

**THE TEACHER STRATEGIES IN TEACHING READING TO  
OPTIMIZE THE FUNCTION OF GOOGLE FORM IN GIVING THE  
STUDENT'S ONLINE WORKSHEET AT SMP MUHAMMADIYAH 1  
MAKASSAR**

*(a descriptive qualitatif research methods at SMP Muhammadiyah 1 Makassar)*



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2023**



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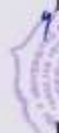
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## MOTTO

*“Allah tidak membebani seseorang diluar kemampuannya”*

(Q.S Al-Baqarah: 286)

*“Maka sesungguhnya sesudah kesulitan itu ada kemudahan, sesungguhnya sesudah kesulitan itu ada kemudahan”*

(QS Al-Insyirah: 5-6)

*“Dengan berdoa kita tidak akan menjadi orang sombong, kalau berhasil kita tidak akan bangga karena ada campur tangan Allah didalamnya. Kalau kita gagal kita tidak akan stress karena skenario rencana Allah lebih baik dari apa yang kita pikirkan. Selalulah bersandar kepada Allah.”*

## DEDICATION

My beloved parents, there are my mother Ramasia. and my father Mursalim. Thank you for your love, material, best support and prayer for me. always give me best motivation, your love give a power for me to finish this thesis.

My beloved older sister, Musdalifah and Nurul Aisha. Thank you for your love, material, best support and prayer for me. always give me best motivation, your love give a power for me to finish this thesis.

And I also dedicate this thesis to those who always ask "kapan ko selesai". Graduating late or not graduating on time is not a crime nor is it a disgrace. how small it would be to measure a person's intelligence and ability only from who was the fastest to graduate. maybe there is something behind their late graduation, and believe me, the reason I'm here is an entirely good reason.



## ABSTRACT

**MUH. SUL FITRAH, 2023. *THE TEACHER STRATEGIES IN TEACHING READING TO OPTIMIZE THE FUNCTION OF GOOGLE FORM IN GIVING THE STUDENT'S ONLINE WORKSHEET AT SMP MUHAMMADIYAH 1 MAKASSAR.*** Thesis of English The faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Tenri Ampa and Ismail Sangkala.

The objectives of the research was to find out To know the teacher's strategies in teaching reading to optimize the function of google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar. The researcher used qualitative research. The sample of this research was English teacher at SMP Muhammadiyah 1 Makassar wich consist 1 English teacher. The sample was taken by using observation and interview design as instrument.

The research applies qualitative method that involve observation and interview design as instrument. Firstly the researcher was to the observations by following the classes as participants in learning activities for 4 meeting to teachers who was an informant. In the interview session the researcher was asked several questions regarding the used of Google form by teachers based on the results observed after the previous observation process and assisted by an interview guide that has been prepared by the researcher to find the teacher's strategies in teaching reading to optimize the function of Google form in giving the student's online worksheet. Based on the findings, it was found that several strategies and optimization of the use of Google forms were applied by the teacher, namely in the teaching and learning process, the teacher used expository learning strategies and inquiry learning strategies. To optimize the function of the Google form that is applied the teacher applies absence using Google form, providing material before learning, Evaluation Material, Closing Instructions, Questions and answers (QnA), and Summarization.

**Keywords :** *Teacher's strategies, Teaching reading, Google form, Online worksheet*

## ABSTRAK

MUH. SUL FITRAH, 2023. *STRATEGI GURU DALAM PENGAJARAN READING UNTUK MENGOPTIMALKAN FUNGSI GOOGLE FORM DALAM PEMBERIAN LEMBAR KERJA SISWA SECARA ONLINE DI SMP MUHAMMADIYAH 1 MAKASSAR*. Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar, dibimbing oleh Andi Tenri Ampa dan Ismail Sangkala.

Penelitian ini bertujuan untuk mengetahui strategi guru dalam mengajar membaca dengan mengoptimalkan fungsi google form dalam memberikan lembar kerja siswa secara online di SMP Muhammadiyah 1 Makassar. Peneliti menggunakan penelitian kualitatif. Sampel dari penelitian ini adalah guru bahasa Inggris di SMP Muhammadiyah 1 Makassar yang terdiri dari 1 orang guru bahasa Inggris. Sampel diambil dengan menggunakan desain observasi dan wawancara sebagai instrumen.

Penelitian ini menggunakan metode kualitatif dengan menggunakan observasi dan wawancara sebagai instrumennya. Pertama-tama peneliti akan melakukan observasi dengan mengikuti kelas sebagai peserta dalam kegiatan pembelajaran selama 4 kali pertemuan kepada guru yang akan menjadi informan. Pada sesi wawancara peneliti akan mengajukan beberapa pertanyaan terkait penggunaan google form oleh guru berdasarkan hasil yang diamati setelah proses observasi sebelumnya dan dibantu dengan panduan wawancara yang telah disiapkan oleh peneliti untuk menemukan strategi guru dalam mengajar membaca untuk mengoptimalkan fungsi google form dalam memberikan lembar kerja online siswa. Berdasarkan hasil temuan ditemukan bahwa beberapa strategi dan optimalisasi penggunaan Google form yang diterapkan guru yaitu dalam proses belajar mengajar, guru menggunakan strategi pembelajaran ekspositori dan strategi pembelajaran inkuiri. Untuk mengoptimalkan fungsi Google form yang diterapkan guru menerapkan yaitu absen menggunakan Google form, memberikan materi sebelum pembelajaran, Evaluasi Materi, Petunjuk Penutup, Tanya jawab (QnA), dan peringkasan.

**Kata kunci:** *Strategi guru, Pengajaran membaca, Google form, Lembar kerja online*

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**In the name of Allah, the most Gracious, the most Merciful.**

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9. I dedicate this thesis to those who always ask "*kapan ko selesai*". Graduating late or not graduating on time is not a crime nor is it a disgrace. How small it would be to measure a person's intelligence and ability only from who was the fastest to graduate, because maybe there is something behind their late graduation, and believe me, the reason I'm here is an entirely good reason.
10. Finally, for everyone who has given the valuable, suggestion, guidance, assistance, and advice to complete this thesis may Allah SWT, be with us now and happily ever after. Aamiin...

Makassar, August 2023  
The Researcher.

**Muh. Sulfitrah**



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# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, digital technology is changing so rapidly and integrating into our society at such an accelerated, it is hard to keep up with it. A lot of things to do something we also need technology. We must learn about technological developments. Technology facilitates all human affairs. In this era, we have been given many platforms to make things easier. According to Ghavifekr 2012, he states that as part of this, schools and other educational institutions which are supposed to prepare students to live in “a knowledge society” need to consider ICT integration in their curriculum. Many various modern educational tools, platforms is facilities also support the optimization of the learning process in the delivery of knowledge and information.

Current life is very sophisticated and we have to adapt to technological innovations. If so far teachers only rely on conventional learning methods that require direct meetings, but now the challenges are different. We must be able to adapt to the renewal of the given method no longer being conservative but mastering the renewal of the method. One solution to this problem is the effort to implement learning using online media in English learning, namely by the presence of e-learning from online platforms offered by innovators. The presence of e-learning is expected to provide positive impact in the learning process.

The technology platform encourages teaching strategies, creating interesting learning experiences that can reliably contribute to the learning process of English. It is time to get used to using e-learning at school. According to Liaw (2007), the main constructs that have made e-learning the most promising educational technology include service, cost, quality, and speed. This conclusion is that the presence of e-learning is expected to be able to develop new ways of learning that are more effective. Accordingly, e-learning must be specifically designed by combining digital delivery content with learning support system services and facilities.

According to Semesta (2019) Learning Evaluation state that, In foreign language learning, especially English language learning, the use of digital technology is a necessity, aimed at overcoming problems that often occur when the learning process takes place, such as: lack of class hours to increase student time in practicing language skills, the limitations of authentic learning materials and too many students learn. For that reason, the E-learning model is an innovation that can be done to facilitate students in improving their abilities. E-learning is a learning process that involves digital devices in student learning activities which will be able to provide new learning spaces and cultures so that learning activities can take place anytime and anywhere.

Such was the case, the use online learning is currently very necessary, because the information that is get to improve teenagers's skill today is not limited only to classroom, but also to the online platform. Online-based learning applications developed can be source that can be accessed openly. One of them is from Google Form. It can be a support tool for teachers and students in the process of teaching and learning activities in schools and can facilitate communication between teachers and students. The use of Google form, which is a part of Google, is a way to save paper, so this method can maintain the sustainability of the earth. The facilities available on Google are very many from Gmail (Google email), Google chrome, Google calendar, Google groups, Google labs, Google search, Google news, Google product search, Google maps, Google earth, Google books, Google drive, Google docs, Google play, Google chrome, Google videos, Youtube, Google translation, Google scholar.

