CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Education is a place between teacher and students can relate and interact. This relationship will increase to a closer level so that teacher can find students personalities which in turn give teacher responsibilities. The objectives of our national education which come from various cultural roots of the Indonesian nation are contained in Undang-Undang Nomor 20 Tahun 2003. Dalam Undang-Undang Sistem Pendidikan Nasional Nomor 20 Tahun 2003 disebutkan: "Pendidikan nasional bertujuan untuk mengembangkan potensi peserta didik menjadi manusia yang beriman dan beriman kepada Tuhan yang maha kuasa, berakhlak mulia., berwawasan sehat, cakap, kreatif mandiri, dan menjadi warga negara yang demokratis dan bertanggung jawab ".

One of the most important subject in education is Language Education. As we know language contributes an important in our lives. It is not only important thing but influences our life much. It is proven that language has an important role since people first lived in the community. In doing these activities, they need something as a means or media of communication sistematically to convey and distribute theis ideas, thoughts, opinion, information, knowledge, feeling, cultures and technology from one side to others and we agree to call this means or this media of communication as "*language*".

English is one of the languages used around the world and considered as international language. People around the world often have to use it in their daily

intetraction as iknternational means of communication despite the fact that,sometimes,it is either their second or even foreign language. It happen because English has become one of the most important and widely used languages across the world. Based on the concept and function of english as stated in the 2006 *competence-based curriculum*, which has similar priciple with *kurikulum tingkat satuan pendidikan* (KTSP) for SMP/MTS, the teaching learning of English has the purpose to develop four language skills; listening, speaking, reading and writing. Every skills is a means to end or to a goal. It means that the teacher have to consider the characteristic of media to gain the achievement in teaching and learning process.In this case, the writer will focus on the student's reading skill.

One of the education problems in the world for nowdays caused of Covid-19 pandemic, which overall delivery of learning that should be face-to-face in class must go through online classes, namely Google Classroom. Google Classroom is an application or feature that is efficient, easy to use and helps teachers in managing assignments, giving grades, sending input, and seeing everything in one place, the teaching methods in the classroom are very different than Google classroom, for example the teaching method in class: lectures , discussion, inquiries, group work while in google classroom it is sufficient to provide material and exercise assignments.

This is the reason why English teacher create an attractive learning. Teaching. English language is it should be interesting for students even though in Covid-19 pandemic. The learning system currently used is the online class through google classroom application where students learn from their homes and are connected to each other with the teacher who will provide learning material. In

this version of learning there are many obstacles both to teachers and students. The obstacles can be: students do not get stable internet access, students cannot operate the tools and google classroom application, students feel unsatisfied with the material presented by the teacher, student behavior and character cannot be monitored by the teacher, the teacher is not good at operating the device, activeness limited students, teachers cannot control students, and so on.While previously in face to face learning students and teachers could interact directly in the classroom, ask and answer questions, the teacher could control student behavior.Seeing this situation the writer by Face to Face learning and Google Classroom aplication to comparranding and try to find out   if there is any significant difference student's understanding in reading the procedure text.

Most of the students get the score below the Minimal Completeness Criteria (KKM) of SMP. The KKM for nine Grade by School is **70**.

KKM	Students
70	20

This is the preliminary data of the students at SMP.

Table 1.1 The Databased Observation at SMP

NO	Initial Name	score
1	Nfs	60
2	Ls	80
3	Ws	80
4	Ds	70
5	Ssp	70
6	Ft	70
7	Yyp	70
8	As	70
9	Gs	90
10	Jh	70
11	Am	80

12	Ds	90
13	Ghs	90
14	Mjt	80
15	As	70
16	Tm	60
17	Nim	50
18	Fs	70
19	Hvl	80
20	Lws	60
MEAN		**73**

To count the mean score, in this research will uses formula:

$$\boxed{?} = \frac{Fx}{\boxed{?}}$$

Where,

Fx   = Sum of total score

N   = Number of sample

M   = Mean score

1.2   The Problem of the Study

Based on the background of study, the problem that will be solved in this study is:

Which system that more effectiveness for media of teaching procedure text by Face to Face learning of Google Classroom aplication?

1.3   The Objectives of the Study

Based on the background and the problem above, the objective of the study is:

To compare the effectiveness of teaching process by Face to Face Learning and Google Classroom aplication to students understanding in reading procedure text of   the   nine   grade   students

1.4 The Scope of the Study

There are many types of teaching media such as, Audio visual motion media, Silent audio-visual media (Aplication), Mobile visual media, Visual media is silent, Audio media, Print media, etc. This study will be limited to analyze students achievements in Procedure Text through the by Face to Face Learning and Google Classroom aplication there are several language features in Procedure Text such as, Imperative, Simple Present tense, Action Verbs, Connective of Squence, Numbering. In this study, the writer only focus on this language features.

The scope of study will be limited :

To compare the students understanding in reading procedure text by Face to Face Learning and Google Classroom aplication.

1.5 The Significance of the Study

The findings of this research are expected to contribute useful information in teaching-learning process about procedure text especially for:

1) Theoretically, the result of the study is expected to be references for teaching especially in teaching procedure text. It also can add their media in teaching and learning English.

2) Practically, the result of this study is expected to give additional information about the media of teaching by Face to Face Learning and Google Classroom aplication especially in reading procedure text

1.6   Hypothesis

H_o : There is no significant different student's understanding in reading procedure text by Face to Face Learning and Google Classroom aplication.

