EXECUTING GOOGLE CLASSROOM IN TEACHING READING COMPREHENSION DURING PANDEMIC

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Abstract: The study's primary aim was to discover whether there was a significant difference in reading ability between students who were taught using Google Classroom and those who were not. In this investigation, a quasi-experimental method was used. This study's representative sample was 82 students, split into two groups experimental (VIII 2) and control (VIII 5), each of which had 41 students. To capture and analyze data, a written test of reading ability in the form of multiple-choice questions was performed. The data was analyzed using the T-test. The independent t-test showed a significant level of p0.05 with df 80, and the critical value of t-table = 1.990. Because the obtained t-value (3.179) was greater than the critical value t-table (1.990), Ho was rejected and Ha accepted. It intended that there was a significant difference in reading ability between students taught using Google Classroom and those who were not.

Keywords: reading skill, google classroom

INTRODUCTION

Considering the importance of reading skill in language learning, the Education Ministry of Indonesia included reading as one of the important skills in Curriculum 2013. Based on it, the teaching of reading as one of the language competencies in English. According to Komiyama (2009), reading supported the development of overall proficiency and provided access to crucial information at work and in school. Moreover, Septiana (2018, p. 105) stated that reading was an activity to get much information and knowledge. It meant that reading allowed you to learn new things and to help you succeed in your work and

relationships. True reading entailed thinking, learning, and growing a reader's experience and perspectives and those things called comprehension.

Woolley (2011,p. 1–13) defined the competence to read text, administer it, and grasp its meaning is referred to as reading comprehension. She went on to say that it was based on two unified competences: word reading (the competences to decrypt the signs on the page) and language comprehension (being able to apprehend the meaning of the words and sentences). When someone makes sense of a text, he or she does not simply recall the words and phrases. Rather, creating a rational pattern of what the text portray by relaying the meaning of the words and sentences into a eloquent whole, much like a movie in our heads.

Excellent comprehension was required only when reading was to serve a purpose, whenever a reader was to participate in and learn from a text, and, most pertinently, when a reader was to enjoy what they were reading (Ntereke & Ramoroka, 2017).

Unfortunately, there were many students who have difficulty in reading comprehension. Malia (2015) confirmed that reading English as a foreign language is not an easy task. She added the students' problems occurred because of some factors. She went on to say that the students' challenges were due to a variety of considerations. The students' absence of vocabulary mastery is the first factor, of course, if the students have little vocabulary, it will be tough for them to fully grasp the reading text. The second issue is an absence of prior understanding of the topic. Then there is the issue of students' passivity toward reading. It could be deduced by their negative response to the text they read. They are not eager to read and discovering more detailed information from the text, and they feel insecure during the teaching and learning process. They are frustrated. The final issue is that the teacher retains an appropriate reading strategy, which may cause students to become bored.

Moreover, currently the world was hit by the Covid-19 pandemic. It was a disease contagious infectious caused by acute respiratory syndrome coronavirus. According to Haniaturizqia and Rifa (2021) Covid-19 is a latest coronavirus noticed in Wuhan, Hubei, China in 2019. It has had a lot of good effects nor bad for all living things and

universe. The government has used all of its resources and efforts to decrease the number of cases of Covid-19 transmission. One of them is undisputedly the online learning policy, or online for all students to university students due to social constraints.

However, with this policy parents may be restless and anxious to see their children not studying in the midst of this pandemic situation. There are several procedures for bringing out the learning experience throughout home-based learning. There were digital multimedia classes targeted directly at teaching-learning processes, such as Rumah Belajar, Kahoot, Edmodo, and Google Classroom, one of the most popular learning platforms at the time.

According to Salam (2020), Google Classroom was one of the components provided by Google for classroom teaching and learning activities. Moreover, Makarim and Sari (2021) added that Google Classroom is a collection of Google tools for educators that includes Gmail, Drive, and Docs. It was fabricated to backing teachers or instructors in amassing assignments without the use of paper, with details to prevent time for everyone and to generate drive folders for each assignment and each student to preserve everything systematized.

