

Learning to read through google classroom for undergraduate EFL students in Indonesia

Tririndi Krisna Nuralim¹

Erna Dwinata²

¹ Corresponding Author, English Department, Education, University of Bhinneka PGRI, Tulungagung, Jawa Timur; Indonesia tririndikrisna898@gmail.com

²English Department, Education, University of Bhinneka PGRI, Tulungagung, Jawa Timur; Indonesia ernadwinata1@gmail.com

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Abstract

Google Classroom is one of the contemporary popular online learning media. Through this platform, students can continue to carry out online learning. Google Classroom can be used for assignments and information, submitting assignments, and providing assessments. This study was conducted to determine whether the use of Google Classroom is effectively used to teach students' reading skills. This study uses quantitative research methods with pre-experimental design. The sample of 11 students from second semester students of English Education Department in an Indonesian university. Samples were taken using purposive sampling technique. In this study, data collection was used using tests. This study uses statistical calculations using IBM statistics 28.00 to determine the significance value. The result of the calculation is that the significance value of 0.039 is smaller than 0.05, so it can be concluded that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a significant effect after using Google classroom to teach reading. Thus, it can be concluded that the use of Google Classroom in learning to read for first year tertiary students is effective.

Keywords: Effectiveness, Google Classroom, Reading Skill

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1. Introduction

Currently we are still in the era of the Covid-19 outbreak. According to WHO, Coronavirus is a comprehensive virus family that can cause respiratory infections ranging

from the common cold to more severe illnesses like Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The Covid-19 virus spreads from person to person through droplets in the nose or mouth and is spread when a person coughs or exhales. These water droplets then fall on objects that are touched by other people. Due to their rapid spread, the prevention is to keep their distance from other people. According to Bahasoan et al. (2020), this situation necessitates residents staying at home to work, worship, and study. The Covid-19 pandemic has an impact on educational activities. In response to this, the Indonesian Minister of Education and Culture, Nadiem Anwar Makarim instructed to shift face-to-face classroom learning with online learning from home. This is considered to be able to limit the level of the Covid-19 virus by implementing social distancing. Students are required to study at home, and lectures provide assignments online.

Based on the above conditions learning activities are replaced with online learning. During online learning, there are several ways to carry out the learning process. Lectures can provide information to students via Whatsapp, Zoom, Google Meet, or Telegram. Many digital classroom applications can be used, such as Edmodo, Moodle, Rumah Belajar, and one of the most popular classroom learning applications today is Google Classroom. Because it is in line with current learning conditions, Google Classroom is highly recommended for usage in learning activities in Indonesia (Salamah, 2020). Google Classroom is an online tool that helps teachers and students do distance learning. Google Classroom is one of the instructional elements available in the Google learning applications. Google Classroom is a program that allows users to create virtual classes. Google Classroom can be used to provide assignments, assignments, and even assignments that have already been submitted. Teachers and students can get Google Classroom for free and easily just by registering first to the Google Classroom application. The Google Classroom application is available for students at various levels of education (Ratnaningsih, 2019). Includes Junior High School, Senior High School, and College. Through Google Classroom, teachers can use Google Classroom to build an online classroom where they can manage all of the papers that their students view (Okmawati, 2020). Teachers can provide material about the subject taught to students. The teacher can give announcements, assignments to students, and upload student scores so that they can see firsthand the results obtained in these subjects. The teacher can use the class code to invite students, then construct and assign assignments. Students and teachers can talk about homework on Google Classroom, and teachers can track their students' progress (Rakhmawati, 2020). The effective use of Google Classroom can save time because it can be accessible at any time and from anywhere with an internet connection, allowing lecturers to send assignments or information to students and upload learning materials using this program. Lecturers can quickly see who has or hasn't complete projects and provide real-time grades and feedback directly in Classroom.

