THE USE OF GOOGLE CLASSROOM TO INCREASE SEMANTIC SKILLS IN READING

MASTER'S THESIS

By

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MASTER'S STUDY PROGRAM IN LINGUISTICS
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA
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This is to certify that the *Magister*'s thesis titled THE USE OF GOOGLE CLASSROOM TO INCREASE SEMANTIC SKILLS IN READING by LUSI SUSANTI has been approved by the Board of Examiners as one of the requirements for the Master's Degree of Linguistics.

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CERTIFICATE OF ANTI PLAGIARISM

DEDICATION PAGE

I dedicate this thesis to

my beloved dear sons, family, and education.

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The first praise and gratitude are to Allah SWT for His mercy and guidance so that I can complete the thesis with the title "*The Use of Google Classroom to Increase Semantic Skills in Reading*"

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ABSTRACT

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Keywords: Google Classroom, Semantic, Reading

Appropriate learning media highly affects the final result of a lesson. Google Classroom (GC) is a web-based media platform that has many features to simplify the teaching and learning process. The convenience offered by Google Classroom (GC) is helpful for both students and teachers in managing classes. The flexible time in teaching by using GC gives a lot of help in learning process, especially during the current pandemic. The purpose of this study is to find out the application of semantic mapping in teaching reading comprehension through Google Classroom and how students perceive the learning process using Google Classroom in increasing semantic mapping skills in reading. The background of this research is the difficulties encountered by students in understanding reading texts.

This research approach is qualitative. This research design was Classroom Action Research (CAR). The participants of this research were 1st-semester students, PDD Pontianak State Polytechnic Study Program of Aquaculture Technology (TBP) which were distributed in Class A (13 students) and B (17 students). All treatments for both classes were the same. The data collection was done through questionnaires, interviews, tests, and documentation.

The findings show that semantic mapping can be used in teaching reading through Google Classroom (GC). In Cycle 1, the teaching material about the use of semantic mapping in reading was posted in GC, students learned the material, questions and answers were done by using chat facilities in GC. In Cycle 2, the teaching was done using flipped learning model, where students received the material first to be studied. Next, students discussed the material given with the lecturer by synchronous classes (Google Meet) and additional question and answer were done through GC chat. The score showed that in the pretest, almost 50% of students got a D score, and then experienced an increase in both the posttest Cycle 1 and posttest Cycle 2. In terms of student's perceptions, the learning process using Google Classroom in teaching semantic mapping in reading showed that students felt comfortable and liked the teaching of semantic mapping in reading through GC. The results showed that, in the end, 70% of Study Program of Aquaculture Technology (TBP) A class students and 96% of Study Program of Aquaculture Technology (TBP) B class students were able to use semantic mapping in the learning process of reading through Google Classroom.

Although this research is relatively short, the findings explain that semantic mapping strategies can be applied using the combination between GC asynchronous meeting and Flipped learning. Future researchers are suggested to research with a longer time. Thus, the number of meetings held both asynchronously (Google Classroom) and synchronously (Google Meet) will be maximized and get better results.

ABSTRAK

Susanti, Lusi. 2021. *The Use of Google Classroom to Increase Semantic Skills in Reading*". Thesis. Magister Ilmu Linguistik, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing (1): Dr. Esti Junining, S.Pd., M.Pd., (II): Hamamah, M.Pd., Ph.D.

Kata kunci: Google kelas, Semantik, Membaca.

Media pembelajaran yang tepat sangat mempengaruhi hasil akhir suatu pembelajaran. Google Classroom merupakan platform media berbasis web yang memiliki banyak fitur untuk mempermudah proses belajar mengajar. Kemudahan yang ditawarkan oleh Google Classroom (GC) sangat membantu baik siswa maupun guru dalam mengelola kelas. Waktu yang fleksibel memberikan proses belajar yang sederhana, terutama di masa pandemi saat ini. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pemetaan semantik dapat diterapkan melalui Google Classroom dan bagaimana persepsi siswa terhadap proses pembelajaran menggunakan Google Classroom dalam pengajaran membaca menggunakan pemetaan semantik. Penelitian ini dilatarbelakangi oleh kesulitan yang dihadapi siswa dalam memahami bacaan.

Metode penelitian ini adalah deskriptif kualitatif. Desain penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Partisipan dalam penelitian ini adalah mahasiswa semester 1 Politeknik Negeri PDD Pontianak Program Studi Teknologi Budidaya Perikanan (TBP) yang tersebar di Kelas A (13 mahasiswa) dan B (17 mahasiswa). Semua perlakuan untuk kedua kelas adalah sama. Pengumpulan data dilakukan melalui angket, wawancara, tes, dan dokumentasi.

Temuan menunjukkan bahwa pemetaan semantik dapat diterapkan melalui Google Classroom (GC). Pada Siklus 1, materi ajar pemetaan semantik dalam membaca diposting di GC, siswa mempelajari materi, tanya jawab dilakukan dengan menggunakan fasilitas kolom komentar di GC. Pada Siklus 2 pembelajaran dilakukan dengan model pembelajaran *flipped learning*, dimana siswa mendapatkan materi terlebih dahulu untuk dipelajari. Selanjutnya mahasiswa akan mendiskusikan materi yang telah diberikan dengan dosen secara *synchronous* class (*Google Meet*) dan tambahan tanya jawab yang dilakukan melalui kolom komentar GC. Nilai menunjukkan bahwa pada pretest hampir 50% siswa mendapat nilai D, kemudian mengalami peningkatan baik pada posttest Siklus 1 maupun posttest Siklus 2. Dari segi persepsi siswa, proses pembelajaran menggunakan Google Classroom dalam penerapan pemetaan semantik dalam membaca menunjukkan bahwa siswa merasa nyaman dan setuju dengan pemetaan semantik dalam pengajaran membaca. Hasil penelitian menunjukkan bahwa 70% siswa kelas Teknologi Budidaya Perikanan (TBP) A dan 96% siswa kelas Teknologi Budidaya Perikanan (TBP) B kompatibel untuk menggunakan pemetaan semantik dalam proses pembelajaran membaca melalui Google Classroom.

Meskipun penelitian ini relatif singkat, temuan menjelaskan bahwa strategi pemetaan semantik dapat diterapkan menggunakan kombinasi antara pertemuan asinkron GC dan pembelajaran Flipped. Peneliti selanjutnya disarankan untuk melakukan penelitian dengan waktu yang lebih lama. Dengan demikian, jumlah pertemuan yang diadakan baik secara asynchronous (Google Classroom) maupun synchronous (Google Meet) akan lebih maksimal dan mendapatkan hasil yang lebih baik.

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CHAPTER 1
INTRODUCTION

This chapter discusses the background of the study, the problem of the study, objectives of the study, the scope of research study, the significance of the study, and definitions of Key Terms.

1.1 Background of the Study

Learning media are tools that can be used in the teaching and learning process. The existence of media is expected to stimulate student learning patterns and student interest in the learning process. The use of media in the learning process should not be monotonous but must be varied and enjoyable. This can provide an experience for students, in order that they can absorb the material easily, the learning activities can be done more effectively, and the results obtained will be maximized. The media influence today happens not only in the context of traditional media, but also in the form of IT-based media. This is because technological advances are very rapid, including in the education sector.

Technology provides a very big share in the world of education. The educations cannot be separated from methods and learning that increasingly prioritized the linkage of technology in the IT-based learning process. Silahuddin, (2016) says that technology can simplify the scope of the subject to communicate to the students. In specific phrases, technology will reflect what teachers are less able to say. The communication interactions between the user who assisted by technology can add value to those communication skills. In addition Fauzan and Arifin, (2019) argue that the e-learning methodology allows the teacher the freedom to allow students access to scientific sources relevant to the topic that is not gained during teaching and learning process. E-learning media may be used to include all sources in the form of scholarly writings, famous posts, or electronic publications.

The learning process today is very different that in the past. The learning process at that time could only be done directly (face to face) as a traditional learning method, where students cannot repeat face-to-face classes that have been previously implemented to access re-explanations from the teacher. Different from the past, the current learning process can, not only, be done offline, but can also be done online or outside classes. It cannot be separated from the substantial role of technological advances in education. The learning process can be done easier nowadays, because of the existence of the internet as a medium to support the current teaching learning activities.

Talking about technology in education, currently, there is a lot of – website or applications that are offered to be implemented in the teaching learning process. One of them is Google Classroom, Google Classroom is one of the web services among the many learning media offered based on the internet. Google Classroom has features that are easy to be used. Google Classroom is designed to simplify the learning process for both teachers and students. The presence of Google Classroom makes it possible for the teachers to conduct distant learning activities. Google Classroom functions as a medium that can help teachers in delivering material online.

Google Classroom is a learning assisting medium that allows for the material discussion and work assignments to be given virtually without stationery and can be used anywhere (Rachma et al., 2020). Google classroom is a technology media that can be used in the learning process that is offered among the many technology-based application media today. The convenience and the many features offered by Google Classroom attract its users. Google classroom itself can be used in distance learning with easy access and the students can be kept up with the learning process anytime and anywhere. This Google Classroom Application is a service created by Google to make things easy without using paper to spread values and assignments.

Currently, Google Classroom is widely used in teaching during the pandemic situation. One of the examples for the use of Google Classroom is in language learning. Google Classroom is very helpful for teachers. In this research context, the discussion will be focused more on the use of Google Classroom in the teaching of reading. Comprehension of reading is defined as comprehension is the method the method of creating sense by combining a variety of processes including vocabulary, reading ability, word knowledge and fluency (Ahmadi, 2017). Furthermore Kartawijaya, (2019) claim that reading is an active activity, to not only to get results, but readers need to grasp what they're reading or they are not going to get something from the text.

Talking about reading cannot be separated from talking about meaning. When discussing meaning, of course, the role of semantic skills becomes the first point in understanding meaning in both words and sentences. Puspa and Syahrir (2016) say that understanding reading texts is the process of creating contexts and understanding. By comparing what is written on the page and the reader's context information, written texts become meaningful. Several aspects such as reading intention, reader interest, quality of reading content, the context of information, and level of vocabulary will influence it. Having a good competence in reading skills will certainly affect the understanding of every reader. The importance of semantic skills in reading has been proven by the many studies that have been available, for example, the research on semantics conducted by Alsayed, (2019) with the title: "The Effects of Semantics in the Language Development of English as a Foreign Language (EFL) Learners ", and also Puspa and Syahrir, (2016) on the role of semantic mapping strategy in improving reading comprehension states that the research conducted Showing better motivation, curiosity, participation, and enthusiasm in the learning process shown by the findings of the research.

In addition, Amrullah (2018) states that semantics is divided into two research fields. Grammatical Semantics, and Lexical Semantics. The simplest form that can be examined

under grammatical semantics is the development of morphological words, while lexical semantics focuses on the study of meaning in relation to the dictionary. Accordingly, semantic skills are needed in understanding a text. In this case, the semantic mapping strategy is more dominant using through Google Classroom as a medium to improve reading comprehension.

Next, the study of semantics is broad. It can be seen from previous studies on semantics, not only about semantics itself but also semantics in general one the semantic studies used in general is in Nikijuluw's research (2017). Nikijuluw (2017) uses the semantic mapping method to enrich the vocabulary of class X students at SMK Negeri 1 Ambon. The research aims to improve students' vocabularies by implementing a semantic mapping strategy in SMK Negeri 1 Ambon's tenth grade. The study included 20 students, four of whom were male and sixteen of whom were female. The study used a Classroom Action Research (CAR) method in which the researcher collaborated with the English teacher in the classroom. The study's findings revealed that 70% of students met the criteria for success in the first and second cycles. The students' responses indicated that by employing this strategy, they were able to enjoy learning in the classroom while also expanding their vocabularies. According to the test results, Semantic Mapping Strategy is effective in expanding vocabulary and understanding the meaning of new words.

Furthermore, the concept of semantic research conducted by Fauzan, et al (2019) which examined the effectiveness of semantic mapping in learning has also shown that semantic mapping is effective for use in writing learning. Although in this case the semantics are used in writing learning. The goal of this study was to see the usefulness of the semantic mapping strategy in developing the writing skills of students. The research structure of this research was a quasi-experimental design. In order to gather student data, the author used the writing test to develop his writing skills and react to the introduction of the semantic mapping technique.

During the treatment, students in the experimental group used semantic mapping techniques, while students in the control group used free writing techniques. The test results indicated that the students in the experimental group scored better than those in the control group. In the post-test, the experimental group had a mean score of 72,89, while the control group had a score of 67,21. The author stated that the semantic mapping strategy is powerful in teaching writing based on the results of this report.

Based on the background explanation, the writer wants to examine the use of semantic mapping strategies in reading comprehension through Google Classroom at PDD Pontianak State Polytechnic Kapuas Hulu. One of the reasons why this research was taken was that, based on the interview with the lecturers that was conducted in preliminary research in November 2020, the researcher found out that the involvement of PDD Kapuas Hulu students in reading was relatively high. Reading in English is needed almost at every subject. Therefore, nurturing the ability of reading in English is very important in this the Aquaculture Technology PDD Pontianak State Polytechnic. However, during the pandemic, the training for reading needs to be done online. To improve the reading skills, the students are introduced to the use of semantic skills in reading through Google Classroom.

1.2 Problems of the Study

Based on the background of the study, two problems are formulated:

1. How can semantic mapping skills in reading be improved through Google Classroom?
2. How is the students' perception of the learning process using Google Classroom in increasing semantic mapping skills in Reading comprehension?

1.3 Objectives of the Study

Referring to the formulation of the problem and explanation in the background, the things to be achieved in this research are:

1. To find out how can semantic mapping skills in reading be improved through Google Classroom;

2. To find out the students' perception of the learning process using Google Classroom in teaching Semantic Mapping skills in Reading comprehension.

1.4 Scope of Research Study

This study focuses on the implementation of teaching semantic mapping in reading comprehension through Google Classroom and then the students' perception of the learning process using Google Classroom in teaching Semantic Mapping in Reading.

1.5 Significance of the Study

The results of this research are expected to provide a very useful contribution both theoretically and practically.

