

**THE IMPLEMENTATION OF GOOGLE FORM MADE
BY STUDENTS IN READING INSTRUCTION
AT SMAN 1 SAMBIT PONOROGO**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
2024**

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THESIS

Presented to the State Islamic Institute of Ponorogo in Partial
Fulfilment of Requirement for the Degree of Sarjana in
English Language Teaching Department



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ABSTRACT

Mahasti, Helda Sri Gana Duwi. 2024. *The Implementation of Google Form Made by Students in Reading Instruction at SMAN 1 Sambit Ponorogo.* Sarjana's Thesis, English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor: Dr. Dhinuk Puspita Kirana, M. Pd.

Keywords: *Implementation, Google Forms, Students, Reading Instruction*

The use of digital media in education is increasingly important in the current era, and many educational institutions have adopted various digital media. SMAN 1 Sambit, for example, has adopted Google Form as a learning tool in reading instruction to improve students' English language skills and digital literacy. Uniquely, this media is adopted by students, not just by teachers. Reading skills are fundamental in learning a foreign language because they not only help understand texts but also develop critical and analytical thinking. Through the use of Google Forms, students are expected to be able to more actively participate in the learning process, receive real-time feedback, and develop digital skills that are much needed in the modern era.

The objectives of this study are (1) Analyze the implementation of Google Form made by students in reading instruction at SMAN 1 Sambit. (2) Analyze the challenges and the alternative solutions by the students in reading instruction.

This research was designed using qualitative methods with a case study design. Data was collected through observation, interviews and documentation. Participation came from English subject teachers, and also several students from SMAN 1 Sambit. For data analysis using Miles and Huberman with data reduction, data presentation, and conclusion drawing.

Based on the data analysis, it was found that: The implementation of Google Forms in reading instruction at SMAN 1 Sambit aims to enhance students' English skills and digital literacy through interactive online media, using a student-centered approach and collaboration to accelerate material comprehension. Despite challenges such as limited memory, vocabulary gaps, pronunciation issues, unstable internet, and unfamiliarity with Google Forms, ongoing training and improved internet infrastructure are expected to mitigate these issues, enabling students to focus on developing their reading and language skills effectively.

APPROVAL SHEET

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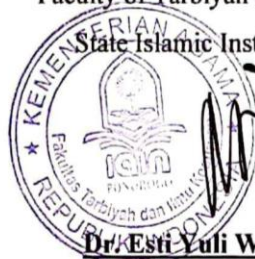

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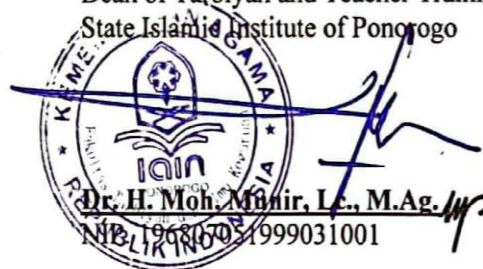
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and has been accepted as the requirement for the degree the *Sarjana Pendidikan* on:

Day : Monday
Date : 10th June 2024

Ponorogo, 10th June 2024

Ratified by
Dean of Tarbiyah and Teacher Training
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Helda Sri Gana Duwi Mahasti

P O N O R O G O

LETTER OF AUTHENTICITY

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I, hereby declare that the submitted thesis is entirely my original work. Any assistance and sources used in the preparation of this thesis have been acknowledged and appropriately cited.

I confirm that this thesis, in whole or in part, has not been submitted for assessment to any other degree or diploma in any other institution or university. Furthermore, this work has not been published or submitted for publication elsewhere.

I fully understand the gravity of the consequences of any form of academic dishonesty, and plagiarism and I take full responsibility for the authenticity and originality of this thesis. I certify that all information presented in this work is accurate and based on research conducted by me.

Thank you for your attention to this matter.

Ponorogo, 7th May 2024

Sincerely,



Helda Sri Gana Duwi Mahasti

CHAPTER 1

INTRODUCTION

A. Background of the Study

In the current era, the development of information and communication technology has brought major changes in various areas of life, including education. One of the most influential technological developments is the existence of Google Form, a tool that allows the creation of forms online for various purposes, including the learning process.¹ Google Form not only allows for fast and efficient data collection but can also be used as an interactive learning and learning tool.

Interactive learning is an educational method that involves the active participation of students in the learning process. This interactive learning is not only limited to one learning skill but must cover all aspects of skills, including reading skills.² In this case, Google Form can be used to develop deep and varied reading practice, provide real-time feedback, and encourage students to actively participate in their learning process.³ Thus, the use of technology such as Google Form not only increases the efficiency of learning administration, but also enriches the overall student learning experience, making it more dynamic, participatory, and responsive to the individual needs of each student.

¹ Ertmer, P. A., & Ottenbreit-Leftwich, A. T., "Teacher Technology Change: How Knowledge, Confidence, Beliefs, and Culture Intersect.," *Journal of Research on Technology*, 2010.

² Johnson, D. W., & Johnson, R. T., "Making Cooperative Learning Work.," *Theory Into Practice* 2, no. 38 (1999): 67–73.

³ Yunita, Fitria., "The Use of Google Form Application as Media for Students' Assessment.," *International Conference on English Language Teaching.*, 2019.

Learning to read is an important aspect of primary and secondary education because reading comprehension not only functions to understand texts but also to develop critical and analytical thinking skills. However, in practice, this thinking ability must also be accompanied by students' active participation during learning. As explained by Vygotsky, effective learning must involve active interaction between students and their learning environment.⁴ In this context, technology such as Google Forms can be an effective solution to increase student interaction and participation in reading learning, allowing them to engage more deeply and be responsive to the material being taught.

Many studies show that the use of technology in learning can increase student motivation and engagement.⁵ Warschauer and Liaw found that the integration of technology in language learning can increase students' active participation and help them understand the material better.⁶ However, most students' integration of Google Forms in learning to read is still very limited, with the majority of its use only being integrated by teachers. Therefore, there is a need for further exploration by students in using Google Forms independently to improve reading comprehension, measure learning progress, and encourage their active participation in the learning process.⁷

⁴ Vygotsky, L. S., "Mind in Society: The Development of Higher Psychological Processes." (Harvard University Press., 1978).

⁵ Kats, Yefim., "Learning Management Systems Technologies and Software Solutions for Online Teaching: Tools and Application.," *United States of America: IGI Global.*, 2010.

⁶ Warschauer, M., & Liaw, M. L., "Emerging Technologies in Adult Literacy and Language Education.," *TESOL Quarterly* 45, no. 4 (2011): 514–25.

⁷ Untari, Mazkhina Berlian., "Learners' Perception on Their Online Reading Comprehension at English Education Department.," *Journal of Research on Technology* 15, no. 28 (2020).

Schools are institutions that integrate a lot of media into the learning process. As implemented at SMAN 1 Sambit, Google Form is actively implemented within learning, especially in learning to read. Uniquely, media implemented is not only carried out by teachers, as is common in other schools but students are also required to be able to integrate the media independently. This encourages students not only to be passive recipients of information but also to play an active role in the learning process, which in turn can improve their critical and creative thinking skills, as well as deepen their understanding of the reading material.

This learning context places students at the centre of learning and applies a student-centered learning approach. In addition, constructivist theory states that students learn by constructing their understanding through experience and active interaction. By creating their own Google Form, students become active participants in the learning process, not just passively receiving information.⁸ This process helps students develop critical and creative thinking skills and improves their understanding of reading material. By using technology to design and answer questions, students can develop digital skills that are critical in this day and age. As a result, integrating technology into reading learning using student-managed Google Forms will create a learning environment that is more dynamic and responsive to individual learning needs while preparing to face future challenges.

From the results of an interview with one of the English teachers at SMAN 1 Sambit, it was revealed that students faced many quite complex

⁸ Piaget, J., "The Psychology of the Child." (Basic Books, 1972).

challenges when implementing Google Forms in learning to read. These challenges include a lack of student motivation to be actively involved, limited learning media available, and a lack of active student involvement in the learning process. In addition, technical obstacles such as unstable internet connections and students' lack of understanding of how to use Google Forms effectively also add to the complexity of this problem. Therefore, a more comprehensive strategy is needed to overcome these obstacles, including intensive training for students and teachers, providing adequate technological infrastructure, as well as developing more interesting and interactive learning methods to increase overall student motivation and participation.⁹

In addition to the technical challenges and lack of active involvement of students in the learning process, it is important to recognize that the use of Google Forms in reading instruction also provides opportunities for students to develop collaborative and communication skills. Through collaboration in designing, answering, and analyzing questions in Google Forms, students can learn how to work together in teams, discuss opinions, and interpret information together. Thus, the use of Google Forms not only provides benefits in terms of efficiency and interactivity but also opens up opportunities for the development of social and life skills that are important for success in the real world.¹⁰

Behind the success of existing learning, of course, many processes have been passed. The implementation of Google Forms in learning to read, for

⁹ Interview with Accompanying Teacher.

¹⁰ Hamid, S., Kurnia, S., Waycott, J., & Chang, S., "Understanding Students' Perceptions of the Benefits of Online Social Networking Use for Teaching and Learning.," *Internet and Higher Education* 26 (2015): 1–9.

example, has an important role in improving student understanding. This process involves various stages, starting from careful planning by teachers, and training in the use of technology for students, to evaluating and adjusting methods based on the feedback received.¹¹ Apart from that, support from the school in providing adequate technological infrastructure as well as collaboration between teachers, students and parents also contributed significantly to this success. With Google Forms, students can not only practice reading interactively but also receive real-time feedback that helps them continuously improve and deepen their understanding.

Based on the explanation above, the implementation of Google Forms has been widely used in various schools, especially at SMAN 1 Sambit, to improve students' reading skills. What differentiates this implementation from other schools is that the media is used actively by students, not just by teachers. However, more in-depth research is still needed regarding how this media is implemented, how students respond to its use, and what challenges are faced in its implementation. From the description above, researchers are interested in further studying one of the implementations of technology in learning, namely *"The Implementation of Google Form Made by Students in Reading Instruction at SMAN 1 Sambit Ponorogo"*.

B. Research Focus

To avoid deviating from the problem and expanding the subject matter, the researcher only limits the subject matter of this research. So, this research will only focus on the following matters:

¹¹ Hattie, J., & Timperley, H., "The Power of Feedback.," *Review of Educational Research* 77, no. 1 (2007): 81–112.

1. This research only be conducted at the SMAN 1 Sambit.
2. This research examines the Implementation of Google Forms made by Students in Reading Instruction, which there are elements: implementation, Objectives, Materials, evaluation, challenges, and alternative solutions.

