ABSTRACT

This research examines optimizing WELL (Web-Enhanced Language Learning) using Google Classroom in teaching reading descriptive text. The purpose of this study was to find the steps taken by the teacher and find student responses to optimizing WELL (Web-Enhanced Language Learning) using Google Classroom in teaching reading descriptive text. The researcher used a qualitative case study involving one Junior High School in West Java including twenty students and one English teacher. Data collection using observation, interviews, and close-ended questionnaires. The researcher encode, transcribe, and summarize data with analyst data triangulation techniques. The researcher found that there are 4 steps that the teacher take, namely opening, core learning, assignment, practice, and combined with blended learning. Optimization of WELL (Web-Enhanced Language Learning) using Google Classroom in teaching descriptive text successfully improves student interaction and communication through blended learning methods used by teachers. Google Classroom features such as task collection, discussion, and Google Meet are very helpful for teachers in the implementation of learning, although poor internet quality is a major obstacle. Furthermore, the majority of students responded positively to the use of Google Classroom in descriptive text learning. Students feel more motivated, confident, and interested, and feel increased interaction, collaboration, and comfort in learning through blended learning methods used by teachers in optimizing WELL (Web-Enhanced Language Learning) using Google Classroom in teaching descriptive texts. The use of WELL (Web-Enhanced Language Learning) using Google Classroom in teaching descriptive texts has a very good effect on English learning activities, especially in one of the junior high schools in West Java. This has a good impact also for students, able to improve student abilities, student confidence, increase student learning motivation in learning English, and much more.