H_a : There is significant different student's understanding in reading procedure text by Face to Face Learning and Google Classroom aplication.

CHAPTER II

REVIEW OF LITERATURE

2.1   Theoretical framework

This chapter present a review or related literature and explain the related materials in order to give the clearer concepts and ideas for this study. Topic discussion in this part consist of reading, text, procedure text, teaching procedure text by Face to Face Learning and Google Classroom aplication.

2.2   Reading

2.2.1 Definition of reading

Reading is one of the skill in mastering of language especially in English. According to Alyousef (2000:2) states that reading can be seen as an interactive process between a reader and a text which leads to autornaticity or reading fluency. It means that reading is the process which readers are also mixed up with and involved in every discussions of the text. In addition, Dechant (1991:88) mentions that reading is known as perceptual process which means that reading occurs only when the reader understand what the symbol represents. In other words, reading occurs only when the reader can interpret the words they read and their focus is on the written text.

Miculecky and Jeffries (1996:1) explains that reading has a significant role to improve the general language skill in English. They say that by reading, people can build a better vocabulary and feel comfortable with the written English so that

people can write better English. They add that reading can help people in learning to think in English and help them if they plan to study in an English-speaking country. Furthermore, Snow et al. (2002:15) says that reading is a complex developmental challenge which can be related to many other developmental competence such as attention, memory, language, and motivation.

According to Grabe (2009:5-6), reading skill does not guarantee anyone to be successful, but success can be achieved by having reading skill. Lie adds that many students at school are expected to learn English as an additional language. Reading can be one of the ways for students to develop their English second language abilities to achieve curriculum goals at school. Moreover, two other experts, as cited by Malino (2012). Gave some definition about reading as follow:

1. Reading is a physic and mental activity to reveal the meaning of written language. It is called a physic activity because the parts of body. The eyes particularly, do it And it is called mental activity because perception and memory as parts of light are involved in it. Then. He concludes that the main goal of reading is a process to understanding uniften language

2. Reading is decoding and understanding written language. Decoding requires translating the syrnbol of writing system into spoken language and understanding is determined by the purposes for reading, the contect! and the readers'shategies and knowledge

Form the definition above, it can be inferred that reading. Being one of the ways in getting knowledge and information, is one of importance skills in forming the critical thinking of a person. ln addition, reading can be an activity

that needs high attention and improve the vocabulary and writing skill. Reading also is a multifaced process involving word recognition , comprehension, fluency, and motivation. Reading making meaning from print or word recognition. Reading also is an activity to see t5he written text and the process of understanding the contents of the text out loud or silently. Reading is expressing an imagination towards a reader that is liked by6 the general public and also understood by someone who is loved.

2.2.2 Characteristics of Reading

According to Brown (2001:303). The students are usually faniliar with the general characteristics of their native written language. However, in English writing. The characteristics may be so different from their native language. The following are the characteristics of written language according to Brown (2002:303-306):

1. Permanence

The reader has an opportunity to read again and again. If it is necessary, they can refurn to a word, a phrase, a sentence. or even a whole text because written language is permanen.

2. Processing Time

Most written languages allow readers to read at their own rate. They are not forced into following the rate of delivery, as in spoken language.

3. Distance

The wriffen language sends messages to across two dimension: physical

distance and temporal distance. The task of the reader is to interpret messagesare written in different place and time based merely on the written words as contextual clues. It means that readers are unable to confirm the author directly and ask what he see actually means in the test. This, among other things, makes reading a dif,ficult task.

4. Orthography

In written language, we have graphemes (i.e. a letter of the alphabet amarl of punctuation, or any other individual symbol in a writing system) which help readers in reading. But readers must do their best to infer, to interprel and to "read between the lines".

5. Complexity

The written language tends to have longer clauses and more subordination. Readers have to retool their cognitive preceptors in order to extract meaning from the written code.

6. Vocabulary

In written language. Lower-frequency words often appear. Such words can present sfumbling blocks to leamers. However, sometimes the learners should refrain from using dictionary, because the meaning of many unknown words can be predicted from their context.

7. Formality

Rhetorical or organizational formality in essay u.riting it is demands a writer's conformity to conventions such as topic of paragraph, logical order for comparing and contrasting, etc.

2.3　Text

What is the text? Text is the word that structure in the form of writing.

According to Alex Sobur (2004) Text is often interpreted as a series of characters or signs that are transmitted from sender to receiver via a particular medium or code .In addition, Eriyanto (2001) said" text

tends to be the same as discourse, the difference is that text can only be conveyed in written form. Meanwhile, discourse can be conveyed in oral or written form".

From the definition above it can be conclude text is any "readable" object, whether it is a literary work, a street sign, a city block layout, or a style of dress. This is a coherent set of signs that send out a kind of informative message.

2.4　Procedure Text

2.4.1　Definition of Procedure Text

Procedure text is one the genres of the text, which must be learn by students of junior high school according to KTSP. Anderson and Anderson (1997:50) means "a piece of a text that give us instructions for doing something". The purpose of a procedure text type is to explain how something can be done such as directions, recipes, instruction manual, and itineraries.

Procedure text is a kind of text, that designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense. In simplest form Procedure text is the text that explain how someone to make something step by step or a piece of text that give us instructions for doing something so can be a guide for readers.

