The Effect of Using Google Classroom in Teaching Reading for Junior High School Students

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Abstract
Reading is an important skill that has many benefits. However, since English is a foreign language, many students get difficulties in reading. To increase students' reading skill, teachers should apply an effective and interesting media. The use of technology as a teaching media is expected to be able to increase the students' interest and skill. One of the technologies that can be used for teaching reading is Google Classroom. Therefore, this article aims at investigating the effect of using Google classroom in teaching reading for junior high school students. This research used quasi-experimental design. Two classes of the seventh-grade students in Kediri participated in this research. The data was gathered by using test: pre-test and post-test. Then to test the hypothesis, ANCOVA was used. This research found that the mean score for control group was 49.12 (pre-test) and 76.16 (post-test). The mean score for experimental group was 48.15 (pre-test) and 81.69 (post-test). From the data analysis using ANCOVA, the result of significant value is smaller than the significant level (0.001 < 0.05. It means that H0 was rejected. It can be concluded that using Google Classroom is effective in teaching reading for the junior high school students.

Keywords: *google classroom; reading skill; junior high school students*

INTRODUCTION

Reading is an important skill that has many benefits. First of all, it is through reading that students expand their vocabulary and learn about the world. From reading, people can get much knowledge or information from many media, such as textbooks, journals, newspapers, or electronic messages. According to Whitten, Labby, and Sullivan (2016: 58), reading facilitates students to think significantly and enhance reading skill. Alyousef (2005: 64) states that reading may be said to be an interactive system among the reader and the textual content and leads to automaticity (fluency in reading). Fahim and Sa'eepour (2011) maintain that studying has a completely crucial function with inside the L2 curriculum as studying comprehension is taken into consideration as one of the predominant dreams set in lots of academic programs.

In Indonesia, English is considered as a foreign language and it is formally studied. Based on the competency mentioned in *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia* No.24 Tahun 2016, students of Junior High School must have the abilities in mastering the basic skills of studying English (listening, speaking, reading and writing). For reading itself, it is mentioned at Basic Competency 4. Students must have the ability to catch contextual meaning related to social functions, text structure, and linguistic elements of the text. In other words, reading skill is very crucial to be mastered by language learners because it cannot be separated in the process of teaching and learning.

However, since English is a foreign language, a lot of students at any level of education get difficulties in reading. Many students just read but they do not get the message from the text. Zuhra (2015: 438) reveals that students of senior high school in Lhokseumawe face reading difficulties because they cannot answer questions based on the text; 27% of the students' answers are correct.

To increase the reading skill of the students, the teacher should apply strategy which is effective and interesting to teach. The effective strategy in teaching reading will help students to improve their reading skill. If teachers do not apply an interesting strategy, students will not be interested in the learning reading process. In previous teaching and learning activities, teachers only use printed textbooks as a learning source. Students become less interested because of this. Whereas using technology as a media in teaching reading will increase the students' interest and it is more effective. It is because nowadays technology becomes an essential part of teenagers' life. If it is applied to the learning process, it could have a positive effect on students' motivation, which can improve their achievements.

Technology can facilitate students to understand the meaning of the text. Technology turns into an essential part of the studying experience and a crucial issue for teachers, from the start of getting ready studying experiences via teaching and mastering processes. The application of technology helps learners learn on the basis of their interests. Technology has an essential function in promoting activities for students and has a substantial impact on teachers' teaching methods. If teachers do not use the technology of their teaching, they may in no way be capable of maintaining up with those technologies. Thus, it is very essential for teachers to have an understanding of those technologies in teaching language skill (Gilakjani, 2017). Teaching using technology can be used as alternative teaching strategies because it can provide good learning outcomes. One example of the use of technology in teaching and learning is to use blended learning.

Blended learning is the idea that consists of framing a teaching-learning system that contains each face to face teaching and teaching supported through ICT (Lalima and Dangwal, 2017: 131). Blended learning is a revolutionary idea that bunches the benefits of conventional teaching in class and ICT-supported studying which includes offline studying and on-line studying. It has space for collaborative learning; constructive learning and computer-assisted learning (CAI). One of the technologies that can be used for blended learning is Google Classroom.

Google Classroom is a tool that has gained popularity in a short span of time. This application is free to use for teachers and students which makes it ideal for developing countries because it does not require a lot of budgets. Iftakhar (2016: 12) states that Google Classroom is taken into consideration as one of the excellent platforms available to enhance teacher workflows as it offers a set of effective features. Google Classroom facilitates teachers to keep time, arrange classes, and enhance communication with students. Al-Maroof and Al-Emran (2018: 112) state that Google Classroom considers the achievement of certain functions such as simplifying the students-teacher communication, and the ease of distributing and assessing assignments.

Other studies reveal that there is a positive effect of google classroom on students' learning. Google Classroom is effective and easy to use in teaching English (Iftakhar, 2016). In their study, Prastiyo, Djohar, and Purnawan (2018) claim that Google Classroom works as a facilitator to develop students' learning activities. Al-Maroof and Al-Emran (2018) found that students who rely on Google Classroom

technology can use it as a new tool to improve their education system because of its ease of use and usability.

