#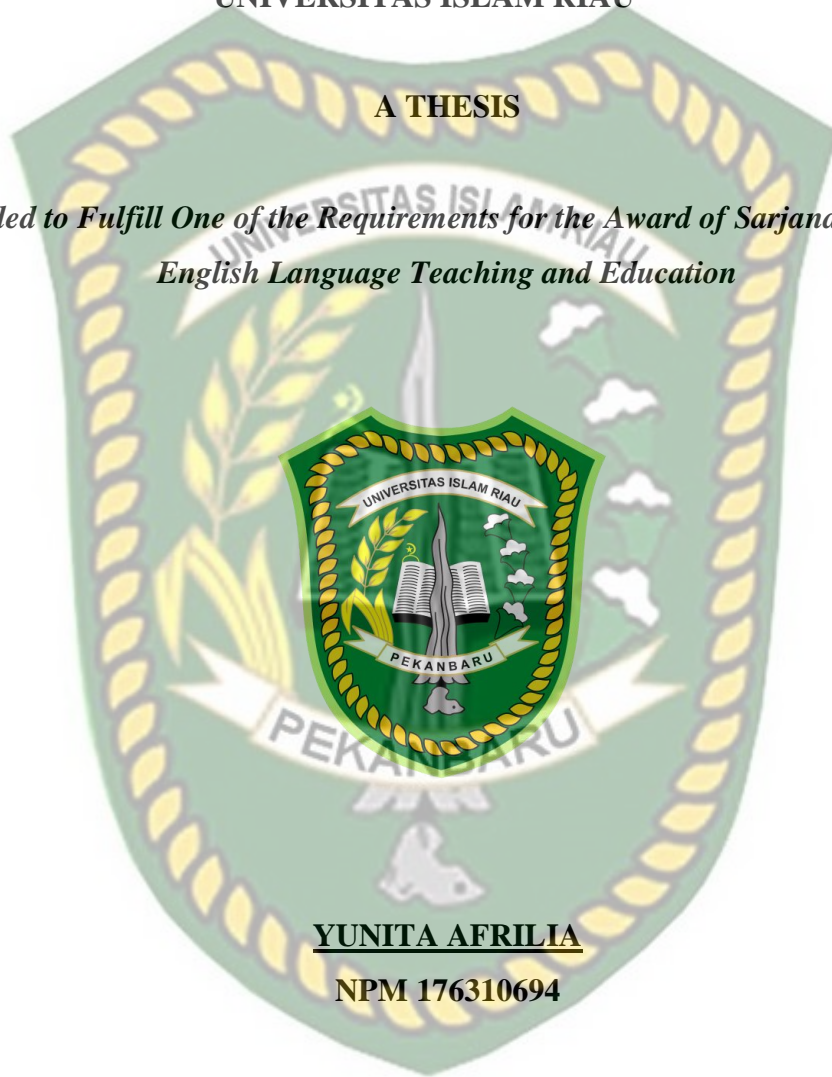 AN ANALYSIS OF STUDENTS' DIFFICULTIES ON LEARNING EXTENSIVE READING WITH GOOGLE CLASSROOM AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS ISLAM RIAU

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

YUNITA AFRILIA
NPM 176310694

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
2022

THESIS APPROVAL

AN ANALYSIS OF STUDENTS' DIFFICULTIES ON LEARNING EXTENSIVE READING WITH GOOGLE CLASSROOM AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS ISLAM RIAU

Name : Yunita Afrilia

Student Number : 176310694

Place/Birth : Riau, April19th1999

Faculty : Teacher Training and Education

Study Program : English Language Education

Advisor

<u>**Estika Satriani, S.Pd., M.P**d</u>
NIDN.1010117003

Head of English Language Education

<u>**Muhammad Ilyas., S.Pd., M.Pd**</u>
NPK.160702565NIDN.1021068802
Penata/Lektor /IIIc

This thesis is submitted in partial fulfillment of requirement for the Degree of Sarjana of Educatioon in Universitas Islam Riau.

Pekanbaru, March 21th, 2022
The Vice Dean of Academic

<u>**Dr. Miranti Eka Putri.,S.Pd.,M.Ed**</u>
NIDN.1005068201

THESIS

AN ANALYSIS OF STUDENTS' DIFFICULTIES ON LEARNING EXTENSIVE READING WITH GOOGLE CLASSROOM AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS ISLAM RIAU

Name   : Yunita Afrilia

Student Number   : 176310694

Study Program   : English Language Education

Faculty   : Teacher Training and Education

THE CANDIDATE HAS BEEN EXAMINED

MONDAY, MARCH 21th, 2022

Advisor   **Examiner 1**

Estika Satriani, S.Pd., M.Pd   **Dr. Sri Yuliani, M.Pd**
NIDN.1010117003   **NIDN. 1020077102**

                                                          Examiner 2

                                              Sri Wahyuni, S.Pd., M.Pd
                                              NIDN.1022098901

This thesis has been approved to be one of requirement for the award as Sarjana Degree in English Language Study Program, Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, March 21th, 2022
The Vice Dean of Academic

Dr. Miranti Eka Putri.,S.Pd.,M.Ed
NIDN.1005068201

LETTER OF NOTICE

The Advisor hereby notifies that :

Name   : Yunita Afrilia

Index Number   : 176310694

Faculty   : Teacher Training and Education

Subject   : English Language Education

Study Program   : English Study Program

Has been completely written a thesis which entitled:

AN ANALYSIS OF STUDENTS' DIFFICULTIES ON LEARNING EXTENSIVE READING WITH GOOGLE CLASSROOM AT THE SECOND SEMESTER OF ENGLISH LANGUAGE EDUCATION OF UNIVERSITAS ISLAM RIAU

It has been to be examined. This letter is made to be used as it needed.

Pekanbaru, March 21th, 2022

Advisor

Estika Satriani, S.Pd., M.Pd
NIDN.1010117003

DECLARATION

Name : **Yunita Afrilia**

NPM : 176310694

Study Program : English Language Education

Faculty : Teacher Training and Education

I admit that this thesis writing is purely derived from my own idea, except some questions (deliberately or un-deliberately) which were adopted or taken from various sources included in "references". Scientifically, I took responsible for the truthfulnessof the data and its content.

Pekanbaru, March 21th, 2022
The Researcher,

Yunita Afrilia
NPM.176310694

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim. Alhamdullillahi Rabbil 'Alamin, all praises to Allah Subhanahu Wa Ta'Ala who has given mercy, blessing, health and always makes things easier for me so that I can complete this thesis entitled "An Analysis of Students' Difficulties on Learning Extensive Reading with Google Classroom at the Second Semester of English Language Education of Universitas Islam Riau" to fulfill one of the requirements of Bachelor Degree in English Language Education Study Program Faculty of Teacher Training and Education of Universitas Islam Riau. Shalawat and Salam are also delivered to our prophet Muhammad Shallahu 'Alaihi Wa Sallam who has brought us from the darkness into brightness.

Therefore, this thesis would not have been completed by itself without the great advice, guidance, support, help, and the motivation of the closest people who always had my back. Also, I would like to express my deep gratitude' stowards all those who have encouraged and always care of me during writing this thesis. I would like to express deep gratitude to the following individuals namely:

1. Dr. Hj. Sri Amnah., S.Pd., M.Si as the dean of Faculty of Teacher Training and Education of Universitas Islam Riau and Dr. Miranti Eka Putri., S.Pd.,M.Ed as the vice dean of academic of English Language Education Study Program of Universitas Islam Riau who have given the assistance for completing this thesis.

2. Muhammad Ilyas, S.Pd., M.Pd as the head of English Language Education and Sri Wahyuni., S.Pd., M.Pd as Secretary of English Language Education who gave me support permission to write this thesis.

3. Special deep gratitude to my advisor Estika Satriani, S.Pd., M.Pd. Thank you very much for the precious time and place during the guidance. Who has always patient in giving me advice, guidance, support, and thank you for always gave me the motivation until this thesis is complete on time.

4. My deep gratitude to my examiners Dr. Sri Yuliani, M.Pd and Sri Wahyuni, S.Pd., M.Pd. Thank you very much for showing deep premises concern for me to correction and revision this thesis till this thesis is complete.

5. All administrative staff of FKIP-UIR and also all the Lecturers of English Language Education Study Program who have given me the infinite valuable knowledge.

6. A very special word of thanks goes to my beloved parents Subagio, Jon Iswan and Suwarni. I am deeply thankful and blessed for always being my rainbow after the storm. There is no words that can express my thanks for you. Thank you for all your love and support. I am such a lucky person to have someone like you as my parents. And to my sister Fajar Afni Octavia, Ezra Nur Fadhillah and Nabila Lutfiah Annisah, and

my beloved nephew Kinara Tisha Anindira, thank you for your supports and your encouragement until I can finishing this thesis.

7. A few warm words to my classmates, C class 2017, in English Language Education Study Program who gave me unforgettable moments and lot of experiences for4 years in Universitas Islam Riau.

8. I want to say thank you to the rare crazy bestie in my life; Tri Kurnia Devi and Tengku Hafiza Varadina Yahya. Thank you for being when I need you, thank you for helping me passing my bad moments, thank you for becaming the best friend in my life, and thank you for always being my rainbow. May Allah bless your day with endless happiness and I hope you guys success in the future.

9. And for KMK Friends thank you for being there in 1460 days of my campus life. Our friendship is like being on see-saw, not just because it's always fun with you but also because I would not mind going down to see you guys rising. Thank you for sharing the happiest moments and saddest stories to my life. Hope you all success in the future.

10. Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for

never quiting, I wanna thank me for always never give up and trynna give more than I receive. I wanna thank me for just being me at all times.

Finally, the researcher hopes this thesis will be useful for the readers and future researchers, and also this thesis is still far from being perfect. Therefore, the criticism, advices, and suggestions are welcome. And may this thesis can be useful for the development of education.

