

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. There are three steps that the teacher uses in Teaching writing Explanation text using Google Classroom during pandemic era. First, Planning for the implementation of learning Explanation Text using Google Classroom during the Covid-19 Pandemic. Regarding learning Explanation Text using Google Classroom, the teacher prepares RPP (*Rencana Pelaksanaan Pembelajaran*) or Lesson Plan. Teacher also needs to be able to understand how to use Google Classroom so that the functions and benefits of Google Classroom can be maximized. Second, Implementation of Explanation Text Learning Activities Using Google Classroom during the Covid-19 Pandemic. Based on the results of observations on learning using Google Classroom, the media used by teachers in using Google Classroom in online learning are in the form of Power point presentation, Pictures, and Text of Explanation. The learning method, based on the observation, the teacher uses the assignment method. In which after the material is discussed, students are instructed to find out the causes and effects in a natural phenomenon. The teacher's strategy in implementing learning using

Google Classroom is that the teacher displays material about explanation text in the form of Power Point. The teacher also provides pictures to visualize the material so that learning will be more meaningful because students get a direct picture. Third, Evaluation of the Implementation of Explanation Text Learning Activities Using Google Classroom during the Covid-19 Pandemic. In conducting the evaluation, the teacher gave two tasks. The first task is a question of how frogs reproduce. After students read the explanation about how frogs reproduce, students are required to fill in the questions in the form of "True or False" question. The second task is a question of how corruption occurs. After students read the explanation of how corruption occurs, students are required to answer questions in the form of "Essay" question.

2. From the interview the researcher get information that half of the participants said that they like writing because they can pour their ideas into writing. But in the other hand, there is so many participants that has obstacles on their vocabularies. Most of them cannot choose the right word because they are lack of vocabularies. Most of participants have obstacles when they are writing explanation text, they are mostly struggle in stringing the words and they say it is hard to decide the topic when they want to start to write. To get over it, most

participants search on google and ask to their teacher and friend when they are encounter any obstacles on writing explanation text.

B. Suggestion

Based on the conclusion above, the researcher can give suggestions that are expected to be made as a contribution to improve the quality of the learning process in English teaching using Google Classroom.

1. The School

- a. Prepare supporting facilities such as wi-fi, computers, until adequate electricity.
- b. Providing socialization of the use of Google Classroom evenly to teachers and students.
- c. Provides school email for each student and lecturer to use in Google Classroom.

2. The Teacher

- a. Teachers create digital libraries using the drive features of Google Classroom.
- b. Teachers use the discussion feature to be more interactive with students.
- c. The teacher gives a tutorial on using Google Classroom before learning begins.

3. The Students

- a. Students should focus on paying attention to teachers when using Google Classroom so they don't get confused.
- b. Students use the post-update feature to start discussions with teacher.
- c. Students provide alternatives such as hotspots when internet access constraints occur.

4. The Next Researcher

It is hoped that further researchers will continue this research using other research methods such as mix methods or quantitative.