2.4.2   Generic Structure of Procedure Text

Anderson and Anderson (1997-:52-55) state that the generic structure of a procedure text contains:

1   An introductory statement that gives the aim or goal

This may be the title of the text or and introductory paragraph

Goal : It is containt the purpose of the text, An introductory paragraph (opening paragraph) or just a title (title) that states the purpose of the procedure. (e.g : How to make spagheti)

2.   A list of the material that will be needed to complete procedure

a.this is may be a list or a paragraph

b.this step may be left out in some procedures

This Material or Ingredient : List of materials / tools needed to complete the procedure which can be a list, that used in the process. (e.g : the material to cook omelette are egg, onion, vegetable oil, etc)

3.   A squence of steps in the order they need to be done

a. Numbers can be used to show first,second,and so on

b. The order is usually important; such word as now, next, and after can be used

c. Usually the steps begin with a command such as add, stir, or push

Step : it is containt of the steps to make something, steps to complete a procedure in the right order. (e.g : first, wash the tomatoes, onion, ..., second cut the onions becomes slice.

2.4.3   The Characteristics of Procedure Text

Here are the characteristics of Procedure text:

1. Using the Simple Present Tense.

2. Use an imperative sentence which is a sentence form usually used to give commands. For example don't mix, turn on, cut into slices and so on.

3. Using connective of sequence (then, while, next, and so on).

4. Using numbering (first, second, third, and so on).

5. Using verb actions. For example, turn, plug, put, etc.).

6. Using adverb. For example: slowly, carefully, and so on.

   Here is The example of Procedure Text :

Goals   :   How To Make Fruit Ice

Materials   :

   Mango

   Avocado

   Sugar water

   Milk

   Ice

   Apple

   Strawberries

   Wine

    Jackfruit

Steps   :

   First, Cut the fruit round or dice.

   Then, Scratching the flesh of a melon.

   Then, Boil sugar with water until cooked for about 30 minutes.

   Next, Put in serving glasses that have been cut round pieces or dice.

Then, to taste Pour the sugar water, put ice cubes and put milk on ice fruit.

Last, put the decorations on the glass with a piece of strawberry on it.

Fruit ice ready to be serve

2.4.4   Language Features in Procedure Text

Language Features are linguistic elements contained in a text. Language features will be different, it depends on the form of the text. Kinds of language features of the procedure text:

2.4.4.1 Imperative

According to the KBBI ((Kamus Besar Bahasa Indonesia), Imperative. Sentence is a sentence that has the character of giving orders (command) which has the right to give orders (command) and is also obligatory.

An imperative sentence is one that gives a command, direction, or request. In accordance with Swan (1982:77) Imperative is the base form of a verb used to give orders, to give prohibition, make suggestion, etc. It means that imperative sentence uses the basic verb or verb one to give order or to make suggestion.

So from the explanation above, can be concluded that the imperative is a sentence used to command, instruct, and necessity. Marked with an exclamation point (!) ending. This sentence also when expressed or in spoken language usually uses a high tone intonation. In procedure text so many kind of imperative sentence that we will be found

Example:

1. Don't leave it too long!

2. Can only use ice water

3. Wait for it to freeze

4. Put right in the middle

5. Cut the potatoes, slice...,mix...,turn on...etc

2.4.4.2 Simple Present Tense

According to (Krohn : 1971), simple present tense is tense denoting an action happening in this time. This tenses used to express habits, repeated actions, general truths and to give instructions or directions.

Patterns :

(+) S + Verb1 (s/es) + O/C

 (-) S + don't/doesn't + Verb1 +O/C

(?) Do/Does + S + Verb1 + O/C

Example :

(+) he drive a bus

(-) he doesn't drive a bus

(?) does he drive a bus ?

From the explanation above, the simple present tense is that which is used when an event is taking place at this time or an event that occurs repeatedly (habit). So the first characteristic in procedure text is use simple present tense because simple present tense is a factual sentence and simplist tense.

Example simple present tense in procedure text:

1. Add not added

2. Slice not sliced

3. Serve not served

4. Boil not boiled

5. Fry not fried

6. Burn not burned

7. Mix not mixed...,etc

2.4.4.3 Action Verbs

Action verbs is the action expressed by a verb may be physical action or mental action. Physical action :*jump, shout, search, carry, run*. Mental action : *worry, think, believe, imagine.*

` Action verb is a verb, as run, think, that expresses something that a person, animal, object, or process in nature can do. According to (Warriner, 1982: 49).

From the explanation above, it can be concluded that action verbs are physical or mental actions performed by humans, animals, or objects or processes that occur around us. We can also find in Procedure Text

Example: (The words in bold below are action verb)

"first, **wash** mushroon and **pat dry**. **Cut off** most of stalk. **Slice** the rest thinly and **put in** salad bowl. **Mix** oil with lemon juice, salt, and pepper, and beat well. **Pour** about 2/3 of this dressing over mushroom, **stir** gently and put aside for an hour. Meanwhile **chop** chives or parsley. **Sprinkle** this over salad and **serve**

2.4.4.4 Connective Squence or Squence Conjunction

Connenctive Squence is a word that connect one sentence to another to help the readers understand important points from one point to the next point. According to Priyana, Joko. (2008) is used Connective Squnece is used to explain the squence of events in a squence conjuction, so the readers don't get confused

about reading it changing the order. The function of connective squence is to show :