1.5.1 Theoretical Significance

1. For the teachers

This research can use as a reference regarding the use of Google Classroom media in the learning process, especially in semantic mapping skills in reading.

2. For the students

This research can be used as a reference to increase semantic mapping skills in reading through Google Classroom media.

3. For the readers

This research can be used as a general reference about media that can be used in the learning process.

1.5.2 Practical Significance

This research is expected to contribute knowledge about learning media in this case about Google Classroom to increase semantic mapping skills in reading. Furthermore, this research is expected to be a reference for further research on instructional media.

1.6 Definition of Key Terms

Google Classroom : Google Classroom is a web-based application that offers facilities for flexible teaching and learning processes. Now the teachers can control

classes, create assignments, arrange lesson notes and Google Classroom lesson plans, and even rate each student online (Crawford, 2020). In this study Google Classroom refers to the media used to teach reading using semantic mapping.

Semantics Mapping : Semantics is the branch of Linguistics that studies meaning. Words, phrases, sentences, and larger units of discourse can all be addressed using semantics. Semantics is the specific term used for the study of meaning. Unfortunately, 'meaning' includes a number of facets of language, and there is no very general consensus as to what it means or how it should be represented (Palmer, 1981).

Reading : Reading is an activity that aims to understand what is meant by the author. In this study reading refers to the skills that is developed in the research of using Google Classroom to increase reading Comprehension using semantic mapping.

CHAPTER II
REVIEW OF THE RELATED LITERATURE

This chapter introduces some perspectives and theories for this review. They are Google Classroom, Reading, Semantic, Classroom Action Research (CAR) and Previous Study.

2.1 Google Classroom

Commonly, Google Classroom is a Google application for educational services to facilitate activities related to the learning process. The convenience provided in this application is also explained by Sudarsana, (2019) that Google Classroom is part of the free Google Apps for Education (GAFE) set of usability tools for students and teachers in education and online communication. At the level of school organizations, this program is free to use, but it must be installed first. Since the GAFE includes many common Google apps that anybody may use, such as Google Mail, Google Calendar, and Google Drive. Google Classroom is only available at GAFE; this software provides a central location for students to communicate with one another, submit reviews, and complete assignments. Google Apps for Education (GAFE) is a technology offered and developed for schools and colleges to use online content and communication technologies. Google Classroom is one of the existing facilities in Google Applications For Education (GAFE) Subandi et al (2018).

Accordingly, (Latif, 2016; Shaharenee, et al., 2016) because of its features, Google Classroom can be useful for both learners and faculty members. As for teachers, it offers a stream of contact and workflow for students. Being paper-free is a critical factor in the creation of learning methods. Students will make their files more structured and should be doing so. Less paper is stored in a single program which points out that Google Classroom help promote the teaching and learning process. Students are able to use it conveniently if the need arises. Teachers' most critical role is to keep students aware of how to use the apps. Furthermore, Cristiano & Triana (2019) also explain their findings in the teaching and

learning process. Google Classroom is a tool that can use effectively. The findings of Likert's papers have demonstrated that students are very well prepared to incorporate technology tools in laboratory courses. Since they believe it's a way to stay in touch with the teacher outside the school, they keep the flow of tasks, and their ratings updated in real-time. Keeping in touch helps them to realize that they are in the process of collective learning instead of the classical learning process, the instructor as the sender and the pupil as the **receiver. Google Classroom can be found on various systems, such as computers and** smartphones.

Google's various programs would make it much easier for educators and students to carry out instructional lessons. The studying you want is not only in the classroom but also outside the classroom because learners can learn from anywhere wherever they have access to the Internet online. Using Google Classroom makes the approach more successful because with Google Classroom online courses, both educators and students will be able to face each other at any moment.

Google Classroom allows educators to build and coordinate classwork effectively and conveniently, gives immediate guidance to students effectively, and interacts with students without being constrained in time and space. Google Classroom is known to be the best forum to boost teacher efficiency (Fauziah, et al. 2019). The material files put on the Classwork bar can be Word, PowerPoint, Excel, PDF, film, or simulation files. The content provided in this implementation also refers to the daily lives of students. This is achieved by educators to recognize distinctions in thought rates, context knowledge, and discrepancies in student learning styles.

To start using Google Class, first, log in to your Google Account and search for the product. After signing up for the Google Classroom account, we face three key menus: Streams, Classwork or Student Events, and Individuals. Google Classroom seeks to offer a forum for integrated learning in schools to promote the production of tasks and ensure that all

students receive grades in a paper-free manner. It's a popular Web 2.0 tool that comes with some specific content and capabilities.

The most important advantages of Google Classroom are ease of access, student versatility in scheduling, and the ability to adjust to practice. It has many useful features, such as the simplicity of student-teacher engagement and the simplicity of delivery and grading of assignments. It helps students to apply for their work online to their teachers within a period of time.

In the same way, teachers will thoroughly track the progress of each student and make the required comments to enable the student to change their assignments. As for teachers, it offers a stream of contact and workflows for students. Going paperless is a central factor in the growth of learning methods. Learners can then store their records in more orderly and conveniently in paperless type in a single application. The teachers' central role is to show students how to use apps.

One of the sophistication of this technology is that used in a mutual learning community. Effective use of Google Classroom saves a lot of time as it encourages teachers to offer tasks or knowledge to learners via this program and also enables them to access teaching material. In essence, the presence of Google Classroom is to simplify the teaching-learning process and the ease of using the application has its own points than other platforms (Dauglas, 2020).

There are several related sites in the real world that guarantee results. Google Classroom has a lot of fantastic advantages that other systems ignore. The first is simple to set up Google Classroom just takes a few minutes. Only minutes, the teacher clearly has to set up a lesson, call for a class. Students and everyone else they choose, and then exchange details Include questions, announcements, and questions, if appropriate. The first thing offered by Google is the easy way to set up the class. That is giving the advantage over another app.

When we decide to use this app that saves time and saves the papers, it is the second advantage. Of course, it cannot do by another app that offers today. Duplicates of each worksheet to be giving out discussions, reading, and checking, all the study is now online. It could save a lot of paper and performance reviews managing simpler.

The third advantage of using Google Classroom is a simple structure. All the students can enter their classroom and see all tasks on their job page or a calendar. The resources required for the class, such as extensive reading, workbooks, and the discussion of the topic, can find in their Google Docs. The presence of Google Classroom makes almost the student feels like in class. It becomes the mind reason for choosing this app.

Another reason for choosing Google Classroom is enhanced Communications. When the students found any difficulties in the lessons, the Google app gives some solutions. Not only for transferring the subject but also can use for communication to discuss any topic. Inside the Google Classroom, the educator will be able to issue announcements and build assignments. For the assignments or online courses, conversations may start in real-time. Students should share and connect with their opportunities even though they are not in the same room. It becomes the fourth reason why that you must choose this one app.

The fifth is Google Classroom can work with other apps. Google Classroom offers many features that can make it easier for its users. Google Classroom can operate with your other Google apps such as Forms, Travel, Gmail, Calendar, and Docs. Make it much easy than ever before to complete projects. Thus Google Classroom can certainly replace class presence.

The last sweet-able advantage is Stable and cost-effective: because this is a Google download, it helps in keeping all your details safe. There aren't any advertisements that get in the way and Google doesn't use its details on renting advertising space. This allows it to be secure because students are using it. Even the cost of Google Classroom is free.

Although there are other tools out there that can support schools with learning, Google has a number of excellent software that merge into Google Classroom. Since many students either use these apps and have an Email address or can make one easily, it is an easy way to exchange knowledge between teachers and students. If the program takes place in person or is entirely online, this is a wonderful platform for saving paper, helping students get answers to questions, and even encouraging conversations from outside the classroom.

There were some of the features contained in Google Classroom that can simplify the distance learning process.

1. Assignments.
2. Grading.
3. Communications.
4. Protect Privacy.
5. Create Folders.

2.1.1 Google Classroom: An Interactive Platform

Teachers may have qualifications or reviews online without even having to deal with paperwork using open technologies. In addition, all progress on the course is preserved, so that students can review it whilst they are at home. Students can also fully conscious of Google Classroom and interact with their teachers. This two-way conversation approach makes teaching and studying more easily on the web. By integrating video, it makes it much more comfortable for engaging students. There are several reasons why using Google Classroom is very useful and is an interactive platform.

1. Video enhances communication and learning: In Google Classroom, multimedia is used by teachers to enhance the work of the student. Many of them render videos inside their classroom as immersive learning opportunities. Using video platforms, teachers can create instructional videos or classes, provide feedback from students, use student assignments or catch lectures with a click of the Record button.

2. Accessibility: By incorporating recordings, instructors can communicate easily to keep students studying without ever needing to spend time in the classroom. The recordings are sent home and viewed in flipped or mixed learning environments. The pupil will study from home, making them more involved in the classroom.
3. Save Time: Video is unbelievable for saving time. Forget about composing long tasks or grading papers! With recording, educators can record assignments to be able to allocate them all in a matter of minutes. Teachers can connect a video file with guidance as they are allocated to a classroom.
4. Encourages coordination and communication: video encourages cooperation and facilitates dialogue. Google Classroom offers students a variety of opportunities to work together. Teachers may facilitate online student-to-student conversations and create community assignments within the context of the tool. Students will have conversations with each other using video and will fulfill the assignments given to them. Students can also cooperate on Google Docs and discuss their work with teachers quickly.
5. Reinforces student-teacher relationship: videos offer a more reliable connection to pupils. Good reinforcement is required in order for students to understand. It's a worthwhile feature of all studying. The latest findings have found that higher-level video mentoring and feedback allows students to interact with teachers. It gives them a relationship that they would otherwise not get into a group setting. The video offers each relationship without going face-to-face.

2.1.2 Difference Between Google Classroom and others Platforms

The biggest difference in Google Classroom appearance is the hardware elements. It's more of a direct learning device in the classroom, while Google Classroom focuses on both in and out of the classroom. The organization element is a large part of Google Classroom. It is all collaborated with Google drive, which essentially means that learning

based on connections and education is there based on the organization than directly into the classroom. It is very easy for both the teacher and student in the learning process. By using Google Classroom the teacher is easier in class management, besides that the class can run effectively and efficiently (Azhar and Iqbal, 2018). Google Classroom makes it easier for teachers to delegate the job which helps students to get a stronger organization on homework which allows them to get updates faster. It also helps to go paperless, which is a major bonus.

Google Classroom specializes in showcasing the job that has to be completed, any grades they have, and any things they have skipped. It is sort of the mechanism for better management.

Google Classroom is deeply useful for both educators and learners. If you want students to focus on anything right now, they can do that. The uniqueness of Google Classroom is that it's not part of a brand. You should have Google on your machines, and chrome is super easy to use. With that, there are more ways for you to use this. Google Classroom can be downloaded as an app to our computer, meaning that whether you have a phone, tablet, or whatever, you're practically free to use it on whatever device you want. That's what's so good about it, because students will start on assignments right away, and then send them to the instructor. It also helps students to focus on various topics when on the move and can exchange different questions and tools with the teacher. It's a lot more engaging, and it's great if you're in a classroom with many smart devices.

The biggest difference in Google Classroom appearance is the hardware elements. It's more of a direct learning device in the classroom, while Google Classroom focuses on both in and out of the classroom. The organization element is a large part of Google Classroom. It is all collaborated with Google drive, which essentially means that learning based on connections and education is there based on the organization than directly into

the classroom. It is very easy for both the teacher and student in the learning process. By using Google Classroom the teacher is easier in class management, besides that the class can run effectively and efficiently (Azhar and Iqbal, 2018). Google Classroom makes it easier for teachers to delegate the job which helps students to get a stronger organization on homework which allows them to get updates faster. It also helps to go paperless, which is a major bonus.

Google Classroom specializes in showcasing the job that has to be completed, any grades they have, and any things they have skipped. It is sort of the mechanism for better management.

Google Classroom is deeply useful for both educators and learners. If you want students to focus on anything right now, they can do that. The uniqueness of Google Classroom is that it's not part of a brand. You should have Google on your machines, and chrome is super easy to use. With that, there are more ways for you to use this. Google Classroom can be downloaded as an app to our computer, meaning that whether you have a phone, tablet, or whatever, you're practically free to use it on whatever device you want. That's what's so good about it, because students will start on assignments right away, and then send them to the instructor. It also helps students to focus on various topics when on the move and can exchange different questions and tools with the teacher. It's a lot more engaging, and it's great if you're in a classroom with many smart devices.

2.1.3 Flipped Learning

Flipped learning is the learning process where the teacher provides the material, either video or interactive subject that can be studied at home and then discussed in the classroom with the teacher concerned. It is different from the traditional classroom methods used by teachers. The teacher provides material in class, and students work on assignments at home**.** The general concept behind a flipped class is that what used to be

done in class is now done at home, and what used to be done as homework is now finished in class. However, as you will see, a flipped classroom is much more than this (Bergmann and Sams, 2012).

In the traditional approach, students usually arrive in class confused about some of the previous night's homework problems. We would usually spend the first 25 minutes doing a warm-up activity and going over any troubles they didn't understand. We would then show new material for 30 to 45 minutes before moving on to independent practice or a lab for the remainder of the class.

Frequency restructured in the flipped model. Students have questions about the content video has delivered, so we usually answer these questions for the first few minutes of class. It allows us to dispel myths before they exam and applied incorrectly. The remaining time is dedicated to more comprehensive hands-on activities and/or aimed problem-solving time (see Table 2.1).

Table 2. 1 Comparison of Class Time in Traditional versus Flipped Classrooms

Traditional Classroom		**Flipped Classroom**	
Activity	*Time*	*Activity*	*Time*
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework		Q&A time on video	10 min.
Lecture new content		Guide and independent practice and/or lab activity	75 min.
Guide and independent practice and/or lab activity			

Adopted From Bergmann & Sams (2012 p. 15)

According to Låg and Sæle (2019), define that the flipped classroom is a teaching method that shifts most teacher-centered instruction outside of the classroom to make room for more student-centered learning activities in the classroom. In addition, Bergmann Overmyer & Wilie (2015,) a flipped learning illustrates replacing direct

instructions with video, where the students focus on before class and active learning with their teacher inside the classroom.

