The Use of Google Classroom Application to Improve Students Reading Comprehension of Narrative Texts

Ahmad Kurniadi
Master of English Education Study Program University of Lampung, Indonesia

Abstract: *The present study aims to investigate whether google classroom application improves the students' reading comprehension better than conventional class, and to find out the aspect of reading comprehension improve the most after being taught by google classroom application. The samples of this research were 50 students at the eighth grade of SMPN 37 Bandar Lampung which were divided into two classes namely 25 students of VIIIE as experimental class and 25 students of VIIIB as the control. The data were obtained from the reading comprehension test. Independent sample t-test and Paired sample t-test in SPSS (Statistical Program for Social Science) 17.0 was used to analyze the data.*
The results showed that google classroom application improved the students' reading comprehension skill better than conventional class, since there was a significant difference of Normalized Gain between experimental and control class. It was revealed that t-observed was higher than t-table (10.517>2.011) with the significance level less than 0.05 (0.000<0.05). As a result, the first hypothesis was accepted. It indicated that the reading comprehension medium was one of the factors which affected the students' reading comprehension achievement. Moreover, the reading comprehension achievement of students who were taught by using google classroom application increases higher than the reading comprehension achievement of students who were taught by using conventional class. It indicated that google classroom application was better than conventional class to enhance the students' reading comprehension especially specific information, and main idea. It could be concluded that google classroom application in teaching reading comprehension was regarded as being more effective to encourage students to be involved in the process of teaching and learning activities than the use of google classroom application.
Keywords*: Google Classroom Application, Conventional Class, Reading Comprehension.*

I.   Introduction

Teaching English is giving knowledge and instruction to develop students' ability in English as foreign language. While in teaching English, the teachers are indirectly showing the skills in the target language. In the field of language teaching, it is stated that teaching English focuses on the mastery of four language skills, namely: listening, speaking, reading, and writing (Depdiknas, 2013). Speaking and writing involved language production, so they were regarded as productive skills. On the other hand, listening and reading involve receiving message, so they were regarded as receptive skills. In relation with the competence above, reading as one of the four major skills needs to be taught. Among those four skills that were learned by the students, reading was one of language skills which have to be acquired by the students.

Reading, as one of language skills, had a very important role. The students should comprehend the reading for certain purpose however it needs a practical and suitable method. The idea was supported by the fact that reading had a part of daily life. Reading could not be separated from daily activities. Students read many kinds written materials such as newspapers, magazines, novels, academic books and so on. Through reading students can get a lot of information, knowledge, enjoyment and even problem solution. Reading could be seen as an interactive process between a reader and a text which leads to automatically or reading fluency (Alyousef, 2005). Reading is a way to find ideas, information and knowledge from a written source. Reading lets someone get meaning from the interaction of his or her prior knowledge with the presented information in the text that he or she reads. According to Murcia (2001: 154), reading would create a kind of circle where a text, a reader, and a social context can interact from one to another. In conclusion, there are three important things in reading.

Reading in English requires a set of thinking skills that grow out of the spoken and written use of the English language. Teaching reading in standard of English to second-language learners and other limited English proficient students means helping them acquire the literate behaviors, the ways of thinking about text, that are practiced by native speaker of English (Mikulecky, 2008). Consequently, teachers could not assume that students who are good readers in their native language can simply apply successfully the same skill to reading in English. Making meaning from text is difficult for students because comprehension is complex process that

---

demands much from the readers. As quoted by Zygouris-Coe (2009), National Reading Panel defined "comprehension as the intentional thinking during which meaning is constructed between the reader and text". This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

Based on the researcher's experienced when conducting teaching observation at the second grade of SMPN 8 Bandar Lampung (2015), it could be reported that while the researcher was giving a reading task, the students tended to do the task without reading the text and they just kept asking the answer of their friends. On the other hands, they just focus with their phone. Moreover, Pulliam D. (2017) stated that teachers have to focus on delivering the information to the students that are paying attention, their mental effort may be working at full capacity.

