

**DEVELOPING ONLINE READING TASKS USING ONLINE LEARNING
PLATFORMS BY THE ENGLISH TEACHER AT SMAS LABORATORIUM**

UNDIKSHA SINGARAJA



ENGLISH LANGUAGE EDUCATION

FACULTY LANGUAGE AND ART

GANESHA UNIVERSITY OF EDUCATION

2022

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UNDIKSHA SINGARAJA

SKRIPSI

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Universitas Pendidikan Ganesha

Untuk Memenuhi Salah Satu Persyaratan dalam Menyelesaikan

Program Sarjana Pendidikan Bahasa Inggris

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul “DEVELOPING ONLINE READING TASKS USING ONLINE LEARNING PLATFORMS BY THE ENGLISH TEACHER AT SMAS LABORATORIUM UNDIKSHA SINGARAJA” beserta isinya adalah benar-benar karya sendiri dan saya tidak melakukan penjiplakan dan mengutip dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko atas sanksi yang dijatuhkan kepada saya apabila dikemudian hari ditemukan adanya pelanggaran atau etika keilmuan dalam karya saya ini, atau ada klaim terhadap keaslian karya saya ini.

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MOTTO

“Don’t Be Afraid To Dive
Be Afraid That You Didn’t Try”

-One OK Rock-



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Singaraja, Februari 2022



The writer

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Abstract

Tujuan dari penelitian ini adalah untuk mengamati dua proses: 1) guru mengembangkan tugas membaca online, dan 2) guru mengintegrasikan tugas-tugas tersebut ke dalam platform pembelajaran online. Penelitian ini menggunakan desain deskriptif kualitatif. Subjek penelitian ini adalah guru bahasa Inggris di SMAS Laboratorium Undiksha Singaraja. Pengumpulan data dilakukan melalui observasi dan pedoman wawancara. Prosedur pengumpulan data dimulai dengan observasi online dan wawancara. Data dianalisis menurut kerangka analisis Miles dan Huberman (2002) yang meliputi pengumpulan data, reduksi data, visualisasi data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa 1) kegiatan digunakan untuk mengembangkan tugas membaca menggunakan platform pembelajaran online; 2) guru menggunakan lima platform untuk mengembangkan tugas membaca online, yaitu WhatsApp, Google Classroom, Youtube, Kahoot, dan Quizizz; dan 3) penggunaan platform online untuk mengembangkan tugas memotivasi siswa untuk belajar, meningkatkan minat belajar siswa, dan membantu siswa dalam belajar teknologi. Implikasi dari penelitian ini adalah bahwa pemanfaatan platform online untuk mengembangkan tugas bermanfaat bagi kemampuan siswa untuk mempelajari teknologi.

Kata kunci: mengembangkan tugas; online platforms; pembelajaran online

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Abstract

The purpose of this research was to observe two processes: 1) the teacher developing online reading tasks; and 2) the teacher integrating those tasks into online learning platforms. This research employs a descriptive qualitative design. The subject of this study was English teacher at SMAS Laboratorium Undiksha Singaraja. The data was gathered through observation and an interview guide. The data collection procedure began with an online observation and an interview. The data were analyzed according to Miles and Huberman's (2002) framework of analysis, which includes data collection, data reduction, data visualization, and conclusion drawing. The study's findings indicated that 1) activities were used to develop reading tasks using online learning platforms; 2) teacher used five platforms to develop online reading tasks, including WhatsApp, Google Classroom, Youtube, Kahoot, and Quizizz; and 3) the use of online platforms to develop tasks motivates students to learn, increases students' interest in learning, and assists students in learning technology. The implication of this research is that utilizing online platforms to develop tasks benefits students' ability to learn technology.

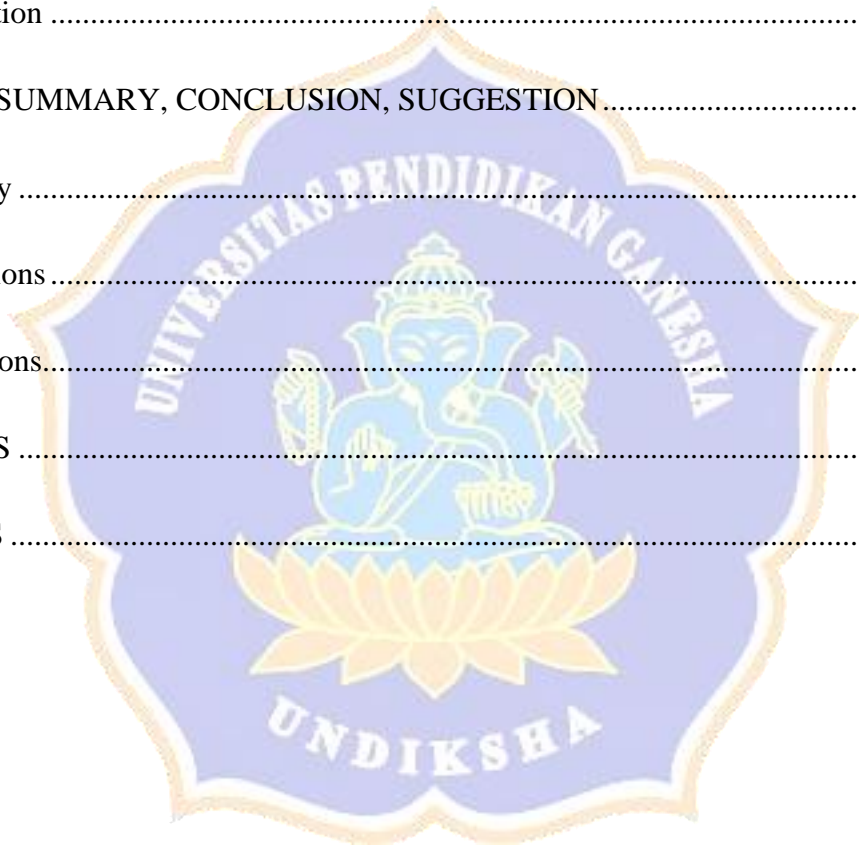
Keywords: develop tasks; online platforms; online learning,

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