Pekanbaru, March 21th, 2022
The Researcher,

Yunita Afrilia
NPM.176310694
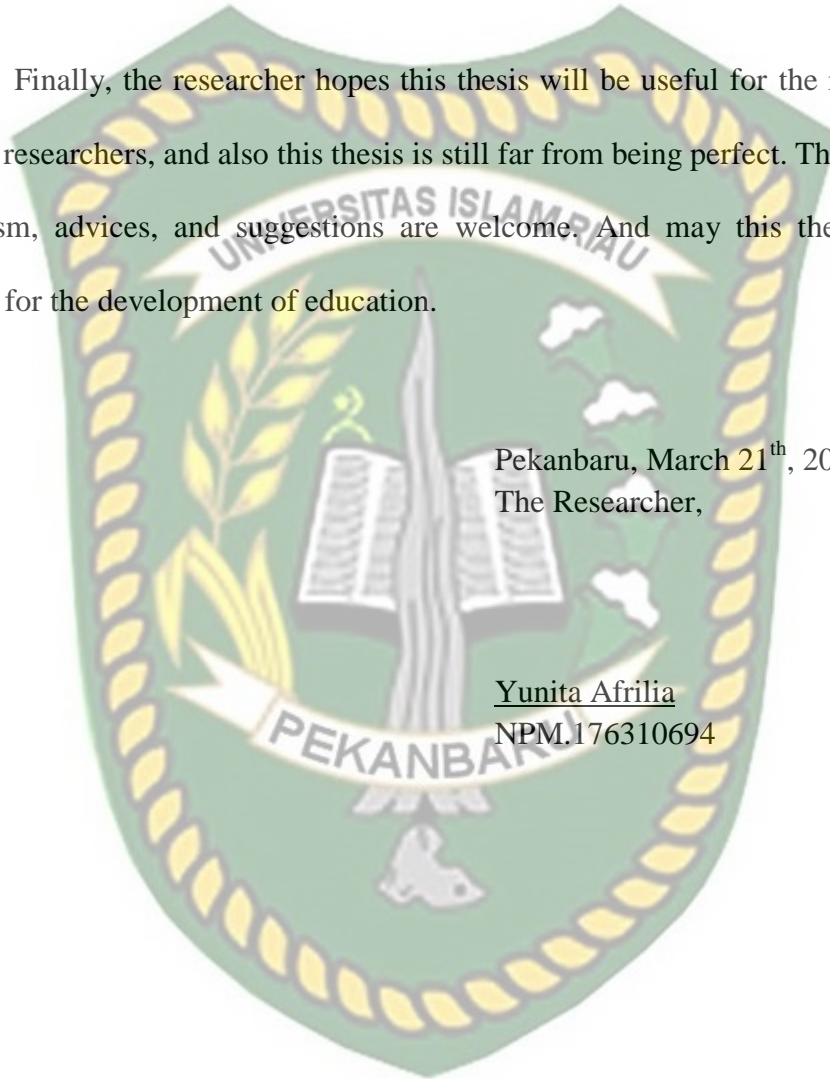
ABSTRACT

Yunita Afrilia, (2022): An Analysis of Students' Difficulties On Learning Extensive Reading with Google Classroom at The Second Semester of English Language Education of Universitas Islam Riau.

Keyword: students' difficulties, Extensive Reading, and Google Classroom

Google classroom is one of the tools implemented among e-learning scan be applied. The general purpose of this study was to determine students' difficulties on learning extensive reading by using Google classroom for learning English in the second semester in the English language education of Universitas Islam Riau.

The research design of this research is quantitative research. The Sample of this research are 34 students at the second semester of English language education. Researcher analyzed the data in the form of descriptive analysis. Then, the analysis of this study was based on the data obtained from the questionnaire. The questionnaire contained 15 items. There are two indicators in this research, first indicator is technical problems and the second indicator is learning implementation.

The results showed that most of the Most of the students are positive about learning implementation in learning extensive reading by using Google classroom, where some 68% students agree. It can be said that the students have difficulties to understanding the material in learning extensive reading by using Google classroom. In addition, 65% of students agreed on the technical problems, because the students have a bad connection, and learning extensive reading by using Google classroom is not optimal while learning is in progress.

TABLE OF CONTENTS

LIST OF TABLE

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Book is the window of the world, to know the contents of a book the human needs to have the ability in reading. By reading a lot, human can master many words, and learn various sentence form, and increase the ability to absorb the concepts and understanding about the implied meaning in reading. Reading is an activation process to obtain good information and tools to improve English language skills. Reading, of course, can expand the English vocabulary, which we then apply when speaking English. According to McNamara (2007), Reading is an extraordinary achievement considering the number of levels and components to master. Reading is a process of reconstructing ideas or ideas contained in a text, as well as the information initiated by the author.

English is one of the important subjects to be learn, there are important skill that must be master in English learning by students. The skills are listening, writing, speaking, and reading. Reading skills are one of the most influential skills in the process of improving students' abilities. Through reading, students can explore their talents and potential, increased reasoning, and increase school achievement. Through reading activities, students can find out the type of information that develops around them and can process it as a science that is applied in real life. by considering that many things students can get from reading

activities, it is mean that reading is very important for students especially if it becomes a culture. In the English education study program at Universitas Islam Riau, the subject of reading divided into three, Namely intensive reading, extensive reading, and academic reading.

Extensive reading is one of the subjects that learned in the second semester of the English education program study at Universitas Islam Riau. The extensive reading emphasizes students understand the meaning or content of reading more quickly and accurately. Extensive reading is often associated with intensive reading. In learning to read with extensive reading techniques, you can absorb information widely. With as much as possible, the text can be read as quickly as possible because if this learning is organized correctly will be able to benefit the learning success of the students. In extensive reading, students can choose their text to read. They provide their reading as an activity to read long texts with interesting content and easy-to-understand vocabulary. Extensive reading is that they can choose what they want to read. Day and Bam ford (2004).

Extensive reading skills are not owned directly by students. Students can only have extensive reading skills very well through learning and practice a lot with habituation. In extensive reading and learning, education has a very important role. The teacher has many tasks. Including helping students understand, interpret, assess, and enjoys writing and students can read quickly. In addition, teachers can also foster student interest and attention in extensive reading and learning. In learning extensive reading, students are required to understand the content of the reading. However, many students do not understand

the content of the reading is reads. The students' difficulty of in extensive reading learning does not understand the material that has given.

In learning extensive reading, the students have some difficulties. First, reading materials, both in text type and in variety, must be broad and varied. Thus, students will have a lot of power in making choices about these reading materials. What the teacher must pay attention to is the difficulty factor of the reading material. Do not let the reading material be too difficult to digest. Second, the time used for reading should be as short as possible. In extensive reading, a relatively low level of understanding is sufficient. Why?, Because in an extensive reading program the demands and objectives are only to understand the important content of the reading material by using the fastest possible time.

Student difficulties are commonplace experienced by students. Oftentimes it is found that students have difficulty accepting lessons at school. Learners experiencing learning problems can be identified through certain indications. For example, students find it difficult to experience mastery learning on certain material or all material in a subject. More ever, coupled with the existence of online learning during the Covid-19 pandemic, the students are moving through online learning by using an online learning system application.

Therefore, many lecturers use various tools o support the e-earning process, such as edmodo, Ed-link, Google meet. These tools are really useful to support e-learning, especially for students. Besides, Google Classroom also has an e-learning tool, Google Classroom it is one of the social network designed to

connect teachers and students in the teaching and learning process. Google Classroom is a free service developed by Google for schools that aims to simplify distributing and grading assignments in a paperless way. Google Classroom is expected to be able to provide convenience to the world of education. Because it can be accessed anytime, anywhere, delivery of online learning by utilizing internet technology to enhance a learning environment with rich content with a broad range.

Online learning is very helpful in teaching and learning can be used to improve understanding of the material and expand the resources of teaching materials as well as increase learning activities and help streamline learning time in the Classroom. The implementation of online learning is very much determined by the positive attitude of education personnel towards internet technology, the availability of facilities, and internet access. The support for the internet is affordable for the benefit of learning. The use of Google Classroom applications aimed at learning will be more easily realized and full of meaningfulness. Therefore, the use of Google Classroom makes it easier for teachers to manage to learn and convey information precisely and accurately to students. Hakim (2016).

The problems above were also experienced by the second semester in English education of FKIP Universitas Islam Riau. First, students find it difficult to connect. Second, students do not understand the material that has been shared by lecturers via Google Classroom. Last, students have problems doing the task.

Based on all this background, the researcher is interested in conducting a research on the title: **"An analysis of students' difficulties on learning extensive reading with Google Classroom at the second semester of English language education study program of Universitas Islam Riau.''**

1.2 Setting of the Problem

Based on the explanation of the background, the researcher identifies some problems encountered by the students in the second semester. First, the researcher will examine the learning difficulties and incomprehension of students when the teacher provides extensive reading learning material using Google Classroom.

Second, the researcher will analyze the students' difficulties in collecting the assignments given by the teacher. In addition, what factors cause students to feel difficulty in learning extensive reading using the Google Classroom application?

1.3 Limitation of the Research

Based on the identification of the problem above, the writer limits the problem only to an analysis of students' difficulties in learning extensive reading with Google Classroom. Researchers want to focus on specific problems to find out learning difficulties for students regarding extensive reading learning in using Google Classroom application.

1.4 Formulation of the Problem

Based on the focus of the research above the writer, the problem of this research can be formulated as one following question "What are the students' difficulties in learning extensive reading with Google Classroom?"

1.5 Objectives of the Problem

Based on the research question above, the objective of the study is to find out what are the students' difficulties in learning extensive reading with Google Classroom?

1.6 Significance of the Research

1. The students

As a source of information to solve their learning difficulties in extensive reading learning using Google Classroom.

2. The researcher

As additional information and knowledge in education, especially in teaching reading, become a better English teacher.

1.7 Definition of the Key Terms

1. Reading

Reading is a process carried out and used by a reader to acquire massage, which is conveyed by a writer through word could be seen and known by reader. Reading is an activity to get meaning from printed words or symbols and how this ability is used to recognize, understand and interpret in words.

2. Extensive Reading

Extensive reading is a technique in teaching reading, which is defined as a situation where students read a lot of materials in their level in a new language, read for general, for overall meaning, and for information at one with enjoyment.

3. Google Classroom

Google classroom is a media that can be use through online learning, and can be use with teacher and student to achieve learning.

4. E-learning

E-learning is the type of learning and teaching that allows the delivery of teaching materials to students by using the internet media or computer network.
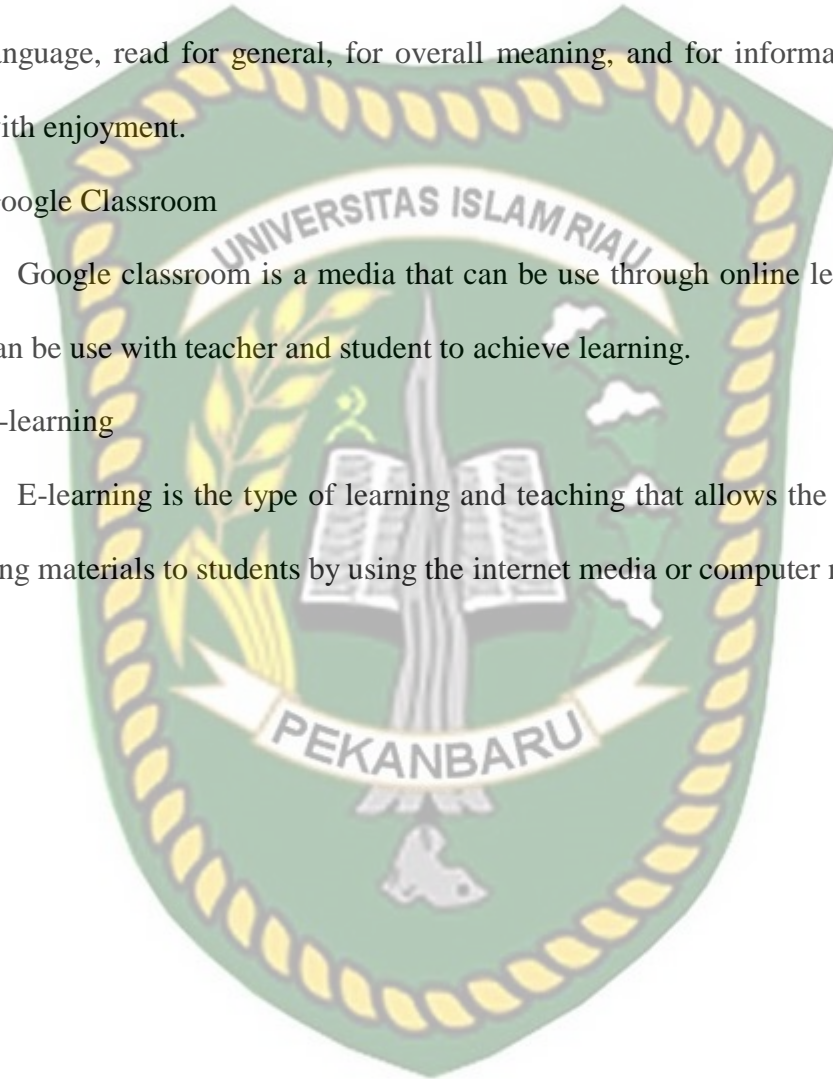
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1   Notion of Reading

Reading is a receptive skill. Because, by reading we get a lot of information. Therefore, the reading process also requires skills to speak, so that we can pronounce the words that are read. Reading is also a great way to improve your English language skill. By reading a lot, of course, we can expand the vocabulary of English, and then it can be applied when we speak English.