C. Statements of the Problem

Based on the background of the study, the writer formulates the problems as follows:

1. How is the implementation of Google Form made by students in reading instruction at SMAN 1 Sambit?
2. What are the challenges and the alternative solutions by the students in reading instruction at SMAN 1 Sambit?

D. Objectives of the Study

Based on the statements of the problem, the objectives of this study are as follows:

1. To analyze the implementation of Google Form made by students in reading instruction at SMAN 1 Sambit.
2. To analyze the challenges and the alternative solutions by the students in reading instruction at SMAN 1 Sambit.

E. Significances of the Study

The results of this research are expected to help give contributions both theoretically and practically.

1. Theoretically

The results of this study are expected to enrich the literature on the use of technology in education, especially learning to read, by exploring the benefits, challenges and implementation strategies of Google Form, as well as contributing to the development of educational theories that are relevant in the digital era.

2. Practically

a. For the teachers

The teacher will know students' expectations about matters that must be improved when the teacher uses Google Forms medium to teach English.

b. For the EFL students

Students will learn how to optimize the use of Google Form as a learning medium in teaching reading and be able to identify the benefits, challenges and implementation of effective strategies.

c. For the next researchers

This research can contribute to other researchers who carry out similar or different research designs to help students overcome problems in implementing English learning media, especially in reading skills.

F. Organization of the Thesis

This part helps the readers in understanding the whole of the researcher.

This is divided into five chapters and explained in the following description:

The first chapter is the introduction which consists of the background of the study, research focus, statements of the problem, objectives of the study, significance of the study, and the organization of the thesis.

The second chapter is the theoretical background and previous research findings. The theoretical background presents some materials related to Google Forms, reading, and the student-centered learning approach in a senior high school. Previous research findings, the researcher concludes the results of previous studies that have similar cases to this research.

The third chapter is the research method. In this chapter, the researcher explains the approach and design of the research that is used, the researcher's role, the research location, the data source, the technique of data collection, the technique of data analysis, data validity, and the research procedure.

The fourth chapter contains the data description, which consists of the vision, mission, establishing history, geographical position, organization structure, and data description involving The Implementation of the Google Forms made by students in reading instruction at SMAN 1 Sambit. It also deals with the results and discussion of the study that is loaded with results that contain data presentation, and research findings. This chapter is very important because in this chapter the researcher will analyze the data obtained. So, the data are processed in this chapter.

The fifth chapter presents the conclusion of the study and suggestions for further study to make a better study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Teaching English

Teaching can be defined as the process of assisting individuals in acquiring new skills or knowledge, offering guidance in their learning endeavor, providing instruction, and facilitating understanding.¹² Moreover, the act of teaching is a remarkably flexible and context-specific endeavor, shaped by variables like the traits of the students, advancements in technology, and progress in diverse domains. As a result, educators need to remain receptive to modifying their approaches to align with these evolving factors.

While this adaptability might seem daunting to some, it offers an opportunity to reframe our approach to teaching, emphasizing that perfection should not be static but rather a continuous journey towards mastering the art of teaching. The process of enhancing one's teaching is ongoing, marked by continual refinement, which, like other forms of learning, is influenced by principles of learning.¹³

Based on these observations, it can be concluded that teaching is a fundamental educational activity aimed at imparting knowledge and skills, ultimately leading to the acquisition of new knowledge as the central objective.

¹² H. Douglas Brown, *Principles of Language Learning and Teaching* (New York: San Francisco State University, 2000), 7

¹³ Ricard E Mayer, *How Learning Works Seven Research- based Principle for smart Teaching* (San Francisco: Jossey-Bass, 2010),p. 2018

The teaching process is a complex endeavor involving educators imparting their knowledge, experiences, and instructional materials to attain particular educational objectives, all while fostering opportunities for students to acquire new knowledge and skills. It's worth noting, however, that students may not always fully grasp the precise message intended by the teacher; at times, they may gain unintended knowledge or form alternative understandings. This complexity arises from the multifaceted nature of the educational process.¹⁴

The teaching process is a systematic and interdependent activity composed of various components, all of which must work together continuously. It involves guiding and facilitating learning, creating the necessary conditions for the learning process, and enabling students to acquire knowledge.¹⁵

In the context of Indonesia, English is considered a foreign language. This means that English is not the native language of any group within the country where it is taught.¹⁶ As a result, students who learn English as a foreign language may have limited opportunities to use it in real-life situations. Teaching a foreign language, in this case, aims to equip students with the skills necessary to communicate verbally with speakers of other nationalities who are also learning the language.

¹⁴ H. Douglas Brown, *Principle of Language Learning and Teaching*. (New Jersey: Longman,2000). P. 7

¹⁵ Dr. A. H. Sequeira, *Introduction to Concepts of Teaching and Learning*. (National Institute of Technology Karnataka Surathkal, India)

¹⁶ D.A Wilkins, *Linguistic in Language Teaching* (London: Edwar Arnold Publisher, 1980),p. 7

2. Reading Skills

Reading comprehension is one of the key components of English language teaching and involves the ability to understand and interpret written texts. According to Grabe and Stoller, reading involves complex cognitive processes such as deciphering symbols, understanding context, and integrating new information into existing knowledge.¹⁷ This ability not only requires the basic ability to recognize and understand written words but also the ability to grasp the deeper meaning of text, including broader cognitive and linguistic aspects.

Decoding symbols is the first step in the reading process and involves recognizing letters and words and understanding how these symbols relate to specific sounds and meanings in a language.¹⁸ This process requires a good knowledge of phonetics and phonology. For readers to read fluently, they must be able to recognize words automatically and accurately. Difficulties at this stage can affect the overall understanding of the text because the reader's attention is too focused on recognizing words rather than understanding the content of the text.

After the decoding stage, understanding the context is key in the reading process.¹⁹ Context helps readers interpret the meaning of unfamiliar words and phrases more accurately. Context also includes

¹⁷ Grabe, W., & Stoller, F. L., *Teaching and Researching Reading*. (Longman, 2002).

¹⁸ Anderson, R. C., & Pearson, P. D., "A Schema-Theoretic View of Basic Processes in Reading Comprehension. In P. D. Pearson (Ed.)," (Longman: Handbook of Reading Research., n.d.), 255–91.

¹⁹ Snow, C. E., *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. (RAND Corporation., 2002).

knowledge of the structure and genre of a text, which allows readers to better predict and interpret information. For example, reading academic papers requires knowledge of argument structure and certain terminology, compared to reading fiction where imagination and emotion are more important.

Integrating new information with existing knowledge is a very important next process in reading.²⁰ Readers must be able to connect information from a text with previous knowledge to build a coherent understanding. This involves the reader's use of schemas or knowledge frameworks to interpret and remember new information. This rose also allows the reader to conclude. Inferences are often necessary to understand implications that are not explicitly stated in the text.

Effective reading comprehension also relies heavily on the development of a rich vocabulary.²¹ A rich vocabulary allows readers to understand more texts of varying complexity. Apart from that, a good understanding of grammar is also important, because grammar helps readers understand the relationship between words and sentences in a text. By learning appropriate vocabulary and grammar, readers can more easily understand the nuances of the meaning and structure of more complex texts.²²

²⁰ Richards, J. C., & Renandya, W. A. (Eds.), "Methodology in Language Teaching: An Anthology of Current Practice." (Cambridge University Press., 2002).

²¹ Duke, N. K., & Pearson, P. D., *Effective Practices for Developing Reading Comprehension*. In A. E. Farstrup & S. J. Samuels (Eds.), *What Research Has to Say About Reading Instruction* (International Reading Association., 2002).

²² Nation, I. S. P., "Learning Vocabulary in Another Language." (Cambridge University Press., 2001).

Various reading strategies, such as skimming and scanning, also play an important role in improving reading efficiency. Skimming is a fast-reading technique to get a general idea of a text, while scanning is a fast-reading technique to find specific information. These two techniques are very useful in a variety of situations, such as finding specific information quickly or preparing a deeper understanding of a text. These strategies can help readers manage their time and energy more effectively in different reading situations.

Improving reading comprehension requires consistent and varied practice.²³ These exercises may include reading different types of texts, having group discussions about the content of the texts, and practising summarization and interpretation. Apart from that, the use of technology and multimedia can also be an effective tool in teaching reading. For example, interactive computer programs and language learning applications help readers practice decoding, expand vocabulary, and understand grammar through a variety of engaging and interactive activities.

3. Learning Media

Learning media are tools, methods and materials used in the educational process to facilitate student understanding and learning. Learning media includes various formats such as text, audio, images, video and animation which are designed to improve the quality of the

²³ Grabe, W., & Stoller, F. L., *Teaching and Researching Reading*.

teaching and learning process.²⁴ The main function of learning media is to convey information more interestingly and effectively, as well as to enrich students' learning experiences by providing a more real and interactive context.

Technology in learning media has developed rapidly with the existence of the Internet and digital devices.²⁵ E-learning and learning applications are clear examples of how technology is used to develop more interactive and accessible learning media. E-learning combines multimedia elements such as text, audio, and video to create an interesting and dynamic learning environment.²⁶ E-learning also enables personalization of education, where content can be tailored to students' individual needs, thereby increasing learning effectiveness.

Apart from that, the concept of blended learning, which combines face-to-face learning with online learning, is also an important part of learning media studies. Bonk and Graham suggest that blended learning not only integrates various forms of learning media but also combines the advantages of both approaches to create a more comprehensive learning experience.²⁷ In blended learning, digital media such as e-learning platforms and learning applications are used to enrich the material taught in class, as well as to provide additional learning resources that students can access at any time.

²⁴ Heinich, R., Molenda, M., Russell, J. D., & Smaldino, S. E., "Instructional Media and Technologies for Learning.," *Prentice-Hall.*, 1996.

²⁵ Mayer, R. E., *Multimedia Learning* (Cambridge University Press., 2009).

²⁶ Clark, R. C. , & Mayer, R. E, *E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning.* (Pfeiffer., 2011).

²⁷ Bonk, C. J., & Graham, C. R. (Eds.), "The Handbook of Blended Learning: Global Perspectives, Local Designs.," *Pfeiffer.*, 2006.

The application of learning media must also consider pedagogical aspects, such as constructivist learning theory which emphasizes the active role of students in the learning process. Good learning media must allow students to interact with content and construct their knowledge through exploration and reflection.²⁸ Interactive media such as simulations, educational games, and virtual environments can provide students with opportunities to experience and experiment with the concepts they are learning, thereby strengthening their understanding.

4. Google Form in Learning

Google Form is a digital tool that allows teachers and students to create and manage quizzes, surveys, and forms online.²⁹ This tool gives teachers the flexibility to design different types of assessments and exercises that students can access easily and efficiently. In the context of learning to read, Google Form offers various features that can be used to increase student engagement and understanding. With its ability to collect data in real-time and quickly analyze student performance, Google Form has become an extremely useful tool in the modern educational environment.