Language skills include listening skills, speaking skills, reading skills, and writing skills. Language skills are useful not just for studying English but also for studying other subject areas. Without first mastering language skills, it is impossible to understand other disciplines, including reading skills. Hoover and Tunmer (2020) define reading as the process of transforming "print maps into (i.e., can provide access to) the cognitive structures underlying her or his existing spoken language" (p.75). It can be interpreted that reading is a tool for communicating in written language through text. Reading holds a crucial rule because reading is one of the activities that cannot be separated from our lives for finding facts or

knowledge based on textbooks, articles, or magazines written in English. Therefore, students are required to read well in order to succeed in their academic pursuits. This means that reading skills are a crucial part of language learning, especially when learning English as a second or foreign language. Reading is understands the content of the reading. According to reading refers to the process or activity finding the need and developing knowledge from a message or a given text. Reading is essential, because it provides students with a wealth of information. From the information obtained by students will get a lot of knowledge. According to Akyol & Ketenoglu Kayabaşı (2018) reading is a method of constructing meaning via the application of purpose context, and strategies in a convenient environment based on effective communication between the author and the reader. They further emphasized that weak readers cannot understand the text, read aimlessly, do not believe that reading is good for them, cannot be aware of inconsistencies or use clues, have low estimation ability and usually fail in the reading process.

From the explanation above, it can be seen that there are many online learning applications that can be used as online learning tools during the Covid-19 pandemic. Reading is a skill that can help students in the academic field. From this study, researcher found that in the second semester of reading class used WhatsApp application for learning. The researcher want to know the effectiveness of using Google Classroom compare WhatsApp as a media in learning. Based on the statement above, the researcher wants to examine The Effectiveness of Google Classroom on the Second Semester Students Reading Skills to Support Learning Process at a university in East Java, Indonesia.

2. Method

This research was conducted to determine the effectiveness of Google Classroom on the reading skills of second semester of tertiary students. In this research, the data that researcher obtained was from students reading test of skimming. Research design, research variable, population and sample, research instrument, validity and reliability, procedure to collect data, data collecting method, technique of analysis data are all cover in this section.

In this research, the design of this research is pre-experimental design method. Researchers choose this method because it aims to determine the effectiveness of Google Classroom on students reading skill during the Covid-19 pandemic. Pre-experimental research was used by the researchers in this investigation with “One Group Pretest-Posttest Design”. According to Creswell (2012) one group pretest posttest is a design that is used by giving treatment for a certain period of time, and measuring with tests before and after the treatment is carried out. The researcher gives a pretest before treatment and a posttest after being given treatment

Table 1. One Group Pretest and Posttest

Y1	X	Y2
Pretest	Treatment	Posttest

2. 1 Research variable

According to Creswell (2012), variable is the object of research or the focal point of the research. In this research contained two variables, namely independent variable (X) and dependent variable (Y). Independent variable (X) is variables that affect or cause changes in the dependent variable. In this research independent variable is the effectiveness of Google Classroom. Dependent variable (Y) is the variable that is influenced or which is the result of the independent variable. In this research dependent variable is the students reading skill.

2.2 Population and sample

Population is all the members of any well-defined class of individuals, events, or artifacts (A'yunin, 2020). From the preceding statement, it can be deduced that the population is the study object for which data must be gathered. The population in this study is all of the students at Universitas Bhinneka PGRI in the academic year 2020/2021.

Sample is a subset of the population's number and characteristic. Sample is part of the population to be studied as a way for generalizability of the findings (Scharrer & Ramasubramanian, 2021). In this study, one class as the research sample with total 14 students joining as participants. The students study are in the first year of Education Department in Universitas Bhinneka PGRI. The researcher used purposive sampling technique to determine the research sample. According to Darmawan, (2016) purposive sampling is the selection of respondents as selected samples on the basis of the considerations of the researcher himself.

2.3 Research instrument

Research instrument is a tool used to measure observable natural and social phenomena. Research instrument is a tool, which is used to gather, examine, and investigate data about in issue that is being study. In this research, the researcher used a test. The test consists of pretest and posttest. The pretest is given before treatment to obtain data on students' initial knowledge, while the posttest is given after the last treatment to get a data about the effect of using Google Classroom on reading skill.

2.4 Validity and reliability

Validity is the degree to which conclusion taken from the outcome from relevant, meaningful and useful in terms of the intent of the assessment (A'yunin, 2020). A test is valid if it performs its measurement purpose or produces an accurate result. Validity has four types, namely content validity, construct validity, criterion-related validity, and face validity. In this research the researcher use content validity. The validator is a research methodology lecture in English Education Department at Universitas Bhinneka PGRI.