1. To Addition of ideas (example : and, also, besides, further, furthermore, too, moreover, in addition, then, and etc.

2. Condition or concession   (example : in that case, otherwise, if not, however, nevertheless, despite this, besides, yet, on the other hand, however, on the contrary, anyhow, anyway, instead, still, even so, all the same, in any case, at least)

3. Time (example : next, afterward, finally, later, last, lastly, at last, now, subsequently, then, when, soon, thereafter, after a short time, the next week (month, day, etc.), a minute later, in the meantime, meanwhile, on the following day, at length, ultimately, presently)

2.4.4.5 Numbering

As the name Numbering is to give a number or number to each paragraph so that the writing will be in order according to the numbering you want. Numbering is also not only decimal numbers but also in the form of Roman numerals and others. Numbering is very important in writing because in every paper it must have a systematic structure so the numbering will be very helpful in making systematic writing to make it easier for readers to understand the contents of the paper. Numbering is also called Adverbial of time. According to Gucker (59:1966), "adverb is a word used to modify verbs, adjectives, or other adverbs."

Example of Numbering in the procedure text:

the first.....

the second.....

the third....

the last....

and etc...

2.5 Media of Teaching

2.5.1   Definition of Teaching

Schlechty (2004) defines teaching as an art of inducing students to be have in ways are assumed to lead to learning, including, an attempt to induce student so behave. According to Nilse and Albertalli (2002) teaching in its broasdest sense is the process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills.

So from the explanation above we can conclude Teaching is process of attending top people needs, experiences and feelings, and making specifics interventions to help them learn particular thing by using DVD, interactive whiteboards, and etc as a media.

Other types of technology are present to one degree or another in every school, including in instructional media. Thus it can be concluded that learning media is everything that connects and conveys messages intentionally from the teacher to the student so that it can be controlled learning environment.

2.5.2 The Function of Teaching Media

The importance of the using media is that it can motivate students to learn learning activities. Several media can be used to invite students' attention and attention arouse their curiosity by presenting various images and sounds. Media can used to present the information needed to convey a message to students. Heinich, Mollenda, and Russell, Instructional Media and the New Technologies of

Instruction 2nd Ed., (Canada: John Wiley & Sons, Inc., 1982) assume that learning media provide students experience needed to build on their previous knowledge.

Educational researchers and practitioners alike affirm that potential new technologies for learning are likely to be found as technologies used tools for learning. Signs and Means states that in teaching literacy, technology has traditional and authentic uses. 14 Authentic use of technology uses it as a tool for solving complex tasks; as an example: students making written reports may use the Internet for research, word processing software for writing and formatting text, as well as hypermedia software to add images. Media is useful in the language teaching process. Heinich and friends claims the learning media as the media used in teaching convey material for students.These media include film, television, radio, audio, record, and take pictures. This means that in teaching English, we can use any media as long as we provide references and increase students' knowledge.

2.6   Face to Face Learning as a Media

2.6.1   Defenition of Face to Face Learning

Media of learning that used from the beginning of the creation of education, namely face-to-face media where students and teachers meet directly in the same room or place.

Face to face learning or Traditional Learning is a "change in performance as a result of practice"(Sadirman,2011:48).

Face to Face Learning is a "process of behavior change that is relatively

persistent as a result of experience, process Changing behavior in a person. These changes can be observed in the form of changes in cognitive, affective, and psychomotor aspects. Change from not knowing to knowing (Hitipiew, 2009).

From the above explanation, it can be concluded that learning is a process of changing behavior due to interaction with the environment. The process of behavior change is an effort made consciously based on experience when interacting with the environment. Behavioral patterns that occur can be seen or observed in the form of reactions and attitudes mentally and physically. Behavior that changes as a result of the learning process contains a broad meaning, including knowledge, understanding, attitudes, and so on. Changes that occur have the following characteristics:

(1)changes occur consciously, (2) changes in learning are continuous and functional, (3) are not temporary, (4) are positive and active, (5) have a direction and goals, and (6) cover all aspects of behavior change. behavior, namely knowledge, attitudes, and actions. The learning success of students is influenced by internal and external factors. Internal factors, namely conditions in the learning process that come from within oneself, resulting in changes in behavior. There are several things including internal factors, namely: intelligence, talent (attitude), skills (skills), interests, motiva tion, physical and mental conditions.and external factors such as family, school and community, while non-social external factors include the school building and its location, the student's family residence and location, learning tools, weather conditions, and the study time used by students.

2.6.2 Teaching Procedure Text by Face to Face Learning

Teaching in face-to-face media is a traditional teaching medium which has

been done since the beginning of education like in youtube vidio channel below
(https://youtu.be/wBp7vkm8Br8)

so the implementation of learning in this media is as follows:

1. ask students to bring food and drinks in packages that have instructions for making from home, for example: instant noodles, instant coffee, tea, and cereals.

2. At the beginning of the lesson, students are asked to translate the making instructions for each pack of food into English in accordance with the provisions of the procedural text.

3. At this stage, students are guided to be able to understand the concepts of the text being studied by introducing the generic structure and grammar used. Furthermore, the teacher provides an example (modeling) of how to make food / drinks based on instructions on the packaging brought by students through several videos so that students have a clearer picture of the procedure text. At this stage, the learning internalization process is ongoing. By seeing firsthand the process being carried out, students are invited directly to experience the learning being carried out.