One of the main uses of Google Form in teaching reading is to create reading comprehension exercises. Teachers can design various types of questions, ranging from multiple choice, and short answers, to essays,

²⁸ Dabbagh, N., & Kitsantas, A., "Personal Learning Environments, Social Media, and Self-Regulated Learning: A Natural Formula for Connecting Formal and Informal Learning.," *Internet and Higher Education* 1, no. 15 (2012): 3–8.

²⁹ Jansen, M., & Esparza, D., "Using Google Forms to Enhance Teaching and Learning.," *Journal of Teaching and Learning with Technology* 1, no. 8 (2019): 93–103.

which relate to the text students are reading.³⁰ Using Google Form, students can answer these questions anytime and anywhere, as long as they have access to the internet. This not only provides flexibility in the learning process but also allows students to learn at their own pace.

Google Form is also very effective for creating quizzes and tests that help in assessing learning.³¹ Teachers can easily set timed quizzes, randomize questions, and provide automatic feedback after students complete a quiz. This helps students to understand their mistakes and learn from the feedback provided. In addition, quiz results can be accessed by teachers in real time, so they can immediately find out the extent to which students understand the material they have been taught and identify areas that need improvement.

In terms of data collection, Google Form makes it easy to analyze student performance. Every answer given by students will be automatically saved in spreadsheet format, which can be accessed and analyzed by the teacher. This feature allows teachers to see patterns in student answers, identify trends, and make data-based decisions to improve their teaching methods.³² For example, if many students answer a particular question incorrectly, the teacher can re-evaluate the way the material is presented and look for more effective teaching methods.

³⁰ Hall, S., "Educational Technology and Mobile Learning: Enhancing Student Engagement through Digital Tools.," *Routledge.*, 2020.

³¹ Susser, B., & Robb, T. N, "Evaluation of an EFL Reading Course.," *Journal of Computers in Education* 1, no. 2 (2004): 1223–134.

³² Anderson, R. C., & Pearson, P. D, "A Schema-Theoretic View of Basic Processes in Reading Comprehension. In P. D. Pearson (Ed.),"

Apart from assessment and practice, Google Form can also be used to collect feedback from students about the learning process.³³ Teachers can create surveys to find out students' opinions about the material taught, the teaching methods used, and the challenges they face in learning.³⁴ This feedback is very valuable for improving the quality of learning in the classroom. By listening to student voices, teachers can make better adjustments and be more responsive to student needs, thereby creating a more inclusive and effective learning environment.

5. Student-Centered Approach

A student-centered approach places students at the center of the learning process, where they are actively involved in exploring and building their knowledge. This approach aims to make learning more relevant and meaningful for students by connecting the subject matter to their experiences and interests.³⁵ In this method, the teacher's role shifts from being a transmitter of information to being a facilitator who helps students in their learning process. This method emphasizes the importance of relevant and meaningful learning experiences for students and encourages independent and collaborative learning.

The use of Google Form can support a student-centered approach by giving them the tools to actively participate in the learning process. Students can create and manage their forms for a variety of purposes, such as surveys, quizzes, or reading comprehension exercises. By creating their

³³ Anderson, R. C., & Pearson, P. D.

³⁴ Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A., "NMC Horizon Report: 2014 Higher Education Edition," *The New Media Consortium*, 2014.

³⁵ Weimer, M., *Learner-Centered Teaching: Five Key Changes to Practice*. (Jossey-Bass., 2013).

forms, students can develop critical and creative thinking skills, as well as improve their understanding of the subject matter. This process also encourages students to take initiative and take responsibility for their learning, which is one of the main principles of a student-centered approach.

Additionally, Google Form enables effective collaborative learning. Students can work in groups to create and answer forms, share ideas, and provide feedback to each other. This not only improves their social and communication skills but also enriches their understanding of the subject matter through discussion and collaboration.³⁶ For example, in a group research project, students can use Google Form to collect data from respondents, analyze the results, and present their findings. Thus, Google Form becomes an effective tool to support project-based and collaborative learning.

Google Form can also be used to collect feedback from students in real time. Teachers can create surveys to find out students' opinions about teaching methods, learning materials, and the challenges they face in learning. This feedback is invaluable for improving the learning process and making it better suited to students' needs.³⁷ By using Google Form, students feel like their voices are heard and valued, which can increase their motivation and engagement in learning. This is in line with the

³⁶ Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A., "NMC Horizon Report: 2014 Higher Education Edition."

³⁷ Dabbagh, N., & Kitsantas, A., "Personal Learning Environments, Social Media, and Self-Regulated Learning: A Natural Formula for Connecting Formal and Informal Learning."

principles of a student-centred approach which emphasizes the importance of listening to and responding to students' needs.

Lastly, using Google Form in a student-centered approach can also improve students' digital skills. In this digital era, the ability to use technological tools effectively is a very important skill. By integrating Google Form into the learning process, students not only learn about the subject matter but also develop technology skills that will be useful for them in the future. Apart from that, using Google Form also makes it easier for teachers to manage and analyze data, so they can make more informed decisions based on existing evidence and data.

6. Collaborative Learning

Collaboration in a learning context refers to a pedagogical approach in which students work together in groups to achieve shared learning goals. Vygotsky emphasized that learning is a social process that occurs through interaction with other people and the environment.³⁸ The concept of the “zone of proximal development” suggests that students can reach higher levels of understanding with help from more knowledgeable individuals. Through collaborative interactions, students can help each other overcome their knowledge gaps and build deeper understanding.

According to David W. Johnson and Roger T. Johnson, positive interdependence is the key to success in group tasks, where group members depend on each other to achieve common goals. The five essential elements identified by Johnson and Johnson for effective

³⁸ Vygotsky, L. S., “Mind in Society: The Development of Higher Psychological Processes.”

collaboration are: (1) positive interdependence, (2) individual responsibility, (3) face-to-face interaction, (4) social skills, and (5) group processes.³⁹ In collaborative learning, students learn to take responsibility not only for their learning but also for the progress of their group.

Robert E. Slavin, an expert in cooperative learning, emphasizes that working together in small groups can improve student learning outcomes. According to Slavin, cooperative learning involves students in tasks that require active contributions from all group members. Important elements of cooperative learning include group goals and individual accountability, where each group member is responsible for his or her share and the success of the group as a whole. Slavin's research shows that students in cooperative groups tend to have better learning outcomes and more positive attitudes toward school compared to students in individualistic learning settings.⁴⁰

Pierre Dillenbourg provides a further view of collaboration by emphasizing that effective collaboration involves coordination, communication, and negotiation between group members. According to Dillenbourg, collaboration is not just about working together, but also about developing shared understanding and reaching consensus through discussion and reflection.⁴¹ Technology can play an important role in supporting collaboration by providing tools for better communication and

³⁹ Johnson, D. W., & Johnson, R. T., "An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning," *Educational Researcher* 5, no. 38 (2009): 365–79.

⁴⁰ Slavin, R. E., "Cooperative Learning: Theory, Research, and Practice.," *Allyn & Bacon.*, 1996.

⁴¹ Dillenbourg, P., "What Do You Mean by Collaborative Learning. In P. Dillenbourg (Ed.), *Collaborative-Learning: Cognitive and Computational Approaches*," *Elsevier.*, 1999, (pp. 1-19).

coordination, allowing students to work together efficiently even in different locations.

Kenneth A. Bruffee highlights the importance of collaboration in higher education, emphasizing that collaboration helps students develop critical thinking skills and prepares them for an increasingly collaborative world of work. Bruffee argues that collaboration in academic contexts not only aids in the learning of content but also in the formation of learning communities where students support and learn from each other.⁴² For effective collaboration, a supportive environment is needed where students feel safe to share ideas and experiment with new thinking.

From the explanation above, the researchers can conclude that collaboration not only helps students master the subject matter but also develops social and emotional skills that are important for their lives and careers in the future. In the digital era, technology such as Google Forms can be a very useful tool to support effective collaboration, allowing students to work together efficiently even in different locations. As educators, it is important to create a learning environment that supports and encourages collaboration so that students can reach their full potential.

B. Previous Research Findings

There are some previous researchers relevant to this research. The first is a study by Adistya Dina Al Hanif from the State Islamic Institute of Ponorogo entitled “The Use of Google Form to Teach English at XI Grader

⁴² Bruffee, K. A., *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*. (1993: Johns Hopkins University Press., n.d.).

of SMAN 1 Sambit in Pandemic Era”.⁴³ The researcher analyzed the implementation of Google Forms to teach English especially reading and to know the students’ responses toward the use of Google Forms for teaching reading to the XI Graders of SMAN 1 Sambit in the pandemic era. This research was conducted using a qualitative approach. The researcher concludes that there are four steps to implementing the Google Form as a learning media including preparation, pre-teaching, teaching, and post-teaching. There are some students’ responses toward the use of Google Forms to teach English like some students don’t enjoy the learning process, and don’t understand the materials. However, some students argue that Google Forms is easy to use.

The second study is done by Maulida Azizah Fitriani entitled “WhatsApp and Google Form as Media in Teaching English during Pandemic Era at the Social Tenth Grade of SMAN 1 Jetis Ponorogo”. This study aims to describe the implementation of WhatsApp and Google Forms as media for teaching English and the problems faced by teachers and students in implementing them.⁴⁴ The results of this study were: the English teacher implemented WhatsApp and Google Forms step by step: 1) the teacher opens the class by greeting, invites the students to pray by themselves, and gives motivation for the students. 2) the teacher gives the material in the form of a video or PDF file in the WhatsApp group and shares daily tasks in Google

⁴³ Hanif, Adistya Dina Al.H, *The Use of Google Form to Teach English at XI Grader of SMAN 1 Sambit in Pandemic Era*. Thesis. IAIN Ponorogo, 2021.

⁴⁴ Fitriani, Maulida Azizah. *WhatsApp and Google Form as Media in Teaching English during Pandemic Era at the Social Tenth Grade of SMAN 1 Jetis Ponorogo*. Thesis. IAIN Ponorogo 2021

Forms. 3) the teacher closes the lesson by giving the link to the attendance list at the end of the lesson because students are absent via Google Forms.

Beninge Air Bening in his study with the title “An Analysis of Implementing Google Classroom to Teach English at The Seventh Grade of SMPN 2 Wedi During Covid-19 Pandemic” the objectives of this study were to describe the application of Google Classroom and students' perceptions of learning English online using Google Classroom in the Covid-19 pandemic era.⁴⁵ The result is the most effective and most appropriate way because it is easy to understand and does not burden students with using a lot of data packages or quotas. Starting from the beginning of learning, providing material until the end of learning the application of Google Classroom in English learning during the COVID-19 pandemic, helps the continuity of the teaching and learning process during the covid-19 pandemic. Students' perceptions of learning English using Google Classroom are also good because, with Google Classroom, the learning process can continue during the Covid-19 pandemic.