Google form is an amazing feature of Google Drive. With this facility we can turn it into an Online Problem that we can use for the benefit of education in schools. Today we life in a digital age, where information technology plays an important role in life. Similarly, in schools or madrassas cannot ignore it. The use of technology in schools has become very strategic. Google has provided many conveniences. By using an Android smart phone or laptop we can make the most of Google's feature called Google form.

## **B. Problem Statement**

Based on the background above, the formulation of the research problem is as follows, what are the teacher's strategies in teaching reading to optimize the function of Google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar?

## **C. Objective of the Research**

This study objective is to find out the teacher strategies in teaching reading to optimize the function of Google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar.

## **D. Significance of the Research**

From the results of this study, it is hoped that there are several things namely theoretically and practically as follows:

### **1. Theoretically**

For theoretical contributions, research can be used to enrich the existing literature and research on teacher strategies in optimizing the Google form function in giving students online worksheets and the research results are expected to confirm and clarify previous research on learning conducted using electronic or computer systems so that they can support the process of learning English and further research is expected to add theories related to online learning English.



## 2. Practically

In practical terms, this study can be useful as follow :

### a. For the teacher

The results of this study can be used as a reference by teachers to improve the quality of teaching English using digital technology and various modern educational tools.

### b. For students and School

This research is expected to provide new experiences for students using digital technology in learning English. And also this research is expected to provide new experiences for teacher using digital technology in learning English. This research is expected to be a reference source for further studies on related “The teacher’s strategies in teaching reading to optimize the function of Google form in giving the student’s online worksheet”

### c. For research

This research can be used as a reference by researcher and the next researcher who want to know about students’ inhibition in English reading class.

### **E. Scope of Study**

The scope of research is limit the teacher's strategies in teaching reading to optimize the function of Google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar. In this study, the researcher will observe and interview the informant focus on the teacher's strategies for reading class.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

##### Some of the findings of previous research

As a theoretical basis, this study includes several previous studies related to the teacher's strategies in teaching reading to optimize the function of Google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar.

The first relevant research was made by Iqbal Muhammad (2018) from the results of the research, namely using Google form for student worksheet as learning media, namely it is briefly explained again that the creation of student worksheets requires the stages in the process and produces several forms of worksheet models that can be tailored to the needs. Besides, teachers and students are more accessible in the process of sending and receiving worksheets that are done online. By preparing worksheets through the Google form, it creates a stimulating, interactive learning environment and saves time.

The second relevant research was made by Priyanda R. (2021) from the results of the research, namely Google Forms as Worksheets to Foster Students' Learning Interest and Autonomy During Online Mathematics Learning, namely The use of GF as worksheet could foster students' learning interest and autonomy.

Relative Frequency show that only few students that did not have high interest in learning.

The conclusion related to learning autonomy is got by analyze the level of completeness. More than a half of students have completed their learning independently.

The third relevant research was made by Untari in (2020) from the results of her research, namely student's view towards the use of Google form application in teaching reading, namely The majority of the students thought that their experience in using Google forms had the benefit and ease of reading learning.

The fourth relevant research was made by Rinaldi in (2022) from the results of research, namely Google Form as an online assessment tool to improve the students' vocabulary mastery, namely There was a significant difference in vocabulary mastery of students who were taught by traditional assessment and those who were taught with Google Forms as an online assessment.

## **B. Some Partined Ideas**

### **1. Teachers strategies**

#### **a. Definition teachers strategies**

Understanding Teacher Strategy In order to achieve specific goals in an activity, a careful plan is needed to understand Strategy based on Big Dictionary of Languages. Meanwhile, according to Syaiful Bahri Djamaroh (2002), "strategy is a way or a method, while In general, strategy is an outline of the course for action in an effort to achieve the goals that have been determined.

According to Kunandar (2009), in order to educate students as well as teach at the same time directing and training students, assessing and evaluating are The duties of a professional teacher in a formal education are: primary and secondary education levels.

However, when it comes to teaching and learning, Strategy can be interpreted as a general pattern of teacher activities and students in the embodiment of teaching and learning to achieve the goals that have been outlined. People who transmit knowledge to students in a learning activity is the task of a teacher in a place or in a formal educational institution (Abu Ahmadi dan Joko Tri Prasetyo, 1997 : 11).



## **b. Various Strategies**

Strategies that exist in education that can be used by teachers so that they can achieve a target from education. In general, there are several approaches to strategy, namely:

### a) Expository Learning Strategy

In learning, students only listen to the teacher and digest lessons that are taught and have been prepared by the teacher complete, neat and systematic. This is based on Anissatul's thoughts Mufarokah (2009).

To acquire the basic skills learned as well as information then a teacher helps students in learning by teaching gradually. Based on the expository strategy, learning is carried out in stages, namely step by step so that students acquire structured declarative knowledge and procedural knowledge so that in expository learning it is designed to support student learning. In a learning process, the expository strategy is teacher-oriented. Because the teacher is the dominant role holder (Kardi S., dan Nur M. 1999 : 3).

### b) Heuristic Learning Strategy.

In this heuristic strategy, it explains that how is the effort of a teacher in providing a stimulus to a lesson so that students understand the learning material in the process so that students are more active and able to look for data and facts in formulating a problem, setting hypotheses and solving problems and being able to present (Oemar Hamalik, 2001 : 219).

According to this strategy, students are more active in learning and Students can develop their thinking that is intellectual intelligence so that in the student learning process more active.

The methods contained in the heuristic strategy are discovery and inquiry.

Discovery method (discovery) is a learning that before arriving at the generalization then teach by using object manipulation and experiments with emphasis on teaching to individuals (suryosubroto, 1997 : 193).

The inquiry method is a learning made so that students are actively involved in the teaching and learning process so that students can gain knowledge, values and skills in a way that students can process the messages obtained.

c) Reflective learning strategies

In building new knowledge, learning according to constructivism is to direct students' experiences together. That knowledge is regulated from within the students themselves, not from outside the students themselves. Reflective learning is a learning method that is in line with the theory of constructivism (H. Dalle 2012 : 384-386).

To help students understand the subject matter, namely through the experiences possessed by the students themselves so that in the learning

process students are more active in thinking and reflective. So in training children to think actively and reflectively is the design of a reflective learning strategy.

## **2. Teaching Reading**

### **a. Definition of reading**

People sometimes do not understand what is reading because some experts used terminology like reading comprehension and also used reading. The readers always confused about the definition of reading. This is because they think that reading just read the materials without comprehension.

According to Dalman (2014: 5) states "Reading is an activity or cognitive process that seeks to find a variety of information. or cognitive process that seeks to find various information contained in writing. contained in writing. This means that reading is a thought process to understand the content of the text being read. Therefore, reading is not just seeing collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse only, but more than that, reading is an activity of understanding meaningful symbols, signs, writings so that the message conveyed by the writer can be received by the reader. conveyed by the author can be received by the reader.

According to Nurhadi (2016: 2) Reading is a critical-creative reading processing process carried out by readers to obtain a comprehensive understanding of the reading, which is followed by an assessment of the circumstances, value, function, and impact of the reading. According to Ana Widyastuti (2017: 2)

"Reading is an activity that involves auditive (hearing) and visual (observation) elements. The ability to read begins when children enjoy exploring books by holding or flipping through books. Language is the child's main communication tool to express their wants and needs."

By looking over those definition above, it can be concluded that reading comprehension is an active process where the readers try to gain the information given by the author and understand the reading text well.

#### **b. Techniques of Teaching Reading.**

Techniques of Teaching Reading. Techniques are the ways and means adopted by the teacher to direct the learners` activities toward an objective. According to Gerlac, Ely, and Melnick. (in Ranardo). In teaching and learning process, a teacher should use various techniques to make the students more understand about the material. Reading is more complex than other language skills. After knowing how important the reading, the English teacher must be able to encourage their students to make reading as their habit and make them accustomed to reading. The techniques used by the teacher are one factor that may determine the success of instruction. According to Walker (in Ranardo), there are some common applied techniques in teaching reading. The techniques are:

##### 1) Cloze Instruction

The instructional cloze is a technique that develops comprehension by deleting target words from a text. This encourages the students to think about what

word would make sense in the sentence and in the context of the entire story. For example: Mrs. Lee lives in the city. She does not live in the \_\_\_\_1\_\_\_\_. Every day she goes to the \_\_\_\_2\_\_\_\_.She buys milk and fresh bread \_\_\_\_3\_\_\_\_ for the children. She does not go \_\_\_\_4\_\_\_\_ the but.She drives a car.

## 2) Directed Reading Activity (DRA)

A direct reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role. He develops background knowledge, introduces new words, and gives the students a purpose for reading. Then he directs the discussion with questions to develop reading comprehension. Finally, he reinforces and extends the skills and knowledge develops in the story. For example: The teacher introduces the words "industry" and "economy" to students. For each word, the teacher writes a sentence from the text that includes the word. The teacher includes enough surrounding sentences so that students have sufficient context to figure out what the word might mean.