There were so many learning technology that can be used in teaching reading in this era, for that reason the researcher focuses on Google classroom application to promote the technology in industrial revolution 4.0. Since, google classroom application learning could promote a stimulating relationship between the teacher and the students, and it consequently enhances the attempts at building a better learning support to facilitate learning. Moreover, google classroom application could be interesting thing to attract students in learning and as we know over the course of the last decade, many changes have occurred that promote and support teachers to adopt technology in education. The Virtual classroom, a synchronous form of e-learning has been embraced by many organizations in their attempt to promote workforce learning while trying to cut travel time and costs associated with face to face instructor-led training.(Xanthoula, A 2015). Google classroom application is considered as one of the best platforms out there for enhancing teachers' workflow. "It provides a set of powerful features that make it an ideal tool to use with students. Google classroom application helps teachers save time, keep classes organized, and improve communication with students. Based on the previous studies above, the researcher was interested to investigate teaching reading narrative text through Google classroom application as a Learning Technology. The researcher hoped that through google classroom application, students will be interested and stimulated when they are reading a text, so it would make them more easily to comprehend the text. Considering the statements above, the researcher would like to find out the students' achievement in the use of google classroom application apps toward reading comprehension of narrative text in an experimental research entitled "The Use of Google Classroom Application toward Reading Comprehension of Narrative Texts"

Based on the background problems, the researcher formulated the research questions as followed:
1.   Is there a significant difference of the students' reading comprehension achievement of narrative texts before and after using google classroom application?
2.   What aspect of reading comprehension improves the most after being taught by google classroom application?

There are several objectives in this research: 1. To find out whether there is a significant difference of the students' reading comprehension ability of narrative texts before and after the use of google classroom application. 2. To investigate what aspects of reading comprehension improve the most after being taught using google classroom application application?

II.   Material and Methods

The research was quantitative research. According to Mir (2018), the experimental design was a test under controlled conditions that was made to demonstrate a known truth or examine the validity of a hypothesis. Actually, there are several types of experimental designs that can be used in quantitative study. The aim of this research was to find out the significant difference between the students taught by conventional and google classroom application. The design of this research was an experimental design. It means that in this research there were two classes that were taken as the observation of the research. The research design is presented as follows:

Table 3.1. Research Design

Group/ Class	Pretest	Independent Variable	Posttest
E	Y_1	X_1	Y_2
C	Y_1	X_2	Y_2

(Source: Adapted from Ary, et.al, 2010)

While:
E   : Experimental Class
C   : Control Class
Y_1 : Reading Comprehension pretest
Y_2 : Reading Comprehension posttest
X_1 : google classroom application

X_2 : Conventional class

In this step, the researcher elaborates deeply about the population and sample of this research, the technique in sampling.

The term population refers to all the members of a particular group. It was an interesting group that is to be generalized by researchers as the result of study. In this research, the population was all the students at the eighth grade of SMPN 37 Bandar Lampung. There were 166 students at the eighth grade of SMPN 37 Bandar Lampung which were divided into five classes. The eighth grade was chosen based on the curriculum. At this level, the students must have studied narrative text and reading comprehension. Therefore, google classroom can be implemented.

A sample can be defined as a small group that is observed or a portion of a population (Ary, et.al, 2010: 148).The samples of this research were grouped into experimental and control. Random sampling based on the class was employed in this research. The students were randomly chosen from five classes at the tenth grade of SMPN 37 Bandar Lampung. The researcher took two classes namely VIII E as experimental and VIII B as the control. There were 25 students at VIII A (10 males, 15 females) and 25 at VIII B (9 males, 16 females). So, there were 50 students as the research samples.

III.   Result and Discussion

The pre-test was done on February 28th, 2020 in order to measure the entry point of the students' reading comprehension achievement. There were 50 test items in 60 minutes with four options for each and one was the correct answer and the rest were distractors. The following table was the comparison of the students' reading comprehension achievement in the pre-test.

Table 4.1. Comparison of The Students' Reading Comprehension Achievement in The Pre-Test

Descriptive Statistics

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	25	50	66	54.32
Control Group	25	50	60	54.16

The descriptive information for the students' reading comprehension achievement in the pre- test was presented in Table 4.1. As the table illustrates, there were 25 students in both groups and their mean score of the experimental group is higher than their mean score of control group (54,32>54,16). In addition, the minimum score of the experimental group was 50 whereas the minimum score of the control group was 50. Besides, the maximum score of the experimental group was 66, and the maximum score of the control group, which is 60. On the other hand, the students' reading comprehension achievement in both groups was below the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung, which is 74.

After implementing the treatments of teaching reading comprehension through google classroom application app in three meetings, the post test was administered on February 28th, 2020 until March 28th, 2020. It was aimed to find out the students' reading comprehension achievement after the treatments were given. The form, time, and material in the post test were the same as the pre-test. The following table is the comparison of the students' vocabulary achievement in the post test.