Anggun Hervi Rahmania in the thesis entitled “Students 'Perceptions towards the Use of Google Forms in Online Summative Assessment at SMAN 5 Bandar Lampung” aimed that the students have a positive perception towards the use of Google Forms in the aspect of attractiveness, effectively, easiness, and efficiency.⁴⁶ In the aspect of efficiency, it enabled

⁴⁵ Beninge Air Bening. *An Analysis of Implementing Google Classroom To Teach English at Seventh Grade of SMPN 2 Wedi during Covid-19 Pandemic*. Thesis. UIN Raden Mas Said Surakarta. 2022.

⁴⁶ Rahmania Anggun Hervi. *Students 'Perceptions towards the use of Google Forms in Online Summative Assessment at SMAN 5 Bandar Lampung*. Thesis. Universitas Teknokrat Indonesia. 2021

the students to know the score directly. Thus, it gave efficiency and accuracy to the scoring system. Furthermore, it gave the students the easiness to answer the question by clicking the answer rather than circling the questions. In addition, the required questions helped the students to fill out all of the questions before submitting the test. Therefore, it prevents unanswered questions. Nevertheless, the students have a negative perception towards the use of Google Forms in the aspect of accessibility. The students found a problem that they suddenly logged out from the test. It happened due to an unstable internet connection or an error system in Google Forms. As a result, the students have to restart the test from the beginning.

Moh Faiz in the thesis with the title “Students’ Perception Toward the Use Google Form in English Learning at SMAN 1 Ngadiluwih”. Aimed at the percentage of data based on the questionnaires universally we can find out that 32% of students’ statements strongly agree, 73,92% agree, 65,92% are neutral, 18,88% disagree and 6,40% strongly disagree.⁴⁷ The results both of the questionnaire and the interview revealed that the majority of the students agree that they have a positive perception toward the use of Google Forms in the English learning process. Students prefer to use Google Forms as the media of the online English learning process at SMAN 1 Ngadiluwih.

C. Theoretical Framework

The framework in this research starts from the background, namely the implementation of Google Forms which are created and managed by students. By involving students in creating their own learning materials, it is hoped that

⁴⁷ Moh. Faiz. *Students’ perception toward the use of Google Form in English Learning at SMAN 1 Ngadiluwih*. Thesis. IAIN Kediri. 2021

it can encourage them to think critically and creatively in designing questions that are relevant and meaningful. This integration can influence students' reading skills, motivation and involvement in the learning process. Without realizing it, this can also help achieve the learning goals that have been set.

To improve students' reading skills, SMAN 1 Sambit also implements collaborative learning activities that support student interaction and understanding. Through collaboration, students can share and discuss their responses, which not only improves comprehension of the reading material but also develops social and collaborative skills. Thus, the use of Google Forms not only aims to improve reading skills but also to build technical and interpersonal skills that are important for students in the digital era.

It is normal to have challenges in implementing media, especially in learning to read. Technical challenges are often the main obstacle in implementing learning media. According to Mishra and Koehler, the use of technology in education requires effective integration of technology, pedagogy, and content, which is often difficult to achieve without adequate infrastructure and technical support. Therefore, based on the challenges faced, it is necessary to look for alternative solutions so that the implementation of this media can be carried out well.

The theoretical framework can be described in the following diagram below:

P O N O R O G O

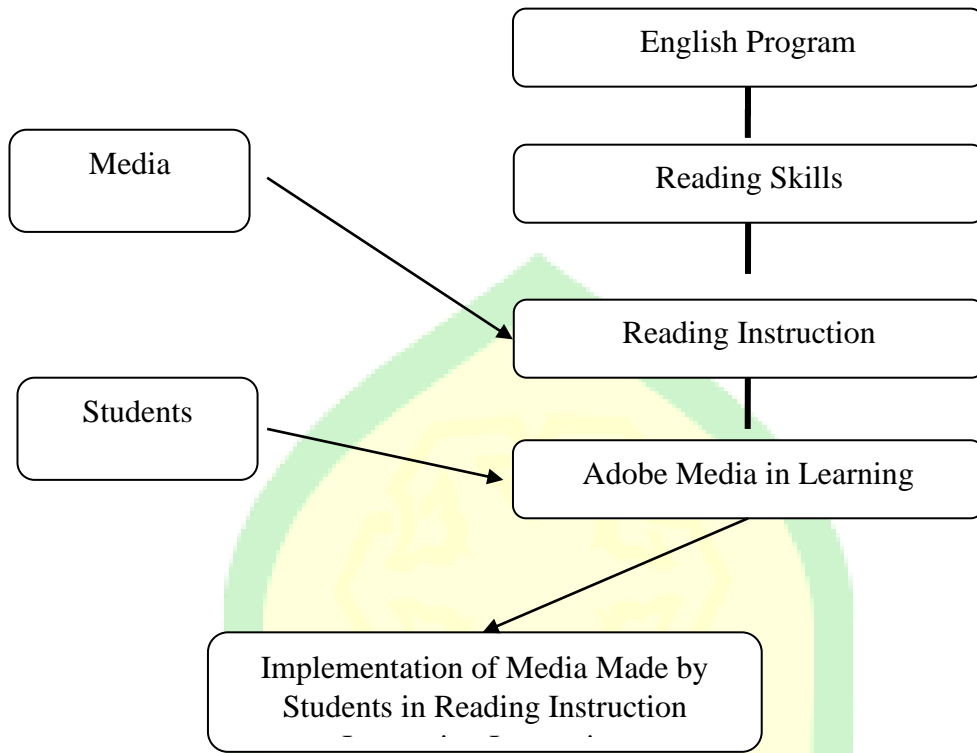


Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

Researchers used a qualitative research design in this study because the data was written verbally. This research seeks accurate information about the Implementation of Google Form made by students in reading instruction as SMAN 1 Sambit. The qualitative method is research that involves the use of qualitative data, such as interviews, documents, and observations, to understand and explain social phenomena.⁴⁸ Qualitative research is explanatory research. This research is also used to reveal trends in thought and opinion. Qualitative research has several characteristics, namely the researcher is the main instrument, and data analysis is carried out in natural conditions. In this study, the researcher used a case study design.⁴⁹

A case study is a research strategy that focuses on understanding the dynamics that exist in a single setting.⁵⁰ Case studies show that this research explains more deeply the subject and object of research. According to Donald Ary, case studies provide an in-depth description of a single unit. The unit can be an individual, group, site, class, process, or community. Case studies can answer descriptive questions or try to explain why something happens by looking at a process. The subject of this research is the students of SMAN 1

⁴⁸ Patricia Leavy, "Research Design: Qualitative Mixed Methods," in *United States: The Guilford Press*, 2017, 164.

⁴⁹ John W. Cresswell, *Research Design Third Edition: Qualitative, Quantitative, and Mixed Methods Approaches* (New Delhi: Sage, 2019).

⁵⁰ Abdul Manab, "Penelitian Pendidikan Pendekatan Quaitatif" (Yogyakarta: Kalimedia, 2015).

Sambit Ponorogo. This research was conducted because it was to find out the implementation of Google Form made by students in reading instruction.

B. Research Role

In this study, the researcher is a passive participant or participant observer. The researcher becomes the key instrument in collecting data and analyzing data. This means that the researcher is an analyzer of the activity program data that is being carried out, starting from observing the course of activities from beginning to end, to getting documentation data collection to strengthen the data that will be checked after all data is collected from the observation process and then analyzed. As a participant observer here the researcher can interact with the subject to build good relationships, but the researcher is not involved in the behavior or activities of the group.

The role of the researcher in this study is to try to understand how the thoughts and feelings of the research participants or can be called the researcher as an analyzer. According to Milles and Huberman, the characteristics of qualitative research include intense and prolonged researcher contact with a field or situation. The role or purpose is to obtain a systematic and integrated picture of the data under study. The role of the researcher as the main research instrument and its analysis is verbal. As the main instrument for full participation and data collection in this study, the researcher also plays a supporting role.⁵¹

The statements above show that in this research, the researcher stands as the key instrument for collecting and analyzing research data. Therefore,

⁵¹ Milles and Michael Huberman Matthew B, "Qualitative Data Analysis," 3rd ed (USA: Sage Publication, 1994).

the researcher is the key to assessing the results of the instrument to be obtained. A good object and the totality of the researcher's participation will have a good impact on the researcher. This means that all activities related to data collection are carried out by the researchers themselves.

C. Research Location

Geographic location determines the situation. The situation and location of educational institutions in a supportive location is one way of supporting the smooth learning and education process. All of this can be obtained from the school's favourable geographical location. SMAN 1 Sambit is located in Besuki Village, Sambit District, Ponorogo Regency. Geographically, SMAN 1 Sambit is located in a strategic area, because it is close to the main road, making it easy for teachers and students to reach.

This research was conducted at SMAN 1 Sambit, Sambit, Ponorogo, East Java. The reasons for choosing this location are as follows: first, SMAN 1 Sambit is one of the schools that integrates online media in learning. Second, SMAN 1 Sambit prefers Google Form as a learning medium because it is considered more practical and cheaper. Lastly, it is easier for students to manage Google Form compared to other media.

D. Data Source

According to Moleong, words and actions are the most important data sources in this research. Other sources of information include documents and other input.⁵² Data used to answer research questions can be collected from people or objects. The data sources in this research are humans and non-

⁵² Lexy Moleong, *Methodology Penelitian Kualitative* (Bandung: PT. Rosda Karya, 2000).

humans. The human data sources in this research were the English teacher of SMAN 1 Sambit and several students of SMAN 1 Sambit. Then non-human data sources were obtained from activity documentation, vision, mission, teaching manuals, and other data related to the implementation of Google Form.

E. Data Collection Technique

Data collection helps the researcher to accurately examine the results that can be seen from all actions using the research design and methodology. Data collection is the accumulation of specific evidence that allows the researcher to analyze the results of all activities correctly and by the procedures and research design.⁵³ There are several ways to collect data such as observation and interviews. In this study, researchers use observation, interviews, and documentation as data collection techniques.

1. Observation

According to Sutrisno Hadi, observation is a complex process consisting of various biological and psychological processes.⁵⁴ This observation technique is used when the research is related to human behavior, human work processes, natural phenomena, and conditions where the number of respondents is not too large. Based on the observation method, observation is divided into two types, namely structured observation and unstructured observation. In structured observation, research is directed to focus attention on certain behaviors.

Meanwhile, in unstructured observation, the researcher does not prepare

⁵³ Kumar Singh Yogest, "Fundamental of Research of Methodology and Statistic" (New Delhi: New Age International, 2006).