4. After students have a clear picture of what to do, the next step is to work with several students in a group to practice one procedure text. It is hoped that, at this stage, students will be able to formulate a text draft both in oral and written. With this group collaboration pattern, students have the opportunity to exchange knowledge and help one another. Using the materials they brought from home, based on the examples given by the teacher, each group practiced directly in front of   the   class   with   the   tools   they   needed

5.The last stage of learning is that students are required to be able to independently design procedural texts using the experiences they have had in the previous learning stages. Text in written form can be made in the classroom with the help of the teacher, which can then be continued at home for improvement.

2.7   Google Classroom Aplication as Media

2.7.1   Definition Google Classroom Aplication

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal,2017).

According to statement above Google Classroom also aims to simplify how to create, distribute, and grade assignments in a paperless way. Where the teacher can invite students to join in learning even though they are not gathered in the same room and students can also accept invitations to join google class. This application is so simple to use, does not take too many space on smartphone's memory and help teacher and student keep on the lesson's track. The users can create a virtual class where can be functions as in conventional class but save more time, money, and space.

Google Classroom Developed by: Google

Initial release date: August 12, 2014

Operating system: iOS; Android; web browser

Initial release: August 12, 2014; 6 years ago

Type: Education

2.7.2 How Google Classroom Works

Teachers often get frustrated by the pile of papers containing their students unmarked assignments or materials preparation for their class. Google Classroom offers a tool to help them doing their work paperless and efficient. It is a free application that can be operated using smartphone or computer. The steps to start using Google Classroom for the teacher or admin are as follows:

Step 1 : Installed the application Google Classroom can be installed from Play Store found in smartphone.

Step 2 : Create a class (X-1) Find the plus (+) sign on the right top side. Click it and then choose 'create class'. Complete the information about the class such as the class name, the section, the room, and the subject. Then click 'create' on the right top of the screen.

Step 3 : Add the students The students can be added by either inform the code that is provided by the application or invite the students by email.

On the other hand, the students should do the following steps to join in the class.

Step 1 : Install the application The student can find and install the Google Classroom application from Play Store without any charge.

Step 2 : Join the class Different from the steps for the educator, the students have to choose 'join class' then enter the class code and click 'join' on the right top of the screen. Once all done, the application is ready to use. Those steps show how easy it is to use Google Classroom in teaching and learning process.

(https://www.stikesperintis.ac.id/panduan-pemakaian-google-classroom-sebagai-pengajar/)

23

2.7.3 How to Use of Google Classroom

The features in a Google Classroom according to Wikipedia (2017):

1. Assignments (task)

   The assignments are saved and scored on google suite of productivity apps which allows collaboration between teacher and students or students to students. Documents on Google Drive students with teachers,files are hosted on drive students and then submitted for appraisal. Teacher can select the file and then return to class grades instead of letting all the students see.students can also additional documents from their Drive to submit their task.

2. Grading

   Google Classroom supports multiple different grading schemes.teacher have option to attach file to assignments where students can see, edit,or get to copy. Teachers have the option of attaching an assignment file to which students can view, edit, or obtain individual copies. Students can make a file and then paste the assignment if a copy of the file is not made by the teacher. Teachers have the option of monitoring each student's progress on an assignment where they can comment and edit. Turned assignments can be graded by the teacher and returned with comments so that students can revise the assignment and re-enter. Once graded, the assignment can only be edited by teacher.

3. Communication

   Announcements can be posted by the teacher to the class stream that can be commented on by students which allows two-way communication

between the teacher and students. Students can also post class streams but will not be as high priority as announcements by a teacher and can be moderated. Some media types from Google products such as YouTube video files and Google Drive can be attached to announcements and posts to share content. Gmail also provides an email option for teachers to email one or more students in the Google Classroom interface. Classes can be accessed on the web or via the Android and iOS Classroom applications.

4. Time-Cost

The teacher can add students by giving students a code to follow class. The teacher managing multiple classes can use the return announcements, assignments, or questions that exist from other classes. Teachers can also share writing in several classes and class archives for future classes. Student work, assignments, questions, grades, comments can all be arranged by one or all classes, or sorted according to what needs to be studied.

5. Course Archive

Class allows instructors to archive courses at the end of a term or year. When a course is archived, the site is removed from the homepage and placed in the Classroom area of Archives to help teachers keep their current class. When a course is archived, teachers and students can view it, but cannot make any changes until it is restored.

6. Mobile Application

The Google Classroom mobile application, introduced in January 2015, is available for iOS and Android devices. Applications let users take photos

and paste them to their tasks, share files from other applications, and support offline access.

7. Privacy

In contrast to Google's consumer services, google classroom, as part of the G Suite for Education, does not display any advertisements in the interface for students, faculty, and teachers, and user data is not scanned or used for advertising purposes.

2.7.4 Teaching Procedure Text by Using Google Classroom

The purpose of this application is used as a learning medium, nathat is to make learning effective from a distance (online) in the midst of the current Covid-19 pandemic. According to (Bender & Waller, 2014: 37) Google classroom is actually designed to facilitate teacher and student interaction in cyberspace. This application provides an opportunity for teachers to explore the scientific ideas they have for students.