## 3) Question- Answer Relationships (QAR)

A question-answer relationship (QAR) is a technique used to identify the type of response necessary to answer the question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer the questions facilitates comprehension and increases a student's ability to participate in teacher directed discussion .In this example, the teacher provides a question for students to practice answering individually.



#### 4) Directed Reading- Thinking Activity (DRTA)

Direct reading thinking activity is an instructional format for teaching reading that includes three stages: readiness for reading, activate reading, and reacting to the story.

#### 5) Readers Theatre

Readers theater is a dramatic interpretation of a play script through oral interpretive reading. The story, theme, and character development are conveyed through intonation, inflection, and fluency of oral reading. For example: the students play drama.

#### 6) Repeated Reading

Repeated reading is the oral rereading of a self-selected passage until accuracy and speed are fluent and represent the natural flow of language. For example: the students read the text several times for understand the reading.

#### 7) Summarization

Summarization teaches the student how to write summaries of what he reads. He is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. Th. For example: The students write in a short paragraph the most important information.

#### 8) Word Cards

The word cards technique is a technique that can be used to develop the imagination and creativity of students in order for students to be able to think critically. Because in this technique the students are required to be more creative and develop

their thinking. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary. The teacher might evaluate himself by asking the students about his techniques. Besides, the teacher is always trying to improve his techniques become more creative and fun, it can make the student easy to understand about the material.

### 3. Google form

#### 1. Definition of Google form

According to Gavin (2019), Google Forms is a survey technology that enables anybody with a Google account to quickly send out questionnaires or surveys and receive data in a timely and organized. In addition, Ramaraj (2020) stated that Google Forms is a web-based application that is used to create forms for data collection purposes, so the teacher and students can use it to make surveys, quizzes, or event organizations.

Google forms is a service from Google that allows you to create surveys, ask and answer questions with online form features that can be customized according to your needs. Google currently continues to innovate from its various platforms, including Google docs, which one of its features also presents Google forms. Usually used for several things such as making questionnaires, making quick counts of opinions, making online registration forms, then managing them and much more.

The benefits and uses of Google Forms Some of them are making it easier for you to create as well as collect or collect data. Google forms will collect data

properly and of course in real time. So, you don't need to spend a lot of energy to give questions one by one to the person concerned, let alone to print the questions on paper after questionnaire. Now, technology has made everything easier. You only need to share a link from the Google form that has been created, then let people fill out online questionnaires.

That way, you don't have to waste media in the form of paper, ink, waste time and energy. And what is no less important is that the security of the questionnaire data that you submit will be guaranteed. google forms will save the data in your Google drive automatically. The data can be ascertained will not be lost and damaged.

## 2. Function of Google form

According to Adani, Muhammad Robith (2020), there are several functions of google form, namely :

### a. Questionnaire

The first function is to create a form for the needs of the questionnaire. Where, it contains criticism, suggestions, feedback, evaluation data, and the need for research forms. The questionnaire itself is widely used in the fields of education, business, and scientific research.

### b. Job Registration

The second function is used to create job registration forms. People who want to register for work, will also fill out a job registration form easily and

quickly through this Google form. It is enough to fill in your name, questions, and the job position you are interested in.

c. Contact Information

Third, serves to create a contact information requirement form. Usually it can be a form to fill in the email name, membership contact, and personal information for marketing purposes (marketing).

d. Worksheet

Fourth, it can function as a form for filling out worksheets. The data used usually contains forms to upload files, work on school assignments in the form of choices or essays, and so on.

e. Product Purchase

And the last function, for making product purchase forms. So users do not need to record the results of product sales manually. However, all the information will be recorded properly using google form.

### 3. How to Make a Google Form for Beginners

According to Adani, Muhammad Robith (2020), there are several steps in using Google Forms that are precise and easy.

a. Setting up user accounts

The first step, make sure you have a Google account and have entered in Google drive. After that, click the “new” button in the upper left corner of the interface. After several options appear, you select the menu labeled “Google Forms”

b. Fill in the Google form as needed

After entering the form menu, make sure you have a purpose for the topic you are going to create. Google will provide a blank template as well as several selected templates to facilitate the process of working on the form.

The first thing you have to fill in is to fill in the title and description of the form. Then, make a list of questions according to your initial needs and goals. In the form, there are many models of questions and filling out.

There are several choices of charging models that you can use, including:

1) Multiple Choice

This model is in the form of multiple choice and is usually used for making choice answers such as "yes" or "no", and mixed multiple choice.

2) Checkbox Options

This model uses a check box form option and the user can choose more than one choice or answer.

3) Dropdown Options

The dropdown option is an answer model in the form of a retractable list.

4) Selection of date and time format

The choice of date and time format is one of the models available in Google form.



#### 5) Short and long answers

If you need an option menu to write answers in text form, then this form also provides a model for filling out descriptions in both short text and long text.

After successfully creating the form, don't forget to press the "send" button located in the upper right corner of the application interface. Then, you can share the form link that was successfully sent to the respondent.

#### c. Shorten Google form link (optional)

If you want a shorter link form format, there are several ways to make it happen. You can open website links from Shorturl or on Bitly.

#### d. Monitoring responses from respondents

After you share the form link to each respondent, your job is only to monitor the activities of the respondent who fills out the form. To be able to see the results of filling out surveys or responses from users, you can enter the respondent menu. You can also download the results of the responses via the spreadsheet view.

#### 4. Advantages of Google Forms

According to Adani, Muhammad Robith (2020), there are several advantages of using Google Forms, including the following:

a. Open Source

Because the Google form itself is included in the G-Suite section, it is included in an application that can be accessed for free. You don't have to pay for each form or project.

b. Easy to use

The next advantage is that the Google Forms application is also easy to use and there are lots of guides available. You can also read various guides from Google and the available forums. In addition, the simple interface allows users to develop forms more quickly and easily.

c. Easy to share

In addition, this application is also easy to share with respondents. Simply by pressing the send button or submit, your form link can be created and shared with the respondents you have specified.

d. Presentation of Correspondent Response Data Varies

Furthermore, the presentation of data from respondents can be displayed in various models, such as graphs, to pies which are summarized in a spreadsheet format.

5. Disadvantages of Google Forms

According to Adani, Muhammad Robith.(2020), in addition to having advantages, this web-based application also has several disadvantages, including the following:

a. Not Providing Thurstone Scale Surveys

Google forms only provide 10 linear scale constraints, and nothing more. For those who do not know what the Thurstone scale is, it is a scale model that is prepared by selecting items in the form of an interval scale.

b. Not using Equation

The next drawback is that you can't use the equation directly. For google form itself has not accommodated mathematical symbols in making the form.

#### 4. Worksheet

1. Definition of Worksheet

Student worksheets are one of the learning resources that can be developed by teachers as facilitators in learning activities. The prepared Student Worksheets can be designed and developed according to the conditions and situations of the learning activities to be faced. Student Worksheets are also learning media, because they can be used together with other learning resources or learning media. Student Worksheets become learning resources and learning media depending on the designed learning activities.

Learning media according to Heinich as quoted by Azhar Arsyad (2004: 3) are media that carry messages or information with instructional purposes or contain teaching purposes. Aliah Abdullah as quoted by Sumarni (2004: 16) defines learning media as a source of information in the form of printed materials/books, magazines, student worksheets, and the like that can be used to support the learning

process in presenting or absorbing subjects. Learning by using media allows students to learn with their five senses. According to Surachman quoted by Sumarni (2004: 15-16), student worksheets are a type of hand out which is intended to help students learn in a directed manner. According to Slamet (in Sumarni: 2004:15) learning is influenced by two factors, namely internal factors in the form of students' initial abilities and external factors in the form of learning approaches. The learning approach can be done using student worksheets.

Student Worksheets apart from being a learning medium also have several other functions, namely:

- a. Is an alternative for teachers to direct teaching or introduce a particular activity as a teaching and learning activity.
- b. Can be used to speed up the teaching process and save time presenting a topic.
- c. Able to find out how far the material has been mastered by students.
- d. Can optimize limited teaching aids.
- e. Help students to be more active in the teaching and learning process.
- f. Can arouse students' interest if the worksheets are arranged neatly, systematically, easily understood by students so that it is easy to attract students' attention.
- g. Can foster self-confidence in students and increase learning motivation and curiosity.

- h. Can facilitate the completion of individual, group or classical tasks because students can complete assignments according to their learning speed.
- i. Can be used to train students to use time as effectively as possible.
- j. Can improve students' ability to solve problems.

The way of presenting subject matter in student worksheets includes the delivery of material in brief activities that actively involve students, such as practice questions, discussions and simple experiments. In addition, the preparation of the right student worksheets can be used to develop process skills.

