UTILIZING GOOGLE CLASSROOM IN TEACHING READING COMPREHENSION

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ABSTRACT

Google Classroom has been a popular platform that becomes an option for online teaching media. Not only does it offer flexibility, but it also has powerful features that support the teaching and learning process. This study aims at finding out the effectiveness of Google Classroom in teaching reading comprehension. The purpose of this study is to find out whether using Google Classroom can affect the reading comprehension of the English Education Department students at a state university in South Sulawesi. The research applied quantitative method and used the purposive sampling technique. The population of this research was 101 students in the third semester. The sample was 40 students. There were 20 students in class B as the experimental class and 20 students in class A as the controlled class. In gathering the data, the researcher used reading tests in the pre-test and post-test assessment. The findings show that the students acquired pre-test scores with a mean score of 74.65, classified as fair. After receiving treatments, there was an improvement. The students achieved a mean score of 86.2. Based on the results, it can be concluded that the use of Google Classroom is considerably effective in teaching reading comprehension.

Keywords: Google Classroom, Reading Comprehension, Online Teaching

INTRODUCTION

Online education can bring together students and educators from all around the world. In traditional education, location determines which classes you can enroll in conventional schooling. This is not the case with online learning. Students can enroll in classes anywhere in the world, giving them a more comprehensive understanding of the international market, assisting them in expanding their networks, and fostering the development of a global perspective. Students' ability to think is also aided by acquiring new viewpoints and learning about various cultures. This highlights how crucial online

education is for students because it may provide them with access to new opportunities and assist them in honing skills that will be useful in their future employment (Afrianti, 2018).

Online learning is education that takes place online through computer-based media and a network. The terms electronic learning, e-learning, online learning, internet-enabled learning, virtual learning, and web-based learning are frequently used to refer to online learning (Muslimah, 2018). According to Maltzl (2005), the term 'e-learning' is used in a variety of contexts, including distributed learning, online learning-distance, as well as hybrid learning. E-Learning, according to OECD (2015), is defined as the application of ICTs to a variety of educational processes to support and improve learning in higher education institutions, including the use of ICTs to supplement traditional classroom instruction, online learning, or a combination of the two.

In today's modern society, teaching and learning are more restricted to the chalk-and-talk method. Over the past two decades, there have been numerous changes to the teaching process. Holmes and Gardner (2006) stated that through appropriate interactivity for community education, online learning has the capacity to evaluate students or learners as they study while also enhancing their educational experiences. To them, the most important aspect of online learning in education, as well as its benefit, is that it puts the focus on the students or learners. Khan (2005) indicated that online learning can affect educational ethics. This is because online learning settings are accepting, making them a wonderful means to provide equitable access to the information world. Due to the fact that teachers are no longer the only providers of knowledge, the atmosphere for online learning also helps pupils learn to depend on themselves.

According to Patrick and Sturgis (2015), as part of what is known as "beyond the classroom" learning, instructors nowadays are required to create a better learning environment both within and outside of the classroom. This beyond the classroom learning guarantees a specialized, competency-based, and student-centered atmosphere. The primary obstacle to creating such an anmosphere is the younger generation's increased reliance on technology, which has taken center stage in their life. (Curtis in Islam, 2019).

One of the applications that we can utilize in the online learning process is Google Classroom. According to Iftakhar (2016), Google Classroom is considered as one of the best tools available for improving instructors' efficiency. With the help of Google Classroom, teachers and students can engage in learning outside of the classroom in a creative way while still carrying out their regular academic duties. It offers a set of

powerful features that make it a perfect tool to use with students. The classroom enhances communication with students, keeps courses structured, and saves teachers' time. This is in line with the research conducted by Fauziah et al. (2019) who revealed that teachers thought Google Classroom was very useful because it can centralize the data in a way that the materials from the teachers and the students' work are all stored in the account, so that they can keep track of the learning process properly.

For that reason, using Google Classroom has been an option to improve students' abilities in reading comprehension. In terms of lifelong learning, reading comprehension is crucial. The reader and the text are engaged in an interactive process. Comprehension is affected by the experiences, abilities, motivations, and reading goals of the reader. Kintsch (2004) notes it requires identifying and understanding the important ideas of texts and making inferences based on both texts and background knowledge. Students at all academic levels and in all subject areas require the ability to read comprehension. The new things that students can get from learning through Google Classroom are getting the reading materials and doing the assignments without using paper.

However, the use of Google Classroom in learning must be facilitated by technological infrastructure. This requires a set of computers, PC, or smartphones and the internet so that the Google Classroom can run well. It is the responsibility of the lecturers to prepare the content and submit it to Google Classroom so that students can access it without time or space restrictions. The submitted content may take the shape of articles or text, pictures, sounds, videos, or a variety of other instructional resources (Alim, 2019).

Based on those considerations, the researcher wants to conduct a study to examine whether or not the use of Google Classroom can affect the students' reading comprehension.