As for the techniques or steps of teaching through this media are:

-Post material/assignment by the Teacher

1. First on the menu click "Classwork", and select "Material if you want to provide material select a task if you want to give an assignment / exercise

2. Then fill in the title and description of the material / task

3. Then click "Add" to add material attachments or files from links, files, Google Drive, or even YouTube regarding procedure text

4.After giving the material the teacher can also post student training assignments from the assignment forum there can give assignments in the

form of multiple choice, entries, and questions as desired by the teacher can also set a grace period for processing

5.Then go to the settings and arrange whether to address the material and topic / task.

- See the assignment by students

1.On the menu click "Classwork", and select or click "Assignments" or Materials.

2. Then the menu will display the details of the assignment, after working on the questions / exercises according to the student's instructions then click "Submitted"

3. Then the data or answer files will appear from students who have submitted their assignments

4. teachers just click the file, and then provide an assessment or response.

5. When finished, click the menu or button "Restore"

2.8   Previous of Study

This study, there are several studies that are semilar and related to this study. The study became the material and refrences for the writer. So that this writer will be better and easier to understand. The previous study will help the writer to conduct this study. We can see the learning system during the Covid-19 pandemic so that there were many pros and cons about learning media. Seeing this situation, the writer wants to compare the differences in student learning achievement by Face to Face Learning and Google Classroom aplication Novita Arnesi and Abdul Hamid K at SMA Negeri 1 Dolok Merawan, Kab. Serdang

Bedagai. By using the quasi-experimental research method, the average English learning outcomes of students who were taught using online learning media based on open interpersonal communication were higher than the average English learning outcomes of students who were taught using offline learning media. and it is also mentioned that learning using offline media places the teacher using active learning controls, while students are relatively passive in accepting and following what is conveyed by the teacher.

Based previous study above, the writer can conluded that this study want to find which media of teaching is more effective to improve students understanding about procedure text by Face to Face Learning and Google Classroom aplication so that students are able to improve their ablity in write procedure text.

2.9 Conceptual Framework

In this study we need concerned to conceptual framework because we know conceptual framework is related to how a writer construct a theory or logically links several factors that are considered important to a problem. As we know Pocedure text is a type of text that explains the steps for doing something and can be an instruction for the reader To do the learning process, we must be able and have a media for doing that learning. So that we can conduct learning effectively, writer will using Face to Face Learning and Google Classroom aplication as media In this study students will participate in learning about procedure text, and then the teacher will explain about Procedure text by Face to Face Learning and Google Classroom aplication. The students will receive the test

from the teacher, and then the students will be answer the test. After doing the test, the writer will be evaluating the result of the test Google Classroom aplication and Face to Face learning. The writer will be determine a better media for procedure text achievements the students.

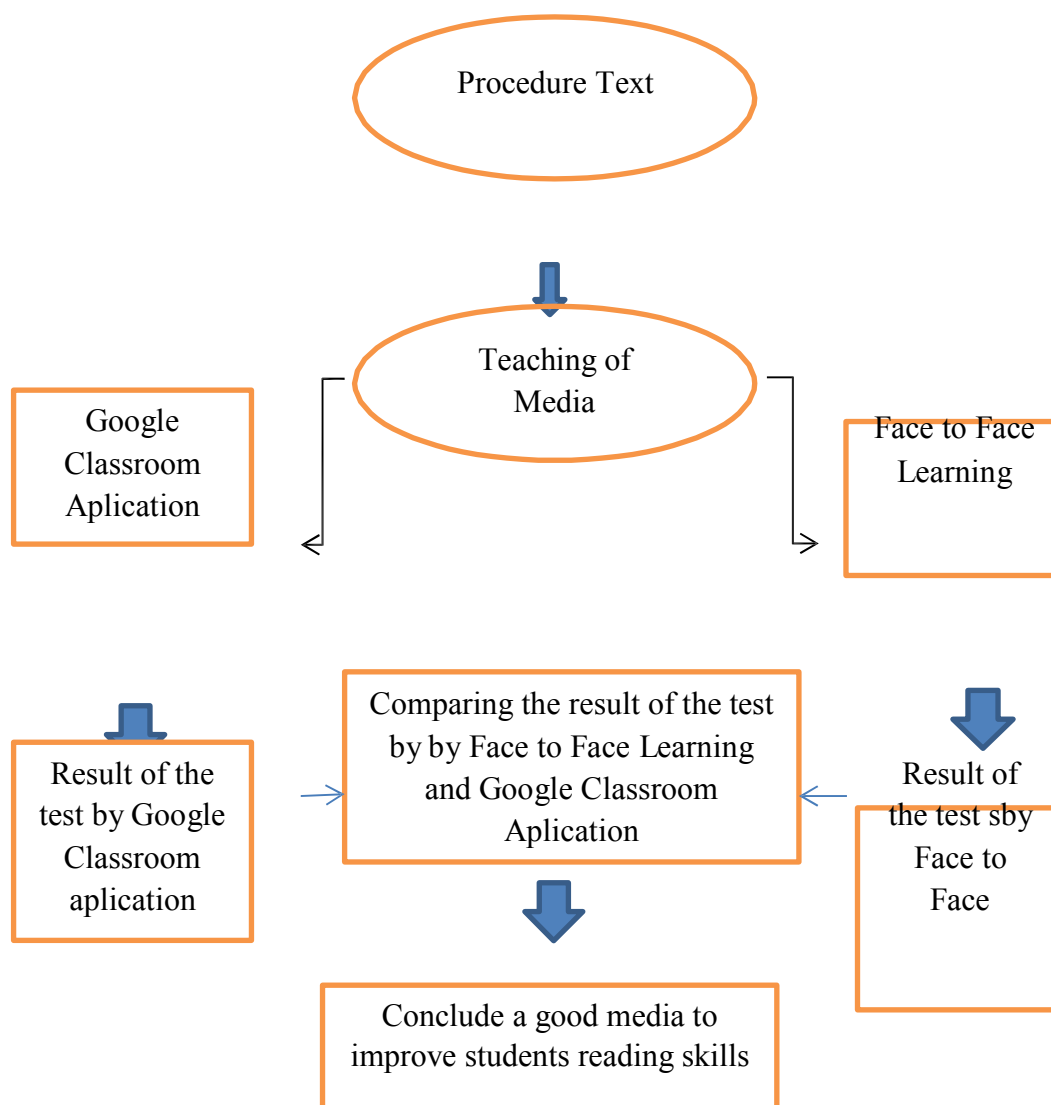The following diagram explain the conceptual framework!

```
                    ┌─────────────────────┐
                    │   Procedure Text    │
                    └─────────────────────┘
                              │
                              ▼
```