## 2. Student Worksheet Quality Criteria

The existence of student worksheets gives a considerable influence in the teaching and learning process, so that the preparation of worksheets must meet various requirements, namely didactic requirements, construction requirements, and technical requirements. (Hendro Darmodjo and Jenny R.E. Kaligis 1992: 41-46).

### a. Didactic conditions

regulates the use of universal worksheets that can be used well for students who are slow or smart. Student worksheets emphasize the process of finding concepts, and most importantly in student worksheets there are variations in stimuli through various media and student activities. Student worksheets are expected to prioritize the development of social, emotional, moral, and aesthetic communication skills. The



learning experience experienced by students is determined by the student's personal development goals.

b. Construction requirements

Construction requirements relate to the use of language, sentence structure, vocabulary, level of difficulty, and clarity in student worksheets.

c. Technical requirements

Technical requirements emphasize the presentation of worksheets, which are in the form of writing, pictures and text appearance in worksheets.

Didactic requirements for the preparation of student worksheets.

Quality worksheets must meet the didactic requirements which can be described as follows:

- 1) Invite students to be active in the learning process.
- 2) Emphasize the process of finding concepts.
- 3) Has a variety of stimuli through various media and student activities according to the characteristics of the curriculum.
- 4) Can develop social, emotional, moral, and aesthetic communication skills in students.
- 5) The learning experience is determined by personal development goals.

Construction Requirements Preparation of student worksheets

Construction requirements are requirements relating to the use of language, sentence structure, vocabulary, level of difficulty, and clarity, which

in essence must be appropriate in the sense that it can be understood by the user, namely students. The construction requirements are:

- a. Use language appropriate to the child's maturity level.
- b. Use clear sentence structures.

The things that need to be considered so that the sentence becomes clear, namely:

- 1) Avoid complex sentences.
  - 2) Avoid "unclear words" such as "maybe", "approximately".
  - 3) Avoid negative sentences, especially double negative sentences.
  - 4) Using positive sentences is clearer than negative sentences.
- c. Have a sequence of lessons according to the child's ability level. Moreover, the concept to be addressed is something complex, it can be broken down into simpler parts first.
  - d. Avoid overly open-ended questions. It is recommended that the questions are entries or answers that are obtained from the results of processing information, not taking from an unlimited knowledge treasury.
  - e. Do not refer to source books that are beyond the student's legibility ability.
  - f. Provide sufficient space to provide flexibility for students to write and describe on student worksheets. Provide a frame where the child must

write down the answer or draw a picture as instructed. This can also make it easier for teachers to check student work.

- g. Use simple and short sentences. Long sentences do not guarantee clarity of instructions or content. But sentences that are too short can also invite questions.
- h. Use more illustrations than words. Pictures are closer to the concrete nature while words are closer to the "formal" or abstract nature so that they are more difficult for children to grasp.
- i. Can be used by children, both slow and fast.
- j. Have clear goals and be useful as a source of motivation.
- k. Have an identity to facilitate administration. For example, class, subject, topic, name or names of group members, date and etc.

#### Technical Requirements Preparation of student worksheets

- a. Writing
  - 1) Use printed letters and do not use Latin or Roman letters.
  - 2) Use bold, slightly larger fonts for topics, not underlined plain fonts.
  - 3) Use short sentences, no more than 10 words in one line.
  - 4) Use a frame to distinguish the imperative sentence from the student's answer.
  - 5) Make sure that the ratio of the size of the letters to the size of the picture is harmonious.

### b. Picture

A good picture for student worksheets is an image that can convey the message/content of the picture effectively to students' worksheet users.

### c. Appearance

Appearance is very important in worksheets. Children will first be interested in the appearance not in the content.

### 3. Benefits of Student Worksheets

The benefits of Student Worksheets are as follows (1) Can help teachers in directing their students to be able to find concepts through their own activities or in work groups; (2) Can be used to develop process skills, develop scientific attitudes and arouse students' interest in the natural surroundings; (3) Make it easier for teachers to see the success of students in achieving learning goals; (4) Make it easier for teachers to manage the learning process because the learning process is usually in the hands of the teacher (teacher centered) but has now turned into a learning activity held by students (student center).

According to Syarifuddin (1996), the benefits of Student Worksheets consist of A. Benefits for students (1) Student Worksheets are used to find out whether students already know the lesson material provided; (2) Student Worksheet is an improvement effort, with feedback obtained after working on weaknesses, even students carefully know the chapter or part of the same material that they do not know. Thus there is motivation to increase mastery; Student Worksheet As a

diagnosis of the subject matter that has been studied by students is knowledge, skills or attitudes.

Benefits for teachers (1) Teachers can find out the level of student achievement in presenting the main / sub-topics through student worksheets given by the teacher. Thus the teacher can take the necessary steps to address the students who are lacking or weak; (2) With Student Worksheets, teachers know how, from textbook materials that have not yet become the property of students.

According to Wandhiro (2011: 6) the benefits of preparing Student Worksheets are (1) Assisting teachers in preparing lesson plans; (2) Activating students in the teaching and learning process (3) As a guide for teachers and students to add information about the concepts learned through systematic learning activities; (4) Helping students obtain notes about the material to be studied through learning activities; (5) Helping students to add information about the concepts learned through systematic learning activities; (6) Train students to find and develop process skills, and (7) Activate students in developing concepts.

According to Wandhiro (2011: 6) the benefits of preparing Student Worksheets are (1) Assisting teachers in preparing lesson plans; (2) Activating students in the teaching and learning process (3) As a guide for teachers and students to add information about the concepts learned through systematic learning activities; (4) Helping students obtain notes about the material to be studied through learning activities; (5) Helping students to add information about the concepts

learned through systematic learning activities; (6) Train students to find and develop process skills, and (7) Activate students in developing concepts.

From the description above, it can be concluded that the benefits of Student Worksheets media for both students and teachers in preparing lesson plans, helping students understand the material, activating and training students in the learning process and developing process skills.

#### 4. Advantages and Disadvantages of Method Student worksheet

According to Alan (2012), Ratna (2013) Lismawati (2010) as follows: the advantages of student worksheets (LKS) are (1) Can make independent learning media for students; (2) Increasing student activity in participating in teaching and learning activities; (3) Practical and affordable price; (4) The material is more concise and includes the entire material; (5) As a substitute for other media when audio-visual media, for example, encounters obstacles with electricity, learning activities can be replaced with student worksheets; (6) Does not use electricity so that it can be used by schools in rural and urban areas (7) The quality aspect of delivering learning messages is being able to describe words, numbers, musical notation, two-dimensional images, and diagrams with a very fast process.

According to Alan (2012), Ratna (2013), Lismawati (2010) lacks Student Worksheets, namely (1) The questions contained in the student worksheets tend to be monotonous, the next section or chapter can appear; (2) There is concern that teachers only rely on the worksheet media, and use them for personal interests. For example, students are asked to do the worksheet then the teacher leaves the students

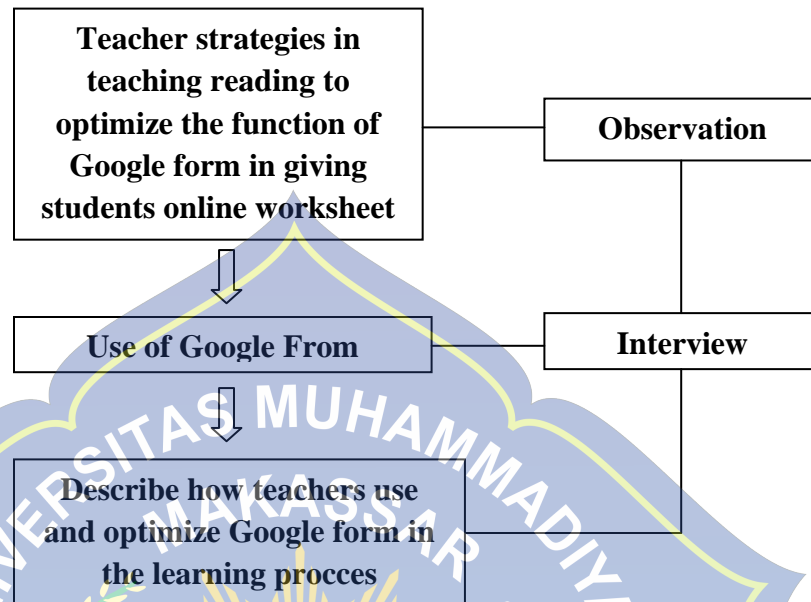


and returns to discuss the LKS; (3) Student Worksheets issued by publishers tend not to match the concepts being taught; (4) Print media only emphasizes more on cognitive lessons, rarely emphasizes emotions and attitudes; (5) Leads to boring learning for students if it is not combined with other media; (7) It is difficult to provide guidance to readers who have difficulty understanding certain passages; (8) Requires prerequisite knowledge so that students can understand the material described. Students who do not meet these prerequisite knowledge assumptions will have difficulty understanding.