METHOD

This research used a quantitative research method with experimental research design. The researcher intends to examine the effect of Google Classroom in teaching reading comprehension. To achieve that, the researcher gave pre-test and post-test to evaluate the performance of the students before and after the use of Google Classroom in teaching reading comprehension.

Respondents

The subjects of the research were the third-semester students at a State Islamic University with the total of 101 students. The sample were taken using purposive

sampling. According to Arikunto (2010), purposive sampling is the method of choosing a sample by taking a topic that is taken depending on the specific purpose rather than the level of the area. In this case, the researcher chose the students with the minimum GPA of 3.00 as the respondents.

Instrument

In collecting the data, the researcher used tests. The tests were given to assess the students' reading comprehension, especially in selective reading using Google Classroom. The test that the researcher used for pre-test and post-test was multiple-choice questions. The pre-test was given to assess the initial understanding of the reading using Google Classroom. After giving the pretest, the researcher gave treatments by teaching the students about Google Classroom and reading materials for 6 meetings to find out the effectiveness of using Google Classroom in teaching reading comprehension. While the post-test was given after the treatments. Both of the pre-test and post-test use multiple-choice questions were taken from the Longman TOEFL book and they were given to students through Google Classroom.

Data Analysis Technique

In calculating the students' results of the pre-test and post-test, the correct answer was scored 5 and the incorrect answer was scored 2. The highest score was 100 points and the lowest was 2 points. After all the scores of students' reading comprehension were obtained, the result was classified based on the classification below:

Table 1. The Classification of Students' Reading Comprehension Score

Score Interval	Category
86-100	Very Good
71-85	Good
56-70	Fair
41-55	Poor
0-40	Very Poor

Source: Mardasari (2017)

The data was analyzed quantitatively to find out the effect of the independent variable toward the dependent variable using data analysis Simple Linear with SPSS. The researcher used several tests in testing the variables, including the test normality, test linearity, test correlation, and the test value of Coefficient Determination/Regression (SPSS).

FINDINGS AND DISCUSSION

Scoring and Classification of the Students' Pre-Test and Post-Test Score

The researcher conducted a pretest for both experimental and controlled classes before giving the treatment. The result of the pretest was acquired to know the effect of Google Classroom in teaching reading comprehension. The students' score of the pretest both of experimental and controlled class can be seen in the following table:

Table 2. Classification of Students Pre-Test Both of Experimental and Controlled Class

No.	Category	Experimental Group		Control Group	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	0	0%	0	0%
2.	Good	17	85%	12	60%
3.	Fair	3	15%	8	40%
4.	Poor	0	0%	0	0%
5.	Very Poor	0	0%	0	0%
Total		20	100%	20	100%

Table 2 shows the percentage and frequency of the pre-test in the experimental class. No students got very good, poor, or very poor scores. There are 17 students (85%) who achieved good grades and 3 students (15%) with fair scores. While the pre-test in controlled class no students got very good, poor, and very poor. There were 12 (60%) students who got good scores and 8 students (40%) who got fair scores.

After the pre-test and treatment, both of the classes were given a post-test to find out whether or not there is a difference after the treatment. The score of the students' post-test in both classes can be seen in table below.

Table 3. Classification of Students Post-Test Both of Experimental and Controlled Class

No.	Category	Experimental Group		Control Group	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Very Good	9	45%	1	5%
2.	Good	11	55%	16	80%
3.	Fair	0	0%	3	15%
4.	Poor	0	0%	0	0%
5.	Very Poor	0	0%	0	0%
Total		20	100%	20	100%

Table 3 shows the result of the post-test from the experimental class and controlled class. In the experimental class, 3 students (15%) achieved very good scores, 15 students

(75%) achieved good scores, and 2 students (10%) got fair scores. While in the controlled class, 3 students (15%) achieved very good scores, 14 students (70%) achieved good scores, and 3 students (15%) got fair scores.

Computing Descriptive Analysis of Pre-test and Post-test

Table 4. Pre-Test of Both Groups

Descriptive Statistics

	N	Mean	Std. Deviation
Controlled	20	71.65	7.63148
Experiment	20	74.65	5.37318
Valid N (listwise)	20		

The table 4 above shows that the mean score of the experimental class in the pre-test was 74.65 and the mean score of the controlled class in the pre-test was 71.65. The standard deviation of the experimental class was 5.37318 and its standard deviation of the controlled class was 7.63148. It can be concluded that there is not much difference between the scores of the experimental and controlled classes in the pre-test.

Table 5. Post-Test of Both Groups

Descriptive Statistics

	N	Mean	Std. Deviation
Controlled	20	78.4	5.88844
Experiment	20	86.2	3.56297
Valid N (listwise)	20		

The table 5 shows that the mean score of the post-test in the experimental class was 86.2 and the mean score of the controlled class was 78.4. The standard deviation of the experimental class was 3.56297, and the standard deviation of the controlled class was 5.88844. It can be concluded that there was a significant difference between the post-test score of the experimental and that of the controlled class. The experimental class gained a better score than the controlled class.