Another demarcation about Google Classroom by Nursyahrina et al., (2021) clarified that Google Classroom is a welcome alliance device for teachers and students. Teachers can launch an online classroom, summon students, and then generate and distribute assignments. Students and teachers can interact about assignments in Google Classroom, and Teachers can monitor their students' improvement. Furthermore, Google Classroom was implemented to support virtual interface between an instructor or teacher and a student or students (Fahriany et al., 2022).

In Google Classroom, teachers liberally dispense a scientific assessment and offer an independent assessment for students (Daulay et al., 2021). Teachers can afford resources on the substance being taught. They can diminish the rates gained due to the use of more affordable immobile and other stuffs and can diminish time-released verve (Inoue and Pengnate, 2016) cited in (Okmawati, 2020, p.

440). In narrow, Google Classroom users will consume minimal time and energy than typical.

During a pandemic, this device might be one alternative for accomplishing the teaching-learning process. In light of the reasoning above, it was decided to carry out a study on Applying Google Classroom in Teaching Reading Comprehension During Pandemic.

METHODOLOGY

This paper employed a quantitative research method with quasi experimental research design. The goal of this study was to examine whether there was a great disparity in reading achievement between students who used Google Classroom and those who did not. To fulfill this, a pre-test and post-test are directed to consider students' performance before and after using Google Classroom to teach reading comprehension.

The sample was picked using purposive sampling method. The eighth grade students were split into seven classes. As a sample, two classes were chosen. The sample was chosen based on specific criteria, such as being taught under the same English teacher and getting the same overall number of students. A lottery was carried out to determine the experimental and control groups. As a result, the experimental group was class VIII 2 and the control group was class VIII 5.

The application of Google Classroom it self used blended learning. Lisa et al., (2020) clarified that blended learning is one of the up-to-date styles where face to face classroom coaching is sustained by an online learning milieu and activities. Further, Okmawati, (2020) noted There were three main steps about using Google Classroom in a reading class. The first was initial activity (face to face learning). through this stage, the English teacher engages the students in activities that prepare them to follow instructions. These activities are as follows: (1) welcoming students; (2) monitoring the presence; 3) apprising the next lesson; and 4) clarifying the objectives.

The next was during activity (offline & online learning). This step consists of three foremost activities: exploration, elaboration, and

confirmation. During the exploration phase, the English teacher began by displaying the portrait and directing the students to react to the problems in words based on it. During the elaboration stage, the English teacher remains involved in offline activity by postulating students with such a issued text, discussing the text, and answering questions based on the text. The English teacher then begins teaching using the online materials. The English teacher directed the students to do the remarked: exposed the website, start up, and locate material; read the text; answer the quiz based on the text; and discuss the results of the students' work. During the confirmation step, the students discussed the quiz outcomes, and the English teacher afforded responses on the material that they have discussed, as well as an opportunity for the students to ask questions about the material that they have learned.

The final stage was post-activity (face to face learning). After the students have completed the activities, the English teacher probed the students to log out of the website; told the students about the material they will learn in the next meeting; and the last terminated the class by saying good bye.

The data were gathered by means of written test of reading skill, in the form multiple-choice. The test consisted of 50 questions on descriptive text. The test was dispensed as pre-test and post-test which were given to the experimental group and control group. The test was tried out to non sample class to find out the validity and reliability of the test. The thirty desirable questions were considered valid to be tested as pre-test and post-test in both experimental and control group

In analyzing the data, t-test analysis was utilized. There were dependent sample t-test and independent sample t-test analysis. Dependent sample t-test was used to analyzed the difference within the groups. Meanwhile, independent sample t-test was used to analyze the data between experimental and control group.

RESULT AND DISCUSSION

Before administering the treatment, both the experimental and control groups were given a

pre-test. Students were given a pre-test using reading test research instruments to determine their reading achievement prior to treatment.

The pre-test result in the experimental group revealed a mean score of 46.27 with a standard deviation of 8.322. Students' highest score was 70, and their lowest score was 33. The pre-test results showed that no student was in the very poor category, that 12 (29%) students were in the poor category, that 28 (68%) students were in the fair category, that 1 (3%) student was in the good category, and that no student was in the very good category.