From the description above, the advantages of Student Worksheets as independent media, activating students, practical, quality delivery and do not use electricity and can be used anywhere, while the drawbacks tend to be monotonous, only cognitive, difficult to provide guidance to students who do not able to translate assignments and requires prerequisite knowledge.



### C. Conceptual Framework



**Figure 2.1, Conceptual Famework**

In this research, the researchers focused on the teacher's strategy in teaching reading and how the teacher optimizes the use of Google form in teaching, one of which is in providing student worksheets. in the first stage the researcher will make observations in the classroom when the English teacher is carrying out the teaching process. after observing the researchers conducted interviews with English teachers and gave some questions related to the use of Google form in the learning process so that researchers could describe how teachers use and optimize Google form in the learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

This research was a qualitative research with observation, and interviews. In analyse the data, the researcher was used 2 steps to determine the research data from English Teachers at SMP Muhammadiyah 1 Makassar, the first step is observation, in this observation the researcher was to observations by observing the used of learning media applied by the teacher in the classroom with the aim of recognizing the initial conditions so that at the interview section the researcher can better explore the questions that was asked to the informants. Then in the second step, a semi-structured interview was conducted to find out and describe how each English teacher perceives the used of Google form in teaching the English language in the classroom.

#### **B. Research Subject**

The subjects in this research is English teachers at SMP Muhammadiyah 1 Makassar, and 1 teachers was the informants. Each represents, namely 1 English teacher representing class IX.

#### **C. Research Instrument**

The research instrument is the most important part in research to determine the instrument to be used in collecting data, this is in line with the opinion of Nasution (2016) Research instruments can also be interpreted as a tool to collect,

process, analyze and present data systematically and objectively with the aim of solving a problem or testing a hypothesis. Because this research is a qualitative research, in this study the researcher was used 2 step as instrument to collect data, namely:

### 1. Observation Instrument

The observation instrument is a tool that serves as a guide for observers to find the results of their observations about the things that are the material for their observation. The purpose of observation is to make it easier for researchers to recognize the initial conditions before stepping into the interview session so that researchers can witness and observe directly the learning process to see if the teacher really used language transfer so that during the interview session the researcher can explore questions according to the reality that occurs. in class during the learning process.

### 2. Semi Structured Interview Instruments

In this study, researcher was conduct interviews with English teachers at SMP Muhammadiyah 1 Makassar regarding the teacher strategies in teaching reading to optimize the function of Google form in giving students online worksheet in the English learning process.

#### **D. Data Collection**

In collecting data, researchers was the observations by following the classes as participants in learning activities for 4 meeting to teachers who was an informant. In the observation process, the researcher will observe and witness directly the learning process and the used of Google form carried out by the teacher while teaching, in this session the researcher only focuses on observing it. After the observation process, the researcher was conduct interviews to collect data, in this step the researcher will conduct an interview session with English teachers at SMP Muhammadiyah 1 Makassar who was informants in this study. In the interview session the researcher was ask several questions regarding the use of Google form by teachers based on the results observed after the previous observation process and assisted by an interview guide that has been prepared by the researcher, this aims to show the teacher's strategy in using google form when teaching English.

#### **E. Data Analysis**

The researcher was analysis the data after doing observations in the classroom, then further data analysis was be catch after the data from the interviews conduct by the researchers to the informants are collect, after that the researchers compare the results of observations and interviews from English teachers as the informants of this study.

The data analysis technique was be apply by the researcher as a further process after data collection. In analyzing the data, the researcher used the

components according to Miles & Huberman in Wanto (2017) namely with three stages, including data condensation, data display, conclusions drawing.

### 1. Data condensation

Data condensation was to carried out after conducting observations and interviews, in this stage the researcher was collect the data found in advance such as the results of field notes in the form of observations and also transcripts of the results of interviews conducted with informants, after that the researcher was simplify the form of data collected, collected by selecting the parts that are considered more focused on the variables of this research, the important parts that was be taken and separated again by the researcher so that the data can focus on the goals to be achieved.

### 2. Data display

In this section the researcher attempts to classify the data obtained, the goal is that the data can be structured properly, in this case the researcher was also see how far the information that has been obtained from the results of analyzing the data, where the researcher was find out more specifically about the variables of the study.

### 3. Conclusions drawing

In this section, the researcher draws conclusions to verify the data, in this case the researcher was compare the results of the research subject with the basic concepts in this study, the researcher was look for results in the form of similarities and differences so that an objective conclusion can be drawn.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter is divided into two parts, namely findings and discussion. It shows the research results and explains more about the findings. The research findings answer research questions about teacher strategies in learning to read to optimize the Google Form function in giving online student worksheets at SMP Muhammadiyah 1 Makassar. And the discussion section of future information is also provided by the researcher.

#### A. Findings

Researchers conducted research at SMP Muhammadiyah 1 Makassar, in the odd semester of the 2023/2024 school year. The population in this study were class IX teachers using purposive sampling, which reflected the use of the Google form in giving the students online worksheet. Research findings based on observation and interview results.

Based on the results of observations that have been made in the classroom by researchers. The researcher found:

##### a. The teachers strategies in teaching reading.

In the teaching and learning process in the classroom there are several strategies used by English teachers in teaching reading to optimize the Google Form function in giving students online worksheet, including:

### 1. Expository learning strategy

Based on the results of observations that have been made in class by researchers. Researchers found that teachers started class by giving greetings and motivational sentences to students. after that the teacher explains the learning material that has been prepared by the teacher.

This finding was strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said :

*“dalam proses belajar mengajar saya menggunakan strategi pembelajaran ekspositori agar siswa memperoleh pengetahuan deklaratif terstruktur dan pengetahuan prosedural dan strategi pembelajaran inkuiri saya gunakan agar siswa terlibat aktif dalam proses belajar mengajar”*

(in the teaching and learning process I use expository learning strategies so that students acquire structured declarative knowledge and procedural knowledge and I use inquiry learning strategies so that students are actively involved in the teaching and learning process)

### 2. Inquiry learning strategy

Based on the results of observations that have been made in class by researchers. Researchers found that the teacher directed students to form groups and students worked together to find sentence conclusions in the reading material that the teacher had previously discussed.

This finding was strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“dalam proses belajar mengajar saya menggunakan strategi pembelajaran ekspositori agar siswa memperoleh pengetahuan deklaratif terstruktur dan pengetahuan prosedural dan strategi pembelajaran inkuiri saya gunakan agar siswa terlibat aktif dalam proses belajar mengajar”*

(in the teaching and learning process I use expository learning strategies so that students acquire structured declarative knowledge and procedural knowledge and I use inquiry learning strategies so that students are actively involved in the teaching and learning process)

b. Optimizing the function of Google Form

1. Attendance use Google Form

Based on the results of observations that have been made in class by researchers. The researcher found that the teacher took student attendance by mentioning the names of the students in the class and after that the teacher compared the absences in class and the absences that the teacher made on the Google form and gave the link to the students.

This finding was strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“saya menggunakan beberapa strategi dalam mengajar membaca untuk mengoptimalkan fungsi google form yaitu mulai dari awal masuk kelas saya pernah mengabsen siswa melalui media google form, ini menurut saya sebagai salah satu cara untuk mengoptimalkan fungsi google form ...”*

(I use several strategies in teaching reading to optimize the function of Google Form, namely starting from the beginning of entering class. I have taken student attendance through the media of Google Form. In my opinion, this is one way to optimize the function of Google Form)

From the results of the interviews it can be seen that the teacher has a strategy in teaching reading to optimize the Google Form function for students who take attendance first using the Google Form media.

## 2. Provision of material before learning.

Based on observations made in class by researchers, researchers found that during the teaching and learning process in class, the English teacher discussed the reading material that the teacher had made using the Google form media that the teacher gave at the previous meeting to study.

This finding is also reinforced by the results of interviews with English teachers at SMP Muhammadiyah 1 Makassar who said

*“selanjutnya sebelum masuk dikelas reading saya membuat materi yang akan saya ajarkan dalam bentuk google form untuk dipelajari siswa sebelum kelas dimulai....”*

(Then before entering the reading class I make the material that I will teach in the form of google form for students to study before class starts)

From the interview results it can be seen that the teacher has several strategies in teaching reading by optimizing the Google Form function in providing online worksheets for students, one of which is providing material before learning.

## 3. Material Evaluation

Based on the results of observations that have been made in class by researchers. The researcher found that at the end of the teaching and learning process in the classroom the English teacher provided online worksheets in the form of a Google form to evaluate students' understanding of the material that had been discussed previously.

This finding is also strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“Diakhir pembelajaran reading saya memberikan link google form yang bisa mereka akses untuk mengerjakan lembar kerja siswa online yang telah saya buat sebelumnya untuk dijadikan bahan evaluasi pembelajaran selanjutnya”*

(At the end of the reading lesson, I provide a Google form link that they can access to work on the online student worksheets that I made earlier to be used as evaluation material for further learning.)

