IMPROVING STUDENTS' READING SKILLS THROUGH PUNCTUATIONS BY USING GOOGLE CLASSROOM APPLICATION AT GRADE XII MS 1 OF SMA NEGERI PLUS PROVINSI RIAU

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ABSTRACT

The purpose of this research was to explain whether punctuations could better improve the students' reading skill through google classroom application at grade XII MS 1 of SMA Negeri Plus Provinsi Riau and to explain what factors influenced it. The data were collected by using observation checklists, field notes, and tests. Then, qualitative data were analyzed by data managing, reading or memoing, describing, classifying, and interpreting. Meanwhile, quantitative data were analyzed through the percentage (scores of reading test by using google classroom, matrix, and graph. This classroom action research consisted of two cycles constituting 3 meetings for each cycle. The result of this research showed that implementing google classroom improved the students' reading skill in each cycles. It was found that at the end of the first cycle, the percentage of the students' reading skill was 83.20%. However, this result was still unsatisfied. At the end of the second cycle, the improvement of the students' reading skills after implementing google classroom was 90.40%.. It implied that there was an improvement of the students' reading skill through punctuations through the implementation of google classroom at the end of second cycle. In conclusion, the use of punctuations improved the students' reading skills through google classroom application.

Keywords: punctuations, reading skills, google classroom

MENINGKATKAN KEMAMPUAN MEMBACA SISWA MELALUI TANDA BACA DENGAN MENGGUNAKAN MEDIA APLIKASI GOOGLE CLASSROOM DI KELAS XII MS 1 SMA NEGERI PLUS PROVINSI RIAU

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah tanda baca dapat meningkatkan kemampuan membaca siswa dengan menggunakan media aplikasi google classroom di kelas XII MS 1 SMA Negeri Plus Provinsi Riau dan factor yang mempengaruhinya. Tetapi dalam penelitian ini dilaksanakan di kelas XII MS 1 SMA Negeri Plus Provinsi Riau. Data dikumpulkan berdasarkan lembaran observasi, catatan lapangan, dan ujian tertulis. Data qualitative dianalisis dengan data managing, reading or memoing, describing, classifying, interpreting. Data quantitative dianalisis dengan persentase (score of reading test by using google classroom application), matrix dan graph. Penelitian tindakan kelas ini terdiri dari dua siklus sebanyak 3 kali pertemuan untuk setiap siklus. Hasil penelitian ini menunjukkan kemampuan membaca siswa dengan menggunakan aplikasi google classroom meningkat pada setiap siklusnya. Diakhir siklus pertama, persentase siswa dalam kemampuan membaca dengan menggunakan aplikasi google classroom adalah 83.20%. Namun, hasil ini dirasa belum memuaskan. Diakhir siklus kedua, peningkatan kemampuan membaca siswa dengan menggunakan aplikasi google classroom adalah 90.40%. Artinya bahwa ada peningkatan kemampuan membaca diakhir siklus kedua. Kesimpulannya, penggunaan tanda baca dapat meningkatkan kemampuan membaca siswa dengan menggunakan aplikasi google classroom.

Kata Kunci: *tanda baca, kemampuan membaca, google classroom*

INTRODUCTION

Reading is defined as the process of looking for a series of written symbols and getting meaning from them. Reading is a skill which we try to get information from printed or written materials. To have a good material in reading is not only by knowing how to read better with corrected pronunciation and intonation but also understand the reading English language and

to obtain the information in the texts, but sometimes the students faced problems in reading English language, understanding and translating the written English language (Hasbaini, Abdul Manan, 2017). Therefore, in reading activities, a student needs a good strategy to understand a certain reading material.

There are some strategies have been taught to improve the students' reading skills. In a very real sense, the students cannot master the meaning of words in a sentence and nor can they communicate in English appropriately because the teaching-learning activities still focus on grammatical rules. The teachers use the traditional and monotonous teaching techniques which not involving the students communicatively, just ask students to read, find difficult words by looking them a dictionary, and ask them to answer the questions. They are often served with the same techniques in the learning process almost all of the time. It makes the students get bored and reluctant to be involved actively in understanding reading texts. And also they not have enough time in teaching learning process. It mean it is needed a technology to help them to study whenever and everywhere. That is by using Google Classroom . it is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. All of these facts brought about an assumption that the teaching of reading at SMA Negeri Plus of Riau Province needs improvement. To be more specific, it was essential that teachers, including the researcher, need to get introduced to a *new* way in teaching reading and then apply it in the teaching and learning process. The word 'new' here does not necessarily mean that it is up to date or current. As long as the teachers never utilize the way, it could also be categorized as 'new.' The new way that at last comes into the researchers' mind is the use of Google Classroom in teaching Reading

