responses" tab is active, showing a count of 174.

Figure 3.4 Attendance Form

Text for Section 1

There are a lot of discussions as to whether children should be given homework or not. Some people claim that children do enough work in school already. They also argue that children have hobbies that they want to do after schools, such as sports or music. A further point they make is that a lot of homework is pointless and doesn't help the child learn at all. However, there are also strong arguments against this point of view. Parents and teachers argue that it is important to find out whether children can work on their own without support from the teacher. They say that the evening is a good time for children to sit down and think about what they have learned in school. Furthermore, they claim that the school day is too short to get anything done that needs doing and it makes sense to send home tasks like independent reading or further writing tasks that don't need teacher's support. On balance, I think that some homework is a good idea but that it should only give at the weekend when children have more time.

The text mainly about... *

10 points

- Giving Children a Homework
- The point of giving children Homework
- Children justification
- The point of not giving children Homework
- Giving Children More Time

Text for Section 2

Solar energy is cheaper than any fossil fuel because we can get an abundant source of energy from the sun.

In sunny deserts, the sun's radiation that reaches the ground can be used to produce electricity for industries and homes. In one experiment, solar ponds can produce hot water to drive generators.

Unfortunately, we can't power our homes entirely on sunlight. Solar energy can only be exploited in bright light. Its great potential, therefore, is in countries that have clear skies for most of the year. Most houses, however, are not in the sunniest part of the world. In addition, to convert sunlight directly into electricity, solar cells are needed. Although they are very cheap to turn, relatively they are expensive to buy and many people can't afford them.

Which of the followings can produce hot water to drive generators? *

10 points

- Solar heating
- Solar batteries
- Solar cells
- Solar ponds
- Solar car

Figure 3.5 Quiz Form

3.2 Whilst Teaching

Activity 1

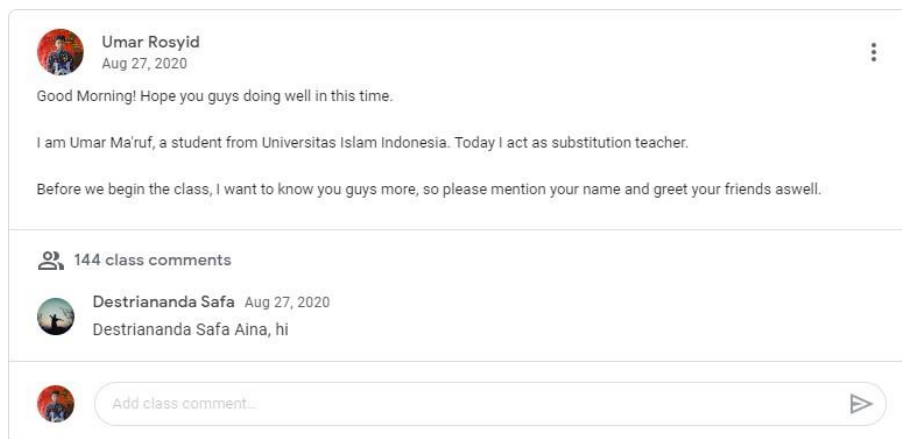


Figure 3.6 Greetings through Google Classroom

First, the teacher opened the class with greetings to them while also interacting casually with students from Google Classroom. Making the student notices that the class has already begun from the platform. Although, teacher also greeted XII MIPA 1 from Google Classroom and WhatsApp because the group chat class is available to notify all students through all platforms available in case some of the students prefer to use WhatsApp.

Activity 2



Figure 3.7 Asking how are Students doing

The activity proceeded with asking opinions on how they are doing during this pandemic time. Generating an interaction and variation of the answers between students and teacher on the Google Classroom comment section.

