THE EFFECT OF GOOGLE CLASSROOM ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AND THEIR LEARNING MOTIVATION (PRE EXPERIMENTAL STUDY AT SMK MUHAMMADIYAH KRADENAN)

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APPROVAL

A manuscript by Novia Wulan Ari, 2020 for a final project entitled "**The Effect of Google Classroom on Students' Reading Comprehension in Narrative Text and Their Learning Motivation (Pre Experimental Study at SMK Muhammadiyah Kradenan)**" has been approved by the both advisors on September 2020.

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ii

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Pengaruh Google Classroom terhadap Pemahaman Bacaan Siswa pada Teks Naratif dan Motivasi Belajarnya (Studi Pre Eksperimental di SMK Muhammadiyah Kradenan)

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ABSTRACT

This research aims to explain the effect of Google Classroom on students' reading comprehension of narrative text and describe the students' motivation in learning online narrative text on students' reading comprehension through Google Classroom of 24 students tenth-grade students at *SMK Muhammadiyah Kradenan*. This research used pre experimental design one group pre-test post-test and conducted at May 2020. The data was obtained through pretest, posttest and questionnaire. The data of this current study were analyzed by using SPSS consisted validity, reliability, T -test. The result from this research showed that there was a significant difference before and after students getting the treatment. It could be seen from the mean of pretest and posttest score. The mean of the pretest was 67.29, and the mean of posttest was 78.12. It was meant that the posttest score was higher than the pretest. Then, the "Paired Samples Test" known significant value (2-tailed) was equal to 0.10 < 0.05. While the students' motivation in learning online narrative text using Google Classroom also got positive responses and they learned with high motivation. It can be concluded that there was a different result before the treatment and after the treatment. Therefore, there was an effect of Google Classroom in teaching online narrative text on the students' reading comprehension.

Keywords: Google Classroom, Online Learning, Motivation, Reading Narrative Text

INTRODUCTION

Recently, there has been an education problem because of Covid-19 pandemic. Many institutions like university and school have to do learning process from home. This situation makes the teacher has to do learning process without face to face directly and are required to integrate technology in learning. Classroom teaching must be changed by online learning or E-learning. Like Mulyadi et al. (2020) said that teachers face challenges to make students have real world communicative competence for their professional career by integrating language pedagogy and technology properly. So, the teacher can use technology like now, the teacher and students have interaction and engagement by E-learning. Students can accept the material through electronic media and uses internet because the teacher cannot deliver the material directly. Agarwal & Pandey (2012) stated that e-learning focuses on using technology on learning and education, also uses electronic media on learning process which refers the use of technological process, information, and communication. In E-learning the teacher and students stay in touch and interact although not face to face. Example of E-learning is online learning which the learning uses internet network that can connect between students and teacher through electronic media. Like Urdan & Weggen (2000) stated that online learning used leads to internet-based learning, virtual learning, cyber learning, teaching based on web, distributed learning, electronic learning, and internet-based training. So, students and the teacher can interact with each other even though in a different room.

In the other hand, in online learning or E-learning need support applications, one of them is Google Classroom to facilitate the teacher and students for online learning. Using technology in learning process especially in English through Google Classroom can help the teacher to motivate students to learn fun because in this pandemic situation some students feel bored with online learning. Google Classroom is familiar for students and can make it easier for students and the teacher in the learning process. The teacher give some texts through Google Classroom and the students can join those class and read the texts, such as;

narrative texts in Google Classroom. Students can ask the teacher through the comment column if there is a question. Then, they also can submit the assignment and download the lesson through Google Classroom. Google Classroom is an online application that students can use to learn every time and everywhere by using material that presented by the teacher. Like Beal (2017) claimed that Google Classroom is a tool that has facilities the teacher can collaborate with the students, also the teacher can create and distribute assignments for the students in class by online for free. Google Classroom can help students to learn such as narrative texts, to improve their knowledge and skill. So, Google classroom is one of technology which is implemented in the pandemic situation and the teacher should develop it.

Narrative text is suitable with syllabus and 2013 curriculum at SMK Muhammadiyah Kradenan. Narrative text is a text which has structure and the purpose to entertain the readers. According to Djatmika and Wulandari (2013), narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrases, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech. In the other hand, In vocational school, students should study or increase their reading comprehension starts from now because reading comprehension is important aspect for students to increase their knowledge, vocabulary, and students also improve their writing skill. Through reading activities students can grow their mental, emotional, and psychology. So, it will help them to learn new things and also enhance their vocabulary.

Based on the pre-observation that had been done at SMK Muhammadiyah Kradenan, students had problem with their English. The problem was they were low motivation to read a text because they feel difficult to spell or pronounce the words, and the students had difficulties when the students were asked to get some interesting messages from their reading text. So, they were felt bored and did not interest in reading activity. So, based on the reason I will use narrative texts for help them to increase reading comprehension by online learning using Google Classroom. Moreover, Covid-19 pandemic conditions which is increasing day by day make students must learning from home until now, so that students are not

infected with the virus. According to the government recommendations that learning from home or online learning conducted to break the chain of distribution of Covid-19 and decrease the spread of the covid-19 virus. It makes the students cannot go to school and learn face to face.