Mikulecky & Jeffries (2004) says that reading is important since it can enhance students' general language skill in English; assist students to think in English, enlarge student's English vocabulary, improve their writing, and it can be a good way to obtain new ideas, facts, and experience. Therefore, based on this opinion, reading has been viewed as something that can help students to enrich their insight into the English language.

Reading is something that involves many things, not only pronouncing the writing but also involving visual, thinking psycholinguistics, and Metacognitive activities. Mareilon (2007) reading is making meaning from print and visual information. However, reading is not simple. Reading is an active process that requires a great deal of practice and skill.

From all the explanations above, there are many definitions of reading. It can be concluded that reading is a process of understanding the ideas between readers and writers to be able to get information from the text and draw all the conclusions of the information.

1. **The Purpose of Reading**

Wallace (1992) classifies the purpose of reading asked for the personal reasons as follow:

a. Reading for Survival

Reading for survival is reading a text that is very important in life. For example, such as a warning sign, an admonition sign, etc. survival reading is usually used to serve an urgent need to read a text.

b. Reading for Learning

Reading is a support for the effectiveness of learning in class. Readers usually translate the text first. Therefore, they can understand the text, and the students can learn vocabulary, identify reading structures, and use text as a model for writing and practice pronunciation.

c. Reading for Pleasure

Reading for pleasure is a reading activity that is done voluntarily and independently. Because, if you want to get pleasure from reading books, the point is reading for pleasure is reading that is not compulsive, it is not only about the task, but because you like reading material.

2. Types of Reading

Sometimes in the English text, there are quite a lot of words. Even so, the large number of words is no reason not to want to read. If you find it difficult to read, there are several ways you can read the text. In addition, reading has various types that students can choose to read. According to Patel and Praveen (2008) is this type of reading consists of intensive reading, extensive reading, aloud reading, and silent reading. They are of type reading:

a. Intensive Reading

Intensive reading is a text or part of reading. In this intensive reading activity, students read a text to gain knowledge or analysis. The purpose of this reading activity is to read a short text. For this reading activity, intensive reading is carried out by looking for specific information. In essence, students read to gain knowledge.For example, students read a short text and put events in chronological order or sequentially. In the Classroom, intensive reading can be done by using the text skimming technique to find specific information; it can be applied to types of exercises.

Such as true or false and filling gaps in summary. The scanning technique can also be applied by arranging random paragraphs into a sequence using the type of jumbled paragraphs exercise. Intensive reading provides a basis for explaining the difficulties of language structure and the development of vocabulary and idiom knowledge. This activity also provides material. For developing greater mastery of speaking and writing skills.

b. Extensive Reading

This extensive reading material can be selected at the lowest difficulty level of intensive reading. The purpose of this extensive reading is to train students to read directly and fluently in the target language for pleasure, without help from the teacher. For example, the teacher gives a short story to students but does not give them any assignments, only asks them to read and listen.

In the Classroom, long reading texts are often ignored, especially in-class activities. Teachers often feel that it is not an effective use of time in class or that there will be boredom just reading. For this reason, students can be encouraged to read extensively by setting up class libraries, asking students to write reviews, and reading various types of books that interest them, and arranging special times for reading.

c. Aloud Reading

Reading aloud has a very important role in the world of teaching English. The teacher must know that teaching reading aloud must be given at the main level because this type of reading activity is the basis for pronouncing words. For example, when a teacher distributes books to students, they learn to think and act like good readers.

In the Classroom, students learn when they make connections between what they hear and what they know. One method the teacher can use to help make these connections is called thinking aloud, where the teacher speaks through the

thinking of the learners. Reading aloud can be applied by asking students to read and think aloud about the content of their favorite book reading.

d. Silent Reading

Silent reading is a very important skill in teaching English. This reading activity should be used to improve students' reading skills. Silent reading is done to get a lot of information. The teacher must make students read quietly so that students can read without any bridging.

For example, when you want to apply this in the Classroom, the teacher must encourage students to have the ability to read the text silently with full concentration. In the Classroom, teachers can encourage students to spend class activities reading silently for up to 30 minutes a day, plus an additional 15 minutes to write on what they have read. Thus, they will force themselves to understand what they are reading.

3. Teaching Reading

In the Classroom, teaching reading is a way of transferring knowledge from the teacher to students by using techniques and strategies in certain materials to master the reading itself. Teaching is an activity carried out by teachers in conveying knowledge to students. Teaching takes place as a process of mutual influence between teachers and students.

According to Harmer (2007), teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student's progress and

know that we have helped to make it happen. Indeed, some students sometimes can be difficult and lack understanding, but also learning to read is also very fun. The purpose of teaching reading is to develop students' reading so that they can read English texts effectively. Readers must have a goal before reading a text that they want to read.

According to McDonough and Shaw (1993), much of the current thinking of reading tends to focus primarily on the purpose of the current of activities even if the reading is done for the pleasure it is still purposeful.

2.1.2 Extensive Reading

Extensive reading has been implemented in the English department and is very useful for first and second-semester students learning English as a foreign language. However, so far extensive reading has not been taught at the upper-level schools optimally because it is integrated into the curriculum.

Extensive reading is the activity of reading long texts with interesting content and easy-to-understand vocabulary. Extensive reading simply means reading extensively (broad and a lot). People, who read, include various types of reading, obtained from various sources, and with a large number of readings. Extensive reading is reading widely and in large quantities, with the main objective of enjoying reading activities. The extensive reading contains two elements, namely easy and interesting. The point is, reading material with vocabulary and grammar is adapted to the linguistic competence of students and their attractiveness to the material.

According to Day and Bam ford (2004), extensive reading is that they can choose what they want to read. In extensive reading, students can choose the literature they read by themselves. They provide their reading material or the teacher provides it. Extensive reading is a technique in teaching reading, which is defined as a situation where students read many materials at their level in a new language; they read for general, for overall meaning, and information at one with enjoyment (Day and Bam ford, 2004). This project will create a positive attitude towards good reading, build vocabulary and knowledge structure.

1. Principles of Extensive Reading

There are ten principles in teaching extensive reading. They are the main fundamentals developed by Day and Bam ford (2002). They are:

1) The reading material is easy. It means that the material, which is easy to read, can help the students learn effectively. Students must know at least 98% of the vocabulary in a reading text to understand the reading without a little help.

2) A variety of reading material on a wide range of topics must be available. To increase students' interest in reading, various reading materials that can be read for students include books of various genres, magazines, and newspapers. In addition, reading materials can also promote a very flexible reading approach. Because students are encouraged to read by a variety of methods.

3) Learners choose what they want to read. With this principle, students are free to choose what to read but are still encouraged and monitored by the teacher. However, 100% of teachers will select story readings for students and students do not have the authority to choose the reading they want to read.

4) Learners read as much as possible. The main element in learning to read is the number of books that have been read, because the more we read, the more benefits we have. As bam ford (2002) said there is no upper limit to the amount of reading that can be done, but a book a week is probably the minimum amount of reading necessary to achieve the benefits of extensive reading and to establish a reading habit.

5) It is a reasonable target for students at all levels because books that are written for beginners are very short. The purpose of reading is usually related to pleasure, information, and general understanding. 79% of teachers informed that students read extensive reading only to take exams, while 21% of students enjoyed what they were reading.Reading is its reward. Extensive reading is not just a race to understand questions. The goal is that readers know and like to read. The teacher keeps giving students to summarize or describe the story.

6) Reading speed is usually faster rather than slower. Reading speed is aimed at an improvement method to help students read quickly. In extensive reading learning itself, it advises students to read fast rather than read slowly.

7) Reading is individual and silent. Learners read with their reading steps. Students read silently to read the book they are reading or choosing. Students

can do this in class or outside the Classroom or they can read when they are alone or busy.

8) Teachers orient and guide their students. Teachers must know how many students read books in a day, and teachers can encourage students to read a lot to gain broad knowledge.

9) The teacher is a role model of a reader. Teachers provide good examples in front of students, for example reading books or the like in the form of learning material in front of the class so that they can motivate students to be diligent in reading books.

2. Advantages and Disadvantages of Extensive Reading

There are some advantages and disadvantages of extensive reading. The advantages of extensive reading are asfollows: (a) enhanced language learning such as vocabulary, grammar, and text structure (b) increased knowledge in words (c) improve reading and writing skills (d) members greater reading enjoyment (e) have a positive attitude towards reading (f) develop a high habit of reading.

In addition, there are some disadvantages of extensive reading. Some which are as follows: (a) extensive reading may be costly and time-consuming to set up if materials are not already available. It may be difficult to get support from the administration (b) the readers still do not understand the meaning of the text (c) Readers know complex grammar.

3. Types of Extensive Reading

Extensive reading can be divided into several, namely intro three types, including:

a) Survey reading

Survey reading is an extensive reading activity that before starting to read, we must research first, survey what we will study, survey the reading material that we will study by: (1) examine the indexes of the use of words contained in the book (2) examine the chapter titles contained in the book concerned (3) checking, researching charts, schematics. Speed and accuracy in surveying reading material are very important; this also determines the success or failure of a person in achieving his studies.

b) Skimming

Skimming is a kind of reading that makes our eyes move quickly to see and pay attention to written material to find and get information on how to skim and when to do it. Then we will face difficulties in following and completing the desired reading. There are three main purposes for skimming, namely: (1) to get a general impression of a book or article, short writing (2) to determine certain things from an experimental material (3) to find or place the required material in the library.

c) Superficial reading

Superficial reading is an extensive reading that aims to gain a superficial or non-depth understanding of reading material. Superficial reading is usually done when we read for pleasure, reading that brings happiness in our spare time, for example, short stories, novels, etc.