texts. Allen (1983:3) proposes two factors that will affect the failure of students in understanding the meaning of words. Those are: (1) they do not have any skills in comprehending the meaning of words, and (2) they do not have enough basic competencies to translate both words and sentences in a text. Therefore, to know the information or ideas from the text, it is important that the students be provided with techniques or ways for understanding the texts. One of the techniques in understanding the texts is by using understanding punctuations.

Understanding punctuations are only one of a variety of strategies that are suggested to use by the teachers to help students to identify the information or ideas from the texts. One of the punctuations, which can be found in most of the reading texts, is "comma". Comma can help the students to understand reading text. For example: the adolescent, with his passion for sincerity, always respect parents". Comma in the example has a function to separate the main part and the supporting part of the sentence. McCaskill,et.al (1984:44) holds that understanding punctuations is placed in texts to make meaning clear and to make reading easier. The various punctuations marks perform four functions: they are separate, group or enclose, connect, and impart meaning. However, the English teachers at SMA Negeri Plus Riau Province have not been familiar with teaching a reading text by using understanding punctuations because this way of learning a reading text is not recommended in the curriculum of SMA. Therefore, the students of the Grade XII MS 1 have not been familiar with this technique.

Several researches have conducted by previous researchers on the punctuations. The earlier findings about the punctuations was from Jones(1994) who found in the field of syntax that using a grammar that includes punctuation yields around two orders of magnitude fewer parses than one which does not. Further work has been carried out in this area, particularly by Briscoe and Carroll (1995), found more accurately the contribution that usage of punctuation can make to the syntactic analysis of text. While Bukhori (2007) at English Department of UIN Suska Riau

found that there is a significant contribution both to the understanding of context clues and punctuations to reading skills. It means that the students' reading skills can be predicted through the understandings both of the context clues and the punctuations.

Although a lot of researches have been done on punctuations, there is little information available on the use of punctuations in improving reading. In other words, it is worth studying on the use of punctuations to improve reading skills.

Punctuations can theoretically improve students' reading skills. Therefore, it is important to conduct this study which explained the implementation of punctuations by using google classroom application. This study aims whether punctuations by using google classroom was presumed could better improve the students' reading skills at grade XII MS 1 of SMA Negeri Plus of Riau Province and to explain what factors that change it.

THEORETICAL STUDIES
1. Reading

Reading is needed for everyone who wants to develop his or her knowledge. In academic reading, the students learn to read multiple purposes, including at least reading. Harris (1980:9) describes skills in reading comprehension is related with an ability to find the answer to specific questions, ability to select and understand the main ideas, ability to evaluate and to remember what one has read. Gillett (2007) gives some reading skills for academic study, especially in understanding reading texts, such as understanding the text organizations of a text, understanding conceptual meanings, and also understanding reference in the texts. Besides, Orwig (2007) adds that some of micro-skills involved in reading, such as recognize vocabulary items, figure out the meaning of the words, including unfamiliar vocabulary, from the (written context), get the points or the most important information. In short, in understanding reading texts and reading comprehension, students should recognize vocabulary items, figure out the meaning of the words, including unfamiliar vocabulary, from the (written) context, get the

points or the most important information, understand text organizations, conceptual meaning of the texts, understanding references in the texts, and also they should find the answer to specific questions, select and understand the main ideas, evaluate and remember what one has read.

From the opinions above, it is known that there are some reading skills needed in understanding reading texts and reading comprehension. It is needed language comprehension, cognitive ability, intellect, background knowledge and process strategies. To achieve the purposes of reading, the most important thing is that the students should understand the meaning or massage in sentences of a text. Zainil (2006:1) explains that understanding sentences can be used as a comprehensible input through comprehending punctuations, context clues, references, and sentence core parts. There are punctuations that are found in the text, like commas, colons, semi colons, dashes, quotation marks, and many others. While, context clues that can help the students in understanding the sentences are definitions, examples, causes and effects, contrasts, restatements, modifiers, and references such as personal pronouns, and so on. And then, sentence core parts can be divided into simple sentences, and complicated sentences. In brief, comprehending punctuations and understanding sentences is needed in achieving reading purposes.