From the results of the interviews it appears that the teacher has several strategies in teaching reading by optimizing the Google Form function in providing online worksheets for students, one of which is by evaluating students' understanding of the material that has been taught.

#### 4. Close instruction

Based on the results of observations that have been made in class by researchers. The researcher found that the teacher used the technique to develop students' understanding by removing the target words from the text. This encourages students to think about what words make sense in the sentence and in the context of the whole story.

This finding is also strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“. Selain dari beberapa strategi yang tadi saya katakan ada juga beberapa strategi yang saya terapkan di dalam soal lembar kerja online siswa yaitu close instruction, question and answer, repeated reading and summarization”.*

(Apart from the several strategies that I said earlier, there are also several strategy that I apply in the online student worksheet questions, namely close instruction, question and answer, repeat reading and summarization)

From the results of the interviews it can be seen that the teacher has several strategies in teaching reading by optimizing the Google Form function in providing online worksheets for students, one of which is close instruction.

#### 5. Question and answer (QnA)

Based on the results of observations that have been made in class by researchers. Researchers found that teachers use techniques to identify the type of response required to answer questions. Questions are the most common way to evaluate reading comprehension; therefore, knowledge of the sources of information needed to answer questions facilitates understanding and enhances students' ability to participate in teacher-directed discussions. In this example, the teacher gives questions in the form of a Google form for students to practice answering individually.

This finding is also strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“Selain dari beberapa strategi yang tadi saya katakan ada juga beberapa strategi yang saya terapkan di dalam soal lembar kerja online siswa yaitu close instruction, question and answer, repeat reading and summarization”*

(Apart from the several strategies that I said earlier, there are also several strategy that I apply in the online student worksheet questions, namely close instruction, question and answer, repeat reading and summarization)

From the results of the interviews it can be seen that the teacher has several strategies in teaching reading by optimizing the Google Form function



in providing online worksheets for students, one of which is question and answer.

## 6. Summarization

Based on the results of observations that have been made in class by researchers. The researcher found that the teacher taught the students how to write a summary of what they read. He is shown how to delete unnecessary information, group similar ideas, decide or make topic sentences where the material is made by the teacher in the form of google form. For example: the teacher gives reading text in the form of Google form to students to write in a short paragraph containing the most important information.

This finding is also strengthened by the results of an interview with an English teacher at SMP Muhammadiyah 1 Makassar who said

*“Selain dari beberapa strategi yang tadi saya katakan ada juga beberapa strategi yang saya terapkan di dalam soal lembar kerja online siswa yaitu close instruction, question and answer, repeat reading and summarization”*

(Apart from the several strategies that I said earlier, there are also several strategy that I apply in the online student worksheet questions, namely close instruction, question and answer, repeat reading and summarization)

From the results of the interviews it can be seen that the teacher has several strategies in teaching reading by optimizing the Google Form function in providing online worksheets for students, one of which is summarization.

## B. Discussion

Discussion of research based on interviews that have been given, researchers collect data classifying conclusions from interview answers. This study found about the about teacher strategies in learning to read to optimize the Google Form function in giving online student worksheets at SMP Muhammadiyah 1 Makassar. The teacher strategies in teaching reading to optimize the function of google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar.

### 1. Teachers' strategies

Based on the results of interviews conducted with teachers at SMP Muhammadiyah 1 Makassar. The researcher found that there are several teacher strategies in teaching reading to optimize the Google Form function. The first is that in the teaching and learning process the teacher uses expository learning strategies so that students acquire structured declarative knowledge and procedural knowledge and use inquiry learning strategies so that students are actively involved in the teaching and learning process. to optimize the Google form function, the teacher applies student attendance through the Google form media. Second, during the teaching and learning process in class, the English teacher re-explained the reading material that the teacher had made using the Google form media provided by the teacher at the previous learning meeting. teachers use expository learning strategies and inquiry learning strategies in the

learning process. third, at the end of the teaching and learning process in class the English teacher provides online worksheets in the form of a google form to evaluate students' understanding of the material discussed previously. The results of the interviews also show that teachers also have several strategies in teaching reading by optimizing the Google Form function in providing online worksheets to students, namely closing instructions, question and answer, and summarization.

Based on the explanation above, this is closely related to what was stated by experts such as the techniques used by the teacher are one factor that may determine the success of instruction. According to Walker (in Ranardo), there are some common applied techniques in teaching reading. The techniques are:

a. Cloze Instruction

The instructional cloze is a technique that develops comprehension by deleting target words from a text. This encourages the students to think about what word would make sense in the sentence and in the context of the entire story. For example: Mrs. Lee lives in the city. She does not live in the \_\_\_\_1\_\_\_\_. Every day she goes to the \_\_\_\_2\_\_\_\_.She buys milk and fresh bread \_\_\_\_3\_\_\_\_ for the children. She does not go \_\_\_\_4\_\_\_\_ the but.She drives a car.

b. Directed Reading Activity (DRA)

A direct reading activity (DRA) is an instructional format for teaching reading where the teacher assumes the major instructional role. He develops background knowledge, introduces new words, and gives the students a purpose for reading. Then he directs the discussion with questions to develop reading comprehension. Finally, he reinforces and extends the skills and knowledge develops in the story. For example: The teacher introduces the words "industry" and "economy" to students. For each word, the teacher writes a sentence from the text that includes the word. The teacher includes enough surrounding sentences so that students have sufficient context to figure out what the word might mean.

c. Question- Answer Relationships (QAR)

A question-answer relationship (QAR) is a technique used to identify the type of response necessary to answer the question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about source of information required to answer the questions facilitates comprehension and increases a student's ability to participate in teacher directed discussion .In this example, the teacher provides a question for students to practice answering individually.

d. Directed Reading- Thinking Activity (DRTA)

Direct reading thinking activity is an instructional format for teaching reading that includes three stages: readiness for reading, activate reading, and reacting to the story.

e. Readers Theatre

Readers theater is a dramatic interpretation of a play script through oral interpretive reading. The story, theme and character development are conveyed through intonation, inflection, and fluency of oral reading. For example: the students play drama.

f. Repeated Reading

Repeated reading is the oral rereading of a self-selected passage until accuracy and speed are fluent and represent the natural flow of language. For example: the students read the text several times for understand the reading.

g. Summarization

Summarization teaches the student how to write summaries of what he reads. He is shown how to delete unimportant information, group similar ideas, decide on or invent topic sentences, and list supporting details. Th. For example: The students write in a short paragraph the most important information.

h. Word Cards

The word cards technique is technique that can be used to develop the imagination and creativity of students in order to students are able to think

critically. Because in this technique the students are required to be more creative and develop their thinking. These words are placed on individual cards so that they may be used to review and reinforce a recognition vocabulary. The teacher might evaluate himself by asking the students about his techniques. Besides, the teacher is always trying to improve his techniques become more creative and fun, it can make the student easy to understand about the material.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study. Conclusions are formulated from research questions, while suggestions provide some ideas aimed at English teachers and further researchers about the teacher strategies in teaching reading to optimize the function of google form in giving the student's online worksheet at SMP Muhammadiyah 1 Makassar.

#### A. Conclusion

##### 1. Teacher Strategies

The researcher concludes by showing the results of interviews with the teacher about the teacher's strategy in teaching reading to optimize the function of Google Form in giving students online worksheet. There are several strategies used by English teachers in teaching reading to optimize the Google Form function in providing students' online worksheets.

The first is that since the beginning of entering the classroom the teacher carries out student attendance via Google form media, this is as explained in the findings above that there are several strategies and optimizations for using Google form that are applied by the teacher, namely in the teaching and learning process the teacher uses expository learning strategies and inquiry learning strategies. To optimize the function of the Google form the teacher applies,

absence using Google form, Providing material before learning, Evaluation Material, Closing Instructions, Questions and answers (QnA), and Summarization.

The second is during the teaching and learning process in class, the English teacher tells the reading material that the teacher has made using the Google form media given by the teacher at the previous learning meeting. Teachers use expository learning strategies and inquiry learning strategies in the learning process.

The third is, at the end of the teaching and learning process in the classroom the English teacher provides an online worksheet in the form of a Google Form to evaluate students' understanding of the material discussed previously. The results of the interviews also show that the teacher has several strategies in teaching reading by optimizing the Google Form function in giving online worksheets for students, namely close instruction, question and answer (QnA), and summary.

## B. Suggestions

Based on the results of research and discussion, the researcher would like to give some suggestions as follows:

### 1. Suggestion for teacher

The researcher suggests teachers to frequently use google form media as learning media in order to provide online student worksheets or provide material to students more efficiently and on the other hand it can also familiarize students with using google form media in receiving material and doing assignments especially student online worksheets so that they can provide new experience and knowledge about the use of technological media such as this Google Form.