4. Purpose of Extensive Reading

Extensive reading is divided into several types, namely survey reading, skimming, and superficial reading. For each of the purposes, the following will describe the purpose of each type of extensive reading. The survey reading has the following objectives: (1). Speed up capturing meaning (2). Get the abstract (3). Know the ideas that are important (4). See the arrangement or organization of reading material (5). Get interested in paying close attention to the reading (6).

Makes it easier to remember more and understand more easily. Skimming has the following objectives: (1). Identify the topic of reading (2). Get to know other people's opinions quickly (3). Get the important parts without having to read the whole passage (4). Know the writing organization (5). To refresh what has been read (6). Find materials in the library (7). Get a general impression of a book or article. Superficial reading has the aim of obtaining a not too deep understanding of the reading and is done for fun, (Haryadi, 2006).

5. Implementation of Extensive Reading

According to (Umam 2015), there are two main activities in extensive reading practice. The first is out-of-class activities, and the second is in Classroom activities.

1) The Out of Class Activities

    a. Students select their materials

    b. Students read on their own time and place

    c. Students reflect on what they have read in the provided form and a poster.

2) In Classroom activities

    a. Students - Students and teacher – students dynamic interaction

    b. Individual Classroom presentation Meanwhile, the teacher will act as a role model as an evaluator

2.1.3 Teaching and Learning Extensive Reading

Some experts put forward strong reasons to determine the effectiveness of extensive reading (Notion, 2009). For instance, shows three reasons why students can develop best through extensive reading. First, reading is essentially an individual activity, therefore, learners with different proficiency levels can learn at their rate without being tied to an inflexible Classroom program. Second, with extensive reading activities, what will be read, so that can increase their learning motivation. Third, extensive reading provides opportunities for learning to occur outside the Classroom.

The ideal extensive program should introduce students to the dynamics of reading as it is done in real life by incorporating some elements of real-life reading such as the choice of books to read and the purpose of reading. When learners read extensively, they are focused on the message of the text and what it says. In contrast, extensive reading focuses on developing language knowledge and discrete reading skills that are presented as "language works" in reading texts.

Typical intensive reading sections can be found in specialized books and "reading skills" texts. The text is short - less than a page of text and serves not only to introduce the unit's theme but also to present and teach its vocabulary and language points. The result of this is that the texts are often difficult and reading them is usually slow and often requires campus use.

On the other hand, the main purpose of extensive reading is to build students' fluency, reading speed, and a general understanding of reading texts and to practice reading skills themselves. Usually, students will read texts with a very high percentage of familiar words, so that they can read fluently and fluently with a high level of understanding.

1. **Extensive Reading Activities**

As explained before, in extensive reading, to evaluate and keep track of students' reading progress, teachers can offer follow-up activities after reading (Day and Bamford, 2004). The basic activity in extensive reading is reading, meaning that students will be assigned to read. To keep trackofstudents' reading,

teachers should encourage them to report back their reading in certain ways, for example by employing reading journals.

Group discussion about a text that students read can be utilized as follow-up activities in extensive reading. About this, students should be involved in a group discussion where critical readers and learners are more likely to happen; students engage in daily discussions about what they read. Subsequently, students can share the result of their discussions in a Classroom.

The next activity that can be utilized is reading aloud a favorite part. Harmer (2007) affirms that *"yet reading aloud of a particularly exciting or interesting excerpt can be extremely motivating and enjoyable for a class"*. The activities which are explained above are some alternative activities in implementing extensive reading in a Classroom. Therefore, if teachers positively establish extensive reading, provide reading materials that are attractive and meet with students' level, and support the students in doing extensive reading, students will encounter reading for enjoyment and bring in the language learning rewards.

2. Setting Up an Extensive Reading

As for the materials for Extensive Reading, many practitioners advocate the use of graded readers. However, Susser and Robb (1990) declare that graded readers are not the only possibility. They may take the form of any texts in the target language that is within the proficiency level of the students. Varied collections comprising graded materials, children's literature, literature for young readers, popular writings, materials are written for first-language readers and

online texts are recommended. Teachers may determine the target of Extensive Reading that students should achieve, which can be expressed in books, pages, chapters, or amount of time. The amount of reading to do should be flexible to fit the students' reading ability and schedules. Credit can also be given to students to enhance motivation to do the reading. It can later be integrated with the assessment and grading issues that teachers should do. As for where to read, mostly the reading will be done out of class; however, class time may be used to show students the importance of reading. Outside reading should be given more priority to give students longer periods to read longer texts.

Furthermore, monitoring of the reading activities should also be done to confirm that students are reading and that they are not struggling with the materials. Sometimes students will need help in finding their comfort level and will need advice about finding suitable material. Therefore, Waring (2011) suggests, it is important to hold a silent reading time whereby they are reading their book in class. During this time, the teacher should go around the class monitoring that the students are reading at the right level. Teachers can individually talk to each of them asking if their book is easy and if they understand it. If they are not enjoying the book, or it is too difficult, they should stop and read something else.

Susser and Robb (1990) pinpoint that in extensive reading programs teachers should encourage and assist students with their reading. This can be done by conferences during or after class time, and by checking and commenting on written summaries that students do of their reading. Jeon and Day (2015) maintain

that the role of teachers in extensive reading programs will differ to varying degrees depending on the age of the participants. Whenever it is done with adults, the teachers can play a role as a facilitator or a role model since adults can read independently without much assistance. With younger learners, teachers should be more dominant in providing scaffolding. Whichever the case, they view that the success of extensive reading programs relies to a large extent on skillful and enthusiastic teachers who employ the five core principles as outlined in the previous section. Furthermore, despite the teacher's effort, the success of extensive reading programs depends also on the systematic support provided by the school and government, for instance, in providing diverse books through school libraries.

3. An Alternative Framework to Implement Extensive Reading

Extensive Reading has been implemented in diverse language learning contexts. Many of those programs incorporate extensive reading in addition to an ongoing reading course, i.e. Extensive and Intensive Reading. Alternatively, it is placed as an extracurricular activity or termed independent Extensive Reading. Yet, very rarely does it stand as supervised Extensive Reading whereby it becomes the main focus of a reading course. On top of that, there are criticisms of extensive reading implementation as some programs do not follow best practices. Many aspects of the implementation of Extensive Reading do not conform to the extensive reading principles. Besides, there is a pressing need to include interesting and appropriate post-reading activities.

For these reasons, the writer will elucidate her idea about how to implement Extensive Reading as the main focus of a reading course in the Indonesian university context. The scheme of incorporating extensive reading into part of the curriculum is put forward because it is rarely applied in the Indonesian context, meanwhile, previous research has shown that this form of extensive reading is the most effective and that the effects of extensive reading are bigger in adults (Jeon & Day, 2015). Moreover, the university level is deemed appropriate as a platform to apply this scheme. It is not constrained by a test-centered curriculum as rigidly as primary or secondary schools are. The discussion will be presented following Richards and Rodgers' (1982) definition of procedure (in Susser & Robb, 1990. They are:

a) Resources in terms of time, space, and equipment.

The course is designed for 2x50 minutes class meetings per week. Before embarking on the program, teachers should explain what the program will be like so that the students know what is expected of them. Besides, they need to be informed about the benefits that Extensive Reading has to make them motivated.

The materials needed throughout the course are reading materials which the students should select on their own based on their interest and proficiency level. The students may find the materials from the university library, bookshops, any other libraries which are accessible, or else they can find them online.

b) Techniques and tactics used by teachers.

Teachers need to ascertain that a minimum of five core principles of extensive reading exist in the program. The more principles to include, the better. As teachers play a central role in the success of Extensive Reading, they should show high motivation and enthusiasm. During in-class Extensive Reading, the teachers circulate and interact quietly with individual students to monitor whether the students are on task and that they have chosen books of an appropriate level.

Concerning assessment and grading issues, teachers may employ authentic assessment. The focus of such assessment is more on the process rather than the product. Scoring rubrics as a tool may be used to record and provide scores for students. Besides, teachers may also use portfolios to keep track of students' work.

c) Exercises and practice activities.

The comprehensive extensive reading project will be divided into in-class activities and out-of-class activities. After giving the orientation on the first day of the semester, the next meeting students should come to class bringing 3-4 books, be they digital or paper books, which suit their interest. The class time will be used for reading one selected book.

The rest is for alternative readings, whenever the selected book turns out to be not interesting or too difficult. While the students are reading, the teacher will monitor to ensure students have found an appropriate book. The reading process will be continued out-of-class at the students' schedule. In the initial step of

extensive reading implementation, the time allotted for reading maybe two weeks. After the students have adjusted, it can be reduced to one week, as research suggests.

2.1.4 The Students Difficulties in Using Google Classroom

1) Students Difficulties

Learning is an effort made by someone to obtain a new behavior change, the learning process can be seen from the learning achievement of students, so the learning process is said to be successful. However, if the student's learning achievement is low and does not match the predetermined graduation criteria, then the learning process can be said to have not been successful.

In learning activities, the results obtained do not always work as expected, perhaps some things result in failures or difficulties in learning experienced by students so that students are not able to get good achievements. Each student has a different character, as well as in terms of academic abilities which are often referred to as intellectual or intelligence. When students are not able to perform well and satisfactorily based on their intelligence, these students are said to be students who have learning difficulties.

According to Dalyono (1997), learning difficulties are a condition that causes students to be unable to study properly. Learning difficulty is a condition where the competence or achievement achieved does not match the predetermined standard criteria. Especially during the Covid-19 pandemic, students found it very difficult to learn online (online) using learning applications. The existence of

learning difficulties will cause a situation where students cannot learn as they should so that students have very low learning achievement.

Learning difficulties in a student can be seen by the student's mistakes when doing assignments and test questions given by the teacher. Errors are deviations from the correct answers of students on these questions, this means that the difficulties of students will be seen through the answers of students who are wrong in working on these questions. Students who succeed in their learning difficulties will experience changes in their cognitive aspects.

These changes can be seen in the achievements that have been obtained in school. But, in reality, there are still many students who have low scores.The low grades or achievements of these students are due to learning difficulties. According to Entang (1983) that students who are potentially expected to get high scores, but whose achievement is mediocre or maybe lower, and other friends whose potential is less than him, can be seen as an indication that students are having problems in their activities. Learning difficulties can be interpreted as anything that makes a student slowdown in understanding the lesson and mastering the material.

Based on the explanation above, it can be concluded that learning difficulties are anything that makes students not fluent to understand and master learning materials that can achieve learning goals. Students who experience learning difficulties will find it difficult to absorb the subject matter delivered by the teacher, so students will feel very lazy in learning, do not master the material, do

not understand learning, avoid lessons, and often ignore assignments given by the teacher.