2.2 Reading

Reading is an activity which involved a few aspects, one of them is knowledge. Knowledge is the power to get the final goal in the reading activity. On the other hand, the reader who will read the texts must have the background knowledge of the text, even just a little so that, it will be easy for the reader to comprehend the texts. For instance, Pourhosein and Sabouri (2016) reading is a process to get the meaning that involves; (a) knowledge of the reader (b) texts, and (c) reading context. In line with Smith (2004), describes reading as being seen as a productive and beneficial practice with four distinctive and essential characteristics – purposeful, selective, anticipatory, and comprehension-based, all of which must be specifically regulated by the reader.

Reading is a specific activity, it is not only just reading a text but also involves the ability to understand what is the meaning of the texts, hence it needs a comprehension process of critical thinking. Next, Barr, Sadow, and Blachowicz (1990) further emphasize that reading is an engaging activity in which readers engage with the text in order to recreate the author's or writer's message.

Alyousef (2005) explains how reading can perceive when multiple interactions between the reader and the text to the fluency reading. In this process, readers engage systematically with the text to create meanings through linguistic and schematic knowledge using different kinds of knowledge.

2.2.1 The Purpose of Reading

When we start reading, it already has a range of initial decisions to make, and in most situations, we make those decisions easy, almost automatically. In other contexts that are usually scholarly or technical, it often synthesizes knowledge from various reading materials, from different sections of a long and complicated text, or from prose text and

accompanying diagram or diagram. Such reading is very different from scanning, skimming, or reading for general understanding. At any point, it will conclude that it has enough details and either finish reading the article or skim the rest to make sure we do not miss a surprisingly insightful section (Grabe and Stoller, 2013).

Finally, and most generally, in L1 environments, people read for general understanding. It may read a novel, a collection of short stories, a national newspaper, or a report to illustrate, entertain, and/or use the experience for a particular purpose. The overarching aim is not to recall any basics specifics but to have a clear understanding of the key ideas and theories and, where necessary, to link those main ideas to context information. The Each reading intent is further clarified in this chapter.

According to Grabe and Stoller (2013), reading serves a variety of purposes, like searching for basic material and skimming, learning from documents, integrating information, writing and critiquing texts, and common comprehension. In addition, Grabe and Stoller (2013) Suggest that relatively independent cognitive as types of reading power. In the reading to seek, we usually scan text for specific words or specific pieces of information or a few representative phrases. Additionally, reading to skim is a typical one. It essentially includes a mixture of guessing techniques. Information can be preserved in the text and then used for simple reading comprehension skills on certain parts of the text before a basic idea.

On the other hand, learning to read typically occurs in academic and professional contexts where individual wishes to gain a significant amount of information from the text. It needs the capacity to:

- Recall the main ideas as well as several descriptions that expand on the main ideas and assist them in the text;
- Identify and construct conceptual structures which tie together the text's details;
- Communicate the content to the reader's knowledge base;

Reading to integrate information necessitates additional decisions on the relative strengths of complementary, mutually agreeable, or conflicting information, as well as the potential redesign of a rhetorical system to accommodate data from multiple sources. These abilities necessitate a critical evaluation of the reading content to the reader, to decide which knowledge to add and how to integrate with the readers.

In this context, reading to write and reading to important texts may all be function variants of reading to add information. Both require the ability to pick, criticize, and write details from a text. Both goals are typical academic activities that call for the reading skills required to integrate knowledge. When reading for general understanding is carried out by a skilled and fluent reader, it will involve very fast and automated word processing, good expertise in developing a general sense of representation of key concepts, and effective integration of multiple processes within a limited time frame.

2.2.2 Reading Comprehension

Reading comprehension is the process of interpreting and constructing significance from written material when communicating with it. It consists of three components: Reader, text, and reading activity or purpose (Snow, 2002). The reader takes to the process of reading his cognitive abilities (focus, memory, essential analytical capacity, visualization); (purpose of reading, interest in the material, self-efficacy as a reader); awareness (vocabulary and subject knowledge, linguistic and discourse knowledge; Awareness of methods for understanding; and knowledge. The attributes in any given document have a significant influence on understanding the text. It's though reading, the reader creates a number of text representations that are essential for interpretation. The reading activity includes one or more goals or functions, certain text processing processes, and the effects of the activity, all of which exist within a particular context. The original intent of the operation can shift when the reader reads.

According to Snow (2002) define that reading comprehension as a method to obtaining and creating the written word language, such as the reader, the text and the activity. Additionally, Mikulecky and Jeffries (2007) define that to understand what you're reading is more than enough to know and understand words. Comprehension of reading refers to making the perception of what you've read and connecting the text's ideas to what you already learned. It also entails comprehending what you've read. In other words, comprehension means listening when you are reading.

Woolley (2011) also asserted that “reading comprehension is the process of making meaning from a text”. It assumes that reading and comprehension necessitate a sufficient amount of context information for the three components of the reader, text, and actions to function correctly. In the context of reading comprehension, this will refer to the ability to understand what is read. Besides, reading comprehension is the main goal in the reading process, so reading comprehension needs to be done as efficiently as possible.

Also, Klingner et al. (2007) argue that reading comprehension is a multi-component, extremely dynamic mechanism that entails many connections with readers.

2.2.3 Metaphorical Models of Reading

These models reflect metaphorical generalizations that derive from comprehension studies are undertaken over the last four decades. The bottom-up perspective suggests that good listening is a matter of interpreting the individual sounds that we hear to infer meaning from terms and expressions; and the top-down view suggests that we use dialogue and real-word information to create and understand aural signals. These two contrasting models of language acquisition were also central to the discussion on the essence of reading comprehension (Nunan, 1991).

Also, According to Grabe and Stoller (2013), Bottom-up models imply that all comprehension follows a mechanical pattern which the reader creates a part conceptual adaptation of the text's information with no interference from the reader's background

knowledge. Top-down models presume that reading is being mainly reader-oriented. Top-down models describe the reader as someone with a collection of standards for text information and samples of appropriate text information to validate or deny these expectations. Interactive models of reading, once again as a common metaphorical description. The fundamental theory underlying this viewpoint is that good feedback from the bottom-up can combine with main concepts from the top-down.

According to Davoudi and Moghadam (2015), top-down processing occurs as readers obtain context from the article and then compare it with their world experience to make sense stated. According to this model, readers add meaning to the script on the basis of their previous understanding and perception. According to Suraprajit (2019), the top-down approach is a cognitive process that recognizes that reading a text begins in the reader's mind. Suraprajit (2019) cites Aebersold & Field (1997), who describe the top-down approach in the cognitive process as accepting that the reading of the text begins from the reader's viewpoint. The context that is retrieved from the reader's experience, desires, perceptions, and questions of the document is reconfirmed by recognizing the letters and terms that appear in the text.

Subsequently, the Bottom-up model is proclaimed as an encoding method for building context at the “bottom”, e.g. letters or terms to larger units at “the top”, e.g. sentences, clauses, and intersential connections (Carrell & Eistenhold, 1983). In addition, Brown (2007) described the bottom-up model as the use of a metal data processing system to place linguistic signals (morphemous letters, syllables, sentences, phrases, and speechmakers) in order.

2.3 Semantics

Semantic is the scientific term used in language for the study of meaning. Unfortunately, "meaning" includes some facets of language, and there is no real general consensus as to what it means or how it can be represented (Palmer, 1981). Additionally, Hurford et al. (2007)

explained that semantics is an evaluation of the definition of language. Semantics as an analysis of meaning is really at the foundation of the linguistic search to explain the essence of speech and individual communication skills. It is clear that semantic play an important function in interpreting and understanding language, especially in English.

Furthermore, Lyons (1995: 3) argues that the analysis of meaning is typically known as semantics. Crystal (1985: 273) states that semantics is a significant field of linguistics that focuses on the study of the meanings of language. The significance of semantics in comprehending a reading text gives a significant role in the sense of reading, thus reading entails not just reading the text but also comprehends the general meaning found in the text.

2.3.1 Semantic Mapping

Talking about semantic mapping cannot be separated from the mind mapping theory proposed by Buzan. Mind Maps are a visual, interconnected method of storing, organizing, and prioritize memory (usually on paper) with the use of a key or activate text and images that can help capture particular memories and stimulate new points of view. Each of the memory triggers on the Mind Map is the secret to unlock the truth, thoughts, and knowledge, and to access the true power of your brilliant mind. The Mind Map's complex shape and structure are indicators of its efficacy. It designed in the shape and type of a brain cell, and it intended to enable your brain to function quickly, efficiently, and naturally (Buzan, 2006: 138).

The importance of using semantic mapping to understand the text can be seen from the many expert opinions related to semantic mapping. Semantic mapping itself is related to reading comprehension which will help students or readers to understand what is being read. Maccagno (2019) suggests that one of the ways of improving reading comprehension is through semantic mapping. According to that statement, it will conclude that semantic mapping has a big role in improving reading comprehension. Next,

Silberstein (1994: 49) describes the semantic map as a tool that involves students to demonstrate their understanding of the relationship between concepts within a text by drawing a semantic map.

According to Antonacci (2014) in Rahmawati and Hasbullah (2020), using semantic maps helps establish word understanding, enable student knowledge, and decide how much knowledge is required. In addition, Little and Box (2001) in Sasabone et al. (2018), found that semantic mapping can aid students who have low previous comprehension of reading material by assisting them in clearly understanding the language and context of the recommended reading before reading the text.

Furthermore, Situmorang (2017) in narrative text form, to evaluate the content and context of the language, a semantic mapping technique may be used. A type of graphic organizer is the semantic mapping technique. It enables students to physically organize and graphically represent the relationship between two items of information, the knowledge and another. Also, Hikmah and Pranata (2019) argue that semantic mapping strategy is efficient when used before, during, and after reading, when educators act as guides or mediators for their students as they compare and contrast their semantic maps. When used as a pre-reading exercise, semantic mapping assists students in activating their initial comprehension.

2.3.2 Level Meaning of Semantics

Kroager, (2018: 4) stated that the study of meaning includes the semantics study. The relationship between linguistic structure and content is appropriate for describing both of them. The analysis of meaning in human speech is often divided into two major sections, and semantics refers to one of these sections in this context. In this narrower sense, semantics is concerned with the underlying interpretation of terms and phrases as

linguistic expressions of themselves. Pragmatism is concerned with those aspects of meaning that depend on or derive from how words and phrases use.

This study will be discussed the meanings of three different types of linguistic units:

1. Word meaning

2. Sentence meaning

3. Utterance meaning (also referred to as “speaker meaning”)

The first two units (words and sentences) are hopefully now familiar to the reader. In order to comprehend the third dimension, “utterance meaning”, we need to differentiate between sentences and utterances. The phrase is a verbal term, a well-formed sequence of sentences, while the phrase is a single speaker's speech event in a particular context. A term creates when a speaker uses a phrase in a specific manner. The term sentence sense that explains in the preceding section refers to the semantic content of the sentence: the meaning derived from the words themselves, regardless of context. The semantic material plus some functional meaning is produced by the specific way the term is referred to as the word utterance meaning. This explanation is in line with Cruse’s statement (2000: 27) that defines utterance meaning as “the totality of what the speaker intends to convey by making an utterance”.

According to Löbner (2013) in his book that there are three levels of meaning such as expression meaning, utterance meaning, and communicative meaning. In addition, he defines Semantics as the analysis of the meanings of particular linguistic features, either primary or complex. It also explains how the expressions’ meaning, i.e. the meaning of the expression used in a specific way of the expression, relates to the message of the expressions.

Table 2. 2 Three Levels of Meaning

Level of meaning	Definition
expression meaning	the meaning of a simple or complex expression taken in isolation
utterance meaning	the meaning of an expression when used in a given context of utterance; fixed reference and truth value (for declarative sentences)
communicative meaning	the meaning of an utterance as a communicative act in a given social setting

Adopted from Lobner (2013 p. 11)

2.4 Classroom Action Research (CAR)

According to Kemmis and McTaggart (Burns, 2009), the goal of action research is to improve the quality of the process and the learning outcomes of a group of students. Each cycle's stages of classroom action research include four phases: planning, action, observation, and reflection. In addition, one of the primary goals of AR is to identify a 'problematic' situation or issue that the participants – who may involve educators, students, or even parents – believe is worth investigating more deeply and efficiently. Also, the word problem doesn't imply that the educator is incapable. The point is that as educators, frequently there is the gap that exists around what is happening in reality in our classrooms and what we would ideally like to eventuate.

The main idea of CAR' action component is to deliberately take action in a problematic situation in bringing about changes and, even effectively, improvements in practice. Relevantly, the advancements in AR are based on the information collected systematically by the researcher.

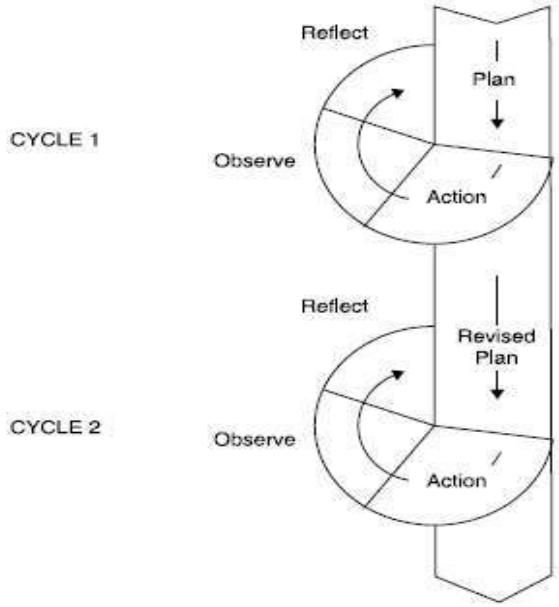

Figure 2. 1 The Classroom Action Research (CAR) design by Burns (2009 p. 9).

2.5 Previous Study

The first previous study that also discussed the use of Google Classroom was conducted by Andrerias Henukh, Haris Rosdianto and Sayaka Oikawa (2020) entitled "Implementation of Google Classroom as Multimedia learning". The objective of this research was to assess the efficacy of using Google Classroom as a digital learning tool. Descriptive qualitative is the method of this study and then assisted by quantitative data. The filling out survey questionnaires and questions test using the product-moment formula reliability using the KR-20 formula use as the tool. From the results of the research conducted testing the effectiveness of using the instrument in the form of questions that have been validated in physics grade 1, the pretest value obtained an average score of 62 while the posttest score is 83.

