DIRECTED READING THINKING ACTIVITY (DRTA) THROUGH GOOGLE CLASSROOM AND ZOOM-MEETING IN PANDEMIC ERA

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Abstract

DRTA is the researchers' choice as a research technique because researchers assume that DRTA techniques are suitable for teaching advanced reading levels for Online classes using Google Classroom (GCR) and Zoom-meeting. The research carried out in the Informatic Engineering Departement of UMT, especially for second-semester students. The research method used a case study as a qualitative method with seven participants. DRTA consisted of three stages (predicting, reading, and proving). Moreover, this technique could do several times, depending on the students' need to ask questions based on what students have read. Then, they might continue with guess and make a summary of the text. This kind of activity would have an impact on the continuation of the reading class. From the students, the researcher found that most of the students like to study English. Sometimes they met difficulties in comprehending the text's meaning. They like reading using DRTA because this material is exciting, and they could understand the text efficiently.

Keywords: *DRTA, Google Classroom, Teaching Reading*

1. Introduction

Covid-19 had to change people's ability and activity. Almost every country in the world made some regulations to avoid this global disaster, such as using the mask, social distancing, washing hands regularly, and Work From Home (WFH) for the workers' dan Learn From Home (LFH) for the students. Moreover, the Ministry of Culture and Education of Indonesia gave all educators and students a policy to teach dan to learn at home until further notice. The government kept its society healthy and avoided the disease (Covid-19).

From those moments, educators should change every technique in teaching. The traditional technique in teaching did not appropriate anymore. Educators and students should teach and learn online(Supriyono, 2018) and stay healthy at home. There are so many applications that educators and students could use in teaching and learning activities. If they wanted to meet each other and talk directly, they could use Zoom, Whatapps Video or Google Meet. However, if educators only wanted to send or give the student materials, tasks, or exams, they could use Google Classroom(Dewi et al., 2020), Quizzes, or Quipper.

This circumstance is very good at learning English because every word in the applications used English. Furthermore, it could constrain the Indonesian students (EFL students) from reading English. Everyone could develop and practice reading skills. Moreover, the students need some references for studying, doing the assignments, and increasing their acquaintance while studying in the classroom (Rijal & Rohaniyah, 2020).

Most Indonesian students or EFL students have difficulties reading well and understanding reading comprehension(Shehzad et al., 2020) in the passage. They lacked vocabulary(Abdullah, 2020), limited know the meaning of the words, and difficulty pronouncing them reasonably. So many students got it challenging to do that so that the researchers estimate there is any problem. It means not only students but also educators must have a qualification in English and teaching technique.

Some aspects of reading comprehension must compete with the students: oral(Setyarini et al., 2020), pronunciation(Osatananda & Salarat, 2020), vocabulary(García-Castro, 2020), grammar(Singay, 2020), and translation(Abualadas, 2020). In this case, the students repeat an articulation distinctly and quickly as fast as he has listened to it. The students do this sans looking at a printed text. The articulation must be brief enough to be retained by the ear. Voice is as significant as form order. Then the instructor tries to make the students understand well about the subject, so to make it more accessible for the students to understand given new vocabularies that the students do not know before. The teacher trains the students to look for equivalence of meaning or message in Indonesian.

In this activity, we might need the dictionary to look up those tricky words and phrases. In reading comprehension, there was an attempt to teach grammar in an organized and systematic way. Grammar prepares the rules for putting words, and instruction commonly focuses on the form and inflexion of words.

Besides that, in reading comprehension, the students must know of translation; translation is a way to change a textual material of source language by suitable text in the target language. The translation is a transition of form when the learners speak the pattern of a language, and they are referring to the actual words, sentences, and paragraphs, which written.

The pattern or target language replaces the pattern of the source language. Those qualifications did not divide from the teaching skills in the teaching process, such as approach, technique, and method. On the other hand, how to build student's motivation is the best way. In the teaching and learning process, use the speed reading technique could choose the alternative.

Reminding those things above, it needs to look for alternative teaching reading online and what activity given to increase reading skill in this pandemic of Covid-19. The researchers

implemented an alternative technique is teaching Reading through the Direct Reading Thinking Activity (DRTA) through Google Classroom and Zoom-meeting.