According to Stainback (1998) as cited by (Sugiyono, 2011), reliability is often referred to as consistency and stability of data or findings. Reliability test aims to see whether the multiple choice questions have consistency if the multiple choice measurement is done repeatedly. From a positivistic point of view, reliability is usually considered to be equivalent to the consistency of data obtained from observations made by different researchers, for example, is reliability between raters, by the same researcher at different times, for example retesting, or by dividing the data set into parts, like divided in half. There are several kinds

of instrument reliability setting, retest estimate reliability, equivalent, parallel form and alternative form reliability estimate. In this research, instrument reliability testing is calculated using the Cronbach Alpha method.

The criteria are:

If the score of Cronbach's Alpha $> r$ tables then instrument is declared reliable.

If the score of Cronbach's Alpha $< r$ tables then instrument is declared not reliable.

Table 2. Reliability of Pretest

Reliability Statistics	
Cronbach's Alpha	N of Items
.629	20

Table 3. Reliability of Posttest

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	20

Based on the table above, output Cronbach Alpha conclude that the significant value of pretest is $0.629 > 0.6$ and the significant value of posttest is $0.799 > 0.6$. It can be conclude that the reliability test of pretest and posttest is reliable.

2.5 Procedure to collect data

2.5.1 Pretest

Pretest is a test that is given before the treatment. Pretest was given to determine the results obtained before giving treatment. In the pretest, students are given questions to read and work on multiple choice questions. In the pretest students were given the task of working on 20 multiple choice questions about reading.

2.5.2 Treatment

After the students were given the pretest, the researcher gave the treatment before the posttest. The treatment given to students has a good value. The treatment given by this researcher is to provide learning videos in Google Classroom. First, the researcher will send the learning video link in Google Classroom and students can view it. For students who have seen the learning video, they can take an absence by writing their name and NPM in the comments column. For the sake of research ethics, the real identity of the participant is blurred and pseudonym will be used in the data. Next, the researcher gave practice questions for students to do.

2.5.3 Posttest

Posttest is a test given after obtaining a score on the pretest and after doing the treatment. It aims to determine whether the results of the strategy provided by the researcher are effective or not in the posttest. The number of questions and the way the posttest is done is the same as the pretest.

2.6 Data collecting method

To collect data from students, the researcher used reading skills tests. The test is used to collect data on students reading skill mastery. The instruments that will be used a reading skill tests. According to A'yunin (2020) test is a set of questions given to people to determine their current state or level of growth. A test is a task given to students to find out how good the results are. The primary purpose of research in educational programs is to provide data for decision making, or assessment.

There are two kinds of reading skill tests in this study, the pretest (Test A) and posttest (Test B). The reading skills test in this study is multiple choices. This test helps the researcher to determine students reading skill before and after taking the test in Google Classroom. The researchers compare the results of the two tests. The result of the two tests can indicate whether there is an increase in students reading ability or not.

2.7 Technique of analysis data

Data analysis techniques in quantitative research use statistical statistics. Data analysis techniques are used by researchers to analyze the data that has been obtained. Data were taken from the results obtained in the pretest is administered prior to treatment, and the posttest is administered following treatment. In this study, the researcher used IBM SPSS statistic 28.0 to analyze the data.

3. Results and Discussion

3.1 Results

The research findings are based on the results of data analysis. Data collected using pre-test and post-test to determine reading ability before and after learning to use Google classroom as a media.

3.1.1 The result of pretest

There are 11 students who take the pretest. Student results in the pretest are presented below:

Table 1. The students' achievement before using Google Classroom as a media (Pretest)

No	Student	Pretest
1	FAZ	55
2	MR	50
3	ARBJ	60
4	MRM	60
5	SR	75
6	MRAS	25
7	SPD	60