Procedure Text

Teaching of Media

Google Classroom Aplication

Face to Face Learning

Result of the test by Google Classroom aplication

Comparing the result of the test by by Face to Face Learning and Google Classroom Aplication

Result of the test sby Face to Face

Conclude a good media to improve students reading skills

Table 1.1 table of conceptual framework

CHAPTER III

RESEARCH METHOLODOGY

3.1   The Research Design

The research design is a quasi-experimental research design. This study is a study that aims to determine the significant differences in the achievement of students understanding in reading procedure text by Face to Face Learning and Google Classroom Aplication.

According to Nana S. Sukmadinata (2010: 53), quantitative research is based on philosophy positivism which emphasizes objective phenomena that are studied quantitatively or done by using numbers, statistical processing, structure, and controlled experiment. While the type of research that used in this research. is a quasi experimental research design.

Sugiyono (2007: 107) defines that experimental research is the research used to seek the effect of a particular treatment on others in a condition that's under control. A similar opinion was expressed by Suharsimi Arikunto (2000: 272) which defines experimental research as research which is intended to determine whether there is a result of treatment on subject under investigation. The way use to find out compare one or more experimental groups who were given treatment and with one group without treatment.

According to Sugiyono (2010: 73), there are several forms of experiments design, namely: *pre-experimental design* (has not been said truly experiment because there are still external variables that influence of the information in dependent variable)*, true experimental design,*(in this design researcher can

control all external variable that affect the course of experiment and characteristic of true experiments is the sample that used is taken randomly from a certain population), *and quasi experimental design* (is an experiment that has a treatment, impact measurement and experimental unit but does not use random placement). So, why the researcher use of *quasi experimental,* because the sample in the author's research was not randomly selected while the *true experimental* sample was chosen randomly.

According to Sugiyono (2002 12: 109) quasi-experimental is a study that is used to determine whether there is a result of something imposed on the learning subject by looking for the effect of certain treatments on other uncontrolled conditions. In this study, a Quasi Experimental design will be used with a group pretest and posttest design. According to Sugiyono (2012: 110) one group pre-test and post-test design is a technique to determine the effect before and after being given treatment. We can see the table below:
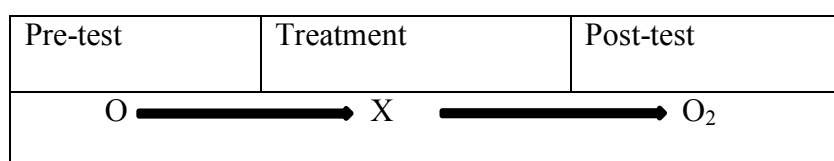
Pre-test	Treatment	Post-test
O $\longrightarrow$	X $\longrightarrow$	O_2

Table 3.1. One group pretest- post test design (Sugiyono, 2002: 111)

O_1 = Pre-test value (before treatments)

O_2 = Post-test (after treatments)

X = treatment (group counseling)

Based on the description above, it can be concluded that quasi experimental design is a learning design that compares students' scores before treatment and has carried out learning using google classroom media and face to

face learning media so that the authors can see student achievement in understanding procedure text before and after treatment.

3.2 Population and Sample of the Study

1.Population

According to Arikunto (2003), the population is all subjects in the study. The target population in this study were all ninth grade students of SMP Negeri 2 Sumbul which consists of five classes with 100 students; X-1 up to X-5 each class has 20 students.

2.Sample

The sample is a part of the number of characteristics possessed by all these populations. So the sample in this study only one class that is X-1 class. There was 20 students.

3.3 Data Collection Techniques

The data in this study are the results of students reading understanding that related to procedures text, especially in language features such as Imperative, Simple Present tense, Action Verbs, Connective of Squence, Numbering. Because in this study, she wanted to know the students' reading achievements about procedures text by using of Google classrooms media and face to face learning. The author will use the pre-test and post test to find out the student test results. There will be a pretest and post test.

1. Pre-test

   A pre-test will be carried out prior to treatment. Because the pre test is an

activity to test the level of students' knowledge of the material to be delivered, the pretest activity is carried out before the teaching activity is given. The benefit of holding a pretest is to determine students' initial abilities regarding the lessons delivered. The test is a multiple choice test. The number of items is 50 with four alternative answers each. One correct answer and the rest will make the difference. The test will be done in 30 minutes.