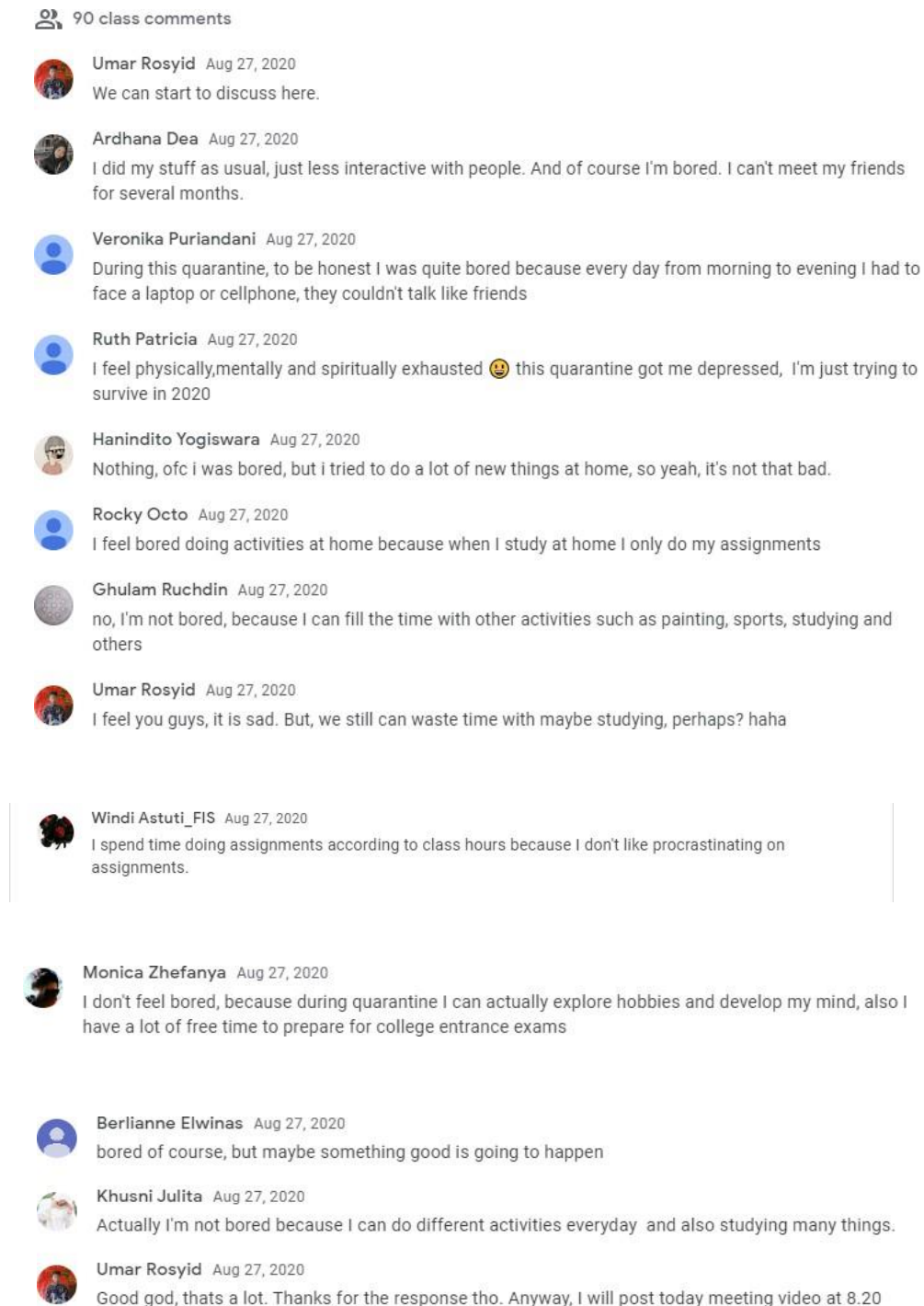


Figure 3.8 Variation of the answers

With some variation of the answer from students, this also meant to open a topic to discuss in a casual way with students to the current material, which is Discussion. This discussion topic is relatable with their current situation. It made the variation of the answer from the students. Which some are positive and negative toward their situation.