⁵⁴ Sutrisno Hadi, "Metodologi Research," 1st ed. (Yogyakarta: UGM, 1986).

notes regarding each behavior observed. Structured observation is usually associated with participant observation.

In this research observation, the researcher used observations related to observing the school conditions at SMAN 1 Sambit including the process of daily learning activities, as well as the process of implementing Google Forms by students in learning to read which was directed by the teacher.

2. Interview

The oral presentation of data is part of the interview data collection method. In terms of stimulation, verbal-oral response, and playback. Personal interviews and if practical, telephone interviews can be used to implement the strategy.⁵⁵ To collect accurate data and information for this research, researchers must prepare questions and engage in engaging discourse.

In this research, researchers used in-depth or semi-structured interviews. In this research, researchers conducted interviews with several related informants, including English teachers who act as mentors or controllers of activities, and students who are the perpetrators of media application.

In everyday life, almost all social relationships are carried out by humans and involve interviews or conversations. The purpose of interviewing people is to find out their thoughts, what they think, or their feelings about something. In collecting data, researchers conducted oral

⁵⁵ Kothari C. R, "Research Methodology Methods&Technique" (New Delhi: New Age Internationa, 2004).

interviews. The reason is that according to Sugiyono, this interview was conducted without using a systematic and complete interview guide, but only used an interview guide in the form of an outline so that it took place freely and in-depth questions and answers.⁵⁶ Researchers must prepare questions and conduct conversations to obtain clear information and valid data

3. Documentation

For data to be used intelligently, documentation must be complete and correct. Documents created for personal rather than official purposes include diaries, memoranda, letters, and field notes. The substance of each file, such as interviews, must be well documented and contain information about who was interviewed, when, and so on.⁵⁷ In this technique, data is taken from notes and writings such as learning manuals, documents such as vision, mission, photos, etc. related to research supported by interviews and observations.

F. Data Analysis Technique

In qualitative research, data is obtained from various sources and carried out continuously until the data is saturated. As a result of continuous observations will produce very high data variations. The data obtained is generally qualitative, so the data analysis technique does not have a clear

⁵⁶ Sugiyono, "Metode Penelitian Kualitatif, Kuantitatif, Dan R&D," 2014.

⁵⁷ Denzim K Norman and Yonna S Lincoh, "Handbook of Qualitative Research" (USA: Sage Publication, 1994).

pattern.⁵⁸ In this research, the author used the Miles and Huberman model data analysis technique which consists of three stages, namely:⁵⁹

1. Data Reduction

Data reduction is where the researcher is in the process of selecting, focusing, abstracting and manipulating data contained in field notes or written transcriptions. Every project with a qualitative focus undergoes ongoing data reduction. Anticipatory data reduction occurs when the researcher decides on the conceptual framework, cases, research topic, and data collection procedures that will be used before the data is collected. Additional examples of data reduction emerged as data collection continued (writing summaries, coding, determining themes, creating clusters, creating partitions, and writing memos). Once the fieldwork is complete, the data reduction and transformation process continue until the final report is ready.

2. Data Display

Data display belongs to the second major flow analysis activity. It is an example of a structured and well-organized data set that enables inference and sketching activities. In the past, expanded text was the most popular format for displaying qualitative data.

3. Conclusion Drawing/Verification

As the analyst moves forward, the conclusions are confirmed. Verification can be as quick as the fleeting thoughts that cross the analyst's mind while writing by looking back at field notes, or it can be thorough

⁵⁸ Sugiyono, "Metode Penelitian Kualitatif, Kuantitatif, Dan R&D."

⁵⁹ Milles and Michael Huberman Matthew B, "Qualitative Data Analysis."

and elaborate with extensive attempts to replicate the findings on other data sets or with lengthy argumentation and review among peers to develop an "intersubjective consensus".⁶⁰

G. Checking of Data Validity

The researcher made improvements to the legality of the data immediately after the qualitative study project was underway. This is used to answer the question of whether the data results are scientific. From the concepts of validity and reliability, data validity is an idea that needs to be updated. The data validity stages consist of the following two things:⁶¹

1. The strenuous observation

In this case, the researcher finds the characteristics and elements of the situation that are relevant to the chosen problem. This diligent observation is carried out in two ways, namely:

- a. Observe the activities carried out to implement the use of Google Forms by students.
- b. Study specifically until the researcher finds the desired data.

2. Triangulation

Triangulation was originally used in the social sciences to describe the need for multiple data sources to establish a fact. In this research, researchers used triangulation techniques to investigate data regarding the implementation of the use of Google Forms in students' reading learning. This means that researchers compared the results of observations,

⁶⁰ Milles and Michael Huberman Matthew B.

⁶¹ Lexy Moleong, *Methodology Penelitian Kualitative*.

interviews and documentation regarding media implementation by students in teaching reading skills at SMAN 1 Sambit.

H. Research Procedure

There are four procedures in this research including:

1. Planning

Includes preparation of research plans, selection, research field location data, operational permits, observations, instrument preparation, and matters relating to research ethics.

2. Application

Involves research preparation, entering the field, and interacting with subjects while data is collected.

3. Data Analysis Procedures

This includes data analysis, observing students and teachers during the learning process, as well as conducting hypothesis testing.

4. Research Report

The researcher wrote a research report in the form of a thesis on the implementation of Google Form by students in learning to read at SMAN 1 Sambit.



CHAPTER IV

FINDINGS AND DISCUSSION

A. General Data

1. Background of the School

Based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0601/O/1985 concerning the Establishment, Merger, and Status Determination of Upper Levels Public Secondary Schools, it was announced that starting July 1, 1985, Sambit Ponorogo State Senior High School would be established. This decision was made official in Jakarta on November 22, 1985.

Mr. Beni Soepeno, Head of Besuki Village, together with residents, supported the establishment of the new high school. He tried to find a paddy field owned by a farmer in Ngadinoyo Hamlet, Besuki Village, Sambit District, known as Sedoro paddy field by the community. Although the land was owned by several people, the land acquisition process went smoothly. Its strategic geographical location on the edge of the Ponorogo - Trenggalek highway then made it the place for the establishment of SMA Negeri 1 Sambit.

At first, SMA Negeri 1 Sambit only had 3 classrooms, 1 administrative room, 1 skill room, 1 counselling room, a warehouse, teachers' restrooms, and students' restrooms. Facilities such as electricity and telephone were not yet available, and the fence had not yet been built. The land looks dry, the former fields are still visible, and the weather tends to be hot with strong winds. The first principal, Mr.

Poedjono, planted a cypress tree as the distinctive identity of SMA Negeri 1 Sambit.

Table 4.1 History Term of Office SMAN 1 Sambit

No	Name	Term of Office
1	Poedjono, SH	1985 – 1990
2	Soemadi, DS	1990 – 1995
3	Soepomo BA	1995 – 1996
4	Hadi Soeprapto, BBA	1996 – 1998
5	Drs. Siswanto	1998 – 2010
6	Drs. Djamil Effendi	2010 – 2015
7	Drs. Sugeng Subagyo, M.Pd	2015 – 2017
8	Agus Prasmono, M.Pd	2017 – 2020
9	Drs. Ayun Priyono	2020 – 2023
10	Nasori, SE., S.Pd., S.Pd.I., MM	2023 – until now

2. The Geographical Location of SMAN 1 Sambit

Street : Ponorogo-Trenggalek Street

Village : Besuki

Sub-district : Sambit

Regency : Ponorogo

Province : East Java

Postal code : 63474

Telephone/FAX : (0352)311285

E-mail : sman1sambit.prg@gmail.com

3. Vision and Mission of the School

a. Vision:

School as a Center of Excellence for Imtaq, Science, and Technology, Environmentally Friendly, and Integrating Population

Education and Able to Compete in the Global Era in Harmony with
National Personality

b. Mission:

- 1) Carry out activities to improve noble character based on faith and devotion to God Almighty.
- 2) Carry out effective learning, training, and guidance to master science and technology with an environmental perspective so that they can compete in the global era.
- 3) Carrying out activities that are by the nation's personality.
- 4) Strive to preserve environmental functions and prevent environmental pollution.
- 5) Improving the quality of environmental resources by implementing environmental protection and management wisely and prudently.
- 6) Instill awareness and responsibility of Learners towards population conditions.
- 7) Integrating population education by national development policies in the field of population.
- 8) Improving the quality of Human Resources towards the professionalism of educators and education personnel who can compete in the global era.
- 9) Organizing an Information Technology-based school administration system towards excellent service.

10) Implementing participatory management with international standards by involving all school members and school stakeholders.

B. Data Description

Data description is a description of research results and findings obtained through observation, interviews and documentation. Observations were carried out by observing activities directly during the implementation of the use of Google Form created by students at SMAN 1 Sambit. Next, the researcher conducted interviews by asking several informants directly, namely implementers and teachers involved in Google Form implementation activities, especially English teachers, as well as several students. Then, the researcher documented the process of implementing Google Form activities created by students in learning to read.

1. Findings of the Implementation of Google Form Made by Students in Reading Instruction

The data described was collected through observations and interviews in March 2024. Observations were carried out in the SMAN 1 Sambit area, and interviews were conducted directly with English teachers and several students. Based on observations and interviews with research subjects, researchers found that the implementation of Google Form created by students started from the planning, pre-teaching, teaching, post-teaching and evaluation stages.

From the results of interviews with teachers in implementing activities and also accompanying teachers, the aim of implementing

media independently by students is to provide basic language knowledge and train students to be skilled at managing learning media, not just as users. This aims to make students accustomed to operating the media and understanding the material being taught, especially in reading process skills. Marsudiono, S. Pd., explained that:

“The purpose of implementing Google Forms created by students is so that students get used to managing learning media, not just as media users. This is important because when students continue their education to a higher level or in everyday life, they can utilize this media in various applications.”⁶²

Something that is almost similar but has the same meaning regarding the purpose of implementing Google Form made by students was also expressed by one of the student research respondents, namely Abil Septian Ramadan:

"By managing their learning media, students will more easily understand the material because they are not only asked to immediately make links to the material and questions from the teacher, but they start from the beginning like a teacher who will teach, especially if it is a reading type of learning, which is very susceptible to boredom."⁶³

As expressed by Masyitoh Lailatul Qodriyah and Muhammad Ridwan Saputra:

"The material presented is more about report text because it is more often found in the news every day. If you use it often, it will be easier for students to remember and get used to it over time." This was also conveyed by the teacher accompanying the language activities regarding the material for this implementation activity."⁶⁴

Marsudiono, S. Pd., explained that:

"Yes, in this implementation activity, the material presented is only material about the report text. However, this implementation has its

⁶² “See Transcript of Interview Number 01/I/03.” March 2024

⁶³ “See Transcript of Interview Number 02/I/03.” March 2024

⁶⁴ “See Transcript of Interview Number 02/I/03.” March 2024

guidelines in the learning process, where if the report text material has been completely mastered by the students, the teacher will try it with other material, such as explanatory text, narrative text, or recount text."⁶⁵

The way the material is delivered is also quite easy to accept, especially with the existence of a guidebook so that the teacher only thinks about how to convey the material correctly and easily to be accepted. From the results of the research, the researcher found that the delivery of the theme of the material to be studied that day was also delivered directly or suddenly when the activity was carried out.