### 2. Suggestion for other researcher

It is suggested to other researchers to conduct further research with the same object but with a different point of view. Based on the explanation above, the researcher would like to suggest other researchers who can present new references in the future. The study can be used as an additional reference for further researchers with different samples and opportunities.

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**A**

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**APPENDIX A**  
**INTERVIEW INSTRUMENT**

<b>Research Focus</b>	<b>Informant</b>	<b>Question</b>
<p>Teacher Strategy in Teaching Reading to Optimize Google Form Functions in Providing Student Online Worksheets.</p>	<p>English teacher</p>	<ol style="list-style-type: none"> <li>1. Have you ever used Google Forms when teaching reading?</li> <li>2. Have you ever provided student worksheets in the form of Google Form?</li> <li>3. What are the steps for implementing Google Form in the process of teaching reading?</li> <li>4. What technique do you usually use to teach reading and combine it with Google Forms as a learning media?</li> <li>5. What is your reason for using the teaching technique?</li> <li>6. What is your strategy in teaching reading to optimize the function of Google Form in providing online worksheets at SMP Muhammadiyah 1 Makassar?</li> <li>7. How do you overcome the obstacles encountered when using Google Forms as a learning medium?</li> <li>8. What are the results achieved from applying Google Form in giving assignments to students?</li> </ol>

### INSTRUMEN WAWANCARA

Fokus penelitian	Informan	Pertanyaan
Strategi Guru Dalam Pengajaran Membaca Untuk Mengoptimalkan Fungsi Google Form Dalam Pemberian Lembar Kerja Online Siswa	Guru bahasa Inggris	<ol style="list-style-type: none"> <li>1. Apakah anda pernah menggunakan google form saat mengajar membaca?</li> <li>2. Apakah anda pernah memberikan lembar kerja siswa dalam bentuk google form?</li> <li>3. Bagaimanakah langkah langkah penerapan google form dalam proses pembelajaran membaca?</li> <li>4. Tehnik mengajar membaca apakah yang biasa anda gunakan dalam mengajar dan mengkombinasikan dengan google form sebagai media pembelajaran?</li> <li>5. Apa alasan anda menggunakan tehnik mengajar tersebut?</li> <li>6. Bagaimana strategi anda dalam mengajar membaca untuk mengoptimalkan fungsi Google Form dalam penyediaan LKS online di SMP Muhammadiyah 1 Makassar?</li> <li>7. Bagaimana anda mengatasi kendala yang dihadapi saat menggunakan google form sebagai media pembelajaran?</li> <li>8. Bagaimana hasil yang di capai dari penerapan google form dalam memberikan tugas kepada siswa?</li> </ol>

**APPENDIX B**  
**OBSERVATION INSTRUMENT**

**1. The identity of the observation**

Observed institutions:

Teacher name :

Date and time:

No.	Teacher Activity	Yes	No	Information
1.	Teachers use Google forms when teaching reading.			
2.	The teacher gives student worksheets in the form of google form.			
3.	The teacher carries out the steps for implementing Google Form in the reading learning process.			
4.	The teacher uses teaching reading techniques in teaching and combines them with Google form as a learning media.			
5.	Teachers carry out strategies in an effort to optimize the use of google forms in teaching and giving assignments to students.			
6.	Teachers find obstacles when using Google form as a learning media.			
7.	Teachers make ways to overcome obstacles when using Google Forms as a learning media.			
8.	The teacher achieves results from applying google form in giving assignments to students.			

## INSTRUMEN OBSERVASI

### 2. Identitas observasi

Lembaga yang di amati :

Nama guru :

Hari, tanggal :

No.	Aktivitas Guru	Ya	Tidak	Keterangan
1.	Guru menggunakan Google form saat mengajar membaca.			
2.	Guru memberikan lembar kerja siswa dalam bentuk google form.			
3.	Guru melakukan langkah langkah penerapan google form dalam proses pembelajaran membaca.			
4.	Guru menggunakan tehnik mengajar membaca dalam mengajar dan mengkombinasikan dengan google form sebagai media pembelajaran			
5.	Guru melakukan strategi dalam upaya mengoptimalkan penggunaan google form dalam mengajar dan memberi tugas kepada siswa.			
6.	Guru menemukan kendala saat menggunakan google form sebagai media pembelajaran.			
7.	Guru melakukan cara untuk mengatasi kendala saat menggunakan google form sebagai media pembelajaran.			
8.	Guru mencapai hasil dari penerapan google form dalam memberikan tugas kepada siswa.			



## APPENDIX C

### Transcription

#### Interview English teacher

##### A. Teacher

##### 1. Teacher strategies

Have you ever used Google Forms when teaching reading?

*“ya, pernah waktu saya mengajar di kelas 9”*

Have you ever given student worksheets in the form of google form?

*“ya, saya juga pernah memberikan lembar kerja siswa dalam bentuk google form ”*

What are your steps in implementing Google Form in the process of learning to read in class?

*“pertama saya menyiapkan lembar kerja siswa dalam bentuk online sebelum masuk dikelas. Kedua , saya mengajar materi tentang reading. Ketiga, diakhir pembelajaran reading saya memberikan link google form yang bisa mereka akses untuk mengerjakan lembar kerja siswa online yang telah saya buat sebelumnya untuk dijadikan bahan evaluasi pembelajaran selanjutnya. Keempat, saya juga biasa menggunakan google form dalam memberikan soal mid semester kepada siswa”.*

What is your strategy in teaching reading to optimize the Google Form function in providing online worksheets at SMP Muhammadiyah 1 Makassar?

*“saya menggunakan beberapa strategi dalam mengajar membaca untuk mengoptimalkan fungsi google form yaitu mulai dari awal masuk kelas saya pernah mengabsen siswa melalui media google form, ini menurut saya sebagai salah satu cara untuk mengoptimalkan fungsi google form, selanjutnya sebelum masuk dikelas reading saya membuat materi yang akan saya ajarkan dalam bentuk google form untuk dipelajari siswa sebelum kelas dimulai. Selanjutnya pada saat kelas dimulai saya menjelaskan kembali materi yang telah saya berikan sebelumnya lewat google form. dalam proses belajar mengajar saya menggunakan strategi pembelajaran ekspositori agar siswa memperoleh pengetahuan deklaratif*

*terstruktur dan pengetahuan prosedural dan strategi pembelajaran inkuiri saya gunakan agar siswa terlibat aktif dalam proses belajar mengajar. Diakhir pembelajaran reading saya memberikan link google form yang bisa mereka akses untuk mengerjakan lembar kerja siswa online yang telah saya buat sebelumnya untuk dijadikan bahan evaluasi. Selain dari beberapa strategi yang tadi saya katakan ada juga beberapa trik yang saya terapkan di dalam soal lembar kerja online siswa yaitu close instruction, question and answer, repeated reading and summarization”.*

How do you overcome the obstacles encountered when using Google Forms as a learning media?

*“Kendala yang sering dihadapi siswa itu ada pada kuota internet dan cara mengakses link google form, untuk kendala kuota internet bagi siswa, kami dari pihak sekolah telah menyediakan wifi gratis untuk digunakan oleh siswa pada saat kelas dimulai. Selanjutnya untuk kendala dalam mengakses link google form, saya menjelaskan kepada siswa terkait langkah-langkah dalam mengakses link tersebut”.*

What are the results achieved from applying Google Form in giving assignments to students?

*“Media google form memberikan pengalaman yang berbeda dalam proses belajar mengajar siswa, serta hasil yang diinginkan juga bisa tercapai dengan memanfaatkan media google form”.*