Table 4.2. Comparison of the Students' Reading Comprehension Achievement in the Post Test

Descriptive Statistics

{1, EGS, 2, CGS}	N	Minimum	Maximum	Mean
SCORE Experimental Group	**25**	**76**	**98**	**81.92**
Control Group	**25**	**56**	**80**	**70.28**

The descriptive information for the students' reading comprehension achievement after being taught through google classroom application was presented in Table 4.2. As the table illustrates, there are 25 students in both groups and their mean score of experimental group was higher than their mean score of control group (81.99>70.28). In addition, the minimum score of the experimental group was 76 whereas the minimum score of the control group is 56. Besides, the maximum score of the experimental group was 98 whereas the maximum score of the control group was 80. On the other hand, some students' reading comprehension achievements in the control group were still below the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung whereas the students' reading comprehension achievement in the experimental group was above the standard of minimum completeness of mastery learning for junior high school 37 Bandar Lampung, which is 74.

The difference of the students' reading comprehension achievement in each word class after being taught through google classroom application was also investigated by the researcher. This research focused on content words (inference, main idea, reference, specific information, vocabulary) since they were appropriate with the strategy. The data were obtained from the students' reading comprehension pre-test and post test scores. The following table was the difference of the students' reading comprehension achievement in each word class.

Table 4.6. Difference of the Students' Reading Comprehension Achievement in Each Aspect

Reading Comprehension Aspects	Experimental			Control		
	Pretest	Posttest	N-Gain (%)	Pretest	Posttest	N-Gain (%)
Inference	11.28	16.08	50.73	9.60	12.72	26.96
Main Idea	10.72	19.44	94.06	9.36	16.48	66.97
Reference	10.96	16.00	52.20	9.36	12.80	29.85
Specific Inform	10.72	17.52	72.60	9.68	12.72	27.71
Vocabulary	10.56	16.40	61.27	9.68	12.56	24.71

In general, the table above shows that all aspects of students' reading comprehension skills increased respectively in both experimental and control class. It can be seen that the mean of each aspect in the posttest of both classes was higher than pretest. However, the students of experimental class who were taught by google classroom application have higher improvements in all aspects than control class who were taught by conventional class. The data proved that the mean of N-Gain inference of experimental class (50.73) is higher than control (26.96), N-Gain main idea (94.06>66.96), N-Gain reference (52.20>29.85), N-Gain specific information (72.60>27.71), N-Gain vocabulary (61.27>24.71).

In addition, there was a statistically significant difference in the students' reading comprehension achievement in the five aspects between those taught with google classroom application and control class. On the other hand, the students who were taught with google classroom application have the higher increase in N-Gain main idea (94.06), N-Gain specific information (72.60), N-Gain vocabulary (61.27), reference (52.20) and reference (50.73).

IV. Conclusion

The analysis of independent group t_{test} shows that there is a statistically significant difference in reading comprehension achievement between students who are taught with google classroom application. It indicates that a google classroom application has more advantages on students' reading comprehension achievement than control class. In addition, learning experiences of a google classroom application arranged for students' needs to increase reading comprehension achievement. By the time, the students interested in this kind of teaching, they were more accustomed to understand the meaning of narrative text through google classroom application as an aplication. Then, it is helpful for students to finish certain tasks in group in order to find out ideas and elaborate the information through discussion and feedback either from the member of the small group or the the teacher. This demonstrated that it is a new challenging way which enables junior high school students to make greater increases in their reading comprehension achievement.

References

[1]. Alyousef, H.S. 2005. *Teaching reading comprehension to esl/efl learners*. The Reading Matrix Vol.5, No.2, September 2005. Updated on 5 January 2007.
[2]. Ary, D. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning. USA.
[3]. Depdiknas. 2013. *Kurikulum 13*. Jakarta: Depdiknas.
[4]. Mir, Md.F.R. 2018. *Teaching listening skill through google classroom application: a study at tertiary level*. Bangladesh
[5]. Murcia, C. 2001. Comprehensive High School Reading Methods. New York: Bell
[6]. Pulliam, D. 2017. "Effect of Student Classroom Cell Phone Usage on Teachers" (2017). Masters Theses & Specialist Projects. Paper 1915.
[7]. http://digitalcommons.wku.edu/theses/1915