No	Student	Pretest
8	AM	55
9	NRD	60
10	MNA	80
11	MBU	75

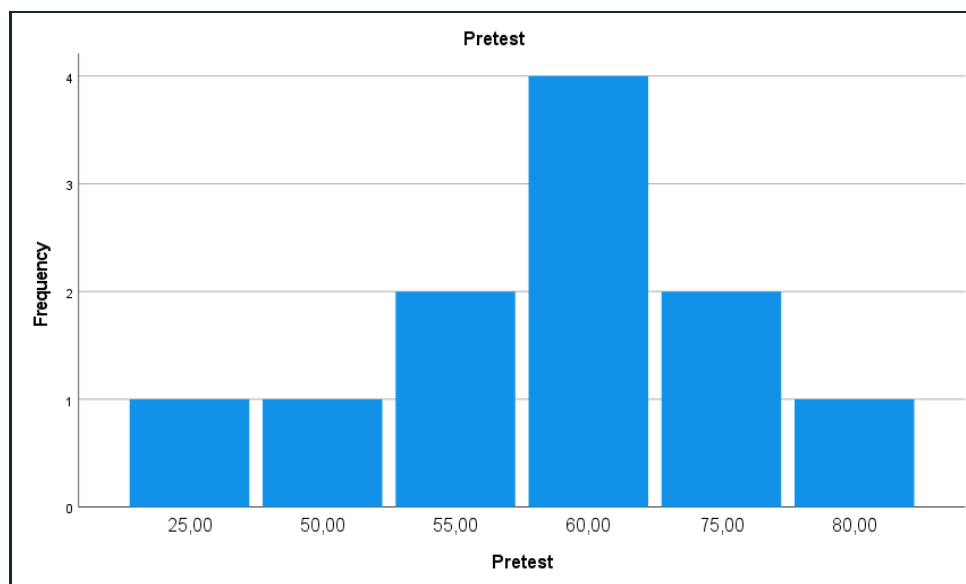
Table 2 Descriptive statistic of pretest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	11	25.00	80.00	59.5455	14.90881
Valid N (listwise)	11				

Based on the data above, the researchers know that the maximum score in the pretest was 80 and the minimum score was 25. From the table, can indicate that the mean score of pretest was 59.54 and the standard deviation was 14.90.

The researcher also makes present the data in histogram to make reading easier the data:

Diagram 1. The result of pretest



3.1.1 The result of posttest

There are 11 students who take the pretest. Student results in the pretest are presented below:

Table 3. The students' achievement after using Google Classroom as a media (Posttest)

No	Student	Posttest
1	FAZ	70
2	MR	65
3	ARBJ	85
4	MRM	75
5	SR	75
6	MRAS	20
7	SPD	70
8	AM	80
9	NRD	50
10	MNA	75
11	MBU	85

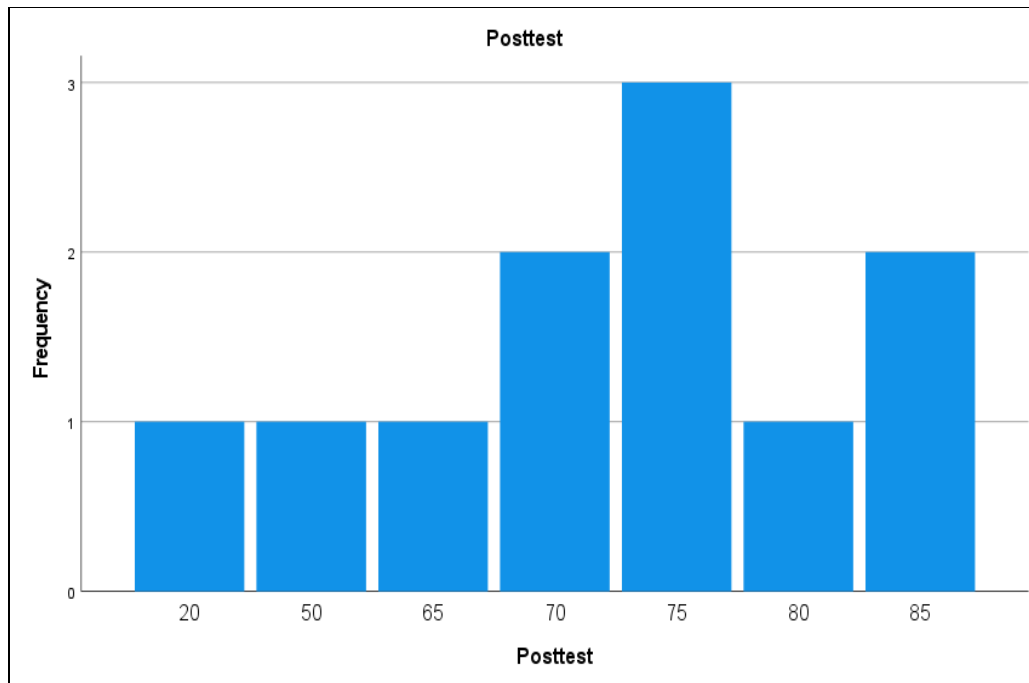
Table 4. Descriptive statistic of posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	11	20.00	85.00	68.1818	18.74470
Valid N (listwise)	11				

Based on the data above, the researchers know that the maximum score in the posttest was 85 and the minimum score was 20. From the table, can indicate that the mean score of posttest was 68.18 and the standard deviation was 18.74.