2. Research Method

The research place was at the Informatics Engineering Department, University of Muhammadiyah Tangerang. There were seven participants as research sampling from second-semester students—the researchers in this research as the tutors. The research purposed to know the implementation of teaching DRTA activity through Google Classroom and Zoom-meeting in learning English online.

Furthermore, the research method applied a case study as qualitative research(Masfufah, 2018). According to Suparman (Daniarti et al., 2020), a case study could define as an exploration of a "confined system" or an instance (various instances). The process is carried out over time through detailed, in-depth data collection involving numerous information-rich sources in context.

The questionnaire, reading tasks, and interview are the tools to collect the data(Susanti & Mulyantama, 2016). This study was conducted in three meetings. In the first meeting, the participants answered the questionnaire through Zoom-meeting. The next meeting was the reading tasks. The reading task was applied in two cycles; there were reading tasks one and reading tasks two. The reading tasks according to the

DRTA stages are (Kurniati & Suprihadi, 2019)(Kurniati & Suprihadi, 2019) making predictions, reading process, and proving (Blachowich & Ogle, 2008 (Erliana, 2011). Google Classroom applied these stages.

3. Results

The researchers sent the participants the Google Form of the Google Classroom questionnaire that included their identities. Then the researcher interviewed each participant by Zoom-meeting about their experienced when they were reading English. Based on the result, 66,7% of participants were possibly reading English, 22,2 % of participants were like reading English, and 11,1 % were not like reading English. It means that there was a massive opportunity for the participants to become fond of reading English.

Moreover, this result supported by 77,8 % of participants who had some motivation for reading English, and only 22,2 % of participants did not have some motivation for reading English. One of them stated that we have to master English because English is a universal language.

The other reason why 22,2 % of participants did not have English motivation was their lack of vocabulary and understanding of the meaning. They have the language that is understood by they like.

They were reading tasks conducted in two cycles. Before the participants read text 1, the lecturer instructed the participants about the

rules of learning English through Zoom-meeting. In this study, the rules of learning English were the participants interviewed through Zoom-meeting and the reading tasks delivered through Google Classroom.

In making a prediction, the participants have to answer the questions individually and submit their google form based on the schedule. In this session, the participants answering ten multiple choices questions, and they matched the definitions of vocabularies. According to predicting in reading task 1, 54,06 % of participants answered correctly, and 45,94 % answered wrong.

After that, the participants continued to the reading stage. They read text 1, entitled "How Human Evolved Language," in their google drive, then they had to answer five questions about the text's content. The participants had to decide the following sentences true or false. Based on the result, 66,5 % of participants answered correctly, and 33,5 % answered wrong.

In the proving stage of reading task 1, the participants answered the question of "Do you think monkeys and dolphins have heterogeneous language as people do? Explain it."

Based on the results, the first participant said that these animals do not have a complex language because dolphins and monkeys have a sign language where the language can make them follow what the animal handler is doing. Furthermore, the second participant said that Monkeys and dolphins are not capable of developing their spoken language because their language never changes until now."

Moreover, the third participant said that Dolphins and Monkeys could positively develop spoken language because they can sometimes understand the human language.

The fourth participant said that the monkeys and dolphins have complex language because the dolphins have developed sophisticated means of communication and reception of pairs via their sonar systems." The fifth participant then said that whereas monkeys have DNA similar to humans, they communicate with various movements, vocalizations, and even sign language to convey something to other monkeys. It means they have a complex language.

The sixth participant said that dolphins and monkeys do not have complex languages, but the human language used by fellow humans and is not related to animals. The animal language used by fellow animals is not related to humans. The seventh participant said that according to scientists, monkeys and dolphins are competent in highly developed spoken language and closely resembles human communication. While it has long acknowledged monkeys and dolphins are of reasonable intelligence and can communicate within a larger pack, their capability to talk individually has been less understood.

The notions above concluded that 57 % of the participants agreed that monkeys and dolphins have complex language as humans do, and 43 % of

participants disagreed that monkeys and dolphins have a complex language.

The participants continued to the second predicting stage on reading task two after reading task one activities. In this study, the participants answered the questions individually and submitted their google form based on the schedule. In this session, the participants matched the definitions of vocabularies. According to the result, 75 % of participants answered correctly, and 25 % answered wrong.