2) Factors of Learning Difficulty

Many factors can cause learning difficulties for students. When associated with the factors that play a role in learning, the causes of these learning difficulties can be explained. According to Drs. Oemar Namalik (2005) the factors that cause learning difficulties are classified into 4, namely:

a. The factor of yourself. The point is the factors that arise from the students themselves. Examples such as lack of interest in learning, not having clear goals, health that is often impaired, and learning habits in the lack of mastery of language.

b. The factor of the school environment. This factor usually comes from within the school. For example, the way the teacher provides lessons, lack of reading materials, learning materials are not by the abilities of students.

c. The factor of the family environment. Namely, factors that come from within the families of students, for example, the economic poverty of the family, the existence of problems in the family, and the lack of parental supervision of their children.

d. Factor from the community. For example, such as working while studying, being active in organizations, not being able to arrange a recreational time, and not having friends to study together.

28

Of the many factors that cause learning difficulties of students, the most dominant is internal factors, namely factors that arise from the students themselves. Among them is a lack of interest in learning, lack of clear objectives, and lack of mastery of learning materials.

3) Google Classroom

The rapid development of modern technology in the world of education information that exists throughout the world, Make Google one of the biggest companies and the most demanded websites. Google apps for education is the most interesting innovation because this application was created to assist lecturers and students in teaching activities. On August 12, 2014, Google released a learning application, namely Google Classroom, which is a Google application. However, Google Classroom was widely used in mid-2015. Google Classroom is in great demand because of its relative use and ease of use and this application is connected to Google Apps for education.

Google Classroom is expected to be able to provide convenience to the world of education because Google Classroom can be accessed anytime, anywhere, and can connect lecturers and students outside or inside the Classroom. Lecturers and students can use this application as a means of distributing assignments, collecting assignments, answering quizzes, and assessing assignments that have been submitted in the Google Classroomapplication. Afrianti, (2018).

Google Classroom is a mixed learning platform for the scope of education that can make it easier for teachers to create, develop and classify each paperless

assignment. The use of google Classroom applications aimed at learning will be more easily realized and full of meaningfulness. Therefore, the use of Google Classrooms makes it easier for teachers to manage to learn and convey information precisely and accurately to students (Hakim, 2016).

From the explanation of the experts above it can be concluded that Google Classroom is an application that aims to help lecturers and students organize classes and communicate with students without having to be tied to class schedules. In addition, lecturers can assign assignments via Google Classroom and directly provide grades to students.

4) The Benefits of Google Classroom

Google Classroom has copious facilities which are beneficial for its users. A few of them are user friendly, cost free, cell phone friendly, and time saving. Using Google Classroom is really easy. Based on Janzen (2014), "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications".

Using Google Classroom does not need any cost. It is free for anyone. Although users have institutional Google Account, they still can use it for free. Anyone can use Google Classroom on any mobile device as long as there is internet connection, because it designs to be fast respond. Janzen (2014) also

states that "mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments".

By using Google Classroom both teacher and student can save their time. According to Iftakhar (2016), it integrates other Google apps, like, Docs, Slides, Drive and Spreadsheets. Nevertheless, the whole process of administering assignments, grading, formative assessment, and feedback is simplified and streamlined.

In spite of various benefits, Google Classroom also has some limitations. Some of them as mentioned by Pappas (2015) are limited integration option, too googlish, no automated updates, difficult learner sharing and editing problems. It is difficult for teacher to manage teaching materials and to set deadline for assignments because Google Classroom is not syncronized with Google Calendar or any other calendar.

Some of Google Classrooms' buttons are only familiar for 11 Google users. It can make new user feeling confused or needing more time to deal with it. That is why Pappas define Google Classroom as too "googlish". There is no auto-update feature in Google Classroom; it makes learners miss an important announcement because they should refresh it regularly.

Also, students cannot share their documents to others without permission from teacher. Learners can only edit assignment after they create and distribute to Google Classroom. They can keep and delete any part of the assignments. In spite of some drawbacks, we can conclude that Google Classroom is a good thing for students and teachers because it is easy to use, efficient, effective, better for the

environment, and enable collaboration between teacher and student becomes easier. With Google Classroom, learning process can be effective and efficient because students and teachers can access Google Classroom anytime and anywhere in electronic devices with internet.

5) Effectiveness of Google Classroom

Effectiveness in learning is very important, this is very influential on the process and learning outcomes. Miarso in Rohmawati (2015) said that the effectiveness of learning is one of the quality standards of education and is often measured by the achievement of objectives, or can also be interpreted as accuracy in managing a situation, doing the right things. There are several criteria for assessing the effectiveness of learning media. Hubbard in badriyah (2015) suggested that there were at least nine criteria.

The first is related to financing. If we look at the first criteria, then learning to use online media is very supportive, because in addition to expensive online media is the availability of supporting facilities such as electricity, appropriate class size, effectiveness, and ability to change, time and energy in preparation, the effects, difficulties and finally the benefits. The more learning objectives that can be helped with a media the better the media. From these two criteria, the use of online electronic media used by researchers is very suitable, because it is very economical and practical.

Google Classroom can be used for online learning, and it is one of the learning media that educators choose during online learning. Google Classroomis

a means of assigning students to collect assignments. This application helps the learning process by teachers or lecturers and students in facilitating the teaching and learning process.

According to (Nurfalah, 2019), making google Classrooms can also be done easily by educators to be effective and efficient. This application provides opportunities for educators to explore creating active, effective, efficient, and fun learning activities. Identify the effectiveness of google Classroom-based learning:

a. Knowing the effect of the application of Google Classroom on the teaching and learning process in online and outside Classrooms.

b. Identify the effectiveness of designing and making learning materials in Google Classroom.

c. Identify the effectiveness of evaluating the implementation of learning with Google Classroom.

d. Knowing students' responses to learn using Google Classroom which is applied to the teaching and learning process.

Google Classroom can increase interest so that it increases motivation and interest and takes the attention of students so that they focus on following the material that has been distributed, so it is hoped that learning effectiveness will increase.

6) Google Classroom in the Learning Activity

According to Amra (2021) The main purpose of Google Classroom is to share files between teachers and students because Google Classroom can be combined with Google Drive and Google Forms or other applications such as Youtube for the creation and distribution of materials and assignments as well as a discussion forum. In this application, teachers can monitor student attendance, manage virtual classes and conduct academic communication digitally.

For assignments, students can send work to be assessed by the teacher directly and the value can be returned directly to the student so they can see how much value he got. This app is available to mobile users of iOS and Android devices allowing users to take photos and attach assignments, share files from other apps and access information online. The teacher can monitor the progress of each student and after being assessed, the teacher can provide comments regarding the tasks that have been done by the students.

Google Classroom has many facilities such as Google Drive, Google Docs, Sheets and Slides, and Gmail which will help educational institutions to more easily teach without physical materials such as classes, whiteboards and stationery. Here are some facilities that really support this online learning:

1. Assignments

Each uploaded assignment will be stored and assessed by the teacher and then sent back to students in the form of grades.

2. Grading

Google Classroom supports many different ways of grading. Teachers have the option to monitor each student's progress on the assignment where they can make comments allowing students to revise the assignment and re-upload it.

3. Fluent Communication

Announcements can be posted by the teacher to the class which can be commented on by students allowing two-way communication between teachers and students to run smoothly.

4. Google Classroom Learning Archive

Allows the archiving of all learning activities at the end of the semester. When a learning activity is archived, it is removed from the homepage and placed in the class archive. When a learning activity is archived, teachers and students can view it, but will not be able to modify it until it is restored.

5. Mobile Apps

The Google Classroom mobile app, introduced in January 2015, is available for iOS and Android devices. The application allows users to take photos and attach them to their tasks, share files from other applications, and supports offline access.

6. Google Classroom

Google Classroom is a part of G -Suite for Education, it doesn't show any ads in the interface for teachers and students, even user data is not scanned or used for advertising purposes.

7) Students' Difficulties in Using Google Classroom

Using Google Classroom in teaching and learning English were Google Classroom was easy and interesting to use. It also had some benefits in supporting teaching and learning, for instance the teacher was easy to send the assignment and communication to the student. The material presented in the Google Classroom was more varied so, that the learning could be fun.

If there was difficult material to understand, it could be read over and over again so that it was better understood, but if the students did not understand the material provided they could immediately gave questions and could also provide responses in the comments column of Google Classroom. Moreover, learning using Google Classroom could adjust was easier and the result could be seen immediately if it had been corrected by the teacher.

The difficulties of using Google Classroom in teaching and learning English showed that the difficulties were only from teacher and student aspect but there was not matter from the features of Google Classroom itself. According to suryani (2021) the problem of using in teaching and learning was the teacher should think and prepare the material for the lesson well.

From the student aspect, sometimes the lack of internet quota made the students got difficulty to submit assignment. Moreover, the students sometimes asked the repeatedquestion many times so that the teacher had to answer it one by one. Furthermore, there was not internet signal or unsuitable requested format of assignment made the assignment could not be sent.

The problem faced by students was when the students got difficulty to understand the lesson, the teachers could not have explained the lesson directly like face-to-face learning. The teachers got difficulty to explain the lesson directly when he students did not understand the lesson. Moreover, the students could not discuss the problem directly or share their knowledge to other students.

According to Harahap (2021) the problem of students' aspect were the student could send their assignment to the teacher directly by coming to school or the students could send theirs via WhatsApp media. In terms of students' comprehension, the teacher could give learning material because they had given too many task to student. Moreover, the teacher could invite the students to ask the teacher personally if they had difficulties or something to ask about the lesson.

According to Wisma (2021) Google Classroom was helpful and easy to use that could support teaching and learning. It was similar to the previous study from Sepyanda (2018) which found that Google Classroom use a simple useful tool for them to receive the material from the teacher specially to collect and submit students' assignment. But the problem was from the students, they sometimes got low internet access and did not have internet quota so that's why the students had difficult to receive the material and submit assignment, and the students do not understand the material that has been shared by lecturers using Google Classroom.

2.1.5 Teaching & Learning Extensive Reading by Using Google Classroom

Google Classroom is an application created by Google that aims to help lecturers and students in organizing classes and communicate with students without having to be tied to class schedules. One way that can use to carry out the online process is by using Google Classroom. The use of Google Classroom can be through multi-platform, namely through computers and mobile phones. Smaldino et al (2008) technology and media can do a lot for learning. If the teaching is centered on the teacher, technology and media are used to support the presentation of teaching.

Extensive reading in learning English is one type of reading that must be mastered by students, even though reading is only reading text, skimming, and even filtering the essence of what students have read. Students are expected to understand the vocabulary they just know so that students master reading in English. According to Hanum (2003), the students' reading habits or hobbies have not yet been formed, which is thought to have implications for their ability to read.

Based on the explanation above that online learning can be used as a tool for learning in the Classroom that has an intermediate learning percentage compared to practice. online learning can be used to improve understanding of the material and expand the sources of teaching materials as well as increase learning activities and assist teachers in streamlining learning time in the Classroom.

