ABSTRACT

Kadek Praditya Dicky Wijaya (2021), An Analysis of the Implementation of Think-Pair-Share (TPS) Strategy on Google Classroom in Teaching Reading at SMKN 1 Kuta Selatan. Thesis, English Education, Post Graduate Study Program, Ganesha University of Education

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Keywords: *google classroom, reading, Think Pair Share strategy*

This study aimed at analysing the implementation of TPS strategy on Google Classroom in teaching reading at SMKN 1 Kuta Selatan. This study used a descriptive qualitative research design. A purposive sampling technique was applied to choose the research subjects. They were 3 English teachers and 117 students at SMKN 1 Kuta Selatan. This study used an observation sheet, questionnaires, interview guides, and documentation. The results show that the implementation of TPS strategy on Google Classroom was different from face-to-face learning. The teachers were created many forums on Google Classroom in implementing the TPS strategy, namely posting a text that should be read by the students, providing some questions related to the text, asking the students to work in pairs to discuss the questions, and collecting the results of their discussion. Positive responses emerged in the teachers' perceptions of using TPS strategy on Google Classroom. Teachers always provide thinking time to students, invite them to discuss with their partners, and ask them to submit the result of the discussion. Students' perceptions also show good results. They are active in reading learning activities such as discussing and collecting assignments on Google Classroom. However, some of them have problems with internet connection. Therefore, they preferred reading class in face-to-face learning. The teachers' reasons for using TPS strategy on Google Classroom were to help the students to use their thinking skills, increase the enthusiasm and the motivation of students to read a text, and help the students to exchange their opinions or ideas.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis penerapan strategi TPS pada Google Classroom dalam pembelajaran membaca di SMKN 1 Kuta Selatan. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Teknik purposive sampling diterapkan untuk memilih subjek penelitian. Mereka adalah 3 guru bahasa Inggris dan 117 siswa di SMKN 1 Kuta Selatan. Penelitian ini menggunakan lembar observasi, angket, pedoman wawancara, dan dokumentasi. Hasil penelitian menunjukan bahwa penerapan strategi TPS di Google Classroom berbeda dengan pembelajaran tatap muka. Guru membuat banyak forum di Google Classroom dalam menerapkan strategi TPS, yaitu: memposting teks yang harus dibaca siswa, memberikan beberapa pertanyaan terkait teks, meminta siswa bekerja berpasangan untuk mendiskusikan pertanyaan, dan mengumpulkan hasil diskusi mereka. Respon positif muncul pada persepsi guru tentang penggunaan strategi TPS di Google Classroom. Guru selalu memberikan waktu berpikir kepada siswa, mengajak mereka berdiskusi dengan pasangannya dan meminta mereka untuk menyampaikan hasil diskusi. Persepsi siswa juga menunjukkan hasil yang baik. Mereka aktif dalam kegiatan pembelajaran membaca seperti berdiskusi dan mengumpulkan tugas di Google Classroom. Namun, beberapa dari mereka memiliki masalah dengan koneksi internet. Oleh karena itu, mereka lebih memilih kelas membaca dalam pembelajaran tatap muka. Alasan guru menggunakan strategi TPS di Google Classroom adalah untuk membantu siswa menggunakan kemampuan berpikirnya, meningkatkan semangat dan motivasi siswa untuk membaca sebuah teks dan membantu siswa untuk bertukar pendapat atau ide.

Kata kunci: *google classroom, membaca, strategi Think Pair Share*