After that, the participants read the text of "Life on Mars" on their google drive, then they had to answer five questions about the text's content. The participants had to decide the following sentences true or false. Based on the result, 68,75 % of participants answered correctly, and 31,25 % answered wrong.

The participants' proving activity answered the question of "Do you think people will live on Mars? Explain it."

The first participant answered that based on this information, Mars is a living planet. Moreover, it is relatively active and maybe changing and becoming more livable. Scientists said Mars has carbon-based and methane. Its means that further research is essential to prove it. Furthermore, the second participant said that some people thought that Mars could not perfectly support biological life for now. The unstable atmosphere, extreme climate, and soil content that cannot support life are part of the reason that Mars is not the right planet to live by humans.

The third participant said that Mars is the worst place to live in for the organism; the people could not think of it as home. It only has around 1/3 of Earth's gravity, meaning humans can jump higher and lift more weight there. It is very unsafe for humans. People need even more advanced technology in order to live on this red planet.

The fourth participant then said that people being alive on Mars will require living in artificial Mars habitats with complicated life-support systems. One key aspect of it would be water processing systems. Water is vital for people because people being would die in a matter of days without water. If there are organic molecules on Mars based on text 1, water will likely found in the future. It means people can live on Mars.

The fifth participant said that based on the new study published in the journal Science showed the organic matter on the surface of Mars. It confirms earlier findings that Mars has organic molecules – are essential ingredients for life. It means the people and other organisms have a chance to live on Mars. Moreover, the sixth participant said that maybe there would be because every year, the human population increases rapidly. It could be that Mars is the second planet for living things. According to the text, the seventh participant said that Mars becomes a peaceful place to live in because NASA's scientist found organic molecules on Mars.

The opinions above concluded that five participants agreed people

would live on Mars (71%), and two of the participants disagreed people will live on Mars (29%).

4. Discussion

The results showed an improvement of participants' reading skills between reading task 1 and reading task 2. Reading task activities are shown in Table 3.

Table 3. The Results of Reading (Reading Task 1 and Reading Task 2 Activities)

Stages	Reading Task 1 (%)	Reading Task 2 (%)	Changes (%)
Predicting	54,06	75	20,94 +
Reading	66	78	12 +
Proving	57	71	14 +

Table 3 shows the improvement of participants in reading activities. The development of the predicting stage was 20,94 %. It means that the participants were useful in predicting vocabularies before they were reading the text.

Moreover, the development of the reading stage was 12 %. It means that the participants were pretty good at understanding the text meaning when reading the texts. Then, the development of participants in the proving stage was 14%. It means they were pretty good at making opinions and reasons with their own words. Their opinions and reasons are also related to the topic that they have read before.

The interviewing activity in this study according to the questionnaire sheets. The questioner's topic was about their experience when reading English and their motivation to read English.

Table 4. The Results of Questionnaire sheets

Annotations	High (%)	Medium (%)	Low (%)
The students' experience of reading English	66,7	22,2	11.1
The students' motivation in reading English	77,8	22,2	0

Based on Table 4, 66,7% of participants were possibly reading English, 22,2 % of participants were like reading English, and 11,1 % were not like reading English. It means that there was a massive opportunity for the participants to become fond of reading English.

Moreover, this result supported by 77,8 % of participants who had some motivation for reading English, and only 22,2 % of participants did not have some motivation for reading English. One of them stated that we have to master English because English is a universal language.

According to reading tasks and questionnaire sheets, the participants have good development and motivation in learning DRTA through Google Classroom and Zoom-meeting. Furthermore, Google Classroom made it easy to understand some instructions and be on time to collect the assignments because the tutor had set the timer. If the participants had some questions about the stages of DRTA or others, they could ask the tutor through Zoom-meeting.

5. Conclusions

The results and discussion showed that the application of Google Classroom and Zoom-meeting have made the online learning process easy and comfortable. Especially for reading English through DRTA stages, the students' confidence in doing the task was not nervous because they do not feel watched while doing assignments.

Based on reading task one and reading task 2, there was 14 % progress in the proving stages. It means the implementations of DRTA through Google Classroom, and Zoom-meeting have been going well.

The score of students' motivations for reading English is 77,8 %. The higher motivation could improve the students' reading skills because they have the right and positive mind to learn better. Moreover, online teaching teachers challenged to be more creative in choosing the right application for online learning(Ekaningsih, 2017).

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