Based on the problem and pre observation above, I choose the topic about The Effect of Google Classroom on Students' Reading Comprehension of Narrative Text (Pre Experimental Study at SMK Muhammadiyah Kradenan). Here, the teacher will teach online through Google Classroom to teach Narrative text and to know how the effect of Google Classroom when the students learn and use it. So, the students still can learn from home and without face to face.

RESEARCH METHODOLOGY

This study conveyed pre-experimental research design or usually called as quasi experimental research. Based on Sugiyono (2013) pre-experimental design is an experiment which has not been categorized as a real experiment because there is still an external variable that influences the formation of dependent variables. Researchers could use pre-experimental design if they have difficulty to determine control group in their study. As stated by Sugiyono (2013), a pre-experimental design applied to resolve the researcher's difficulties in determining the control group in the study. There are two designs of pre experimental they were one-group pretest-posttest and static group. I applied a one-group pretest-posttest design for this current study. Related to Sugiyono (2013), the result from those treatments could be known more accurately because it could compare with situation before being treated. The subject of this study was the students of tenth grade of SMK Muhammadiyah Kradenan. I used one class of X accounting major which consists of 24 students. They would be one group and being treated in the experiment of teaching online narrative text using Google Classroom. This research was conducted by giving pretest, treatment, and posttest so it was called pre-experimental research and there was no control group. The research took place in SMK Muhammadiyah Kradenan which was located in *Jln. Sumber, Kradenan, Blora Regency, and Central Java 58383.* Because, the school was

3

suitable for conducting the research, and the pre observation found there. Then, this current research was in the second semester of the academic year 2019/2020. Moreover, I also gave questionnaire for students to describe their motivation in learning online of reading narrative text through Google Classroom.

RESEARCH FINDING AND DISCUSSION

1. **The Effect of Google Classroom on Students' Reading Comprehension of Narrative Text**

    In this research, I held this research by teaching online reading narrative text through Google Classroom that was done at the tenth grade of accounting class started on 6th – 9th May 2020. In the tenth grade of accounting class consisted of 24 female students. I gave the pretest before I applied the treatment and the posttest gave after I applied the treatment.

    a. **The Result of Descriptive Statistics**

    Table 1.

    Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	24	25	95	1615	67.29	19.725
Posttest	24	30	100	1875	78.13	20.206
Valid N (list wise)	24					

    Table 1 depicts that the number of respondent was 24. There was different mean from pretest and posttest. Mean pretest score was 67.29 and posttest was 78.12. The data result from descriptive statistic also shown the minimum, maximum, sum and standard deviation. The minimum pretest score was 25 and the maximum was 95. Then, the minimum score of posttest was 30 and the maximum was 100. Next, the sum of pretest score was 1615 and posttest was 1875. The last was standard deviation. The result of standard deviation pretest

4

score was 19.725 and posttest score was 20.206. So, it meant that the posttest score was higher than the pretest. Because, students have gotten the treatment and materials clearly.

b. The Result of Paired Sample T-test

In this current research, I used t-test to compare the pretest and posttest result for determining the hypothesis could be accepted or rejected which explained clearly on Table 2.

Table 2.

T-test table

		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre Test - [Post Test	-10.833	18.977	3.874	-18.847	-2.820	-2.797	23	.01

Based on the output table "Paired Samples Test" known significant value (2-tailed) was equal to $0.010 < 0.05$. Then, Ho was rejected and Ha was accepted. So, it can be concluded that there was different mean between pretest and posttest result its means there was the effect of Google Classroom on score result or there was an effect of Google Classroom on students' reading narrative text which can be seen from the results of posttest was higher than pretest.

2. The Students' Motivation on Reading Narrative Text Using Google Classroom

A questionnaire gave after I taught the students narrative text using Google Classroom. The aim of the questionnaire is to describe the students' motivation in learning reading narrative text through Google Classroom. First, I consulted the

5

questionnaire to be judged with the experts. After the experts gave the judgment and the score is valid. Then, I did the research. The result has been explained on table 3. The result of questionnaire described based on the indicator given from every items of questionnaire. There were 24 respondents, the percentage of respondent who filled the questionnaire counted using SPSS.

Table 3.

Students' Motivation on Reading Narrative Text Using Google Classroom

	Statement	Disagree	Less Agree	Agree	Strongly Agree	Total
1.	Do you agree if learning based on Google Classroom implemented in school	16.7% (4)	29.2% (7)	50.0% (12)	4.2% (1)	100.0
2.	Would you be happy if learning English based on Google Classroom	12.5% (3)	50.0% (12)	33.3% (8)	4.2% (1)	100.0
3.	Whether the application based on learning Google Classroom was useful for you to learn English	4.2% (1)	20.8% (5)	62.5% (15)	12.5% (3)	100.0
4.	What is English learning based on Google Classroom interesting for you	12.5% (3)	16.7% (4)	62.5% (15)	8.3% (2)	100.0
5.	Does Google Classroom help you understand English more easily	4.2% (1)	37.5% (9)	54.2% (13)	4.2% (1)	100.0
6.	Are you motivated to learn English based on Google Classroom	8.3% (2)	54.2% (13)	33.3% (8)	4.2% (1)	100.0
7.	Can you easily learn narrative text based on Google Classroom	25.0% (6)	50.0% (12)	25.0% (6)	- (0)	100.0
8.	Does Google Classroom based learning more effective than face to face	25.0% (6)	50.0% (12)	25.0% (6)	- (0)	100.00
9.	Whether Google Classroom based learning the time you use is more efficient	8.3% (2)	33.3% (8)	45.8% (11)	12.5% (3)	100.00