However, even though the material presented was only delivered during the activity process or seemed sudden, students who studied at that time did not find it difficult with the process. The teacher delivers the material repeatedly and provides examples of how to manage Google Form in a clear and loud voice so that students can easily grasp and practice it again.

The way of delivering material in the implementation of Google Form is also quite easy for students to accept, especially with the guidebook. This allows teachers to focus on how to convey material appropriately and easily to understand. From the research results, it was found that the delivery of the theme of the material to be studied that day was delivered directly or suddenly during the activity.

As expressed by Marsudiono, S.Pd:

"The material that day was only presented on that day, so it was not told beforehand. Because if it is presented first, students feel it will

⁶⁵ "See Transcript of Interview Number 01/I/03." March 2024

be easier and will not feel there is a challenge regarding the material.”⁶⁶

By delivering the material that day, it is hoped that students will be more motivated or put more effort into the language learning process. If there are students who are diligent and have studied the material, it will be easier for them in the ongoing implementation process, because they immediately apply the understanding gained into the Google Form link, thus at least speeding up the learning activity.

Even though the material was delivered suddenly, students did not find it difficult with the process. The teacher delivers the material repeatedly and provides examples of how to manage Google Form in a clear and loud voice so that students can easily grasp and practice it again.

This can be seen from the statements of several students, as expressed by Abil Septian Ramadan, Masyitoh Lailatul Qodriyah, and Muhammad Ridwan Saputra:

"The teacher's delivery of material and media management instructions are very easy to understand and very clear because the delivery is done repeatedly until everyone understands. Where the material is read and studied first and then continued reading together aloud by students who sound very enthusiastic and pleasant to listen to. Then they just adopted what they got into a Google Form link even though with different examples or material models. After that, we are asked to exchange links with classmates and fill in the exchanged link with answers according to each other's understanding.”⁶⁷

These students' statements were supported by the accompanying teacher, Marsudiono, S.Pd:

⁶⁶ “See Transcript of Interview Number 01/I/03.” March 2024

⁶⁷ “See Transcript of Interview Number 02/I/03.” March 2024

"Yes, the method used in implementing Google Form is of course the direct method. Children understand the meaning, memorize, understand the material, and adopt the understanding into Google Form links with different examples and analysis."⁶⁸

The process of implementing Google Form made by students in reading instruction is quite short because the learning time for each hour of learning is only about one hour and continues with the next lesson.⁶⁹ This also depends on the conditions in the class, or the school agenda, which sometimes has to be cut short. However, in practice, creating and managing links by students can be done anywhere and at any time, as long as the material to be uploaded has been well prepared. This is based on the fact that there is freedom for students to operate electronic media at school provided that it does not interfere with learning.

First, the process of implementing the Google Form created by students in learning to read starts with ringing the bell as a sign that the learning activity will begin soon.⁷⁰ *Second*, all students must be in their respective seats, waiting for the teacher to arrive while preparing learning equipment and studying the material that will be presented. *Third*, when the teacher arrives, the learning activity is opened first by the teacher by checking student attendance and conveying an outline of the material that will be studied that day and dividing into groups. *Fourth*, after dividing into groups, students gather with their respective group members to listen to the material presented by the teacher. *Fifth*,

⁶⁸ "See Transcript of Interview Number 01/I/03." March 2024

⁶⁹ "See Observation Result Number 01/O/03." March 2024

⁷⁰ "See Observation Result Number 01/O/03." March 2024

after the material is presented, all students do practice. Usually, it starts with the group representative repeating reading the material that has been presented by the teacher to ensure students understand and memorize the material.

Sixth, a question-answer session is held to discuss the meaning or meaning of words that have been practiced previously, especially if there are words that are difficult to understand and unfamiliar to students, so additional time is needed to discuss them.⁷¹ *Seventh*, because students have different memory abilities, they are given more time to memorize the material again. If it appears that they have memorized it, the activity continues by asking students to repeat the practice of the material, and the students appointed to practice are selected randomly. *Eighth*, when students have mastered the material, they are asked to create a Google Form link containing the material studied. This creation can be done individually or in groups. The content of the link must be concrete with discussion and contain text, review or analysis of the text, as well as analysis questions about the text and their answers. *Ninth*, after the link has been created, the link is sent via the class WhatsApp group and then exchanged between students or between groups. *Tenth*, every student is required to access the link that has been exchanged and study the content of the material in the link. If links are created per group, then all students are required to study them, not just group representatives.

⁷¹ “See Observation Result Number 01/O/03.” March 2024

Eleventh, each student is required to fill in the link that has been exchanged to measure the extent of understanding of the material obtained, as well as to give a grade to each student by the teacher.⁷² *Twelfth*, after students' answers are sent, the results of their work are automatically corrected by the system, so that students immediately know the grades they obtained along with an analysis of the correct answers. *Thirteenth*, after all students know the grades they got along with analysis of their answers, the teacher takes over learning by holding collaborative discussions between students. In this discussion, students will convey the complaints and problems they face, both obstacles in using the media and level of understanding of the material. *Fourteenth*, teachers provide feedback on problems expressed by students and can also provide periodic evaluations of learning. Students can also respond to the feedback given by the teacher. *Lastly*, after feedback is given, the teacher can end the lesson by providing suggestions or assignments for the next meeting. Alternatively, the lesson can be closed by repeating the material together so that it is better understood, then ending with a greeting.

The material presented is quite easy for students to accept. However, with media used as a learning tool, this activity becomes more challenging than without using media or just using a guidebook. Previously, in the reading process, the sources or media were only limited to books and several other media which only functioned as

⁷² "See Observation Result Number 01/O/03." March 2024

student infrastructure, not as student facilities. As expressed by Masyitoh Lailatul Qodriyah and Muhammad Ridwan:

"So far, in the reading process activities, the media still uses guidebooks and several other media, but only teachers are media actors, not students."⁷³

Based on the results of observations made by researchers from March 18 to March 25 2024, to implement Google Form made by students to improve their language skills, especially the reading process at SMAN 1 Sambit, teachers organize and manage all language activities. This aims to ensure that the knowledge that has been gained and the practical material provided can support the mutual, vision and mission related to this media implementation activity so that it will not be in vain. The teacher organizes the learning process into several parts, including; planning, pre-teaching, while teaching, post-teaching, and evaluation.

a. Planning

The planning stage is the stage where the teacher determines the teaching plan that will be carried out. The planning of reading instruction involves the preparation of relevant and sufficient learning materials to facilitate students' understanding as well as the combination of materials with learning media. To integrate students' abilities with a combination of learning media and classroom learning activities, teachers choose to use Google Form as the main media before adopting Google Form teachers have

⁷³ "See Transcript of Interview Number 01/I/03." March 2024

considered the available technological infrastructure as well as the specific needs and preferences of students and teachers. The ease of use of Google Form is the main factor in choosing this media compared to other options. This is supported by Marsudiono, S. Pd, who said:

"The ease of access and use of Google Form is the reason why teachers prefer this media in learning to read."⁷⁴

This is supported by Abil Septian Ramadan, who stated:

"The utilization of Google Form as a learning media for English reading comprehension is considered to be one of the steps to make learning easier and more modern."⁷⁵



Figure 4.1 Interview with Abil

In addition, Muhammad Ridwan Saputra also said that:

"Google Form is an effective tool in supporting English reading learning by providing diverse exercises and timely assessment."⁷⁶

⁷⁴ "See Transcript of Interview Number 01/I/03." March 2024

⁷⁵ "See Transcript of Interview Number 02/I/03." March 2024

⁷⁶ "See Transcript of Interview Number 02/I/03." March 2024



Figure 4.2 Interview with Ridwan

From the statements, it can be concluded that Google Form makes a positive contribution to facilitating effective and interesting learning for students.

b. Pre-teaching

Pre-teaching is the initial stage before learning begins where the teacher not only prepares the material but also builds positive relationships with students and creates a conducive learning environment. Apart from that, at this stage, the teacher must also provide an outline of the material and learning objectives. Most teachers are familiar with using Google Form so additional training is not required. They can improve their ability to use the platform independently. This is supported by Marsudiono, S.Pd., who said:

"Most teachers today have developed basic proficiency in the use of technology, including tools such as Google Form."⁷⁷

⁷⁷ "See Transcript of Interview Number 01/I/03." March 2024



Figure 4.3 Interview with Marsudiono

To maximize the use of Google Form, teachers make preparations that include ensuring the availability of devices and internet connections, providing additional guidance if needed, and compiling learning materials in Google Form for a more interactive learning experience. Students also play a role by preparing themselves according to the teacher's guidelines, including preparing devices and ensuring a stable internet connection. The role of students is supported by the results of an interview with Muhammad Ridwan Saputra, who stated:

"Self-preparation is the main thing which can help teachers to realize maximum learning goals."⁷⁸

The collaboration between teachers and students enables optimal learning by using Google Form. The majority of students expect that the use of Google Form in reading learning will improve their reading comprehension and skills and create effective learning.

c. Whilst-teaching

At the whilst teaching stage, the teacher begins core learning by delivering material to students which has previously been accessed

⁷⁸ "See Transcript of Interview Number 02/I/03." March 2024

via the link provided. In this session, students read the text and questions then answer them directly via their respective Google Form accounts. This approach aims to prevent students from copying and pasting their classmates' work, thereby enhancing academic integrity and ensuring each student delivers their responses independently.

Next, students are asked to adopt the material they get by implementing it with examples of other material and analysis. Students must create their own Google Form link according to the material they receive. The link must contain text, text analysis, and questions regarding the content of the text along with explanations. Even though they use digital platforms such as Google Form, teachers still play an important role in guiding the learning process. They not only deliver material, but also direct discussions, answer questions, guide media use, and provide additional explanations if needed. Interaction between teachers and students remains maintained, perhaps even more intensive, due to the importance of ensuring optimal understanding in different learning environments. This can be seen from the results of the interview with Marsudiono, who stated:

“Google Forms is used to facilitate learning such as discussion and collaboration, as well as implementing an approach that allows students to actively participate and interact with each other online. Apart from that, the teacher also provides open questions that encourage

students to think critically and share their views on the topic being studied.”⁷⁹

When learning to read with Google Forms, students must actively read the text and answer questions on the platform. They are responsible for answering honestly, without cheating, to maintain the school's academic integrity. Student engagement makes learning more interactive and responsive, helping them develop effective independent reading skills.

d. Post-teaching

In the post-teaching session, the teacher uses this moment as the end of the day's learning. They summarize material that has been studied and provide direction on assignments that may be given to students. With Google Form that are managed by students and have been completed by students, teachers can collect grades based on student understanding and the resulting grades listed in the link obtained. In addition, it is also possible for teachers to assign assignments to students and provide a channel for collecting these assignments through the platform, thereby facilitating the process of collecting and tracking student progress.