Online learning is used for the learning process and increasing student learning activities can also be used as a medium for promoting schools in the

public and also learning media that can be used as online learning facilities. Google apps for education are very influential on student activities in lectures, both for lecture interactions, doing assignments, and even evaluating the lecture process. The level of understanding in reading can be distinguished based on cognitive complexity in understanding reading. There are two levels of reading comprehension and high-level understanding. High-level understanding includes interpretive understanding, critical understanding, and creative understanding.

Miller (2003) points out several advantages of using the internet in learning reading. some of these examples are: (1). the internet provides online glossary facilities so that users can get online help, (2). users at the same time to develop computer skills as well as to develop their reading learning skills.

Learning media is intended as a communication tool in the learning process, because in the process of delivering messages from teachers to students. as a global communication medium, the internet allows it to be used in the context of teaching and learning extensive reading. The internet provides various addresses and web pages that can be used as a place to study. The web pages have been grouped according to their domains, such as vocabulary, grammar, phonetics, and language skills such as speaking, listening, writing, and reading.

In an era that is increasingly developing, there has been a sharp increase in the development of the world of education and the internet has become a differentiating medium that makes learning more interactive and easier. this is strongly supported by the development of the computer world and also the demands of users to get more innovative applications in technology.

Thus, learners can be directed to use Google Classroom to hone students' extensive reading learning skills. The use of Google Classroom as a new technological innovation solution in the extensive reading teaching process and can be considered as a new way to support the process of increasing student interest in reading. as well as facilitating lecturers or students to learn more effectively.

Technology and language teaching have worked together for a long time, and have contributed as a teaching tool in language teaching, especially learning extensive reading. however, the use of Google Classroom as a new technology medium in teaching extensive reading is still full of fear and insecurity by many lecturers around the world despite the latest developments that apply to reading journals and articles.

The application of Google Classroom technology can improve English language teaching and at the same time allow teachers to rethink what they are doing (Motteram, 2013). However, lecturers must play a leading role even if they use multimedia technology, their position should not be replaced by commuters and other devices.

According to Yoga and Fridolini 2020, the use of Google Classroom as new technology can fully improve students' understanding in interpreting the content of good reading because it is supported by a blended learning model which is one of the best alternative ways to make the learning process more effective and interesting to improve understanding reading skills. In general, most students are enthusiastic about learning using Google Classroom and it can be a solution to the

low interest in extensive reading learning. Lecturers and students become more enthusiastic in the teaching and learning process and are no longer limited by space and time because learning can be done without having to be in the Classroom.

2.1.6 The Difficulties Teaching-Learning Process Extensive Reading with Google Classroom

In the educational research curriculum, it is explained that difficulty is a certain condition marked by obstacles in activities to achieve goals so that it requires even more active efforts to overcome them. As for learning difficulties, which are characterized by the presence of certain obstacles to achieve the learning process. Learning difficulties are a problem that causes a student to not be able to follow the learning process properly like other students in general, which is caused by certain factors so that he is late or cannot even achieve the expected goals.

In this online learning, there are several difficulties experienced by students. Utami (2020) suggests that the problem of difficulties that often occur through self-concept or self-ability when students study online at home are:

1. Students cannot have the initiative to study independently, so students only wait for instructions from the teacher or assignments from the teacher.

2. Students are not used to carrying out these online learning needs, students only study the extensive reading material provided by the teacher.

3. The purpose of this online learning towards learning extensive reading is still limited to the acquisition of grades.

4. Some students are still unable to monitor, manage, and control online learning from home.

The government is still implementing a remote online learning system in the 2020/2021 academic year semester. This learning uses an online learning system using Google Classroom. Amalia (2021) suggests that the classification of learning difficult includes:

a. Using Tools

In online learning, a communication tool is needed to make it easier for learning to take place, for example by using mobile phones, tablets, and computers. Most of all students have used mobile phones, because, with the impact of this pandemic, the economy has declined, resulting in not having mobile phones and the students' limited internet quota.

b. Using application

As in general, several online learning media applications have been suggested to be used, such as zoom, Google meets, Edmodo, Google Classroom, which are applications that are usually used in laptop media but mobile phones cannot use these applications.

c. Internet network

The learning system can run effectively if the internet network is good, on the contrary when the internet network is bad or weak, the learning system will

automatically be hampered. As for what hinders this network, it is like a signal. a lot of signals are still unstable, especially in areas that are far from urban areas, and this low area can hinder the learning process if the signal is unstable. in addition to the signal, some do not have access to an internet network or do not have an internet quota. During this pandemic, many parents and students were affected so that the family's economic situation was not sufficient to purchase the quota, which also hampered the learning process.

This learning system using Google Classroom is not as effective as learning that takes place at school because the learning system is carried out through a PC, laptop, or mobile phone that is connected to an internet network connection. learning using Google Classroom, can help teachers to create and organize class assignments quickly and easily, provide direct feedback to students efficiently, and communicate with students without being limited by space and time.

Hutauruk and Sidabutar (2020) stated that there are difficulties faced by students when participating in online learning by using online learning applications such as Google Classroom the difficulties that students experience are fundamental, including problems in terms of networks and also obstacles to not understanding the material given by lecturers to students.

1. Internet Network Problems.

One of the main problems faced by many students is the problematic internet network. Online learning requires a strong network considering the media used are Google Classroom, Zoom, Meet, etc. in addition to the slow internet network,

especially for students who are in remote areas. in urban areas, there are many internet service providers, with adequate internet network capabilities to support the learning process using Google Classroom. The next challenge and obstacle is the price of the internet quota which is too expensive for most people.

2. Obstacles to Learning Services Provided by Lecturers to Students.

The number of students who do not understand the material shared by the lecturers and learning that is not optimal by using Google Classroom. although this does not always happen, generally the teaching and learning process that is done online causes the learning process to not take place interactively. many students feel confused with the material provided by the lecturer, and students do not understand the discussion of the learning material that has been taught. This is sometimes also caused by teachers who deliver material in one direction only and do not ask students questions. That is the second difficulty faced by students in learning.

According to Utami & Cahyono (2020), stated that students' learning difficulties through the e-learning education system using Google Classroom were of high value, therefore it's concluded that students lacked mastery of online learning. It is can be seen that there are two obstacles faced by students, namely technical difficulties and learning implementation.

a) Students often experience problems related to the internet signal used.

b) A large number of assignments makes it difficult for students to do the assignments given.

Based on Utami & cahyono (2020), the researcher adapted the questionnaire on the theories. The learning difficulty questionnaire consists of 2 indicators, namely technical difficulties that affect signals and inability to learn using Google Classroom, doing the learning, share it through interactions, assignments, and teaching materials learning using Google Classroom, the questionnaire can see on pages 52.

2.2 Relevance Studies

The previous study was conducted by Saputri (2020) the title of her research was "Students' Perception toward the use of Google Classroom in Teaching and Learning Process". This research shared 20 close-ended questionnaires to 34 students and two questions for the interview session. The data analysis was carried out using the Technology Acceptance Model (TAM). TAM is underlying concept that adapted from Al-Khatiri (2015). The findings were presented into four factors: students' perceived ease of access, students' perceived usefulness, students' feeling when using Google Classroom, and Students' satisfaction toward using Google Classroom in the teaching and learning process.

Second, is studied by Muslimah (2018) untitled "A survey on the use of Google Classroom in English Language Education Department of Islamic University of Indonesia''. The purpose of this research is to identify student's responses on the use of Google Classroom in English Language Education Department, Islamic University of Indonesia. The population of subject research were 190 students in English Language Education Department batch 2014, 2015,

2016, and 2017. The method of this study is quantitative research and adapted Shaharanee et.al (2016) questionnaire as the instrument to collect the data. The questionnaire contained 23 items.

Third, Sartika (2019) entitled "The Strengths and Pitfalls of Google Classroom Application to Gen-Z Students' Learning Hybridity'' This descriptive study seeks to address the strengths and pitfalls of Google Classroom application to reading and writing classes that the Gen-Z students encounter in the IAIN Purwokerto context. The purposive sample of this study is the second year students of *Tadris Bahasa Inggris* major who take reading and writing classes. The data, which are generated through questionnaire and interview methods of collection, are presented in a descriptive report showing the students" perception on the hybrid learning activities imposed to them.

From the relevant studies above, there are differences between the researchers researches. The researcher conducted this research to know the student's difficulties of the second-semester students at English Language Education of Universitas Islam Riau, which we know that, the deficiency of students enthusiastic to learn the material in the class. The students have a lack of interest in learning extensive reading with Google Classroom. The lack of excitement among students and their reactions to the lecturer's material while in the class.

Therefore, this study used a questionnaire as the data collection technique. The questionnaire consisted of 15item of close-ended questions. In collecting the data, the researcher used a questionnaire that will given to 30 students of the

second semester at the English language Education Study Program of Universitas Islam Riau as the samples of this research.

2.3 Assumption

The assumption for this research is to know the student's difficulties in learning extensive reading with Google Classroom of the second semester of English language education of Universitas Islam Riau. For being the assumption of this research, the researcher believed that students of the second semester in the academic year 2020/2021 are the students will be interested and actively involved in learning extensive reading using Google Classroom.
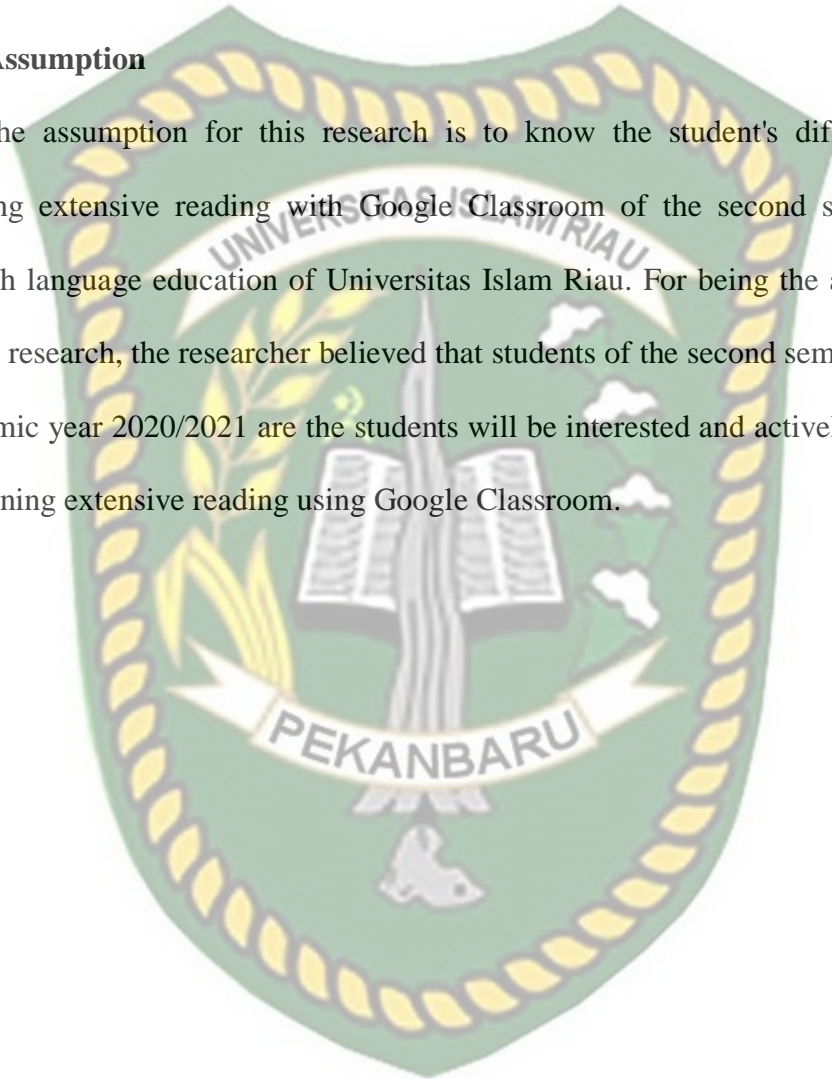
CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research is descriptive quantitative, which have only one variable. This research use descriptive approach. According to Creswell (2009), quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, usually on instruments; thus, numbers of data can be analyzed using statistical procedures. In a quantitative descriptive study, this study seeks to find and describe facts about students with difficulties learning extensive reading with Google Classroom in the second semester of English education.