Based on the finding above, I conclude that there was the effect of Google Classroom in teaching online reading narrative text on the tenth grade of Accounting program at SMK Muhammadiyah Kradenan. It could see at table 1 significant value (2-tailed) was equal to $0.010 < 0.05$. So, it's meant that there was

6

an effect of Google Classroom application which can be seen from the students' score result and the mean pretest score was 67.29 and posttest was 78.12. It meant that the posttest score was higher than the pretest because the students have gotten the treatment and narrative text material. Students' score increased after I taught narrative text using Google Classroom. This current research is correlated with Abd Syakur et.al research (2020) that the use of Google Classroom by lectures could increase the result of average achievement of English material on English Education Department' Students. Then, the result from the questionnaire also showed that most of the students agreed and strongly agreed that Google Classroom implemented in their school, they also agreed that Google Classroom was useful in learning English. Google Classroom helped the students for easier to understanding English and they were interesting when studying reading narrative text using Google Classroom. It can be seen from the result that most of the students agreed and strongly agreed with the easiest and most interesting learning when using Google Classroom. Then, most of the students agreed that their time is more efficient when they learned using Google Classroom. However, most of the students less disagreed that they were happier if reading narrative text using Google Classroom and they less disagreed that Google Classroom is more effective than face to face. Most students also less agreed that they motivated learning English based on Google Classroom. Further, most of them less disagreed that Google Classroom could easily learn narrative text material using face to face. This current research is correlated with Suryadi research (2018) that the motivation of students when learning through Google Classroom there were students have high motivation, moderate motivation and low motivation with statements in the questionnaire.

To sum up, this current study is effective to implement in order to support the students' motivation in reading narrative texts.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the research findings and discussions, Google Classroom more gives effect on students. It could be described from the posttest results when using Google Classroom is higher than the pretest. There was an effect of using Google Classroom in teaching online reading narrative text which got the significant value (2-tailed) was equal to $0.010 < 0.05$. There was different mean from the pretest and posttest. The mean of pretest score was 67.29 and the posttest score was 78.12. The students' score increased after I taught narrative text using Google Classroom.

In addition, the result of questionnaire about students' motivation and responses also has positive results. The questionnaire result shows that in general most of the students agreed with the indicators on the questionnaire about their motivation and response to learn reading narrative text using Google Classroom. Therefore, this current research result is effective to implement Google Classroom in teaching reading comprehension narrative texts and it also helps the students to increase their motivation in reading narrative texts.

2. Suggestion

I would like to give suggestions for the students, the teacher, and the next researchers to get the improvement in the next study.

For the Students

1. Students should increase their motivation to learn reading narrative texts when the teacher conducts online class through Google Classroom as well as offline class. So, students can achieve their maximum result.
2. Students should more active to learn reading narrative texts when the teacher conducts online class through Google Classroom as well as offline class. Because it will help students learn reading narrative text more easily.

8

For the Teacher

1. The teacher can develop their method and media to keep students' spirit and motivation. They also keep the students stay active, happy, and comfortable when joining online learning.
2. The teacher can take advantage of technology for learning in accordance with the development of the world if education, and create learning which encourages students to achieve better results.

For the Next Researchers

1. The next researcher should be more exploring about technology for support learning process because it is important to face the advancement of technology and education.
2. The next researcher can develop this research and increase the method. So, it can make online learning more effective and easily accepted by the students.
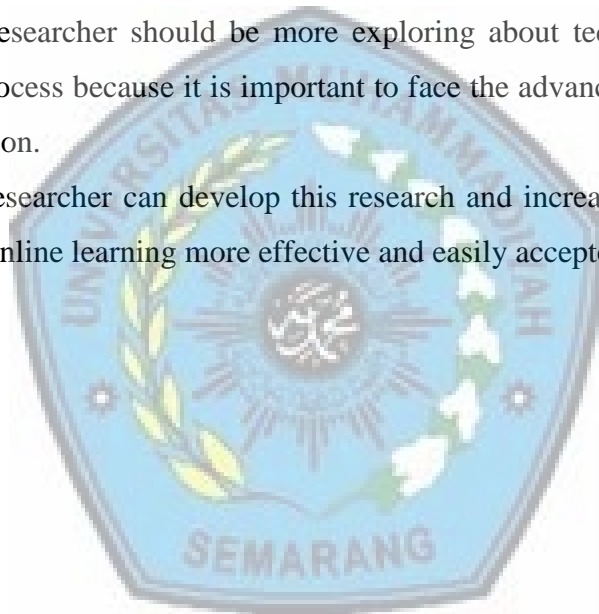
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10