**APPENDIX D**  
**DOCUMENTATION**



*(observation conducted on 1 August)*



*(observation conducted on 1 August)*



*(observation conducted on 1 August)*



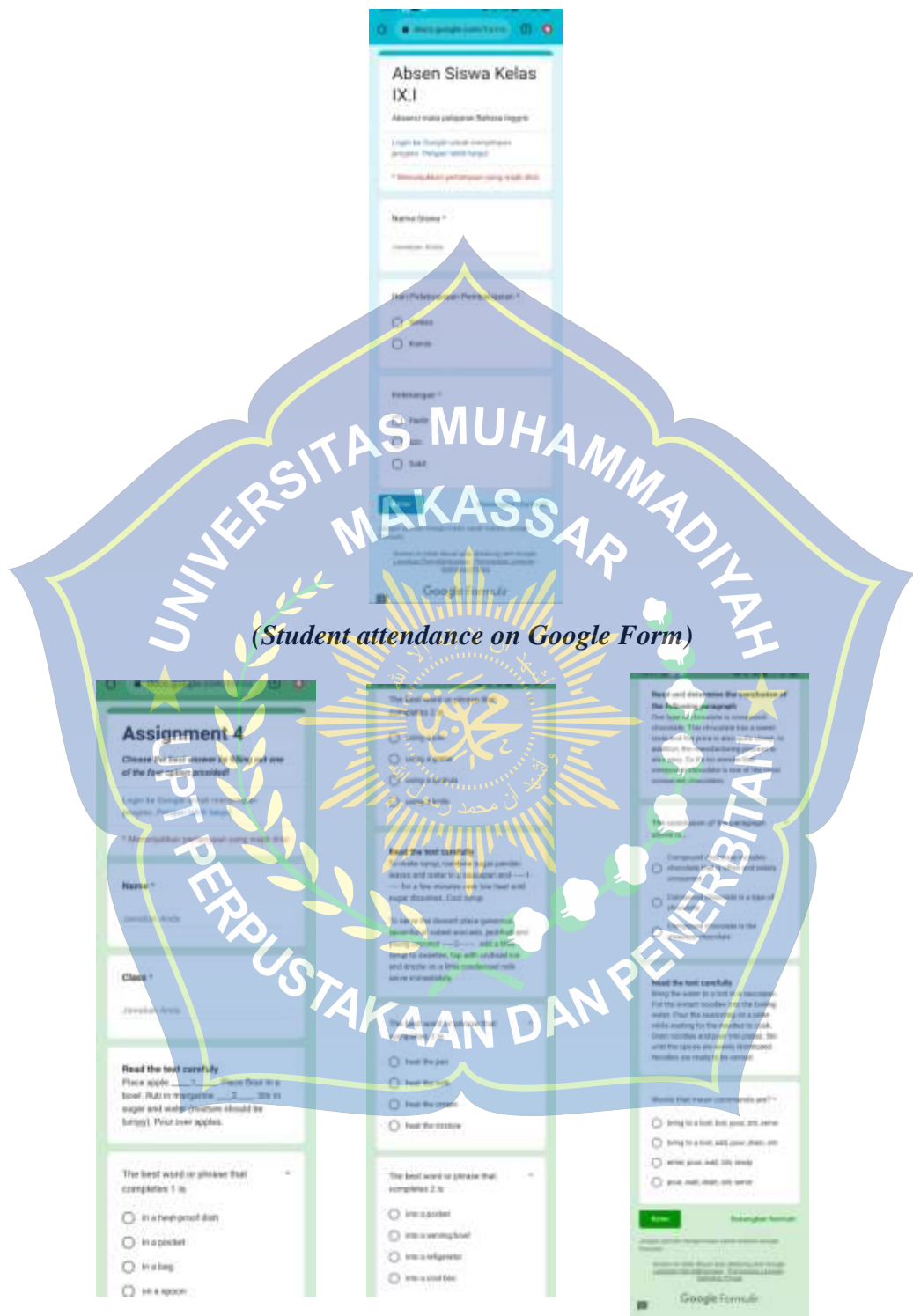
*(Interview conducted on 8 August)*



*(interview conducted on 8 August)*

**APPENDIX E*****Learning material on Google Form***





*(Student attendance on Google Form)*

*(Students online worksheet on Google Form)*





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN

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Program Studi : Pendidikan Bahasa Inggris

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3	Bab 3	4 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	0 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan  
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Mengetahui

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Muhammad Hum, M.P.  
NIM. 964 591



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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Muh. Sul Fitrab  
NIM : 105331114318  
Judul Penelitian : The Teacher Strategies In Teaching Reading To Optimize The Function Of Google Form In Giving The Student's Online Worksheet At Smp Muhammadiyah 1 Makassar  
Tanggal Ujian Proposal : 11 Juli 2023  
Tempat/Lokasi Penelitian : SMP Muhammadiyah 1 Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa, 1/8/2023	Isi penelitian	Nurhami Sahapa, S.Pd., M.Pd.	
2	Selasa, 1/8/2023	Melakukan observasi di kelas	Nurhami Sahapa, S.Pd., M.Pd.	
3	Selasa, 1/8/2023	Wawancara dengan guru	Nurhami Sahapa, S.Pd., M.Pd.	
4	Selasa, 1/8/2023	Meninjau ml keabsahan video dan guru pamong	Nurhami Sahapa, S.Pd., M.Pd.	

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MAJELIS DIKHLITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Ketua Program Studi,  
FKIP Untanuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807

Makassar, Agustus 2023  
Ketua Program Studi  
SMP MUHAMMADIYAH  
KOTA  
BANGGALAE  
Makassar  
Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 545 551





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp. 0666972 Fax (0411) 865588 Makassar 90221 e-mail: lp3m@punismuh.ac.id

Nomor : 2097/05/C.4-VIII/VII/1444/2023

11 Muharram 1445 H

Lamp : 1 (satu) Rangkap Proposal

29 July 2023 M

Hal : Permohonan Izin Penelitian

*Kepada Yth,*

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14368/FKIP/A.4-II/VII/1445/2023 tanggal 28 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : MUH. SUL FITRAH

No. Stambuk : 10535 1114316

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"THE TEACHER STRATEGIS IN TEACHING READING TO OPTIMIZE THE FUNCTION OF GOOGLE FORM IN GIVING THE STUDENTS ONLINE WORKSHEET AT SMP MUHAMMADIYAH 1 MAKASSAR"**

Yang akan dilaksanakan dari tanggal 2 Agustus 2023 s/d 3 Oktober 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan *Insha Allah*.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Dr. Muh. Arief Muhsin, M.Pd  
NBM 1127761



MAJELIS DIKDASMEN  
PIMPINAN DAERAH MUHAMMADIYAH KOTA MAKASSAR  
SMP MUHAMMADIYAH 1 MAKASSAR  
AKREDITASI " A "  
Jl. Urip Sumiharjo Lr. 81/12 Tlp. 457209, 453356 Makassar 90144  
website : <http://daramat1makassar.sch.id> , email : [sm Muhammadiyah1makassar@gmail.com](mailto:sm Muhammadiyah1makassar@gmail.com)

**SURAT KETERANGAN**  
No. 181/Sket/III.4-AU/A/2023

Yang bertanda tangan dibawah ini, Kepala SMP Muhammadiyah 1 Makassar,  
menerangkan bahwa :

Nama : MUH. SUL ETIRAH  
Tempat, tgl. lahir : Makassar, 28 Desember 1997  
Nomor. Stambuk : 11/535 1114316  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan  
Jurusan : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa

Benar telah melaksanakan penelitian di SMP Muhammadiyah 1 Makassar pada  
Hari Rabu tanggal 02 Agustus 2023 s/d tanggal 08 Agustus 2023 untuk  
memperoleh data dalam rangka penyelesaian tugas Akhir pada Program Pendidikan  
Sarjana Universitas Muhammadiyah Makassar. Dengan judul penelitian "**THE  
TEACHER STRATEGIS IN TEACHING READING TO OPTIMIZE THE  
FUNCTION OF GOOGLE FORM IN GIVING THE STUDENTS ONLINE  
WORKSHEET AT SMP MUHAMMADIYAH 1 MAKASSAR.**"

Demikian Surat Keterangan ini diberikan kepada yang bersangkutan untuk  
digunakan sebagaimana mestinya.

Makassar, 10 Agustus 2023  
Kepala SMP Muhammadiyah 1 Makassar  
Dr. Inggit Abdul Rahman, S.Pd. M. Pd. I  
545 557





MAJELIS DIKILITEBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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**LETTER OF ACCEPTANCE**  
0842/BG-FKIP/LOA/B/IX/1445/2023

Dear MUH. SULFITRAH

It is our pleasure to inform you that, after reviewing your paper:  
**THE TEACHER STRATEGIES IN TEACHING READING TO OPTIMIZE THE  
FUNCTION OF GOOGLE FORM IN GIVING THE STUDENT'S ONLINE  
WORKSHEET AT SMP MUHAMMADIYAH 1 MAKASSAR.**

The manuscript ID: 1091

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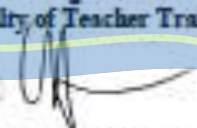
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or descriptions of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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We will let you know if you must make any modification at the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at [elmu@bg.umh.ac.id](mailto:elmu@bg.umh.ac.id)

Makassar, 6 September 2023 M  
20 Safar 1445 H

Head of English Education Department  
Faculty of Teacher Training and Education

  
**Dr. Umami Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807

## CURRICULUM VITAE



The researcher, **Muh. Sulfitriah**, was born in Makassar, 28 December 1997. He is the third of three sibilings, 2 sisters and 1 brother, from his parents, Mursalim and Ramasia. He began his study at SD Inpres Tamalanrea 2 and graduated in 2010. Then he joined at SMP Negeri 30 Makassar and graduated in 2013. Afterwards, he continued his study at SMA Negeri 21 Makassar and graduated in 2016. After finishing his study from Senior High School, he was registered as a student of English Education Department, faculty of teacher training and education, Universitas Muhammadiyah Makassar. During his study at University. at the end of her study, he could finish with his thesis under the title “The Teacher Strategies in Teaching Reading to Optimize the Function of Google Form in Giving The Student’s Online Worksheet at SMP Muhammadiyah 1 Makassar”.