In summary, in understanding reading texts, the most important thing is that students should understand punctuations and understand the meaning or massage in sentences of a text that can be used as comprehensible input through comprehending punctuations. Therefore, the theory of Harris (1980) and the theory of Gillett (2007) can be used as the indicators because these indicators are considered appropriate with the condition of the students.

2. Punctuations

McCaskill, et.al (1998:44) identifies that punctuations are placed in texts to make clear and to make reading easier. He further points out that the various punctuations marks perform four

functions: (a) separate, (b)group of enclose, (c) connect and (d) impart meaning. This idea is supported by Baugh (1993:34) who confirms that punctuations serve two important purposes in written communication. First, it helps present ideas clearly and accurately. It indicates where one thought ends and other begins, shows relationships among ideas, separates items in a series. Second, punctuations are used in abbreviations and in figures expressing time, quantities, and measures. This idea is echoed by Voeller (1998:v) who believed that punctuations contribute to clarity and smooth and easy reading. McCaskill's idea, Baugh's idea and Voeller's idea are very similar in its general outlines. They explain that punctuations is a good strategy or technique in presenting ideas clearly and accurately and it can help the reader to easy reading. Based on the statement above, a punctuation is a way or a technique to present ideas clearly and accurately, which develops students' reading comprehension.

a. Definition and Types of Punctuations
Wassman (2000:113) defines punctuations can be guide to sentence comprehension, it means punctuations can help students in understanding a reading text.

b. The Types of Punctuations
Zainil (2006:1-7) classify some punctuations, which can help the reader to understand the text, which are: (a)the comma, (b) the semicolon, (c) the colon, (d) The dash. The followings are the explanation of each of them as explained by Zainil.

1) The comma
The comma is used as the introductory use.
For example: To my surprise, <u>most people attending the party were over thirty years</u> (Zainil, 2006:1)
From the example, the reader can identify that main part of this sentence is after the comma. So he or she should be focus on this part.

The parenthetical use.
For example: <u>Lech Walesa</u>, the 40-years old shipyard electrician, <u>was awarded the 1998 Nobel Price for Peace</u>. (Zainil, 2006:2) from the example, the reader can identify that the additional part of this sentence is between the commas. So he or she should be focus on parts before and after commas.

The serial use
For example: They bought a lot of apples, oranges, bananas, and pineapples. (Zainil, 2006:2) from the example above, the reader can understood that the series things there are kinds of fruits.

The related ideas use.
The comma can be used with conjunction and, or, nor, but, or for to indicate that there are two related core parts within the sentence.
For example: We walked two miles into the wood, but we did not see a single wild animal. (Zainil, 2006:2)

2) The Semicolon
Semicolon is used to link independent clauses not joined by coordinating conjunction. Semicolon should join only those independent clauses that closely related in meaning. (Peck, 2007).
For example: Children who view a lot of television can concentrate on a subject for only *fifteen to twenty minutes*; they can pay attention only for *amount of time* between television commercials. (Peck, 2007)

3) The Colon
The colon is used to introduce a list of things, statements, an explanation or examples of the previous material and a quotation. It also indicates that the sentence's core parts precede the colon. (also see Peck, 2007)
For example: The ingredients are follows: eggs, sugar, flour, butter, salt, and milk. (Zainil, 2006:4)

4) Dash
The dashes are used to separate unessential or parenthetical elements from the core parts of a sentence. (also see Peck,2007)

For example: At least three sports – basketball, football, and tennis – are continually gaining television fans. (Zainil, 2006:5)

Therefore, in using punctuations to improve students' reading skills, it is important to avoid the wasting time for a useless activity in the classroom. The indicators are appropriate with the condition of students and curriculum of improving reading skills in action are as follows: (a) the comma, (b) the semicolon, (c) the colon, (d) The dash.

The theory of Zainil is used as the indicators because these indicators are appropriate with the curriculum of the grade XII MS I, SMA Negeri Plus Riau Province in this semester.