This research is different even though the methods used have the same, namely qualitative descriptive supported by quantitative data, but in general this research has

differences. In previous research, Google Classroom was implemented as multimedia learning. In this study Google Classroom specifically uses in the learning process, namely to increase of reading comprehension with semantic mapping strategy through Google Classroom.

The second previous research that discusses the use of Google Classroom was conducted by Hamzarudin Hikmatiar, Dwi Sulisworo, and Mentari Eka Wahyuni (2020) with the title “Utilization of Google Classroom-Based Learning Management System in Learning”. This analysis aimed to assess the efficacy of using Google Classroom as a digital learning tool. The manner used is the literature study method, using articles as a library. The articles used to consist of 7 national and international articles with publications from 2018 to 2019. The findings of this case study analysis indicate that using Google Classroom as a learning tool has a significant effect on student learning performance, desires, and motivation. From the results of the analysis, Google Classroom is feasible and can be used in learning because it is quite effective. The results obtained from the effectiveness of the learning component amounted to 74.50%, the design and material development component was 75.27%, the delivery of learning was 75%, the learning interaction component was 6.10%, and the evaluation component was 69.01%.

The approach used in this analysis differs from that used in the earlier study. This study uses a case study method using articles as a library, while in the research the author uses a qualitative descriptive method.

The third previous study by Kevin Armando Brand Fonseca and Federico Soto Peralta (2019), the goal of the research was to show the use of information communication technologies (ICTs) by students to exercise their writing skills outside the classroom and to examine the effect of Google Classroom on the development of student writing skills. The action research method used in this study. The result of this study shows the practices and ICTs used by learners to practice the language outside the classroom are clear indications

that they look forward to becoming more independent learners. The outcome of the forms in which writing techniques are exercised outside the classroom indicates an optimistic panorama from the beginning, as they mean that 60% of informants commit to this method at least once a week. Meanwhile, according to the findings of using Google Classroom in developing writing skills by students outside the classroom, 78 percent of students thought that using Google Classroom in developing writing skills benefited them.

The use of Google Classroom in the process of learning distinguishes this research. This research is action research involving students at one of the universities in Costa Rica. This study also explores the use of Google Classroom to teach writing, but the author focuses on Google Classroom to improve semantic abilities in reading.

The fourth previous research that discusses the use of Google Classroom was conducted by Deiniatur (2019). The research entitles “The Use of E-Learning through Google Classroom to Improve Student’s Articulation Phonetic Ability”. The goal of this research is to evaluate whether Google Classroom will enhance students' ability to express phonetics or pronunciation at the IAIN Metro Department of English. The method of this research is Classroom Action Research. The data collecting of this research is test and observation. Planning, action, observation, and reflection consist of a series of cycles of this research (Burns, 1999). Students' pronunciation skills were improved as a result of post-test 1 in cycle 1 and post-test 2 in cycle 2.The average score improved from 64,5 to 75,8.

There are several differences in this research, namely the use of Google Classroom to improve phonetic articulation skills. In addition, the method used is the class action method while the method used by the author is a qualitative descriptive method. Data collection was done by means of tests and observations. From the results that have been mentioned, it shows that Google Classroom can be used to improve students' abilities in phonetic articulation.

The last previous study was conducted by Dewi et al., (2020) entitle “The implementation of Google Classroom in improving student reading comprehension at MAN Jakarta”. The purpose of this study is to look at how Google Classroom can help students improve their reading skills, how students' experiences in the learning process change as they engage with Google Classroom, and what barriers there are to using it. The methodology is mixed-method, using both qualitative and quantitative approaches. The data was obtained by the reading comprehension exam, questionnaires, and interviews. The mechanism consists of three stages, namely cycle I, cycle II, and cycle III. Cycle I use conventional classrooms to learn reading, and cycles II and III use Google Classroom to learn reading. The result revealed that using Google Classroom could boost the reading comprehension scores of learners; this was seen by comparing the pre-test and post-test scores.

This research is really effective because it uses mixed methods so that the results used are maximized. The qualitative method is used to describe students' perceptions regarding the use of Google Classroom, while the quantitative method is used to measure the number of student scores before and after using Google Classroom. In this study, the author only uses a qualitative descriptive method and is supported by quantitative data from the results of interviews, filling out questionnaires, and pre-test and post-test. The difference in this study lies only in the methods and informants studied. This previous research conducted research at a high school in Jakarta, while this research was conducted at a campus in West Kalimantan.

In this study, there are two categories for the previous study. The first is previous research on the use of Google Classroom in the learning process and previous research on the semantic mapping or semantic skills in reading. The reason for using the two categories in previous research is that so far researchers have not found the use of Google Classroom in improving semantic skills in reading. The following is previous research regarding the use of semantics in reading.

The first previous study using semantic skills to improve reading conducted by Situmorang (2017) entitled "The Effect of Semantic Mapping Strategy on Student Reading Comprehension at Ninth Grade SMP Raksana Medan Students" This research aims to look at how semantic mapping affects students' reading comprehension of narrative texts. As well as the significant differences in reading comprehension of narrative texts between two groups: those who use semantic mapping techniques and those who use conventional mapping. This study uses the Experimental Study as the design. The collection of the data by giving a reading test to students in grades IX-1, and IX-2 which grade IX-1 serving as the experimental group, and class IX-2 as the control group, both trial and control groups give pre-test, evaluation, and post-test before the study begins. The calculation showed that the idea of a significant difference in reading and comprehension between students who are taught narrative text using a semantic mapping technique and those that are taught using a conventional method. It can conclude that the semantic mapping approach was successful in assisting students in developing their reading comprehension. The semantic mapping method is a good recommendation for English teachers to use as one of the solutions in teaching reading comprehension.

This research is more detailed in discussing the effects of the semantic mapping strategy using the experimental method. It is clear from the data collection and evaluation that was carried out. The following are the cumulative outcomes of the pre-test and post-test in the experiment and control groups. The trial class received a total score of 1620 on the pre-test and a total score of 2350 on the post-test, while the control class received a total score of 1520 on the pre-test and a total score of 2025 on the post-test. There are different methods used by the author, the author uses a qualitative descriptive method and supported quantitative data to describe the result of the interviews and the distribution of questionnaires. Besides that, this study uses the Classroom Action Research (CAR) approach.

The second previous study using semantic skills to enhance students' comprehension conducted by Hikmah and Pranata (2019) entitle "Reading Narrative by semantic Mapping: A strategy to enhance students' comprehension". This research aims to examine the efficacy of using a semantic mapping approach to help students develop their reading comprehension skills in narrative text. The study used a quasi-experimental approach, with the research community divided into two groups: control and experimental. In this research, the control group's pre-test and post-test experimental designs were used. Pre-treatment and post-treatment comprehension assessments were used to gather results.

The student scores in the experimental group increased by 34 percent from pre-test to post-test, while student scores in the control group increased by 2 percent from pre-test to post-test. Therefore, as a result of statistical calculations, it has been shown that there is a substantial variation between reading test scores between the trial and control groups. The students are trained to have greater reading comprehension using semantic mapping than those who are taught without semantic mapping," was accepted." This outcome means that it is more successful to teach reading comprehension with semantic mapping than to teach with traditional methods.

This research is the same as the research that will be conducted by the author, namely improving the understanding of semantics in reading. The difference lies in the design used. Besides, a striking difference is the involvement of using Google Classroom in improving reading comprehension.

The third previous research conducted by Rahmawati and Hasbullah (2020) entitled “Improving Students' Reading Comprehension on English Text through Semantic Mapping”. This research aims to increase students' comprehension of reading using a semantic mapping technique for students in the Mathematics Education program. The method used is class action research. It carries in two cycles at the planning, implementation, observation, and reflection stages. The data is collected from the test, the standard passing level was 70,

and the required proportion was 60%. The findings showed that semantic mapping enhances the understanding of students' reading.

This research has several similarities, namely using the same classroom action research approach. It's just that this previous study did not use Google Classroom media.

The fourth previous research conducted by Yuliani, Tasnim, and Bindarti (2020) entitled “Improving the Eight Grade Students Reading Comprehension Achievement by Using Semantic Mapping Technique”. Classroom Action Research use in this analysis. The research aims to improve the reading comprehension performance of grade 8 students at SMPN 8 Jember by using the Semantic Mapping technique. The results showed that Semantic Mapping helped the students to understand the text well, and it was simple to answer the questions. It's one of the helpful strategies that can be used by the teacher.

In this study, the focus of the researcher only lies in reading comprehension using semantic mapping techniques. While the research conducted by the author not only improves the understanding of reading but also involves the use of Google Classroom in improving the understanding of reading itself.

The last previous research study discussing semantic mapping conducted by Indriarti (2014) entitled “The Effectiveness of Semantic Mapping Strategy to Improve Students’ Vocabulary Mastery”. This research aims to look into the efficacy of Semantic Mapping in improving students' vocabulary mastery. As the analysis style, this study employs a quasi-experimental approach. In this study, data gathered by the use of assessments and questionnaires. The students was split into two groups: experimental and control. The review of the test results revealed that the study group's students improved more than the control group. In the post-test, the study group had a mean score of 82,08, while the control group had a score of 76,38. (3,29 is more than 1,99).

It is clear that the semantic mapping strategy is very helpful in increasing vocabulary mastery. Data retrieval and data analysis were carried out in a very detailed study. Even

though at the beginning of the pre-test, the results of the control class were higher than the experimental class, after taking action there was an increase in the scores obtained by the experimental class.

The semantic mapping is not only applied on reading skills but also be applied on writing, speaking, and listening skills. So far, the author has only found one study regarding the use of Google Classroom to improve reading comprehension, namely a study conducted by Dewi, et al. (2020) entitled "The implementation of Google Classroom in improving student reading comprehension at MAN Jakarta". This study is the only study the author has found regarding the use of Google Classroom to improve reading comprehension. There is a difference in this study, the method used in Dewi's research is a quasi-experimental method, while in this study the author uses a qualitative descriptive method and supported by quantitative data from the interview, questionnaire data, and reading test. And also use the Classroom Action Research (CAR) approach.

In general, this research is the use of Google classroom to increase semantic skills in reading. The classroom action research method is helpful for both teachers and students in solving the problems that happen. In the previous research, the contributions of Google Classroom were helpful in the learning process. Furthermore, the previous research regarding the use of semantic mapping. It helped students in understanding a context.

Thus, previous research provides a gap in this research, namely how to collaborate Google Classroom with semantic mapping strategies, so the formulation of the problem appears to present in the previous chapter.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher describes the method use to conduct the research. The discussion includes research design, data sources, research instruments, data collection, and data analysis.

3.1 Research Design

This research is descriptive qualitative. The design of this research used was Classroom Action Research (CAR). The purpose of the study was to find out the way of using Google Classroom (GC) to teach Semantic mapping in reading and students' perception of the learning process using Google Classroom in reading comprehension. The preliminary research was conducted in November 2020 and the action research was conducted from February to April 2021 with 2 (two) cycles.

3.1.1 Cycle 1

a. Planning

Planning in this study aims to carry out several designs to achieve something better. The following are the plans that were done in cycle one.

- Observing the class and analyzing the problems that occur in a group / class.
- Conducting three meetings in one cycle in the form of asynchronous classes.
- Preparing the lesson plan, teaching materials, and several supporting media as evaluation materials, which used to measure student understanding in improving reading comprehension.
- Preparing a pre-test and post-test using the semantic mapping strategy to determine the students' fundamental abilities in reading comprehension before and after the action.

- Creating and prepare research instruments such as interviews, questionnaires, reading test questions, and documentation.

b. Action

The action stage entails putting the plan into action that has been prepared. At this stage, students gave the pretest, treatment and taught how to increase reading comprehension by using a semantic mapping strategy by using GC, and given pre-test after.

At this stage the teacher was teaching reading comprehension with a semantic mapping strategy then realized in the teaching procedures or the action in Cycle 1. Table 3.1 shows the action in Cycle 1 and the expected output.

Table 3. 1 Action (Teaching Procedures) in Cycle 1

No	Action cycle 1	Output
1	The lecturer explained the advantages of the semantic mapping strategy in reading comprehension.	The students knew the semantic mapping strategies that could be used in reading comprehension.
2	The lecturer explained how to use the semantic mapping strategy.	The students could increase the reading skill.
3	The lecturer provided opportunities for the students to ask questions through GC chat related to the material presented.	Increasing students' comprehension.
4	The lecturer provided examples to use and analyzing texts.	Both the students and the teacher could discuss the material.
5	The teacher gave text reading to analyze by using a semantic mapping strategy.	Increasing students' comprehension in reading.
6	The teacher concluded all the material in detailing GC.	The students could reach a conclusion.
7	The teacher provided an evaluation as a posttest in cycle 1	The students could identify a problem.

c. Observation

The observation stage of collecting data was carried out during the learning process through synchronous classes. In addition, using the prepared observation

sheet, namely to evaluate students' ability to immerse themselves in reading through asynchronous.

d. Reflection

The data analysis and observation in the previous stage is the implementation of reflection. The researcher assesses these actions and makes several things that need to be improving for the next cycle.

3.1.2. Cycle 2

a. Planning

In cycle 2, the planning stage was prepared the improvement of teaching process in Cycle 1. The planning in Cycle 2 is the result of implementing reflection in cycle 1. It is to avoid deficiencies that occur in cycle 1. This cycle consisted of several steps through synchronous (GC) and additional two synchronous meetings (GM). At the first meeting, students were given the material through Asynchronous class (GC). It aimed that the material can be learned first. Furthermore, the second meeting of lecturers and students focused more on discussing semantic mapping strategies, and at the third meeting, students were evaluated in the posttest in this cycle.

b. Action

The activities carried out at this stage consisted of implementing the lesson plans that have been planned and developed from the beginning of the first cycle of the learning process according to the previously designed lesson plans to improve reading skills of the students. In Cycle 2, one step was added namely synchronous meeting using Google Meet, one feature in GC.