Activity 3

After the casual discussion with students, the activity proceeded to teaching activity. In this part, material thought by Asynchronous Learning given through the video. The video was recorded before the class begins and it uploaded to YouTube. It contains of a brief review of previous meeting, then with showing the overall text, and then breaking it down every paragraph. This meant to allowing student wherever or whenever the need to learn again, they can re-learn the materials. Along with the material, absent form is shared to students. In the end of the presentation, students are given task to do.

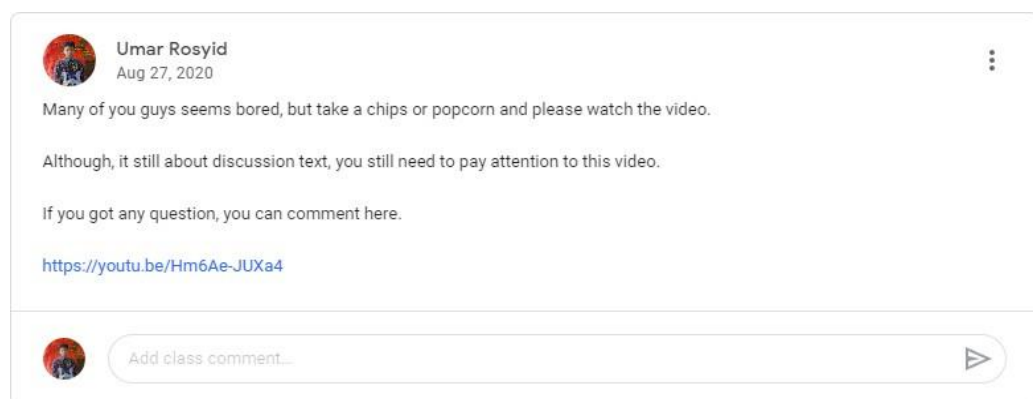


Figure 3.9 Link for the main material

3.3. Post-Teaching Activity

Teacher closed the class and provided presentation materials via Google Classroom at the end of the class. At the end of the lesson, teacher also give the quiz teacher created at the beginning of the preparation phase. The students are given time to take the quiz on their own. Afterwards, teacher do a recap of the class and grade the students.