3. **Google Classroom Application**

Google Classroom is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free (Beal, 2017). It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Nagele (2017) said, teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom, because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. In conclusion, Google Classroom makes it easier for teachers to handle students work. It is really beneficial for both teachers and students, because it is easy and simple to use, learning process can be effective and efficient because students and teachers can access Google Classroom anytime and anywhere in electronic devices with internet network

METODE PENELITIAN

This study was conducted through a classroom action research (Kemmis and Mc.Taggart, 1982:12). The action research in the language classroom is a tool for teacher and curriculum development to improve the way of teaching. It can be concluded that classroom action research tires to make solution in the classroom toward the problems that have been faced by the teachers at their subject areas. The data were collected by direct observations, field notes, and giving reading test. The participants of this study were 25 students of grade XII MS 1 of SMA Negeri of Plus of Riau Province in 2018/2019 academic year. The main instruments for the data collections were direct observations, field notes, and giving reading test. The next step after data collection were analyzed with qualitative and quantitative forms. Qualitative data were analyzed by data managing, reading or memoing, describing, classifying, interpreting. Quantitative data were analyzed by percentage (score of reading skills), Matrix and graph. The formula was as follows:

(a) Score of reading skills

$$\text{Score} : \frac{\text{correct answer}}{\text{total items}} \times 100$$

Percentage

$$P : \frac{\text{mean score}}{\text{maximum score}} \times 100\%$$

The categories are as follows:
90 -100% = excellent
75 - 89 % = good
65 -74 % = fairy good
55 - 64 % = fair
05 -54 % = poor
(Sudjana, 1986 :38)

The activities of the research used the following procedure:

a. The Plans

In this stage, The activities were as follows:

1. Preparing reading texts used to apply the punctuations (the comma, the semicolon, the colon, the dash).
2. Designing activities performed to apply the punctuations to improve their reading skills by using google classroom application.

The activities were planned as follows:

1. The First Cycle
a. Plan
In this cycle, it was planned and designed the activities in which the punctuations were used to improve the students' reading skills by using google classroom application during the first cycle. The first cycle was done for three meetings The teaching schedules of the English teacher was one a week, Wednesday based on the academic calendar of the school conducted on August 15th until 29th 2018. Finally, the researcher gave them tests.

b. Actions
After motivating and stimulating the students' prior knowledge in which the teacher asked the students about the technique that they used to know the meaning of the sentences in understanding the reading texts. These techniques were explained carefully and slowly. Then, the teacher asked the students to apply punctuations to overcome the problems. Finally in the post activities, the teacher concluded the lesson.

In the second meeting, In the whilst activities, she explained to the students how to use and understand the vocabularies by using punctuations. Finally in the post activities, the teacher concluded the lesson.

In the third meeting, the teacher did the same action as the second meeting. she asked them to guess the meaning of the words and the sentences in the reading texts by solving the punctuations. Finally in the post activities, the teacher concluded the lesson.

c. Observations
In analyzing the result of collaborator's observations on activities which showed students' reading skills and teacher's activities and the implementing of punctuations in the class in each cycle, the researcher used matrix table.

d. Reflections or evaluations
In this stage, the researcher collected the data by distributing reading tests to the students. To measure students' reading skills for each indicator (two items for each indicator).The tests was given to the students and then the results were analyzed and evaluated to know the students success in the learning process in the first cycle to create the next plan for the next cycles. If the students did not achieve what it was hoped, it continues to the next cycles.

2. The Second Cycle
a. Plans
In cycle 2, the activities were similar to those in cycle 1. The differences were stressing on the revised plan. In the other words, in teaching learning process focused on what problem was unsolved in the revised plan cycle 1. The cycle was done for three meetings. The first meeting was done on September 5th, the second meeting was done on September 12th and the last meeting was done on 18th of September 2018. The time for each meeting was 90 minutes (2x45 minutes). This collaborative action research consist of two cycles.

RESULTS AND DISCUSSION
This study based on the observation in the two cycles that were held for 6 meetings, It was found that the implementation of the punctuations could be identified from the increasing number of the students' reading skills from cycle to cycle. The progression of each cycle could be seen in following table:

Table 1. The Progression of Students' Reading Skill through Punctuations by Using Google Classroom Application

No	Cycles	Students' Reading Skill
1	Before Punctuations	74.80%
2	First cycle	83.20%
3	Second cycle	90.40%

On cycle 1, the average score was 83.20%. There were 10 students got excellent, 9 students got good and 6 students got fairy good. it means the increasing was about 8.40%. It matched with Dale (1991) found the benefits of using punctuation in the fields of discourse structure and semantics. It was supported the students' ability in using punctuations and capitalization through performing habit of writing diary better than without performing habit of writing diary. (Nurhayati, S. 2019). Although there was increasing of students' reading skills using google classroom application at cycle I but it was not satisfied yet. There were still problems faced by the students. Firstly, the students still found difficulty to identifying information or ideas in understanding the reading texts because they have limited reading skills. There were 24 % of students still categorized in low score. It means the second cycle needed to be continued.