Table 3. 2 Action (Teaching Procedures) in Cycle 2

No	Action in Cycle 2	Output
1	The lecture posted another explanation in GC on the semantic mapping strategy in reading comprehension	The students could know that the strategy that could be used in reading comprehension.
2	The lecture posted explanation on how to use the semantic mapping strategy in GC.	The students could increase the reading skill.
3	The lecture provided a synchronous meeting by using Google Meet to provide examples to use and analyze texts using semantic mapping.	Increasing students' comprehension.
4	Still in Google Meet, the lecturer discussed and provided opportunities for the students to ask questions about the material taught.	the students could get a better comprehension.
5	The lecture gave reading text to be analyzed by students using semantic mapping strategies.	Increasing students' comprehension in reading.
6	The teacher concluded all the material in detail	The students could understand the whole material.
7	The teacher provided an evaluation as a posttest in Cycle 2	The students applied the semantic mapping in reading.

c. Observation

Observation and evaluation tasks were conducted out in cycle 2 to determine changes in students' reading comprehension.

d. Reflection

At the end of reflection in the second cycle, observation and evaluation (posttest) show the results and the feasibility of using the semantic comprehension strategies used in reading comprehension including, increasing the evaluation results and students' enthusiasm in using the semantic mapping strategy.

3.2 Data Source

In this study, the participants were the 1st-semester students of Aquaculture Technology PDD Pontianak State Polytechnic (TBP) who lives in Putussibau. The number of cultivation technology students in the first semester was 30 students in classes A and B. The data were taken from questionnaire, interview, tests, and documentation.

3.3 Research Instruments

There were several instruments used in this study, namely questionnaire, interviews, documentation, and reading test.

3.3.1. Questionnaire

Cohen, et al. (2000) explained that there are various kinds of question-and-answer modes in questionnaires, such as dichotomous questions, multiple-choice questions, ranking scales, and open-ended questions. In this study, the questionnaire used is a closed questionnaire. It is to elicit data to answer the second research question. The questionnaire was developed by the researcher by considering several things, including:

1. Topic of questions
2. Participants understanding

The topic questions were regarding the use of Google Classroom and the benefits contained in Google Classroom. In addition, the topic of the question is also about semantic mapping strategies. Participants' understanding refers to simple vocabulary, making it easy for participants to understand the questions.

There was a weakness in this study. The questionnaire has not had time to be validated by the participants due to the limited number of participants. The number of participants was 30 participants, and all of them were research participants.

3.3.2. Interview

The interviews were implemented to find out the extent to which semantic skills that is taught through Google Classroom can help with reading comprehension. This interview uses unstructured interviews to find problems openly, while the instrument used is a list of questions that have been compiled by

the researcher. The contents of the interview list are about the use of Google Classroom, semantic mapping strategies, and the benefits of both. According to Cresswell, (2017), in qualitative interviews, the interviewer performs face-to-face interviews with participants, telephone interviews, or interviews with a focus group of six to eight interviewees in each group. In this study, interview data were collected in two ways, namely online and offline. Due to the pandemic situation, it is not possible to conduct a full offline interview. First, the participants record the answers to each question that has been given by the previous researcher. Second, participants were given a list of questions directed by the researcher. Then the participant's answer was recorded directly by the researcher. These interviews are to collect the data to answer the second research question. Here is the list of the questions of interviews.

Table 3. 3 Interview Guide

No	Questions	Answers
1	Do you like the learning process by using Google Classroom?	
2	Does the Semantic Mapping Strategy (SMS) effective in improving semantic skills in reading through Google Classroom?	
3	What do you feel when using semantic mapping in learning, especially in reading?	
4	Did you think that semantic strategies help in reading comprehension?	
5	What is the advantage of a Semantic Mapping Strategy (SMS) from another strategy?	

3.3.3. Documentation

Documents and artifacts are other types of qualitative methods for gathering data. These might include records or items that existed prior to the start of the study, or that documentation, such as papers, created after the start of the study as required by the researcher (Lodico, et al. 2006 p: 12). Documentation is supporting data in qualitative research in addition to interviews and observations. Documentation can be in the form of writings, pictures, journals, daily notes, and so on. In this study, the documentation data were the teaching materials, lesson plan, and job sheet that are prepared for teaching Semantic Mapping in Reading (see Appendix 6). It was delivered through Google Classroom. The purpose of documentation is to answer the first research question.

3.3.4. Reading Tests

In this research, the reading test took on two stages. First, pretest, and the second is the posttest. They were administered at the end of the first cycle and second cycle. The posttest material was taken from the TBP PDD Kapuas Hulu textbook. The text taken is adjusted to the material that has been delivered in the implementation of the planning and refers to the existing curriculum.

In this research the criteria of success were set in order to have a guideline as to see whether or not the action resulted in significant improvement and to find out when the cycle would be considered enough. When the criteria of success were reached, then the action would be ended. The criteria of success are when there are no more students who get a D value. The next success criterion is students who got an A grade of more than 40%.

3.3.4.1 Pre-test

The purpose of the pretest is to know the student's ability to understanding reading comprehension (Cf. Appendix 7)

3.3.4.2 Post-test

The purpose of implementing the posttest is to determine the extent to which the increase in students' understanding of reading comprehension with the given strategy. (Cf. Appendix 7)

3.4 Data Collection

This research was conducted in November 2020, this is the researcher's first step in planning data collection activities. This was done by conducting preliminary research in the form of discussing with the lecturer concerned at the TBP PDD Pontianak State Polytechnic in Kapuas Hulu. It is done to find out what problems are encounter by both students and teachers in the TBP study program. Next, is to implement Classroom Action Research (CAR) which includes two cycles. The first Cycle was carried out through Asynchronous (Google Classroom) and the second Cycle was conducted with additional Synchronous meeting (Google Meet). The research was started from February to April. To start collecting data, the researcher first gave a pretest, which was done to find out the extent of students' understanding of reading comprehension. After knowing the results of the pretest, the researchers continued to collect data through the cycles with posttest after every cycle. Post-test was carried out after the students received treatment in both cycle 1 and cycle 2. Furthermore, the researchers also took data through questionnaires and interviews. Interviews and questionnaires were conducted to find out students' perception in using Google Classroom in learning semantic mapping strategies for reading.

3.5 Data Analysis

This research is a qualitative descriptive method that is supported by quantitative data. In this study, data analysis was carried out in 2 steps. The first was the descriptive qualitative analysis. To reduce or summarize the data collected through interviews and documentation and then presenting the data. The representations of the data are a brief description of the

use of Google Classroom and the use of semantic skills in reading. Next, the statistical descriptive analysis, to analyze quantitative data obtained from the results of questionnaires and reading tests. The descriptive analysis could be used in all forms, for instance, data measurements, ranging from decimal, ordinal, interval, and ratio data. (Chalil & Barus, 2014 p: 46). The statistical methods that can be used in the descriptive study include the average value, set of results, or percentile value. According to Nasution, (2017) descriptive statistics or deductive statistics are part of statistical science that examines data processing and presentation so that they are easy to comprehend. This descriptive statistics only clarifies situations and phenomena. Descriptive statistics are statistics that have the task of organizing and evaluating records, figures, in order to provide a normal, brief, and consistent explanation of a symptom, occurrence, or situation such that such concepts or interpretations can be determined (Sholikhah, 2016).

In this study, to analyze qualitative data, the first step was to reduce or summarize the data that had been collected through interviews and documentation. This step is to break down and focus the data to make it easier to retrieve further data. The next step is the presentation of the data. The presents qualitative research data through brief descriptions, relationships between categories, charts, and the like. In this research, the representations of the data are a brief description of the use of Google Classroom and the use of semantic mapping strategy in reading. Sugiyono, (2013) say *"the most frequent form of display data for qualitative research data in the past has been narrative text". The next step is to draw conclusions or verify. First conclusions are still provisional and will change if valid supporting evidence is founding during data collection. If the supporting evidence at the initial stage of concluding followed the data during field collection, this will be a valid conclusion.*

The following are the steps you can be taken to analyze the data qualitative and quantitative:

- The first step was to reduce or summarize the data that had been collected through interviews.

- The second step was to reduce or summarize the data collected through documentation.
- The third step presented the data collected through questionnaire.
- The fifth step presented the data collected through tests.

CHAPTER IV

FINDINGS AND DISCUSSIONNS

In this chapter, the author will present the results of research in the field related to the use of Google Classroom to increase semantic skills in reading conducted in Aquaculture Culture Technology (TBP) Putussibau West Kalimantan. Next is a discussion of the findings based on theories that support and are related to the research.

The findings in this study were the use of semantic mapping in reading comprehension through Google Classroom and students' perceptions on using semantic mapping in reading through Google Classroom.

4.1 Findings

The finding of this study were presented in two sections in accordance with the research questions: (1) semantic mapping skills and reading comprehension through google classroom and (2) students' perception in increasing semantic mapping skills in reading comprehension.

4.1.1 Increasing Semantic Mapping Skills in Reading Comprehension through Google Classroom

The first part explained the action research conducted and then concluded with the findings to answer the first research question. As is well known and explained in Chapter III, action research is research that tries to solve a problem by using a cycle or spiral as proposed by Kemmis and McTaggart (Burns, 2009). This present research, therefore, was following the procedure of Classroom Action Research (CAR).

At the beginning of the learning, students were given a reading comprehension pretest. It was done to collect initial data. The next steps in this

section is to prepare lesson plans, teaching materials, and several supporting media as evaluation materials, which were used to measure students' understanding in improving reading comprehension. It is done with three meetings in one cycle through Google Classroom as an asynchronous class. At the last meeting, students were given a test in the form of a posttest. It is to determine the students' ability in reading comprehension after the action of teaching Semantic mapping strategies through Google Classroom (GC). Below is a table of the results of the TBP A, B students' pretest data.

Table 4. 1 The results of students' reading comprehension test in pre-cycle

Value	Grade	Number of Student	Percentage (%)
90 – 100	A	-	
80 – 89	B	5	16.7
70 – 79	C	12	40
<69	D	13	43.3
Total		30	100

The table above shows that the students' reading comprehension test results have not improved. It showed from the percentage results obtained that TBP class students need to improve their reading comprehension. In this case, the research will continue in the cycle.

The third step is giving a test in the form of posttest in cycle 1 to find out the results of using the semantic mapping strategy in reading comprehension through Google Classroom. The following is a table of the results of the posttest data for TBP A, B students in cycle 1.

Table 4. 2 The results of students' reading comprehension test using semantic mapping strategy through Google Classroom in cycle 1

Value	Grade	Number of Student	Percentage (%)
90 – 100	A	5	16,7
80 – 89	B	16	53.3
70 – 79	C	7	23.3
<69	D	2	6.7
Total		30	100

Based on the results of the posttest cycle 1 in the table above, it shows that there is an increase. The score in posttest were generally higher than those in pretest. The following is a table of the results of the posttest data for TBP A, B students in cycle 2.

Table 4. 3 the results of students' reading comprehension test using semantic mapping strategy through Google Classroom in cycle 2

Value	Grade	Number of Student	Percentage (%)
90 – 100	A	14	46.7
80 – 89	B	10	33.3
70 – 79	C	6	20
<69	D	-	
Total		30	100

Based on the table 4.3 showed that the post-test in cycle 2 was more improved. Although, there was a decrease in the number of students who got B score from the previous cycle 1. In this cycle, none of the students got D.

Based on the findings that had been explained, reading comprehension with the semantic mapping strategy can be taught through Google Classroom. Also, it has been explained that this research is a classroom action research conducted to improve the quality of the learning process. Therefore, several steps were done

in this research. Some of these steps into a series in one cycle. The first step is to identify what problems occur in class. Next, analyze and plan what to do to overcome the problems that occur. Then the next step is action. Action is the implementation of the planning that has been made. After the action, the next step is observing. The purpose of the observation is to find out whether the actions taken produce results. After knowing the results of observations regarding the actions to be carried out, the next is reflection or evaluation. This reflection is to assess or evaluate whether the actions that have been carried out have been successful or not. Thus the researcher can decide whether the cycle can be continued. In this classroom action research, there are two cycles carried out. The first cycle showed that action planning by using a semantic mapping strategy in reading comprehension through Google Classroom increased from the results before the action was carried out.

The use of semantic mapping in reading comprehension through Google Classroom is divided into two parts. First before the learning process, and the second is in the learning process.

The followings were the steps before the learning process and in the learning process:

1. The students had a personal account first, and it is done so that the students can follow the learning process.
2. The students joined the class using the code given by the teacher. By joining the group in a predetermined makes it easier to interact with each other and discuss the use of semantic mapping in reading.
3. The teachers gave materials the day before the learning process with the purpose of students can learn the materials that have been given first.

4. In the comment columns that had been available on the Google Classroom application, space was available for students to ask if there is anything less clear regarding the given materials.
5. The learning process was done in synchronous by Google meet and asynchronous class by Google Classroom.

The steps above are necessary for every student. The first step was that every student must have an account first before participated in the learning process. Furthermore, the Google Classroom media that selected to be used in the learning process was very appropriate, considering the current pandemic conditions. While in the third step and so on were: what can be done in the learning process. The last step was to use the Flip Learning model, where the teacher gave the material first through Google Classroom as an asynchronous class and Google Meet as a synchronous class to discuss or answer student questions regarding the material that has been given.