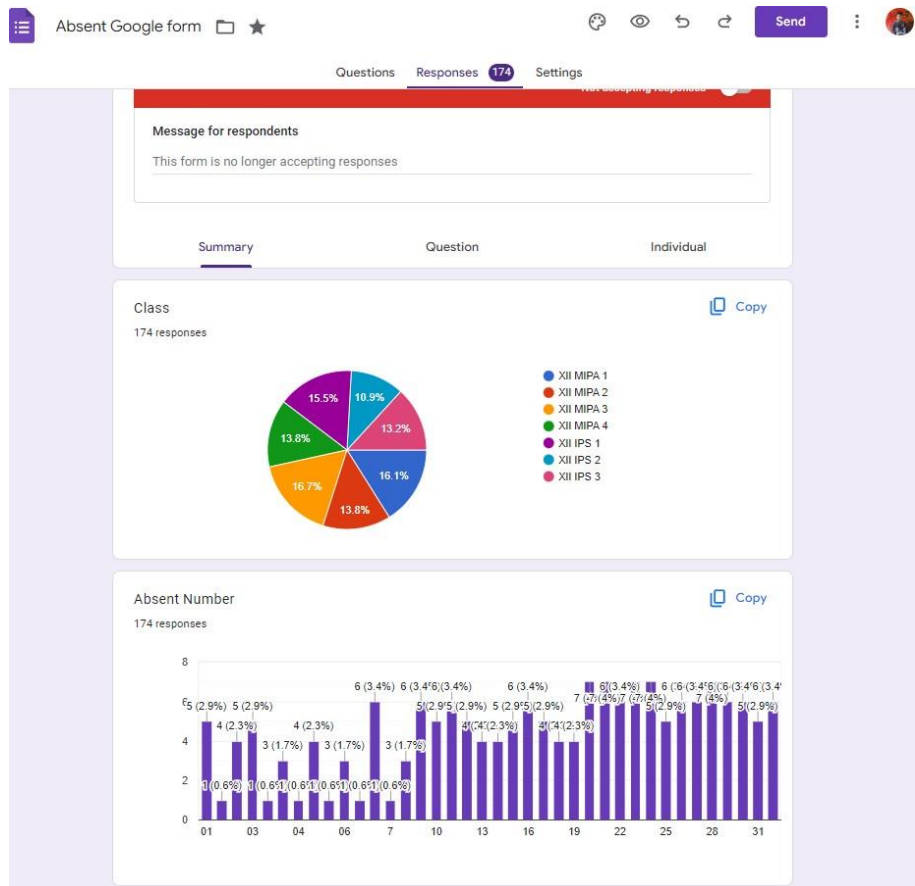


Figure 3.10 Attendance form

Daftar Nilai Meeting 6 Kelas XII .XLSX

File Edit View Insert Format Data Tools Help

100% 123 Defaul... 14 B I A

A1 DAFTAR NILAI PERTEMUAN KE-5 KELAS XII MIPA 1

	A	B	C	D	E	F	G	H
1	DAFTAR NILAI PERTEMUAN KE-5 KELAS XII MIPA 1							
2								
3								
4	NO.	NIS	NAMA	SIKAP	PENGETAHUAN	KETERAMPILAN		
5	1	10339	ACTRISHA FENOSA SAGITA PUTRI	Baik	100	90		
6	2	10341	ADITYA PRATAMA		90	70		
7	3	10342	AGATHA RETNO PINASTI	Baik	100			
8	4	10343	AGNES AYU KARTIKA KUSUMANINGRUM IRIANTO	Baik	80	90		
9	5	10350	ALBERTUS RYAN ANTHONY	Baik	90			
10	6	10352	ALEXANDER VIANDRA GUSTI KINANTYO	Baik	100			
11	7	10361	ANDINNE TIARA WAHYUDIVA	Baik	100			
12	8	10376	AUDRITAMA PUTRA RAMADHAN					
13	9	10418	FEBRINA RAHMA KUSUMANINGRUM	Baik	100			
14	10	10421	FIDELIA GENAYA TESALONIKA	Baik	70	90		
15	11	10422	G. ARYA KUSNA SAKTI	Baik	80			
16	12	10423	GABRIELA DIAN KARTIKAWATI	Baik	100	80		
17	13	10425	GALANG CIPTANING HERJUNO		100	75		
18	14	10443	IRSYAD KHOIRI HADI SAPUTRO	Baik	100	75		
19	15	10444	ISNAINI NUR FEBRIANDINI	Baik	80	85		
20	16	10453	LAURENSIA AYU ANGGRAENI	Baik	100	80		
21	17	10454	LAURENSIA CHRISTINA WIRANDINI	Baik	100			
22	18	10472	MUHAMMAD ILHAN		50	65	telat	
23	19	10478	MUHAMMAD TAUFIK JATMIKO	Baik	90			
24	20	10484	NADIA NUR HANIFAH	Baik	90			
25	21	10492	NOVINA SUCI BIDARIYATI	Baik	100			
26	22	10500	OKTAVIANI NUR ISTIQOMAH	Baik	100			
27	23	10510	RAFAEL ALDO WAWOLUMAYA	Baik	90			
28	24	10516	REYHAN MUHAMMAD AVENCENA	Baik	100			
29	25	10517	RIANDANI IBNU FATTAH	Baik	90			
30	26	10521	RIZQI NURUL HIDAYAT	Baik	90			
31	27	10537	SITTI MUTHMAINAH	Baik	90			
32	28	10538	STEFANI NATARIA PUTRI	Baik	90			
33	29	10539	SUKMA AYU GHIRA INDAH N	Baik	90			
34	30	10540	SWANGGA ADITYA PRIMANDARU	Baik	80			
35	31	10554	WINNY ROHITA NOVYANA	Baik	100			
36	32	10560	ZULFA DEVI	Baik	90			
37								
38	Keterangan							
39			Tugas paragraf sama dengan peserta didik lain					
40								
41								