The researcher also makes present the data in histogram to make reading easier the data:

Diagram 2. The result of posttest



Based on the data above, the researcher can indicate that there are 11 students who take the pretest. There are 1 student get score 20 (9.1%), 1 student get score 50 (9.1%), 1 student get score 65 (9.1%), 2 students get score 70 (18.2%), 3 students get score 75 (27.3%), 1 student get score 80 (9.1%), and 2 students get score 85 (18.2%). This test was conducted to determine the students' reading ability after students received treatment.

Table 5. Testing hypothesis

Paired Samples Test										
		Paired Differences							Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				ne- Sided p	wo- Sided p
					Lower	pper				
air 1	Pretest – Posttest	- 8.63636	12.06045	3.63636	- 16.73869	.53404	2.375	0	.019	.039

The significance value of 0.039 is smaller than the 0.05 significance level, it can be concluded that the alternative hypothesis is rejected, while the null hypothesis is accepted. This means that there is a significant effect after using Google Classroom to teach reading. It is related with Rakhmawati, (2020) teaching by using Google Classroom is more effective and interesting for students.

3.2. Discussion

The goal of this study is to know the effectiveness of Google Classroom on the second semester students reading skill at tertiary level. Google Classroom is an innovative learning media which is very effective in modern times (Salamah, 2020), especially to facilitate flexible synchronous and asynchronous learning mode (Li et al., 2020). To reveal how this platform helps learners learn reading course effectively, this study conducted a pre-experimental study with pretest and posttest designs. Based on the research method, the research was conducted in three steps. The first step is a preliminary study where the researcher wants to know the students' reading comprehension ability by giving a pretest. In the pretest, some students' abilities are still below passing grade. The mean of pretest was 59.54. The second step is to provide treatment to students. The treatment here is to teach strategies for reading comprehension questions with video through Google Classroom as a learning media. While receiving treatment, students enthusiastic to learn reading comprehension question strategies. All students are interested in viewing learning videos through Google Classroom. The researcher gave the treatment two times. The third step is giving posttest. In the posttest students are given a test to determine the students' reading skill in skimming. On the posttest, students' abilities increased. Many students get scores above the average. The posttest mean was 68.18. This indicates that the use of google classroom could foster active language learning engagement and students' motivation (Abdel Latif, 2022) which it may impact on the reading comprehension.

In this research, the researcher used IBM SPSS statistic 28.0 to calculate the data results. Based on the analysis obtained it is known that the significant value was less than significant level ($0.039 < 0.05$). The significance value of the research is 0.039, and the significance level is 0.05. If the significance value is $0.039 < 0.05$, the alternative hypothesis is accepted and the null hypothesis is rejected. While the significance value is $0.039 > 0.05$, the alternative hypothesis is rejected, while the null hypothesis is accepted. The researcher provides interpretation to significant value. Because the significance value of 0.039 is smaller than the 0.05 significance level, it can be concluded that the alternative hypothesis is rejected, while the null hypothesis is accepted. This means that there is a significant effect after using Google Classroom to teach reading. It is related with Rakhmawati, (2020) teaching by using Google Classroom is more effective and interesting for students.

As an alternative mode, Google Classroom may increase students' engagement in reading class. Though the study from Totanan (2022) reported the popularity of Google Classroom is less than Zoom, this platform has been considered positively to facilitate reading class more flexible in terms of providing space and time for practices. In case of space, both educators could post some materials which are accessible for students as readers. As the

attached materials are available for limitless time, students can iteratively access the materials. Further, as the instructional design is in the form of video, the targeted ability is not only focused on reading skills, but also

4. Conclusion

The learning process through Google Classroom is one of the online learning media to increase students' enthusiasm for learning to read. The use of Google Classroom as a learning media is more interesting and can facilitate the online learning process. In addition, it is also proven by hypothesis testing. The results of the hypothesis testing are known that the significance value is smaller than the significance level ($0.039 < 0.05$), it means H_0 was rejected and H_a was accepted. It means that there is a significant difference in student achievement before and after using Google Classroom. The shifting mode from face-to-face into online classroom is not smoothly accepted by learners (Tarteer et al., 2021), especially those who are less interaction with online platform. However, despite of this, all the results of data analysis suggest that the use of Google Classroom media is effective in teaching reading.

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