3.2 Location and Time of the Research

This research will be conducted in Universitas Islam Riau (UIR). It is located on Jalan Kaharuddin Nasution No. 133 Pemberhentian Marpoyan, Pekanbaru-Riau.The researcher is interested to find out the students' difficulties in learning extensive reading with Google Classroom in the second semester in the academic year 2020/2021.

3.3 Population and Sample

3.3.1. Population

According to Arikunto (2006), population is the overall subject of research. The population in this research will be the second semester of the English Language Education Study Program of Universitas Islam Riau in the academic

year 2020/2021. In this research, the population will be the second-semester students at English Language Education of Universitas Islam Riau.

Table 3.1 List of Population

No.	Class	Number of students
1	2A	34
2	2B	33
	Total	**67**

3.3.2. Sample

Sample is a part of population which has same characteristics Arikunto, (2006). Therefore, the informants are people who provide information or as research sources, which are obtained through a questionnaire. Informants in research may use one class, the important is informants these meet the criteria and characteristics in a study.

According to Arikunto, (2013) purposive sampling is the process of selecting a sample by taking a subject that is not based on the level of the area but taken based on the specific purpose. Therefore, the purposive sampling technique is selecting information and relevant case to choose participants and sites for data collection because they will inform understanding of the research problem and phenomenon of the study. The participants are a total number of 34 students of the second semester at the English language education.

3.4 Instrument of the Research

Research instrument is the tools of facilities used by researcher in collecting the data. The researcher hopes the result of reserach is more accurate, complete, and systematic, so the process will be easier. In this study, the researcher take the data by using questionnaire as an instrument of the research.

3.4.1   Questionnaire

According to (Sugiyono, 2012) the questionnaire is a data collection technique by giving a set of questions or written statements towards respondents to answer the questionnaire. The researcher made an online question via Google Form and shared the link with the respondent.

The questionnaire used by the researcher is a learning difficulty questionnaire. The questionnaire given is a closed-ended question. In addition, this questionnaire used a Likert scale with a five-choice model. This five-scale response option will be choosing because it has better or more complete response variability than the three-scale so that it can reveal more maximally the differences in respondents' attitudes.

Filling out the questionnaire will be done by marking a checklist (√) on the column of choice to show the tendency of students to describe students' difficulties during learning. The questionnaire consists of 15 questions, with the following options: Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree. Each indicator given code, SA= 5, A= 4, U=3, D=2, SDA=1.

Table 3.4.1

The Indicators of the Students difficulties

No.	Indicators	Numbers	Total
1	Students' technical difficulties in using Google Classroom	1-8	8
2	Students' learning implementation in using Google Classroom	9-15	7

3.5 Data Collection Technique

According to Sugiyono (2015) data collection techniques are the most important step in research, because the main purpose of research is to get data. Without knowing the collection technique, the researcher will not get data that meets the established data standards. Data collection techniques that researcher can do to get data are:

1. The researcher creates a class group in whatsapp with the approval of the 2A class leader.

2. The reseracher inform to member of group about the aim of research study

3. The researcher tell to students' how to fill out the questionnaire in google form.

4. The researcher share a google form link with students' via group whatsapp

5. After distributing the link the researcher ask the students' to fill out the questionnaire that consists of 15 items.

6. After completing the questionnaire collection, the researcher begin to analyze all the data.

3.6 Data Analysis Technique

To process and analyze the data, the researcher should also consider this, for example; if the research using a quantitative approach, the researcher must use the "statistical formula", and so on it is calculated through data classification and the calculation (Seno H Putra, 2014).

Therefore, the data analysis technique that the researcher implies takes the steps as the following:

1. After students fill the questionnaire, the researcher take the total score form every students by the category of the questionnaires score: strongly agree, agree, uncertain, disagree and strongly disagree. The researcher divide the indicators based on the statement of the questionnaire.

2. This research was conducted to determine the percentage of students' scores in learning extensive reading using Google classroom, but the data is descriptive by given a meaning.

3. Then, after get the data researcher will make the conclusion and results from this study.

Students difficulties on learning extensive reading with Google classroom can be calculated by formula of (sugiyono, 2007).

T x Pn

T = Total number of respondents selected

Pn = Likert score option Or

Y = highest score likert Y number of respondents

X = lowest score likert X number of respondents

The result of the resulting value using the formula Index%

Index% formula = Total Score/ Y x 100

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings, which include the description and the result of data analysis.

4.1 Data Descriptions

This research was conducted by using quantitative research. Instrument for collecting data from this study were from the questionnaires. From this study, the researchers aimed to determine the students' difficulties on learning extensive reading with Google Classroom for English learning mentioned by the researchers in research questions. The result of the data is clearly with the procedures of conducted data of the second semester English language education of Universitas Islam Riau. The researcher took 34 students to be a sample for this research. The presented data were obtained through questionnaire consist of 15 items. In this research, the researcher described 2 indicators, firstly technical problem, and the second learning implementation.

4.2 Data Analysis

Table 4.2 Recapitulations of Analysis Data

Indicators	SA	A	U	D	SDA	Total score	%
1.Technical problems	23	99	83	58	14	277	**65%**
2.Learning implementation	17	99	77	52	4	249	**68%**

Table 4.3 Score of presentation

Answer	Description
0-19,99%	SDA
20%-39,99%	D
40%-59,99%	U
60%-79,99%	A
80%-100%	SA

4.2.1 Questionnaire

The researcher gave the students questionnaire there are consist of 15 questions the aims to know what is the student's difficulties on learning extensive reading with Google classroom for learning English based on their experience if the use this media before.

There are two indicators discuss with questionnaire, first about technical problems and the second learning implementation. The result of analysis data in each indicators can be seen in the following table.

Indicator 1 : Technical Problems

Technical Problems is the first indicator of students' technical problems in using Google Classroom, there are 8 questions about technical problems and get the following results:

Table 4.3

The Result of Technical Problems

No.	Questions	SA	A	U	D	SDA	Frequency	%	Category
1.	I often have signal problems when learning Extensive Reading by using Google Classroom	1	13	11	7	2	106	62%	Agree
		2%	38%	32%	20%	5%			
2.	I feel difficult to using Google classroom	0	2	5	20	7	70	41%	Uncertain
		0%	5%	2%	59%	20%			
3.	Google Classroom save time and effort by doing and submitting assignment electronically	8	18	8	0	1	137	80%	Strongly Agree
		23%	53%	23%	0%	3%			
4.	Learning Extensive Reading ny using Google Classroom supports e-learning through working groups	2	17	11	3	1	118	70%	Agree
		5%	50%	32%	8%	3%			
5.	I feel difficult to submit assignment because technical problem by using Google Classroom	2	9	14	10	2	110	64%	Agree
		5%	26%	41%	29%	5%			

6.	Google Classroom helps me to submit assignment on time	4	17	12	2	0	125	73%	Uncertain
		11%	50%	32%	5%	0%			
7.	I need to learn something trouble shooting technology tasks to help myself when learning Extensive Reading by using Google classroom	2	13	15	5	0	118	70%	Agree
		5%	38%	44%	14%	0%			
8.	I get frustrated in learning Extensive Reading by using Google Classroom because of the slow-speed internet	4	10	8	11	1	107	63%	Agree
		11%	29%	23%	32%	3%			
							79	65%	Agree

In the first statement *"I often have signal problems when learning extensive reading by using Google Classroom"* The students have signal problems when learning extensive reading by using Google classroom. 38% students have signal problems, its mean that half of them having trouble with weak internet and networks that are difficult to reach, as a result, online learning cannot be carried out optimally.

The second statement *"I feel difficult to using Google classroom"* 58% students chose disagree for the second statement, it that means the students understand to use Google classroom and don't find difficult to using Google

classroom such as opening this Apps, submitting the task and open the document about the learning material given by the lecturer.

The third statement is written *"Google classroom saves time and effort by doing and submitting assignment electronically"* related to the result of questionnaire, it can be said 52% had agreement that Google classroom saves time and effort in submission of the tasks given by the lecturer. There were 2% who disagreed with this statement number three. The interval of 52% is categorized as a very good respond regarding the students' respond of the Google classroom during e-learning.

The statement number fourth *"Google classroom save time and effort by doing and submitting assignment electronically"* related in the process of learning by using Google classroom. The result shows most of the students 50% were encouraged as their motivation in e-learning activities. However, there were still 2 students didn't feel motivated in the implementation of Google classroom. The result show the students really agreed their motivation since they gave the high positive response to the statement. Thus, it can be concluding the students' respond toward the fourth statement is classified didn't become an obstacle as the implementation of Google classroom in e-learning.

The next fifth statement *"I feel difficult to submit assignment because technical problems by using Google classroom"* can be seen that 41% students chose uncertain in the state number fifth that the students find difficult to send assignment due to technical problems using Google classroom. This happens

because the students who are still difficult to send assignment in using Google classroom. On the other hand, 5% students chose agreed in this statement. Because, some students are not find difficult to send the assignments in using Google classroom.

Moreover, statement number six, 50% students chose agreed and 5% students chose disagree. Which states that Google classroom helps students to submit assignments on time.

In the statement number seventh *"I need to learn something trouble shooting technology task to help"* 44% students chose uncertain, and 38% still needed a guidance in problem solving of Google classroom when it was error. Meanwhile, 14% chose disagree, had no difficulties in order to solve problems faced by using Google classroom when they got trouble in its features.