4.1.2 Students' Perception on Increasing Semantic Mapping Skills in Reading Comprehension through Google Classroom

Interest in learning media further emphasized the learning process. Both the teachers and students also found it easier and more comfortable to participate in class activities during the learning process so that the results obtained are more satisfactory. In addition, the selection of the correct media also affects its attractiveness to the students. The following results of a questionnaire survey of students' enthusiasm and perceptions in the learning process using semantic mapping in reading through Google Classroom. The following is a table of the results of the student questionnaire data for class A

Table 4. 4 The result of enthusiasm questionnaire of TBP A class students in using Google Classroom to improve semantic skills in reading

No	Questions	Answers				
		SA	A	U	D	SD
1	The Google Classroom application has completed features so that it can use in the learning process.	4 (31%)	8 (62%)	1 (8%)		
2	Google Classroom has become one of the applications that easy to use.	4 (31%)	8 (62%)	1 (8%)		
3	Google Classroom is very effective using in the learning process.	3 (23%)	8 (62%)	2 (15%)		
4	Learning media is very helpful in the learning process.	4 (31%)	9 (69%)			
5	The use of appropriate learning media has a significant impact.	4 (31%)	4 (31%)	3 (23%)	2 (15%)	
6	Semantic mapping strategies are very supportive in reading comprehension.	4 (31%)	8 (62%)	1(8%)		
7	The use of the Semantic Mapping Strategy provides readers' appeal.	3 (23%)	8 (62%)	1(8%)	1 (8%)	
8	Semantic understanding strategies are very effective in understanding reading.	6 (46%)	6 (46%)	1(8%)		
9	Reading activities have a positive impact on knowledge.	8 (62%)	5 (38%)			
10	Reading activities have a positive impact on knowledge.	7 (54%)	6 (46%)			

SA: Strongly Agree (5) A: Agree (4) U: Undecided (3) D: Disagree (2) SD: Strongly Disagree (1)

The table showed that the result of the student questionnaire data for class A most of the participants agree with the use of Google Classroom. The following is a graph of the result of the student questionnaire data for class A.

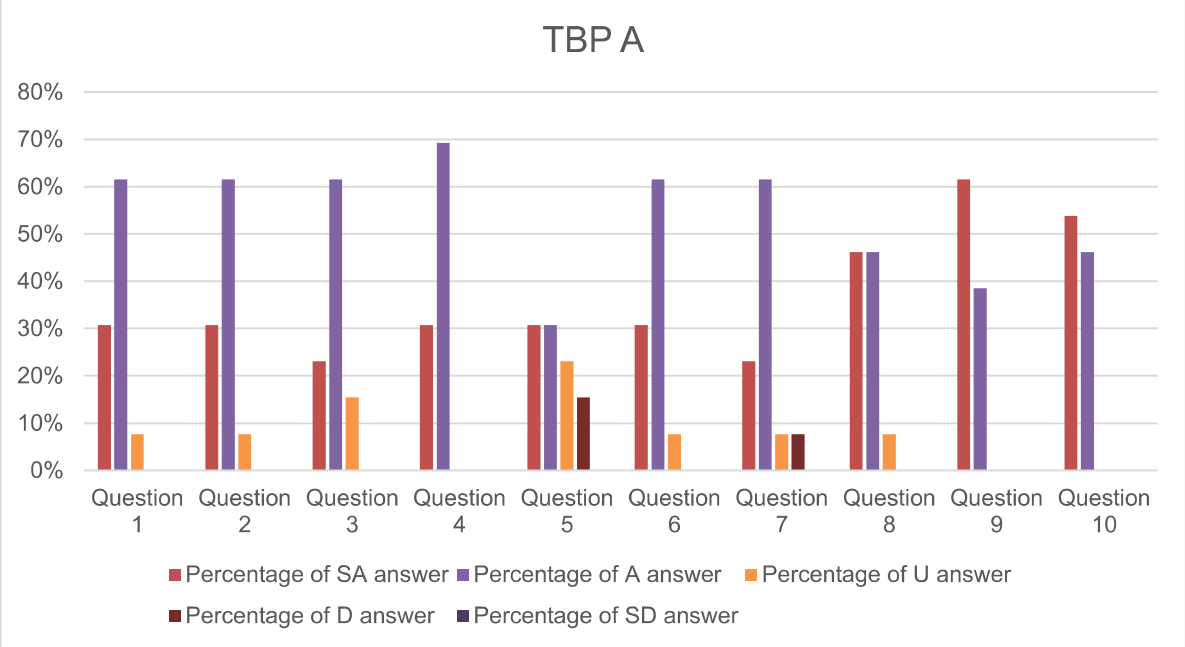

Figure 4. 1 Graph of TBP A students' enthusiasm in using semantic understanding strategies in reading comprehension through Google Classroom

The results of a questionnaire survey regarding students' enthusiasm for using semantic mapping through Google Classroom in improving semantic mapping in reading show that students feel comfortable and agree with using Semantic Mapping in reading teaching. The results that 70% of TBP A class students agree to the use of semantic mapping in the reading learning process through Google Classroom. The following is a table of the results of the student questionnaire data for class B.

Table 4. 5 Students result of enthusiasm questionnaire of TBP B class students in using Google Classroom to improve semantic skills in reading

No	Questions	Answers				
		SA	A	U	D	SD
1	The Google Classroom application has completed features so that it can use in the learning process.	5 (29%)	11 (65%)		1 (6%)	
2	Google Classroom has become one of the applications that easy to use.	6 (35%)	11 (65%)			
3	Google Classroom is very effective using in the learning process.	2 (12%)	14 (82%)	1 (6%)		
4	Learning media is very helpful in the learning process.	10 (59%)	5 (29%)	2 (12%)		
5	The use of appropriate learning media has a significant impact.	1 (6%)	13 (76%)	2 (12%)	1 (6%)	
6	Semantic mapping strategies are very supportive in reading comprehension.	7 (41%)	9 (53%)	1 (6%)		
7	The use of the Semantic Mapping Strategy provides readers' appeal.	6 (35%)	11 (65%)			
8	Semantic understanding strategies are very effective in understanding reading.	4 (24%)	13 (76%)			
9	Reading activities have a positive impact on knowledge.	12 (71%)	5 (29%)			
10	Reading activities have a positive impact on knowledge.	13 (76%)	4 (24%)			

SA: Strongly Agree (5) A: Agree (4) U: Undecided (3) D: Disagree (2) SD: Strongly Disagree (1)

The table showed that the result of the student questionnaire data for class B most of the participants agree with the use of Google Classroom. The following is a graph of the result of the student questionnaire data for class B.

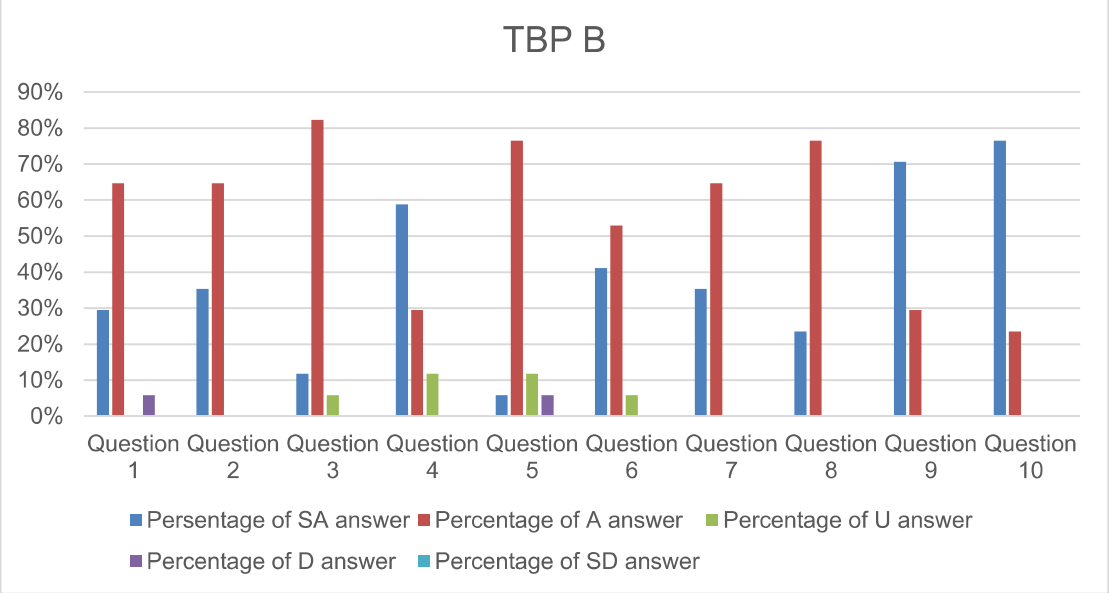

Figure 4. 2 The graph of TBP B students' enthusiasm in using semantic understanding strategies in reading comprehension through Google Classroom

For the questionnaire survey results, the use of semantic mapping in improving reading comprehension through Google Classroom for TBP class B students also shows that students find it easier to understand the text with the help of semantic mapping through Google Classroom. It is indicated by the acquisition of survey results as much as 96% agree with semantic mapping in the learning process. From the results of the description above, it can be said that the semantic mapping strategy used in improving reading comprehension can be used in the learning process. Thus the result of this research can be said to be in line with previous research conducted by Henukh, (2020) and Situmorang (2017). The results of their research explained that the deep semantic mapping strategy was used to improve reading comprehension through Google Classroom as a learning multimedia. It was accordance with the theory of Hurford et al. (2007) semantics as a study of meaning in the linguistic field into the essence of speech and personal interaction skills.

The result findings above show that the use of media gives students an interest in the learning process. In this study, Google Classroom became the media used for the teaching and learning process. Google Classroom not only provides convenience for teachers and students but can also be accessed without time limits so that students easier repeat the material that is delivered. In addition, students' interests can improve the results of the learning process.

Students' perceptions of the use of Google Classroom media in improving semantic mapping skills in reading comprehension received a positive response. It is verification by the results obtained either through tests or questionnaires. In class A, the number of students is 13 students, in 10 questions. Strongly Agree 47, Agree 70, 10 undecided, and disagree 3. Class B number of Strongly Agree 66, 96 Agree, 6 Undecided, and 2 Disagree.

In line with the previous research Google Classroom can use in the learning process and is very helpful for students in reading comprehension. The appropriate what explained previously that this research has two categories in previous research, namely previous research concerning the use of Google Classroom in the learning process and semantic mapping in the learning process in reading comprehension.

The existence of asynchronous (Google Classroom) and synchronous (Google Meet) classes does not necessarily distinguish this study from previous research because both are an integral part of the learning process, either directly or indirectly. The asynchronous and synchronous forms are supported to make it easier for students to understand the material given. Thus, this research strongly supports previous research on the use of semantic mapping in increasing reading comprehension through Google Classroom. So this research can be used as a

reference and enrich the literature on media, methods, and strategies that can be used in the learning process.

From the results of the presentation in the discussion, it is clear that students' perceptions are positive : they gave high respond to both the methods and media used in this study.

4.2 Discussion

The application of Google Classroom that offered all of easier was very helpful in a pandemic situation today. The habitually learning process in the classroom can do in this application. It was helpful not only for the students but also for the teacher. The presence of Google Classroom cannot be an obstacle in the learning process. Furthermore, this application was very flexible without limited time. The Google Classroom application was very easy to use for beginners in managing assignments given by the teacher. Besides that Google Classroom was a free web-based platform designed to promote learning activities between teachers and students.

One of the most advantages of Google Classroom was that teachers do not need to print homework to distribute to students. Simply upload the soft file to Google Classroom, and students can access it directly. Due to everything was paperless, teachers and students can also save paper. It meant that while using Google Classroom to learn, teachers and students can simultaneously reduce the risk of adverse effects on the environment. Another benefit of Google Classroom was that teachers can send notifications to students about online class schedules or online discussions. Later, students also had the opportunity to express their opinion to their friends by submitting them to the Google Classroom discussion forum.

As stated earlier, the findings of this research indicated that the semantic mapping strategy used in Google Classroom to improve reading comprehension had increased, cycle 1 and Cycle 2 begining with a pretest and ending with a posttest. In previous research

conducted by Henukh, (2020) and Situmorang, (2017) it was explained that the use of semantic mapping strategies through Google Classroom as multimedia learning was effectively used and helped students in learning. It can be seen from the results obtained by students, both in Henukh's and Situmorang's research. In Situmorang research result, the experimental group's mean score in the pre-test is 54, while the control groups are 53.67. The experimental group received a post-test score of 78.33, while the control group received a score of 67.5. Next, the Henukh research result the use of Google Classroom for multimedia learning, with an average of 82.5 percent multimedia expert validation and 87 percent material expert validation, has a positive impact on the learning process and outcomes of students. It was demonstrated by an increase in the value of each student, with an average pre-test score of 62 and a post-test score of 83, and an N-gain score of 0.75. (high category). Therefore, the previous research was conducted by Henukh (2020) and Situmorang (2017) strongly supported this research. The Semantic mapping strategies in reading comprehension through Google Classroom could be used in the learning process.

Some of the theories used in this research are the theories about Google Classroom, Reading Semantic and Google Classroom. From the findings in this study, it was showed that there were similarities in Douglas' theory regarding the ease of teaching and learning with the Google Classroom as a supporting application in the teaching and learning process. Besides that, Cristiano & Triana (2019) also explained that Google Classroom as a tool that really efficient and effective to use in every learning process, especially this research in the teaching and learning process. Next, the theories of semantics from both Crystal and Buzan stated, that semantic is a branch of linguistic field which focuses on meaning. Moreover, semantic mapping was an interconnected method of organizing the texts. The semantic mapping strategy used in this study was consistent with Buzan's theory. Furthermore, the semantic mapping strategy used in this study was very useful for reading comprehension.

The Classroom Action Research (CAR) method which was phased in its cycle really helped students to minimize the problems that exist in the TBP class. The findings explained that in cycle 1 there was an increase in students' ability to understand reading after treatment was carried out starting from planning, implementing action, observation to reflection. Furthermore, cycle 2 was carried out because there were still students who got a D score. The cycle in this study was stopped with the criteria, first if there were no students who got a D score and second, students who got an A value above 40%. The findings showed 46.7% of students had got an A in cycle 2. Therefore, the cycle was no longer continued because it had met the specified criteria.

The limitation of time in this study became an obstacle, as only three meetings were held in each class, whether TBP A or TBP B, during the stages of implementation. Signal constraints also have an impact on data retrieval. These become the consideration for other researcher to conduct similar research

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of this study based on the main findings and suggestions made for future research.

5.1 Conclusion

The comfortable learning media highly affects the outcome of a lesson. Google Classroom is an efficient and effective media used by PDD students in the first semester of Aquaculture Technology. In the first step, the students only need to have an account and join the class provided by the teacher. The implementation of using semantic mapping strategies in the learning process is helpful for students in reading comprehension. It can see from the progress of the result of the beginning pretest until posttest in cycle 1 and cycle 2. This shows that the use of Google Classroom in the learning process by using semantic mapping strategies can be taught through Google Classroom.