2. Post-test

A post test will be carried out on students after they receive treatment. The benefit of holding this post test is to get an idea of the abilities achieved after the end of the lesson. In this study the writer will use the post test to get the student test results. The test is a multiple choice test. The number of items will be 50 items with four alternative answers each. One correct answer and rest will be a nuisance. The post test will be done in 30 minutes.

3.4   Instrument of the Study

Instrument of this study is a reading test. In this study, the writer will use the procedure text test, and will give 50 item multiple chooice questions that will be done in 30 minutes. The question is related to Procedure Text especially language features 10 items questions for imperative, 10 item questions for simple present tense, 10 item questions for action verbs, 10 item question for connective of squence, and 10 items questions for numbering, because the writer wants to know the students' ability in understanding in reading procedure text by google classroom and by face to face learning. This study only focuses on student

achievement in the field of reading procedure text. In this research, the writer will use pre-test and post-test to get the test results.

3.5 Procedure Data Collection

If the writer wants to conduct research, the research automatically has a procedure for conducting research, so that this research can be carried out well and smoothly. This is procedure to collecting data in this research:

a. Pre-test

A pre-test will be carried out prior to treatment. Because the pre test is an activity to test the level of students' knowledge of the material to be diluted, the pretest activities are carried out before teaching activities are given. The benefit of holding the pre-test is to find out the students' initial abilities regarding the lessons delivered.

b. Treatment

The treatment will be carried out after the pre-test. Treatments are also used for the control class to support the experimental class. In treatment, the writer will use the procedural text to support the learning. This treatment will be useful for doing a post test, because the post test will discuss the text of the procedure.

c. Post-test

A post test will be carried out on students after they receive treatment. The benefit of holding this post test is to get an idea of the abilities achieved after the end of the lesson. In this study the writer will use the post test to get the student test   results.

3.6   Technique of Analyzing Data

In this study, t-test is used to compare or to test the different of each t-result from the two media teaching (google classroom aplication and face to face learning), so that the study can find the result, and able to find which teaching media which are more effective for understanding in reading procedures text especially in language features namely t-table and t-observed or how significant the effect of using google classroom aplication and face to face learning on students' achievement in writing procedure teks. T-test also use to validity of hypothesis based on the results of degree of freedom The formula degree of freedom was (df) = $N_1 + N_2 - 2$ where N = number of students.

To analyzed the data the writer employed the formlua as follows :

$$t = \frac{Mx - My}{\sqrt{(1 \dfrac{d_x^2 + d_y^2}{N_x + N_y - 2})(\dfrac{1}{N_x} + \dfrac{1}{N_y})}}$$

Where:

Mx	: The mean score of experimental class
My	: The mean of control group class
dx^2	: The standart deviation of experimental class
dy^2	: The standart deviation of control class
Nx	: The total number samples of experimental class
Ny	: The total number samples of control class

3.7   Validity and Reliability

Arikunto (2010:64) states that validity is a measure that shows the level of validity of a test. An instrument can be said valid if it can measure what is

supposed to be measured. There are four types of validity, namely, content validity, construct validity, face validity and concurrent validity. In this study, the writer will be used content validity.

3.7.1 Content Validity

According to Anderson and Anderson (1997:50) procedure text is "a piece of a text that give us instructions for doing something". The purpose of a procedure text type is to explain how something can be done. Language features in procedure text is   such as Imperative, Simple Present tense, Action Verbs, Connective of Squence, Numbering. Based on the theory above, the writer want measure students understanding in writing procedures text by using writing test. In this case, the writer just focus on language features that is : Imperative, Simple Present tense, Action Verbs, Connective of Squence, Numbering. The distribution of the word type in the writing procedures test can be seen from the table of specification below :

Language Features

Word Type		Test Item	Kind of Test	Score
Verbs	Imperative	10	Multiple Choice test	**20**
	Simple Present tense	10	Multiple Choice test	**20**
	Action Verbs	10	Multiple Choice test	**20**
	Connective of Squence	10	Multiple Choice test	**20**

37

	Numbering	10	Multiple Choice test	20
Total		**50**		**100**

Table 3.2 The Table of The test specification

3.7.2 Reliablity

a. Reliability of The Test

To find out the reliability of the test, and to minimize the subjectivity in scoring, the writer using two scores. It means that there are two scores, after the writer calculate the result of the test by using Person Product Moment Formula (Arikunto, 2010:69). The reliability refers to consistency of the result. The test is said to be reliabile if it can show stable outcomes. The more reliable the test, the more confidancts the scores obtain from the administration of the test. To achieve the reliability to the consistency of measurement, the writer uses Kuder Richardson (KR-21) formula, as follows:

$$(KR_{21}) = \frac{K}{K-1}\left[1 - \frac{M(K - M)}{K.St^2}\right]$$

Table 3.3 formula KR-21

Where :

K   = number of test item

M   = mean of the score

St^2 = the square of standard deviation of the test score

According to Arikunto (2003:75) the criterion for the evaluation of coefficient reliability is :

0.00 – 0.20   : the reliability is very low

0.21 – 0.40   : the reliability is low

0.41 – 0.60   : the reliability is significant

0.61 – 0.80   : the reliability is high

0.81 – 1.00   : the reliability is very high