Apart from that, the post-teaching session is also the right time for teachers to ask for responses or questions from students regarding the material they have learned and what obstacles students experience while managing Google Form in learning to read. This provides an opportunity to discuss further or clarify media

⁷⁹ “See Transcript of Interview Number 01/I/03.” March 2024

management concepts that may still confuse students. This exchange of opinions also helps teachers evaluate students' overall understanding both in terms of material and in the use of media. This can be seen from the interview with Marsudiono, S.Pd., who stated:

“Teachers conduct reflective discussions with students to evaluate the overall learning process, identifying what works, what needs improvement, and what still confuses students.”⁸⁰

Supported by Muhammad Ridwan Saputra, who said that:

"The feedback obtained directly provides a satisfying sense of achievement for students without doubting the results of the correction because it is not from the teacher but directly from the Google Forms platform."⁸¹

In addition, teachers reflect on students' abilities and understanding of the material by paying attention to the accuracy of answers and the ability to apply concepts. They also monitor student participation in learning through managing Google Form as an indicator of the effectiveness of engagement and interaction. These reflections help teachers evaluate their use of Google Form to achieve learning objectives.

e. Evaluation

Evaluation is an important stage in research on the use of Google Form in learning to read English. This includes student progress in understanding by analyzing test results, student interactions with the platform involving student participation in creating and

⁸⁰ “See Transcript of Interview Number 01/I/03.” March 2024

⁸¹ “See Transcript of Interview Number 02/I/03.” March 2024

managing Google Form independently, and teacher experience in using the tool. The student experience is also evaluated, including an understanding of Google Form features, the ability to organize learning materials, and support to students during the learning process. This can be seen from the results of the interview with Marsudiono, S.Pd., who stated:

"Teachers will check the quality of student responses, their level of involvement, and evaluation results according to learning standards."⁸²

The evaluation results obtained showed that the implementation of Google Form resulted in a significant increase in student engagement, increased activity in answering questions, participation in exercises, and interaction with the learning material as a whole. Students can learn independently with instant feedback, accelerating their understanding. Google Form also allows teachers to monitor student progress more efficiently and provide timely help.

With student work results that can be seen in real-time, teachers can adjust their learning approach according to their needs. This shows that the use of Google Form is effective in improving the quality of learning in the classroom. This was supported by three other respondents who stated that with Google Form learning to read English was more effective and not boring for students.

⁸² "See Transcript of Interview Number 01/I/03." March 2024

2. Findings of the Challenges and the Alternative Solutions by the Students in Reading Instruction

In the process of implementing a program, of course, many things need to be considered, from preparation to the results that will be obtained, and in running a program there will be obstacles and challenges. After conducting observations and interviews, researchers found several obstacles experienced by students at SMAN 1 Sambit in the process of implementing Google Form Made by Students in Reading Instruction.

Most students experience difficulties or obstacles in terms of material. Many students expressed obstacles in the form of lack of memorization ability, lack of vocabulary knowledge, lack of understanding of the meaning or significance of a word, and not knowing how to pronounce or read correctly.

As stated by several students regarding the reading difficulties experienced during this reading activity. Masyitoh Lailatul Qodriyah said:

"The difficulty or obstacle that I have felt so far is memorizing how to pronounce vocabulary, because after the teacher reads the material, we also have to remember the pronunciation of the vocabulary, whereas if the words are very foreign to me, I will have difficulty pronouncing them."⁸³

Another obstacle is inadequate internet quality. During learning, not all students' devices have a good internet connection.

⁸³ "See Transcript of Interview Number 02/I/03." March 2024



Figure 4.4 Interview with Masyitoh

Masyitoh Lailatul Qodriyah explained:

"Internet connection problems were a challenge for me because previously there was no quota preparation and the class. I was in was also far from the school's Wi-Fi signal range."⁸⁴

The above statement is also supported by Abil Septian Ramadhan, who stated:

"Next, it is important to check the strength of the internet network so that there are no interruptions during learning."⁸⁵

Apart from that, Muhammad Ridwan Saputra also said:

"Prepare internet quota and signal strength, if there is no signal, we have to look for Wi-Fi or ask a friend for an internet connection."⁸⁶

Apart from inadequate internet connections, researchers also found that several students had problems managing their own Google Form links. Marsudiono, S.Pd., stated:

"All students are experienced in knowing and operating Google Form links, but not all students can create and manage Google Form links well. This triggers us as

⁸⁴ "See Transcript of Interview Number 02/I/03." March 2024

⁸⁵ "See Transcript of Interview Number 02/I/03." March 2024

⁸⁶ "See Transcript of Interview Number 02/I/03." March 2024

teachers to provide education and guidance on the use of learning media."⁸⁷

C. Discussion

1. Analysis of the Implementation of Google Forms Made by Students in Reading Instruction

Based on the data presented regarding the implementation of Google Form in reading instructions created by students, the implementation of Google Form at SMAN 1 Sambit aims to improve language skills and familiarize students with using online learning media other than guidebooks.⁸⁸ This effort also aims to accelerate students' understanding of the material being taught and improve their mastery of the learning media used. In this way, students will no longer be confused when faced with a combination of using online learning media and material discussed directly, especially in English reading learning activities.

According to Grabe and Stoller's theory, reading comprehension is one of the key components of English language teaching and involves the ability to understand and interpret written texts.⁸⁹ Therefore, it is necessary to get used to reading practice so that students get used to reading in a foreign language. To get used to this reading practice, things and materials are needed that support this activity.

⁸⁷ "See Transcript of Interview Number 01/I/03." March 2024

⁸⁸ "See Transcript of Interview Number 01/I/03." March 2024

⁸⁹ Grabe, W., & Stoller, F. L., *Teaching and Researching Reading*.



Figure 4.5 Preparing Media Before Learning

The Google Form implementation activity created by students in this reading instruction only carries material about report text related to activities and events that occur around the reader. This material can be adapted from guidebooks or come from online learning sources.⁹⁰

Based on the data presented, the teacher only presents material that suits students' needs and supports the outline of the learning material. This aims to improve students' skills in adapting learning media to learning materials. These activities cover various components of reading such as oral language, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. All of these components are important to improve students' reading ability in English.

In the process of implementing habituation and efforts to improve skills and develop the material that has been presented, all students need implementation, adaptation and collaboration in the use of

⁹⁰ "See Transcript of Interview Number 01/I/03." March 2024

independent media in learning.⁹¹ Delivery of material and practices carried out during learning activities also require special strategies or methods.

Based on the data presented, teaching is carried out using the direct method. This method is applied by giving examples to all students repeatedly, explaining the purpose and meaning of a sentence, and memorizing the material taught directly. After that, students immediately practice the material that has been given.⁹²



Figure 4.6 Reading Activity with Google Form Media

After the practice stage, students are asked to explore understanding independently by searching for relevant texts and then pouring the material findings into a Google Form link according to their creativity. This aims to train students in implementing and adapting the material they have studied with different learning media.

This is to the theory of direct language learning strategies from Oxford. Language learning with direct strategies is a method used by

⁹¹ Bruffee, K. A., *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge*.

⁹² "See Observation Results Number 01/O/03." March 2024

students to store, obtain, utilize the information obtained, and also experiment.⁹³

In the process of a learning program, collaboration between students is very important. Collaboration is work carried out by a group of people to achieve a certain vision, mission and goals.⁹⁴ As explained in the data presentation, the implementation of learning media at SMAN 1 Sambit is carried out by prioritizing collaboration between teachers and students so that the targeted learning objectives are achieved.⁹⁵



Figure 4.7 Students Discussion

Apart from that, school institutions also explore students' abilities in adopting learning media to become more competent in technology. With this approach, students are expected to not only be able to understand and apply learning material but also be proficient in using various digital learning media. This is important to prepare them to face

⁹³ R Oxford, "Language Learning Strategies: What Every Teacher Should Know." (, n.d.).

⁹⁴ Dillenbourg, P., "What Do You Mean by Collaborative Learning. In P. Dillenbourg (Ed.), Collaborative-Learning: Cognitive and Computational Approaches."

⁹⁵ "See Observation Results Number 01/O/03." March 2024

the challenges of learning in the digital era and support the development of their digital literacy skills.⁹⁶

According to Marquardt's theory, a learning organization in a system consists of five subsystems: knowledge, learning, technology, people, and organization. These five subsystems are considered capable of increasing a person's ability to achieve success together. In the context of a learning organization, several approaches can be used, and according to Marquardt, the most appropriate approach used by SMAN 1 Sambit is a student-centered approach. Action learning means reflecting on current realities, based on real-time, applying that knowledge in real-time, and using it for the development of individuals, groups of teachers, and school organizations.⁹⁷

In implementing a learning program, a teacher must consider the activities that will be applied to students, which can help them train and hone their reading skills. Teachers must help students discover ideas and support them to feel confident enough to read. Based on the data that has been presented, SMAN 1 Sambit carried out Google Form implementation activities to improve student's language skills and self-confidence. In this activity, students are required to be skilled at reading and operating media simultaneously. Thus, students are required to be able to provide good achievements.⁹⁸

This is by Harmer's theory which states that reading activities must be aimed at students with relevant learning experience to achieve the

⁹⁶ "See Observation Results Number 01/O/03." March 2024

⁹⁷ Weimer, M., *Learner-Centered Teaching: Five Key Changes to Practice*.

⁹⁸ "See Observation Results Number 01/O/03." March 2024

expected goals. Harmer also stated that several types of reading activities can be applied, such as intensive and extensive reading, each of which has different goals and methods.⁹⁹ Intensive reading activities usually focus on a deep understanding of the text, while extensive reading aims to improve fluency and enjoy large amounts of reading.

In implementing Google Forms, students not only learn to understand text but also develop digital literacy skills. This allows them to integrate reading skills with the use of technology, which is especially important in today's digital era. Through this approach, it is hoped that students will not only improve their English language skills but also become more confident and skilled in using online learning media.

In order to determine the success of the teaching and learning process that has been implemented, an evaluation needs to be carried out. Evaluation is an effort made in teaching and learning activities to measure the extent of success of the activity. To determine the success of the teaching implementation process and reading skills, teachers evaluate students in implementing learning media.