XII MIPA 1 XII MIPA 2 XII MIPA 3 XII MIPA 4 XII IPS 1 XII IPS 2

Figure 3.11 Grade form Result via Google Spreadsheet

CHAPTER IV

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

Google Classroom was used as a learning platform to share instructional videos about discussion text. The instructional video includes indirect definitions, types, and functions of discussion texts. The learning objectives were measured by a test feature facilitated by Google Forms and shared in Google Classroom. From the students' response to the material, Google Classroom is proven to be a learning platform that provides quality learning asynchronously because it shortens the duration of synchronous learning and provides more opportunities for students to access the material unlimited by time asynchronously.

4.2 RECOMMENDATION

The results of this research can be useful for the development of the use of asynchronous learning platforms in the future. Nevertheless, this research still has some shortcomings. The results are not absolute with duration of only two days. In addition, the use of the platform is limited to Google Classroom and other Google features. Future research may be conducted using multiple platforms or combined methods.

4.3 REFLECTION

The opportunity to teach this time was the first step as a teacher. The situation in Indonesia, which is exposed to COVID-19, compels to carry out activities virtually and independently. The difference in doing activities that are inversely proportional to what is usually a challenge. The perspective of a student to the perspective of a teacher will be a provision in life. From the side of a student who is increasingly humble about the rules and ways of teaching from each teacher. From the side of a teacher who has to consider the feelings and approach that is appropriate for his students. Opening new ways of thinking that can not only be applied to learning and teaching activities but also in every human interaction that is done every day.

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APPENDICES

RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: SMA N 1 Kalasan
Mata Pelajaran	: Bahasa Inggris (Peminatan)
Kelas/ Semester	: XII/ 1 (satu)
K.D	: 3.2
Materi Pokok	: Teks Discussion
Alokasi Waktu	: 2 x 45 menit (pertemuan pertama)

Setelah pembelajaran model daring menggunakan *YouTube video*, *Google Classroom*, dan *WhatsApp* siswa diharapkan dapat:

1. Mengidentifikasi fungsi sosial, struktur, dan unsur kebahasaan teks diskusi berisi tentang
2. Menyatakan pendapat dan pikirannya yang sesuai dengan topik yang ditentukan secara tertulis.

B. Langkah-Langkah Kegiatan Pembelajaran

1. Pendahuluan:
 - a. Guru menyiapkan video untuk para siswa yang harus ditonton setelah pembukaan untuk mengikuti pelajaran.
 - b. Pada hari pelajaran, guru membuka kelas lewat WhatsApp dengan menanyakan kabar para siswa, mempersilahkan siswa untuk berdoa kemudian guru menyampaikan tujuan pembelajaran. (maks. 10 menit)
2. Inti
 - a. Guru menanyakan kembali materi yang didapat dari pertemuan sebelumnya.
 - b. Guru meminta siswa untuk menonton dan menyimak video presentasi yang telah dipersiapkan.
3. Penutup (maks. 5 menit)
 - a. Guru mengulas kembali materi yang telah dipelajari. Kemudian menutup kelas dengan ucapan terimakasih dan doa.
 - b. Siswa diminta mengerjakan tugas yang telah diberikan di Google Classroom. Stream Google Classroom akan diberikan di akhir pelajaran.

C. Penilaian

Penilaian materi merupakan penilaian otentik melalui:

1. Sikap: Observasi/ pengamatan dari sikap selama pelajaran berlangsung.
2. Pengetahuan: Pengambilan nilai Quiz dari Google Form
3. Keterampilan: Pengambilan nilai Quiz dari Google Form

Yogyakarta, Agustus 2020

Mengetahui,

Kepala Sekolah
Pelajaran,

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Guru Mata

Umar Ma'ruf