Meanwhile, the pre-test results in the control group revealed that the mean score of the test was 55.83, with a standard deviation of 10.54, the students' highest score was 73, and their lowest score was 33. According to the results of the control group's pre-test, no student was in the very poor category, 4 (10%) students were in the poor category, 23 (56%) students were in the fair category, 14 (34%) students were in the good category, and no student was in the very good category.

Following the pre-test, students in the experimental group were introduced to Google Classroom. The treatment took twelve meetings (2x45 minutes each session). Following treatment, students were given a post-test to determine their progress in reading skill using Google Classroom. In the experimental group, the highest post-test score was 90, the lowest was 60, and the mean post-test score was 76.20, with a standard deviation of 7.040. There was one student who received the highest score (90) and one student who received the lowest score (60).

Further, the post-test results for the control class revealed that the highest score was 87, the lowest score was 60, and the mean post-test score was 71.32, with a standard deviation of 6.854. There was one student who received the highest score (8) and two students who received the lowest score out of the 41 students (60). There were no students in the very poor and poor

categories, 2 (5%) students in the fair category, 36 (88%) students in the good category, and 3 (7%) students in the very good category. Even though the scores in the post-test of the control group improved, they were still significantly higher when compared to the results of the post-test of the experimental group.

Because the mean post-test score in the experimental group was 76.20 and the mean score in the controlled group was 71.32. It meant that the mean difference between the experimental group's post-test and the control group's post-test was 4.88. The experimental class's standard deviation was 7.040, while the controlled class's standard deviation was 6.854. It is possible to conclude that there was a significant difference between the experimental and controlled post-test scores. The experimental class scored higher than the controlled class.

According to the results of the paired sample t-test in the experimental group, the difference between the pretest and posttest mean scores was 29.92, with t-obtained (20.788) being higher than t-table (2.021). It meant that students who were taught using Google Classroom improved their ability to read descriptive text. Google Classroom aided students and teachers in organizing their work, improving collaboration, and fostering better communication. Learning activities conducted through Google Classroom indirectly support the application of learning in the 4.0 era, which makes use of technology.

In the control group, the mean pre-test score before treatment was 55.83, and the mean post-test score after treatment was 71.32. According to the results of statistical analysis in the control group, the difference between the mean score of the pre-test and post-test was 15.48 t-obtained (8.835) was greater than t-table (8.835) (2.021). It meant that the students' reading achievement improved because they were already familiar with the process of learning to read. When the teacher taught about reading descriptive text, the

students became more engaged in the learning process. When they read a text, the students asked the teacher if they had found the difficult words. Furthermore, they were highly motivated to pronounce the words in the reading text so that they could comprehend the passage.

According to the results of the independent sample t-test, t-obtained (3.179) was greater than t-table (1.990), and p-value (0.002) was less than value (0.05). It meant that the null hyphotesis (Ho) was rejected, and the alternative hyphotesis (Ha) was accepted as a result. In other words, there was a significant difference in reading ability between students taught using Google Classroom and those who were not.

This noted that using the Google Classroom application was beneficial for improving students' reading comprehension achievement because it allowed students to learn from anywhere. Students were divided into ten groups of four to five students each to read descriptive text using the Google Classroom application. The teacher then shared forms of descriptive text with the students, asked them to read, and identified generic structures. The teacher's role in this case was that of an instructor who guided students to investigate real-world questions so that they could analyze the information obtained, which demonstrated their thinking and made their learning visible. As a result, they were able to easily comprehend the descriptive text and respond to the text's questions.

This result was in lined with Makarim & Maya (2021) reported that the The Google Classroom application was designed as a productivity tool to help educators and teachers manage classes and improve communication with students. The Google Classroom application may make it easier for students and educators to communicate with one another both inside and outside of the classroom.

In conclusion, the use of Google Classroom was very helpful in the online learning process, and with the use of Google Classroom application made students had a

place to learn even though in any condition.

CONCLUSION

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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