As stated in the data presentation, students as the main actors are the benchmark for the success of implementing learning media. Therefore, the success or achievements you want to achieve can be asked directly to students and teachers through the Google Form implementation process. This is in line with Phopam's theory which

⁹⁹ Susser, B., & Robb, T. N, "Evaluation of an EFL Reading Course."

states that evaluation is a decision-making or assessment process based on various experimental and observational backgrounds.

In this context, evaluation can be carried out using several methods, first, the teacher observes student engagement and performance during Google Form implementation activities. This observation helps teachers see directly how students use learning media and the extent to which they understand the material being taught. Second, teachers can collect feedback from students regarding their experience in using Google Form. This can be done through surveys or group discussions. This feedback is very important to understand the student's perspective and evaluate the effectiveness of the learning media used. Third, the Evaluation of student work results collected via Google Form. This includes assessing their answers, their level of understanding of the material, and their ability to operate learning media. Lastly, teachers also need to reflect on the teaching process and evaluate the effectiveness of the methods used. This reflection helps teachers to continue to improve teaching strategies and adapt learning media.¹⁰⁰

By using various evaluation methods, teachers can obtain a comprehensive picture of the success of the teaching and learning process. This evaluation not only measures student learning outcomes but also helps in identifying areas that need improvement in the learning process.

¹⁰⁰ "See Observation Results Number 01/O/03." March 2024

Implementing Google Forms as an evaluation tool also provides additional benefits such as ease of collecting data, analyzing results, and providing feedback quickly and efficiently. This is by learning needs in the digital era which prioritizes the use of technology to increase the effectiveness and efficiency of the educational process.

2. Analysis of the Challenges and the Alternative Solutions by the Students in English Reading Instruction

In the process of a learning program, some challenges are faced which is very normal, especially if it is felt to be something new for those who are learning. These differences in learning abilities certainly have their influence or background on someone in understanding what they are learning. As stated in the presentation or description of the data above, there are several challenges experienced by students in the process of implementing media independently by students, including the discovery that almost all students have some difficulty or are hampered in their field material. Many students stated that the obstacles were a lack of memorization skills, a lack of vocabulary knowledge, a lack of understanding of the meaning or meaning of a word, and not knowing how to pronounce or pronounce and how to read correctly.¹⁰¹ This agrees with Richard who stated that a common problem that students often face in reading skills is that students cannot know how to pronounce a vocabulary, especially if the vocabulary sounds foreign to

¹⁰¹ "See Observation Results Number 01/O/03." March 2024

them.¹⁰² The problems faced by students when learning is carried out make them less confident in practising foreign languages, and this will hinder their ability to improve their reading skills.

However, the Google Form implementation activity increased their self-confidence, because they were trained in learning activities from the beginning with very minimal reading skills until they were able and confident to read and operate the media at the same time.

Apart from these challenges, other challenges need to be considered, namely problems with internet quality and the management of Google Forms by students.¹⁰³ Unstable internet quality can be a significant obstacle in implementing online-based learning media such as Google Forms. A slow or frequently interrupted internet connection can disrupt the learning flow and reduce the effectiveness of using Google Forms. This issue can result in several specific issues, including; difficulty accessing materials, students may not be able to access learning materials uploaded by teachers on time. This can make them fall behind in their lessons and reduce their opportunities for independent learning. Uploading answers, an unstable internet connection can cause students to have difficulty uploading their answers to Google Form. This could result in loss of data or delays in submitting assignments, ultimately affecting their grading. Online evaluation, evaluation carried out online can be hampered due to connection problems. Students may experience difficulty completing exams or

¹⁰² Richards, J. C., & Renandya, W. A. (Eds.), "Methodology in Language Teaching: An Anthology of Current Practice."

¹⁰³ "See Observation Results Number 01/O/03." March 2024

quizzes on time, which may affect their overall evaluation results. Real-time interaction learning activities that require real-time interaction, such as class discussions or live feedback, can be disrupted by poor internet quality. This can reduce the effectiveness of the learning process and make students feel less involved.

Furthermore, although Google Forms is a user-friendly tool, some students may be less familiar with this technology, especially if they have not previously had much experience with digital learning media. Difficulty filling out forms, understanding instructions, or uploading attachments can be an additional barrier that hinders their learning process.¹⁰⁴



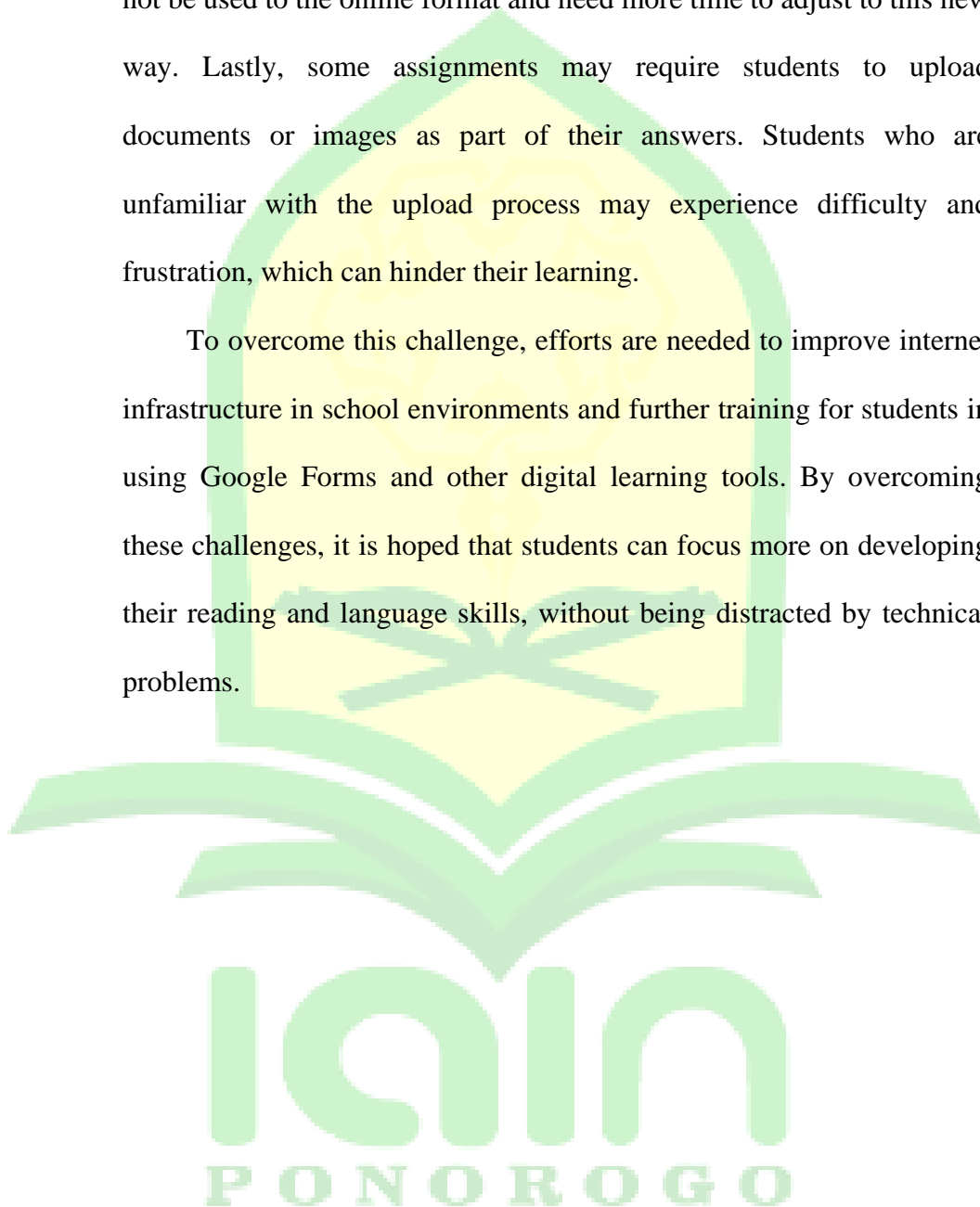
Figure 4.8 Checking Internet Connection Quality

Technical difficulties, students who are less familiar with technology may have difficulty filling out Google Forms. They may not understand how to use certain features such as dropdown menus, checkboxes, or file uploads, which can hinder them from completing tasks. Understanding instructions students may feel confused by the instructions given via Google Form, especially if the instructions are not

¹⁰⁴ “See Observation Results Number 01/O/03.” March 2024

conveyed clearly. This may cause errors in filling out the form and affect their assessment. Next, students may have difficulty managing their time to complete assignments given via Google Form. They may not be used to the online format and need more time to adjust to this new way. Lastly, some assignments may require students to upload documents or images as part of their answers. Students who are unfamiliar with the upload process may experience difficulty and frustration, which can hinder their learning.

To overcome this challenge, efforts are needed to improve internet infrastructure in school environments and further training for students in using Google Forms and other digital learning tools. By overcoming these challenges, it is hoped that students can focus more on developing their reading and language skills, without being distracted by technical problems.



CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclusion

Referring to the results of the research and discussion in the previous chapter, the researcher can conclude that:

1. The implementation of Google Form in learning to read at SMAN 1 Sambit is one of the efforts to utilize learning media which aims to improve students' English skills and their digital literacy through interactive online learning media. With a student-centered approach and close collaboration, this method accelerates understanding of the material and prepares students to face challenges in the digital era. Comprehensive evaluation helps teachers identify areas that need improvement, ensuring the effectiveness of the learning process. Overall, the use of Google Forms in this learning is expected to produce students who are more proficient in English and digital technology.
2. There are several challenges when implementing Google Forms in learning to read at SMAN 1 Sambit, such as limited memory, lack of vocabulary, and pronunciation problems. Technical challenges such as unstable internet quality and lack of familiarity with Google Forms also affect learning effectiveness. However, ongoing training and improvements in internet infrastructure are expected to overcome these barriers, allowing students to focus more on developing their reading and language skills without technical distractions.

B. Suggestions

After getting the research results of this study, the researcher wants to provide some suggestions as follows:

1. For English teachers:

The researcher recommends that teachers continuously evaluate students' preparedness and promptly address any technical hurdles. They should offer clear guidance and tailor learning resources to boost student involvement.

2. For EFL students:

The researchers advise students to familiarize themselves with Google Form and actively engage with the materials provided. Collaborate with peers and manage time effectively for optimal learning.

3. For readers:

The research aims to guide readers in embracing digital platforms to enhance their understanding. By utilizing the adaptability of Google Form and seeking assistance, readers can refine their reading skills effectively.

4. For Future Researchers:

For further researchers, especially those interested in the use of Google Form media can be used as a reference. In addition, it is advisable for subsequent researchers, who wish to conduct research in the same school, to be able to provide the latest and innovative solutions to address the challenges of media utilization experienced by students.

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