In addition, students' enthusiasm for the use of Google Classroom media and the use of semantic mapping strategies is relatively high, so that Google Classroom can be used as a media in the learning process. Moreover, semantic mapping strategies can be used in the learning process of reading comprehension. This strategy can help to make it easier for students to understand the reading.

5.2 Suggestion

Based on the study's findings, the author makes the following suggestions for students, teachers and future researcher

5.2.1 For the Students

The use of semantic mapping strategies and Google Classroom Media is a very appropriate combination. Given the current technological advances in the

world of education there is no reason not to depend on traditional classes because Google Classroom has existed and is very flexible to use.

5.2.2 For the Teacher

For teachers, it is significant to choose comfortable media for the teaching and learning process because this will affect the final results of students. The selection of the correct learning method also highly influences both the final results and the learning process. Therefore, teachers must choose what media and approaches are appropriate. Furthermore, the semantic mapping strategy is not only used in language learning but also used in other learning. Thus this strategy will greatly assist teachers in the teaching and learning process.

5.2.3 For the Future Researcher

For further researchers, this research can be used as a reference regarding the use of Google Classroom media and semantic mapping strategies. In addition, further researchers can lengthen the study time, so that it new strategies can be added in increasing semantic mapping skills in reading through Google Classroom media. Thus, this research will be sustainable and will enrich the literature on media and learning methods in the teaching and learning process.

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APPENDICES

Appendix 1. The research permit from Brawijaya University

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS BRAWIJAYA
FAKULTAS ILMU BUDAYA
Jalan Veteran Malang 65145, Indonesia
Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id - http://www.fib.ub.ac.id

Nomor : 0518 /UN10.F12/PN/2021 5 Februari 2021
Hal : Permohonan Ijin Penelitian

Yth. Direktur
Politeknik Negeri Pontianak

Bersama ini kami mengajukan permohonan kepada Direktur Politeknik Negeri Pontianak untuk memberikan ijin dan kesediaan untuk melaksanakan penelitian/pengambilan data dalam rangka penulisan tesis pada semester genap tahun akademik 2020/2021 dengan judul "The Use of Google Classroom to Increase Semantic Skills in Reading" kepada:

No.	Nama	NIM
1.	Lusi Susanti	196110100111005

Atas bantuan dan kerjasaman Bapak/Ibu disampaikan terima kasih.

Dekan,

Prof. Dr. Agus Suman, SE., DEA.
196006151987011001

Tembusan:
1. Yth. Kaprodi Teknologi Budidaya Perikanan PDD Polnek

Appendix 2. The research permit from Pontianak State Polytechnic PDD Kapuas Hulu

POLITEKNIK NEGERI PONTIANAK
PDD KABUPATEN KAPUAS HULU
Jalan Jenderal Ahmad Yani - Pontianak 78124, Kalimantan Barat
Telepon: (0561)736180, Faksimile: (0561)740143, Kotak Pos: 1286
Laman: www.polnep.ac.id

Nomor : 1271/PL16.D3/PG/2021 08 Juli 2021
Lampiran : -
Hal : Surat Izin Penelitian
Mahasiswa Program Pascasarjana, Fakultas Ilmu Budaya
Universitas Brawijaya

Kepada :
Yth, Dekan Universitas Brawijaya
Di tempat

Dengan hormat,
Berdasarkan surat yang telah kami terima tentang permohonan izin untuk melakukan penelitian di Kampus PDD di Kabupaten Kapuas Hulu dalam rangka meyelesaikan penyusunan tesis, Maka dengan ini kami memberikan izin kepada :

Nama : Lusi Susanti
No. Mahasiswa : 196110100111005
Program Studi : Magister Ilmu Lingustik

Diharapkan kepada yang bersangkutan selama proses penelitian dalam rangka menyelesaikan penyusunan tesis tersebut berlangsung dimohon untuk tetap menjalankan protocol kesehatan sesuai protocol Covid-19.

Demikian surat ini kami sampaikan . Atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Pontianak, 08 Juli 2021
Penanggungjawab Hibah PDD KH

Hj. Utin Nina Hermina
NIP 197109301996032001

Appendix 3. Letter of Acceptance

JOLLT Journal of Languages and Language Teaching
2338-0810 (Print), 2621-1378 (Online) Website: ojs.ikipmataram.ac.id/index.php/jollt
Accredited Sinta by Ministry of Research, Technology, and Higher Education of the Republic of Indonesia
Decree No. 30/E/KPT/2019, November 2019

LETTER OF ACCEPTANCE

Dear Author: **Lusi Susanti, Esti Junining, & Hamamah**

Regarding your manuscript submission to JOLLT's website, we want to inform you that the manuscript has been reviewed through the blind-review process. Hence, we are glad to inform you that your manuscript entitled "**INVESTIGATING THE IMPLEMENTATION OF GOOGLE CLASSROOM TO IMPROVE READING COMPREHENSION: ADVANTAGE AND DISADVANTAGE**" has been selected for an issue of the JOLLT Journal of Languages and Language Teaching Vol. 9(2) 2021 published at the end of April 2021.

Some steps in the processing of publications are free, and others are not. Some actions are free of charge: article submission, review process, and publication. The author(s) must pay Rp 350.000 (for Copy-edit, Lay-out, and Proofread fee) after the article is accepted. Please transfer to Bank Account: BNI, Haerazi (Account Number: 0224234752)

For more information regarding the publication, we will send you further email soon.

Regards,

Dr. Lalu Ari Irawan, S.Pd., M.Pd.
JOLLT Editorial Board

Appendix 4. Questionnaire of students' enthusiasm of TBP A, B in using Google Classroom to improve semantic skills in reading

No	Questions	Answers				
		SA	A	U	D	SD
1	The Google Classroom application has completed features so that it can use in the learning process.					
2	Google Classroom has become one of the applications that easy to use.					
3	Google Classroom is very effective using in the learning process.					
4	Learning media is very helpful in the learning process.					
5	The use of appropriate learning media has a significant impact.					
6	Semantic mapping strategies are very supportive in reading comprehension.					
7	The use of the Semantic Mapping Strategy provides readers' appeal.					
8	Semantic understanding strategies are very effective in understanding reading.					
9	Reading activities have a positive impact on knowledge.					
10	Lecturers motivate students about the importance of reading.					

Appendix 5. Interviews Guide

No	Questions	Answers
1	Do you like the learning process by using Google Classroom?	
2	Does the Semantic Mapping Strategy (SMS) effective in improving semantic skills in reading through Google Classroom?	
3	What do you feel when using semantic mapping in learning, especially in reading?	
4	Did you think that semantic strategies help in reading comprehension?	
5	What is the advantage of a Semantic Mapping Strategy (SMS) from another strategy?	

Appendix 6. Lesson Plan

	RENCANA PEMBELAJARAN SEMESTER (RPS)	
	JURUSAN : ILMU KELAUTAN DAN PERIKANAN PROGRAM STUDI : BUDIDAYA PERIKANAN POLITEKNIK NEGERI PONTIANAK	

Nama Mata Kuliah		**Bahasa Inggris II**
Kode		**TBP 11205**
Semester		I
Sks		2
Tim Dosen		Arsanti Budiarti, M.Pd dan Uray Endang Kusumajaya, M.Ed
Deskripsi Mata Kuliah		Mata kuliah ini fokus kepada kemampuan berbicara (*Speaking*), menulis (*Writing*), dan membaca (*Reading*)
Capaian Pembelajaran Prodi		Mampu berkomunikasi secara efektif baik secara individual maupun kelompok kerja (*team work*) dengan menggunakan Bahasa Inggris lisan dan tulisan
Capaian Pembelajaran Mata Kuliah		Mampu berkomunikasi secara efektif di dalam kelas dan mampu menyesuaikan diri dengan lingkungan kerjadan dapat bekerja samadalam *team work*
BobotPenilaian		Aktifitas = 10 % Tugas = 20 % UTS = 30 % UAS = 40 %
MetodePenilaian		Metode Penilaian dilakukan dengan mengamati aktifitas di setiap pertemuan, Memberikan tugas-tugas setiap pertemuan, Memberikan Ujian Tengah Semester (UTS) dan Memberikan Ujian Akhir Semester (UAS).
BukuReferensi		1). Azar, Schrampfer Betty. 1996. Basic English Grammar:2nd edition. Pearson Education: New York.

2). Azar, Schrampfer Betty. 2003. Fundamental of English Grammar:3rd edition. Pearson Education: New York.
3). Sargeant, H. (2007). *Basic English Grammar for English Language Learners Book 2.* United Stated of America: Saddleback Educational Publishing.
4) Seaton, A., & Mew, Y. (2007). *Basic English Grammar for English Language Learners Book 1.* United Stated of America: Saddleback Educational Publishing.
5) **Budj Bim and the Gunditjmara people**
www.environment.gov.au/heritage/places/national/budj-bim/information.html
www.parkweb.vic.gov.au/1park_display.cfm?park=153

6) Reefs at Risk
http://news.bbc.co.uk/2/hi/science/nature/6936634.stm
www.aims.gov.au/pages/research/project-net/reefs-at-risk/apnet-rar04.html

7) Fish Names
www.fishnames.com.au

8)https://www.marine.ie/Home/sites/default/files/MIFiles/Docs/EducationSupport/GuidetoSettingupaFishTank.pdf

9) https://illuminations.nctm.org/uploadedFiles/Content/Lessons/Resources/3-5/Welcome%20to%20the%20Aquarium%20Activity%20Sheet.pdf

10) http://cessh.curtin.edu.au/local/docs/Awesome_aquaculture.pdf

JADWAL PELAKSANAAN

(1) Minggu ke	(2) Waktu (menit)	(3) CP Tahapan Mata Kuliah	(4) Bahan Kajian (Materi Ajar)	(5) Bentuk Pembelajaran	(6) Kriteria Penilaian/ Indikator Penilaian	(7) Pengalaman Belajar Mahasiswa	(8) Bobot Materi	(9) Referensi

1	50 x 3	Mahasiswa dapat • Mengidentifikasi kosakata seputar budidaya perikanan • Mengidentifikasi penggunaan simple past tense	**Aquaculture** • Bahan bacaan bertema budidaya perikanan • Simple Past Tense	• Ceramah • Diskusi • *Pair Work* • Tugas	• Dapat melengkapi kalimat menggunakan kata kata seputar budidaya perikanan • Dapat menggunakan Simple Past Tense dengan benar	• melengkapi kalimat menggunakan kata kata seputar budidaya perikanan • menggunakan Simple Past Tense dengan benar	10%	2,3,10
2	50 x 3	Mahasiswa dapat • Mengidentifikasi kosakata seputar budidaya perikanan di Australia • Mengidentifikasi penggunaan simple past tense	**Aquaculture in Australia** • Bahan bacaan bertema budidaya perikanan di Australia • Simple Present Tense	• Ceramah • Diskusi • *Pair work* • Tugas	• Dapat melengkapi kalimat menggunakan kata kata seputar budidaya perikanan di Australia • Dapat menggunakan Simple Present Tense dengan benar	• melengkapi kalimat menggunakan kata kata seputar budidaya perikanan di Australia • menggunakan Simple Present Tense dengan benar	10%	2,3, 5

3	50 x 3	Mahasiswa dapat • Mengidentifikasi kosakata seputar praktek manajemen untuk ikan bersirip • Mengidentifikasi penggunaan *infinitive*	**Management Practices for Fin Fish** • Bahan bacaan bertema praktek manajemen untuk ikan bersirip • to infinitive	• Ceramah • Diskusi • Tugas	• Dapat melengkapi kalimat menggunakan kata kata seputar praktek manajemen untuk ikan bersirip • Dapat menggunakan *to infinitive* dengan benar	• melengkapi kalimat menggunakan kata kata seputar praktek manajemen untuk ikan bersirip • menggunakan *to infinitive* dengan benar	10%	2,3,4,10
4,5	50 x 3	Mahasiswa dapat • Mengidentifikasi kosakata seputar masa ikan bertelur • Mengidentifikasi penggunaan *Simple Future Tense*	**Spawning** • Bahan bacaan bertema masa ikan bertelur • Simple Future Tense	• Ceramah • Diskusi • Tugas	• Dapat melengkapi kalimat menggunakan kata kata seputar masa ikan bertelur • Dapat menggunakan *Simple Future Tense* dengan benar	• melengkapi kalimat menggunakan kata kata seputar masa ikan bertelur • menggunakan *Simple Future Tense* dengan benar	15%	2,3,4,10
6,7	50 x 6	Mahasiswa dapat • Menjawab pertanyaan seputar Budidaya Perikanan sebagai sumber makanan • Mengidentifikasi rangkaian rantai	**Aquaculture for Food** • Bahan bacaan bertema Budidaya Perikanan sebagai sumber makanan	• Ceramah • Diskusi • Tugas	• Dapat menjawab pertanyaan seputar Budidaya Perikanan sebagai sumber makanan	• menjawab pertanyaan seputar Budidaya Perikanan sebagai sumber makanan	10%	2,3,4,10

		pasokan dalam sebuah perusahaan	• *Supply chain in a company*		• Dapat mengidentifikasi rangkaian rantai pasokan dalam sebuah perusahaan	• mengidentifikasi rangkaian rantai pasokan dalam sebuah perusahaan		
8,9,10	50 x 6	Mahasiswa dapat • mengidentifikasi kosakata seputar Makanan yang berasal dari laut • mendesain sebuah poster mengenai makanan sehat yang berasal dari laut • mengubah kalimat menggunakan pattern very, too, enough	**Why is seafood good food? Spawning** • Bahan bacaan bertema Makanan yang Berasal dari Laut • Poster mengenai makanan sehat yang berasal dari laut • Language work : very, too, enough	• Ceramah • Diskusi Kelompok • Tugas	• Dapat mengidentifikasi kosakata seputar Makanan yang berasal dari laut • Dapat mendesain sebuah poster mengenai makanan sehat yang berasal dari laut • Dapat mengubah kalimat menggunakan pattern very, too, enough	• Menghapal kosa kata seputar makanan yang berasal dari laut.	10%	2,3,4,10
11,12	50 x 6	Mahasiswa dapat • Menggunakan kosakata seputar Budidaya Perikanan sebagai penyelamat • Mengidentifikasi penggunaan *Tag*	**Aquaculture to the rescue** • Bahan bacaan seputar budidaya perikanan sebagai penyelamat	• Ceramah • Diskusi • Tugas	• Dapat melengkapi kalimat menggunakan kata kata seputar budidaya perikanan	Melengkapi pertanyaan kalimat pertanyaan question tag	5%	3,4,10

		question	• Tag Question		sebagai penyelamat • Dapat menggunakan *Tag Question* dengan benar			
13,14	50 x 3	Mahasiswa dapat • Menggunakan kosakata mengenai Pengalaman Membesarkan Ikan • Mengidentifikasi penggunaan suggestion: *should, ought to, had better*	**Grow Fish: An Experiment** • Bahan bacaan mengenai pengalaman membesarkan ikan • Suggestion: *should, ought to, had better*	• Ceramah • Diskusi • Tugas	• Dapat menggunakan kosakata seputar Pengalaman Membesarkan Ikan • Dapat mengidentifikasi penggunaan suggestion: *should, ought to, had better*	Mengetahui penggunaan *should, ought to dan had better*	10%	2,3,10
15, 16	50 x 6	Mahasiswa dapat • Menggunakan kosakata mengenai pemeliharaan ikan di dalam aquarium • Mengidentifikasi penggunaan comparisons: *the same as, different from*	**This is Your Brain on Aquariums** • Bahan bacaan mengenai pemeliharaan ikan di dalam aquarium • Mengidentifikasi penggunaan comparisons: *the same as, different from*	• Ceramah • Diskusi • Tugas	• Dapat menggunakan kosakata mengenai pemeliharaan ikan di dalam aquarium • Dapat Mengidentifikasi penggunaan comparisons: *the same as, different from*	Menggunakan comparisons; *the same as, different from*	10%	3,4,10