Based on previous studies explained above, Google Classroom is a very effective media in teaching and learning English. However, no one of them discusses the effect of using Google classroom in teaching reading. That is why it is very crucial to do research about the effect of using Google Classroom in Teaching Reading especially for junior high school students. With this regard, the present study was designed to address the research questions "Is using Google Classroom effective in teaching reading for the seventh grade students of junior high school?"

METHOD

This section discusses the research method. It consists of the research design, subjects/participants of the research, data sources, data collection (the real procedures conducted in the research), and data analysis (the real procedures conducted in the research).

1. **The Research Design**

In line with the purpose of this study that is to know whether the use of Google classroom is effective to teach reading skill for the seventh grade students of junior high school, the researcher used experimental research which provided a systematical and logical method for answering the questions. The basic intent of an experimental design is to test the impact of treatment on an outcome, controlling for all other factors that might influence that outcome (Creswell, 2009: 245-246). Later, this research specifically is designed as quasi-experimental research, since the sample was taken unrandomly. The researcher used existing classes.

2. **The Population and Sample**

The population of this study was the seventh grade students of Islamic junior high school in Kediri, East Java, Indonesia. There were eight classess with 25-30 students in each class). Two classes were chosen as the sample of this study. There were 51 students (26 students of the experimental group and 25 students of the control group) participated in this atudy. They were unrandomly taken, and then assigned into different treatment. Class VII-A were taught by using Google Classroom, and class VII-B were taught by another media, printed textbook.

3. **Research Treatment**

The activities were divided into three parts. There were pre-teaching activity, main teaching activity, and post-teaching activity. The pre-teaching activity was giving pre-test both in the experimental group and control group. For the experimental group, the researcher used Google Classroom in teaching reading; whereas for the control group, the researcher used printed textbook in teaching reading. The last activity was giving posttest to all of the groups to know whether Google Classroom is effective to the seventh-grade students of Islamic Junior high school in Kediri. All teaching processes used lesson plan and focused on the reading activity. In the treatment, the students are given materials that focused on reading activity using Google Classroom. The researcher gave the English lesson twice a week and conducted five meetings. Each meeting held in 2x40 minutes allocated time.

4. **Research Instrument and Data Collection**

In this research, the instrument was test. The test was used to collect the data. There were two tests during this research; they were pre-test and post-test. Both the experimental group and control group got pre-test to know the basic or capability of students' reading skill before they got the treatment and posttest to know the improvement of students' reading skill after they got treatment, and to know whether Google Classroom is effective or not. The questions in the instruments were based on a blueprint that has been prepared previously. The blueprint was made according to the reading skill that must be mastered by seventh-grade of Islamic junior high school students. The sources of the questions were some national exam practice books. The researcher gave 60 minutes for students to answer the 25 questions of the pretest and posttest. Before being tested on sample classes, researcher tested the questions to another class to find out the validity and reliability of the questions.

The instrument is valid because the topic is in accordance with the basic competency 4.7.1 on Curriculum 2013 for the second year of junior high school students. In the aspect of reliability, this research used test-retest. The researcher gave the same test for some different groups. The result of each group would be compared to know the reliability of the test. The reliable test would be used as the instrument of the research.

5. Data Analysis

In analyzing the data, all data obtained from the instrument were used to answer the research problem. The data were obtained from the score of pretest and posttest. The researcher used ANCOVA (Analysis of Covariance) because the sample is not taken randomly and the study involves random assignment of units to conditions, covariates, when related to response variables, reduce error variance, resulting in greater statistical power and precision in estimating group effects (Harvey, 1998). The researcher compares the result of pre-test and post-test in the experimental group and control group to know the effect of using Google Classroom in teaching reading to the seventh-grade students of Islamic juniro high school in Kediri. ANCOVA was used to analyze the data using SPSS 2.1 program.

FINDING

This section presents the result of testing the instrument, the result of pre-test and post-test, the result of testing the assumption fulfillment of ANCOVA, and the result of hypothesis testing using ANCOVA.

1. The Result of Testing the Instrument

The analysis of test items is the way to know the quality of the test that is tested statistically. This analysis has two criteria, they are validity and reliability. The following will be explained about the analysis of test items in order that the test or the instrument can be done without any doubt and can be used as a good and valid instrument.

2. *Validity*

Test validity is used for showing the validity of the test items given. The test of the instrument is done by two classes of the seventh-grade students of Islamic junior high school in Kediri, East Java, Indonesia; they are class VII-A and VII-B. There are 100 items of the test in multiple-choice. 50 test items for pretest and 50 test items for posttest.

The test of validity is done by using *Software SPSS 2.1,* in the *Analyze* menu with *correlate bivariate* sub-menu. The result of the analysis shows 31 items of the pre-test and 26 items of the post-test are VALID because the significant value is less than 5%. The researcher chooses 25 valid items of pretest and 25 valid items of posttest to be the instrument. So that the instrument is suitable in order to measure the cognitive abilities of the students that is learning achievement.