Inferential Statistical Analysis

To understand the normality and the linearity of both variables, the researcher used the test normality dan the test linearity by SPSS 23 version. It can be seen in the following table.

Table 6. The Normality Test of the Variables

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000

	Std. Deviation	4.58484760
Most Extreme Differences	Absolute	.097
	Positive	.096
	Negative	-.097
Test Statistic		.097
Asymp. Sig. (2-tailed)		.200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Table 7. The Linearity Test of the Variables

ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
Reading Comprehension * Google Classroom	Between Groups	(Combined)	815.173	9	90.575	3.920	.002
		Linearity	688.588	1	688.588	29.799	.000
		Deviation from Linearity	126.585	8	15.823	.685	.701
	Within Groups		693.227	30	23.108		
	Total		1508.400	39			

The test result of the normality and the linearity of both variables using the value of the residue indicates that the significant value is greater than 0.05. It can be concluded that data from variables with a normal distribution has a significant value of 0.200 > 0.05, and data from variables with a linearity distribution has a significant value of 0.701 > 0.05.

To know whether or not there is an effect of Google Classroom in teaching reading comprehension, both variables were analyzed by using Pearson Product Moment Correlation on SPSS version 23. It can be seen in the following table.

Table 8. The Correlation Data of Google Classroom and Reading Comprehension

Correlations

		Google Classroom	Reading Comprehension
Google Classroom	Pearson Correlation	1	.676**
	Sig. (2-tailed)		.000
	N	40	40
Reading Comprehension	Pearson Correlation	.676**	1
	Sig. (2-tailed)	.000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

From the calculation of Pearson Product Moment Correlation, the researcher found that the coefficient significance of Google Classroom in teaching reading comprehension was 0.000 < 0.5. which means there is a correlation between Google Classroom and reading comprehension. For the significance level 0.01 of the hypothesis, the coefficient correlation is higher than the critical value of the r-table (0.676 > 0.312).

Table 9. The Value of Coefficient Determination/Regression (SPSS)

Coefficient

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	36.350	8.166		4.451	.000
	Google Classroom	.628	.111	.676	5.650	.000

a. Dependent Variable: Reading Comprehension

From the table 9 above, the significant coefficient of Google Classroom in teaching reading comprehension was 0.000 < 0.05. It means, there is an effect of Google Classroom on teaching reading comprehension. Then, we also concluded by comparing the result of T-value and T-table, it can be said that T-value is greater than T-table (5.650> 1,684), which is, there is an effect of Google Classroom on reading comprehension. Therefore, for the first hypothesis, the null hypothesis (H_0) is rejected and the research hypothesis (H_1) is accepted.

The issue explored in this research was the students' reading skill which was considered poor. To find a possible solution or option to solve the problem, this research aimed at examining whether or not the use of Google Classroom is effective in teaching reading comprehension. Based on the results of the pre-test and post-test, the use of Google Classroom is considerably effective in improving the students' reading comprehension.

Moreover, based on the researcher's observation during the treatment, there are some points that make Google Classroom was effective. The students and teachers were easy to access Google Classroom and use Google Classroom. The researcher also found out that Google Classroom is flexible to use, which is easy to access anytime and anywhere. Students also worked on assignments little by little because Google Classroom could store any data changes of the students' assignments that had been done before turning them in.

The use of Google Classroom could also increase students' motivation and confidence by allowing them to demonstrate their opinions or problems by posting them in the comment section or using private chat feature in Google Classroom.

This is in line with the research conducted by Atikah et al (2021) who investigated the use of Google Classroom as a media learning during the Covid-19 Pandemic. The result of the study shows that the use of learning using google classroom has a positive impact. The students' perceptions about subjects carried out online using the Google classroom application indicate that the students felt happy using Google classroom because it was easy to use and the teachers/educators were not burdensome by giving many assignments. Although Google Classroom is flexible, which is easy to access anywhere and anytime, it was constrained by poor internet access from the absence of data networks or the smartphone requirements that are used to support all students for the implementation of e-learning. In addition, Alim et al (2019) agreed that the use of Google Classroom is effective to use as an online learning medium. With the advantages of Google Classroom, Google Classroom makes it easier for teachers and students in the teaching and learning process. Using Google Classroom is also not difficult, so the students can run the application easily.

CONCLUSION

Based on the result of data analysis, research findings, and discussion, the researcher concluded that there is a significant effect of the use of Google Classroom in teaching reading comprehension, where the significant coefficient was 0.000 and the result of T-value was 5.650. The improvement of students' reading score after the treatment may be caused by some reasons. The students and teachers can easily use Google Classroom. They can access the application anywhere and anytime. Also, the students can complete their assignments in stages because any changes of the data can be directly stored in Google Classroom. Moreover, the students can feel motivated and confident because they can express their opinions and problems by posting them in the comment section or using private chat room.

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