The last statement focused on the students' difficulties in case of internet connection to access learning activities using Google classroom as it is itemized *"I get frustrated by using Google classroom because of the slow-speed internet"*. Slow-speed of the internet was a big problem faced by the students using Google classroom. The result show 38% having a bad connection during learning using Google classroom. Meanwhile, there was still 2% had no problem of internet connection became a big problem during learning using Google classroom faced by the second semester of English language education at universitas islam riau.

Indicator 2 : Learning Implementation

Learning implementation is the second indicator of students' learning

implementation in using Google Classroom, there is 7 questions about learning

implementation and get the following results.

Table 4.4

The Result of Learning Implementation

No.	Questions	SA	A	U	D	SDA	Frequency	%	Category
1.	Learning Extensive Reading by using Google classroom offers me more opportunities to interact with my lecturer and peers	3	14	13	0 / 5		120	70%	Agree
		9%	41%	38%	14%	0%			
2.	Learning Extensive Reading by using Google classroom allows me to participate in online discussion	1	22	6	5	1	122	71%	Agree
		3%	64%	17%	14%	3%			
3.	Learning Extensive reading by using Google classroom allows me to get immediate feedback from my lecturer	2	12	13	7	1	112	66%	Agree
		5%	35%	38%	20%	3%			
4.	I feel comfortable in learning Extensive Reading by using Google classroom	5	23	8	2	0	145	85%	Disagree
		14%	67%	23%	5%	0%			
5.	I think learning Extensive Reading by using Google	0	5	12	18	1	93	54%	Uncertain

60

No.	Statement								
	classroom is difficult and boring	0%	14%	35%	53%	3%			
6.	I like learning using Google classroom as the tools of learning and encourage motivation	1	4	15	13	1	93	54%	Uncertain
		14%	11%	44%	38%	3%			
7.	I do not understanding in learning Extensive Reading by using Google classroom	5	19	10	2	0	135	79%	Agree
		14%	55%	29%	5%	0%			
							70	68%	Agree

Table 4.4 clearly displays students' difficulties on the learning implementation using Google Classroom in the second semester of English language education at Universitas Islam Riau. As a result, it's evidently seen in the first statement, 41% students chose agree, and 14% students chose disagree. It is implied mostly the 50% students agreed with the first statement *"Learning Extensive Reading by using Google Classroom offers me more opportunity to interact with my lecturer and peers "*. It is classified as a very good perception towards the implementation of using Google classroom. However, there were still students disagreed with the first statement. As a result, it is argued Google classroom provided the chance of students in cooperating during learning extensive reading activities.

Moreover, the statement number second "*Learning extensive reading by using Google classroom allows me to get immediate feedback from my lecturer"* directly associated with participating students in learning extensive reading

activities by using Google Classroom. It is shown the high positive result that all of students believe Google classroom was important and gave the influence in participating within the learning extensive reading class conducted by their lecturer. The interval of respond is 50% students and classifies as very good respond.

The next third statement is written *"Learning extensive reading by using Google classroom allows me to get immediate feedback from my lecturer"*. It focused on the feedback given by the lecturer during learning extensive reading activities done. It is proven by the percentage of the questionnaire there were 38% chose uncertain and 41% chose agree. Its' can be concluded Google classroom enormously assisted the students lead to get feedback of their tasks given by their lecturer in learning extensive reading. Google classroom is very good as it is implementation to the second semester of English language education at Universitas Islam Riau.

Statement in number fourth *"I feel comfortable in learning extensive reading by using Google classroom"* that 64% of students are very comfortable learning by using Google classroom. This happens because Google Classroom is easy to use and to make the students study comfortably. On the other hand, 5% students chose disagree with this statement. Because, the students do not feel comfortable when learning extensive reading by using Google classroom or the student does not feel comfortable on online learning activities.

The statement number fifth *"I think learning extensive reading by using Google classroom is difficult and boring"* There are 35% students chose uncertain of the statement number fifth that learning extensive reading by using Google classroom is difficult and boring. Mostly, 53% students chose disagree, because there students has not difficulties and understanding in learning extensive reading by using Google classroom.

In the statement number six *"I like learning using Google classroom as the tools of learning and encourage motivation"* 14% students chose agree in the state of the students like learning using Google classroom as the tools of learning and encourage motivation. Meanwhile, 3% students don't like to learning using Google classroom. This happens because the students not interested in online learning and doesn't give motivation while online learning in progress.

The last statement *"I do not understand in learning extensive reading by using Google classroom"* 55% students chose agreed, because the students do not understand in learning extensive reading by using Google classroom. And 5% students chose disagree, because some students has to understand in learning extensive reading by using Google classroom.

4.3 Discussion

Based on the result of analysis the data from the two indicators, the result indicate most of the students owned up the difficulties of using Google classroom application. Specially, several students' difficulties in applying Google classroom were revealed in this study. Mostly students were trapped difficulties in

understanding the material given by teacher in learning implementation using Google classroom. The students had the difficulties in understanding the materials since the teachers only provided the materials and tasks without much instruction. The other reason is that the lecturer sometimes did not give the directions of doing assignment clearly, so that the students felt challenging to understand what they have to do in the assignment. In these situations, the students were strived for learning by themselves as autonomous learners, and yet some of them were still not organized to the situation.

In this difficulties in learning implementation, this research is related to Huzaimah & Amelia (2021) which stated that the difficulties for students in the learning implementation process using Google classroom is the students find difficult to understand the material. During the learning process, the teacher roles is very important in delivering material, especially teaching in using Google classroom. For some students, learning using Google classroom will be a burden, especially for students who are hearing the teacher explanations. The number of students who find difficult to understand the material is a result of the lack effective learning that takes place due to the lack of maximum interaction between students and teacher, resulting in students getting bored and monotonous in learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher provides the conclusion related to the study and also suggestion. The conclusion of the study drawn based on the results and the discussion on the gained to answer the research questions. The suggestions are given to the students, English teacher, and also the future researcher.

5.1 Conclusion

Based on the data obtained explanation in the previous chapter, the conclusions from this study were taken based on the result of related research to answer the research question in this study. Most of the students are positive about learning implementation in learning extensive reading by using Google classroom, where some 68% students agree. It can be said that the students have difficulties to understanding the material in learning extensive reading by using Google classroom.

In addition, 65% of students agreed on the technical problems, because the students have a bad connection, and learning extensive reading by using Google classroom is not optimal while learning is in progress.

Meanwhile, the difficulties experienced by students are between technical problems and learning implementation. The difficulties most often experienced by students are learning implementation. On the learning implementation, the students have to difficulties to understanding the material in learning extensive reading by using Google classroom. On technical problems, the students have a

weak internet network, so that why learning extensive reading by using Google classroom is not optimal.

5.2 Suggestion

The researcher makes several suggestions based on the findings in this section. The researcher would like to give suggestion as following:

5.2.1 For the student

The researcher suggested that the using Google classroom have a positive impact on the quality of learning extensive reading. Students are expected to maximize the use of Google classroom in learning and can improve students understanding.

5.2.2 For English Teacher

It is suggested that teachers who want to use Google classroom have a positive impact on the quality of learning, teachers are expected to improve and optimize technology-based learning media and improve better learning methods.

5.2.3 For Future Researcher

The researcher hopes that next researcher can use this research as a relevant study and as a reference or inspiration to conduct further research related to this field.

REFERENCES

Afrianti, W. E. (2018). *PENERAPAN GOOGLE CLASSROOM DALAM PEMBELAJARAN.* yogyakarta: afrianti.

Al-Maroof, R. A.-E. (2018). Students acceptance of google classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning* , 13.

Arikunto, S. (2013). Prosedur Penelitian Satuan Pendekatan Praktik. *Jakarta: Rineka Cipta.* , 14-22.

Arikunto, S. (2006). Prosedur Penelitian Suatu Pendekatan Praktik. *Jakarta: Rineka Cipta* .

Creswell, J. W. (2009). Research Design: Qualitative, quantitative, and mixed methods approaches. *Los Angeles: SAGE Publications. Inc*.

Dalyono. (1997). students' difficultis in learning process. *Jakarta: Rineka Cipta* , 20-26.

Day, R. R. & Bamford, J. (2002). Top ten principles for teaching extensive reading. Reading in a Foreign Language. *Cambridge: Cambridge University Press.* , 136-141.

Day, R. R. and Bamford, J. (2004). Extensive Reading Activities for Teaching Language. . *Cambridge: Cambridge University Press.* , 27.

Day, R. R. (2015). Extending extensive reading. Reading In a Foreign Language. *Cambridge: Cambridge University Press.* , 294-301.

Hakim, A. B. (2016). Efektifitas Penggunaan E-Learning Moodle , Google Classroom Dan Edmodo. *Stimik Esq* , 1-6.

Harahap. (2021). analisis dampak penerapan Google classroom dalam

pembelajaran daring. *JURNAL MathEdu* , 34-56.

Harmer, J. (2007). The Practice of English Language Teaching-4 thEd. *Oxford:*

Pearson Longman. , 50-61.

Haryadi. (2006). types of Extensive Reading. *Semarang: Unnes* , 14.

Hemrungrote, S. J. (2017). *Deployment of Google Classroom to enhance SDL*

cognitive skills: A case study of introduction to information technology

course. chicago: International Conference on Digital Arts, Media and
Technology (ICDAMT).

Huzaimah & Amelia. (2021). hambatan yang dialami siswa dalam pembelajaran

menggunakan Google classroom. *jurnal cendikia:jurnal pendidikan* , 533-

541.

Iftakhar, S. (2016). Google Classroom: What works and How? *Journal of*

Education and Social Sciences , 18.

Janzen, M. (2014). Hot team: Google Classroom. *Retrieved from The*

Pennsylvania State University .

McNamara, D. S. (2007). The impact of science knowledge, reading skill, and

reading strategy knowledge on more traditional "high-stakes" measures of

high school students' science achievement. *American Educational*

Research Journal, , 161-196.

Mikulecky, B. &. (2004). More reading power. *Pearson ESL* , 22-37.

Moreilon, J. (2007). Collaborative Strategies for Teaching Reading

Comprehension. *Chicago: American Library Association.* , 12-18.

Nagele, N. (2019). Teaching with Google Classroom. *Udemy* , 20.

Pappas, C. (2015). Google Classroom Review: Pros And Cons Of Using Google

Classroom In eLearning. *Retrieved from elearningindustry* .

Patel, M. F., and Jain Praveen, M. (2008). English Language Teaching. *Jaipur: Sunrise* , 19.

Robb, T.N., and B. Susser. (1989). Extensive Reading vs. Skills Building in an EFL Context. *Reading in a Foreign Language* , 53.

Rohmawati, A. (2015). Learning Effectiveness. *Jurnal Pendidikan Usia Dini.*, 15-32.

Sugiyono. (2015). Metode Penelitian Kombinasi (Mix Methods). *Bandung: Alfabeta* , 22-34.

Utami & cahyono. (2020). an analysis of students difficulties in learning process using Google classroom. *jurnal ilmiah realistik* , 20-26.

Wallace, C. (1992). Reading. *Oxford: Oxford of University Press* , 10.