In the second cycle the researcher focuses on instruction in applying the punctuations to students, then gave more time allocation in identifying on semicolon and dash to overcome the problems. In this case the researcher emphasized the implementation comma, colon. The researcher redesigned some teaching activities. The average score was 90.40%. there were 22 students got excellent and 3 students got good. It was supported by Jones (1994) who found in the field of syntax that using a grammar that includes punctuation yields around two orders of magnitude fewer parses than one which does not. The result showed that 90.40% or 22 students got very good score. It means the second cycle successfully increased the students' reading skills by using google classroom application.

This study found that the implementation of the punctuations could be identified from the increasing number of the students' reading skills by using google classroom application from cycle to cycle. It was supported by her collaborator's field notes. He noted that the students could answer the questions easily by using punctuations without looking a dictionary. It means that they could improve their reading skills.

In conclusion, the implementation of punctuations gave positive effect toward the students' reading skills by using google classroom application. There was 90.40% or 22 students were categorized very good score. In other words, the punctuations can better increase or improve students' reading skills by using google classroom application at the grade XII MS I of SMA Negeri Plus Riau Province. It could be drawn as follows:
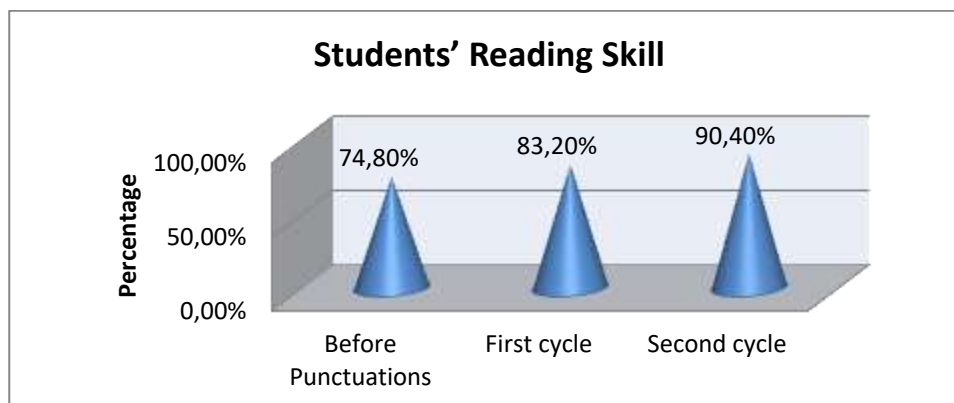
Figure 1. The Result of Reading Skills through Punctuations by Using Google Classroom Application

In implementing the punctuations, it could be identified some factors that influenced it. the first cycle the factors are : first, time allocation in implementing Punctuations, second, students' understanding in implementing punctuations, third, classroom atmosphere. In the second cycle are: first, students' understanding in implementing punctuations, second, classroom atmosphere.

CONCLUSIONS AND RECOMENDATIONS
Based on the foregoing description and discussion, several conclusions are drawn as follows. First, punctuations better improve the students' reading skills by using google classroom application at grade XII MS 1 of SMA Negeri Plus of Riau Province. It means it can stimulate and increase the students' reading skills. Second, there were some factors that influence the changing of the students' reading skills by using google classroom application by implementing punctuations, namely;(a) time allocation in implementing of the punctuations.(b) students' understanding in implementing the punctuations in reading skills. (c) classroom atmosphere while the punctuations were implemented.

Based on the aforementioned conclusions, some recommendations are proposed as follows. First, it is suggested for the researcher as an English teacher to apply the punctuations in improving students' reading skills and to minimize the use of dictionary in understanding reading texts. Second, it is suggested to other researchers to investigate other strategies in helping students to increase reading skills because most of science and knowledge are obtained through reading skills.

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