17, 18	50 x6	Mahasiswa dapat • Menggunakan kosakata mengenai cara membuat tangki ikan • Mengidentifikasi penggunaan conjunction: *and, but,or*	**Guide to Setting Up a Fish Tank** • Bahan bacaan mengenai cara membuat tangki ikan • conjunction: *and, but,or*	• Ceramah • Diskusi • Tugas	• Dapat menggunakan kosakata mengenai cara membuat tangki ikan • Dapat mengidentifikasi penggunaan conjunction: *and, but,or*	Menghafal kosakata seputar cara membuat tangki ikan serta mampu menggunakan conjunction dengan tepat	10%	2,3,10

Putussibau, 11 Desember 2017
Pengampu Mata Kuliah

Menyetujui:
Ka. Prodi Budidaya Perikanan PDD Kapuas Hulu

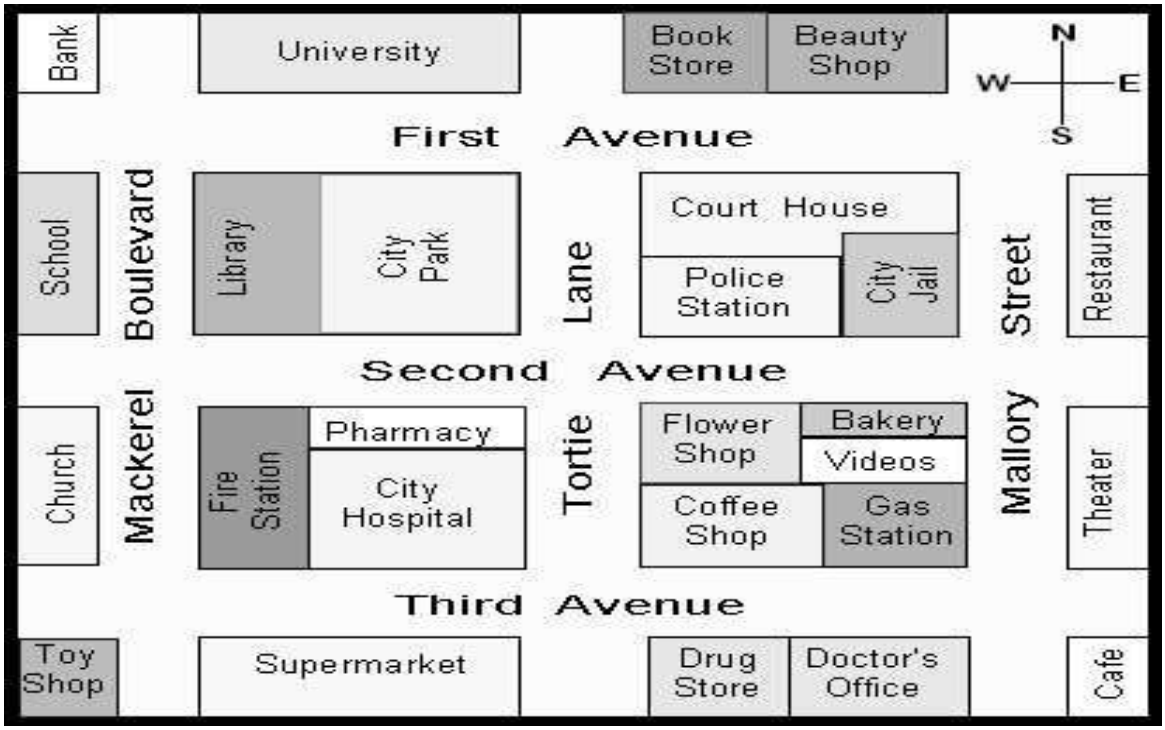
M.Idham Shilman, S.Pi., M.Si
NIP. 197510152002121005

Arsanti Budiarti, M.Pd

Appendix 7. Reading Tests

Reading a City Map

Use the city map to answer the questions.



1. A: Hi. Could you tell me where the *da-da-da* is?

   B: The ??? is **across the street from the university, next to the beauty shop**

2. A: Hi. Could you tell me where the *da-da-da* is?

   B: Sure! The ??? is **on the northwest corner of Mackeral and First, across the street from the university**.

3. A: Help!! My car is missing! I think it was stolen! I need to go to the *da-da-da* to report it.

   B: Calm down! The ??? is located **next to the city jail, on Second Avenue**.

4. A: My friend asked me to return these to the *da-da-da*, but I don't know where it is.

   B: Oh! The ??? is **on Mackeral Boulevard, across from the school**. If you get to the university, you've gone too far.

5. A: Pardon me, but I'm looking for the nearest *da-da-da*. Can you help me?
   B: Umm...I think that the nearest ??? is **on Third Avenue across the street from City Hospital**.

6. A: Can you tell me where the *da-da-da* is?
   B: Sure! The ??? is located **on the northeast corner of First Avenue and Mallory Street, next to the book store**.

7. A: I'd like to visit my friend at the *da-da-da*. Where is it?
   B: Uhhh...your friend? Um..The ??? is **located on Mallory Street, across from the restaurant**. Good luck!

8. A: Hi, I'm looking for the *da-da-da*. I'm going to a picnic. Can you help me?
   B: How fun! The ??? is **on Second Avenue, just east of the library**.

9 A: Excuse me, where is the *da-da-da* located?
   B: The ??? is located **between the bakery and the gas station**.

10. A: Excuse me, where is the *da-da-da* located?
    B: The ??? is located **across from the theater, next to the video store**.

Adopted from Buku Ajar PDD (2016)

Aquaculture (Pretest)

According to the FAO, aquaculture is the farming of aquatic organisms. There are four groups of aquatic organisms they are *fish, mollusks, crustaceans, and aquatic vegetation*. The aquatic plant that can be cultured is *seaweed*. Farming is done by a human to enhance fish production. There are some factors to be concerned about, such as *regular stocking, feeding, protection from predators, etc.* Farming also implies individual or corporate ownership of the stock being cultivated. *Fish, mollusks, crustacean,* belongs to the aquatic animal group, and *seaweed* belongs to the aquatic plant group. But, we only cultured two kinds of aquatic organisms they are *fish* and *seaweed*. To culture the fish and seaweed, we should know the aquatic environment; they are freshwater, brackish water and seawater.

Reading practice

1. What is aquaculture?
2. Mention the groups of aquatic organisms?
3. What organism belong to aquatic animal?
4. What organism belong to aquatic plant?
5. Why people do fish culture?
6. How many of the aquatic organisms that can be cultured?

Adopted from Buku Ajar PDD (2016)

Spawning (Posttest in cycle 1)

Spawning is the activity of obtaining the eggs (ova which is unfertilized eggs) often in large quantities, from female fish and the sperm or milt (to fertilize the eggs) by the male fish. Spawning consists of the reproductive cells (gametes), some of which will become fertilized and produce offspring. The eggs produce by the ovaries of the female.

In nature, most fin fish are seasonal breeders. The reproduction cycles are controlled by hormones. The hormones produced by endocrine glands. The reproduction cycles are controlled to ensure the continuous production of the seed. There are three approaches used to control reproduction, they are: genetic, environmental, and hormonal.

Reading Comprehension

Exercise 1

Answer the questions below!

1. What is spawning?
2. How does the spawning go?
3. Why the spawning was done?
4. How does the reproduction go?

Exercise 2

Answer the following questions by crossing a, b, c, or d to the correct answer.

1. Obtaining eggs in aquaculture was called ....
   a. rearing b. spawning c. breeding d. farming
2. The spawning goes by sperming the eggs of a female fish by the .....

a. male fish b. pond c. pool d. eggs

3. The spawning activity was done to get ....
   a. the seed b. the eggs c. the water d. the nature

Adopted from Buku Ajar PDD (2016)

Aquaculture to the Rescue (Posttest in cycle 2)

Aquaculture can do a lot to help to save one favorite finned friends, the clownfish. Clownfish are so beautiful, they have even been as the star in a famous movie. Do you know which one?

Many people want to keep clownfish as pets. As understanding of the problems with taking clownfish from the wild begin to be understood, clownfish raised through aquaculture are becoming more popular. Clownfish grown through aquaculture can help to keep the clownfish in the wild.

Clownfish are a popular marine fish. They are found in all over the world, though most of them live in warm water. They like to live around a reef. Over time, clownfish have develop a relationship with a posionous friend, the anemone.

Clownfish like to rub against an anemone. This helps them to make a slime that protects them, called mucus, like the snot that comes out of your nose. The poisonous stings the anemone can hurt all the other fish, but he mucus protects the clownfish form harm.

Clownfish don't like to go far away from their anemone. They feel safe there because of the protection that the anemone gives them. All clownfish are born as boys. As they grow up, the stronger, bossier clownfish will turn into a girl. If the girl is taken away or dies, the next bossiest boy fish will turn into a girl.

Exercise

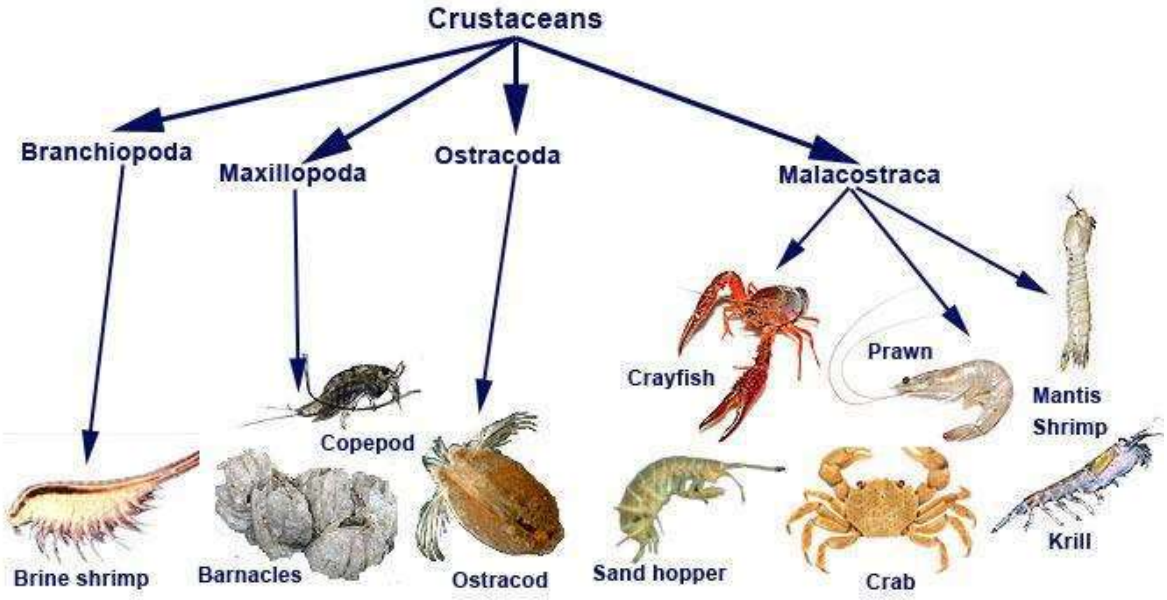
Fill in the blank spaces based on your comprehension in the text above with the appropriate word in bracket

1. Aquaculture can do a lot to help to _____(save, assist) the clownfish.
2. Clownfish are a famous _____ (marine, land) fish.

3. The slime that protects the clownfish is _____ (anemone, mucus).
4. All clownfish are born as _____(boys, girls).
5. The famous movie about clownfish is _____(Finding Nemo, Barbie).
6. Many clownfish come from the oceans of the Philippines and _____(Australia, Indonesia).
7. The problem is there are _____ (much, few) clownfish in nature.
8. The _____ (reef, anemone) offers natural protection for clownfish.
9. When grow up, clownfish will turn into _____ (bossier, girl).
10. Clownfish like to _____ (scratch, rub) against an anemone.

Adopted from Buku Ajar PDD (2016)

Appendix 8. The example of Semantics Mapping material



Appendix 9. Curriculum Vitae

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Education Background:

1. Elementary School : SDN No 4 Putussibau
2. Junior High School : MTS Plus Al-Jihad Hulu Gurung
3. Senior High School : MA Perguruan Muallimat Cukir Jombang
4. Undergraduate : Universitas Panca Marga Probolinggo
5. Master Degree : Universitas Brawijaya Malang