3.   *Reliability*

A test is said having a high level of reliability when the test can give a constant result or has a high level of confidence. Reliability testing is used to know the consistency level of the test. The reliability analysis of the test can be done with *Software SPSS 2.1,* in *scale* menu with *reliability* sub-menu. According to the result, pre-test items have *Alpha Cronbach* 0.862 and post-test items have *Alpha Cronbach* 0.939, where the value can be interpreted as follow:

Table 1 The Characteristics of Reliability of the Test

No	Reliability	Category
1	0.800 – 1.000	Very High
2	0.600 – 0.799	High
3	0.400 – 0.500	Average
4	0.200– 0.399	Low
5	< 0.200	Very Low

From the criteria above, it can be concluded that the reliability of the test has very high value.

4.   The Result of Pre Test and Post Test

The researchers collect the data by collecting the documentation from the result of the pre-test and post-test from the experimental group and control group. From these tests, the researchers count them to get the result of the test as follow.

The pre-test is aimed to know the first capability of the students before giving the treatment. The instrument used is 25 items of the test in multiple choices. The summary of the pre-test score for each group is in Table 2.

Table 2 Descriptive Statistics of the Pre-Test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pretest_Experiment	26	24.00	40.00	64.00	48.1538	7.28666
Pretest_Control	25	28.00	40.00	68.00	49.1200	7.25902
Valid N (listwise)	25					

According to the Table 2, the researcher knows that the mean of the experimental class is 48.15 and the mean of the control class is 49.12.

The result of the post-test is acquired after giving the treatment. In this research, the experimental group is a class that is taught by Google Classroom media whereas the control group is a class that is taught by printed textbook media. The instrument used in the posttest is 25 items test in multiple choices. The achievement data from post-test after both of group is given the treatment can be seen in Table 3.

Table 3 Descriptive Statistics of the Post-Test

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Posttest_Experiment	26	40.00	56.00	96.00	81.6923	7.51941
Posttest_Control	25	28.00	60.00	88.00	76.1600	7.16287
Valid N (listwise)	25					

According to the Table 3, the mean of the experimental class is 81.69 and the mean of the control class is 76.16, so it can be assumed that the mean of the students who were taught by Google Classroom media is higher than the students who were taught by printed textbook media.

5.   The Result of Testing the Assumption Fulfillment of ANCOVA

Analysis of Covariance was used to analyze the data. There are some assumptions that must be fulfilled before analyzing data using ANCOVA. The distribution of the data must be normal; the variance of the sample must be homogenous, there must be no interaction between the pre-test and group, and the relationship between pre-test and post-test must be linear. The assumptions are fulfilled as follows:

6.   *Assumption of Normality Test*

The normality test is aimed to determine whether the distribution of data normally distributed or not. Normality test of the data in the experimental group and control group uses Kolmogorov – Smirnov Z test with:

H0 = significance value p < 0.05, so the data is not distributed normally

Hi = significance value p > 0.05, so the data is distributed normally.

Based on the result of the normality test analysis reading skill of experimental class and control class can be seen in Table 4.

Table 4 The Result of Normality Test
One-Sample Kolmogorov-Smirnov Test

		Pretest Experimental	Pretest Control	Posttest Experimental	Posttest Control
N		26	25	26	25
Normal Parameters[a,b]	Mean	48.15	49.12	81.69	76.16
	Std. Deviation	7.287	7.259	7.519	7.163
Most Extreme Differences	Absolute	.239	.241	.186	.211
	Positive	.239	.241	.149	.115
	Negative	-.132	-.160	-.186	-.211
Kolmogorov-Smirnov Z		1.220	1.207	.949	1.055
Asymp. Sig. (2-tailed)		.102	.109	.329	.215

a. Test distribution is Normal.
b. Calculated from data.

Based on the Table 4, it shows that the data of reading skill in experimental group and control group is distributed normally. The data is normally distributed if significance (sig.) number is greater than 0.05. According to the table above, the distribution data in this research is normal. It can be proven by the result *of One-Sample Kolmogorov-Smirnov Test* which showed that the significant value is higher than 0.05.

7. *Assumption of Homogeneity Variances*

The homogeneity test is aimed to determine whether the variant of the sample is homogenous or not. Homogeneity test of the data in the experimental group and the control group is performed with Levene test in SPSS 2.1 for windows program with:

Ho = significance value < 0.05, so variant is not Homogenous.

Hi = significance value > 0.05, so variant is Homogenous.

Based on the result of the homogeneity test, the reading skill of the experimental class and control class can be seen in Table 5 as follows.

Table 4.5 The Result of Homogeneity Test
Levene's Test of Equality of Error Variances[a]
Dependent Variable: Posttest

F	df1	df2	Sig.
3.112	1	49	.084

Based on the Table 5, it shows that the data of the learning interaction experimental group and control group has homogeneity variant because the result of the *Lavene* test is homogenous if the significance value > 0.05. The significant value is .84 which indicated that the variance of the experimental and control group is equal or homogenous across the group.

8. *Assumption of Homogeneity of Regression*

The next assumption is the homogeneity of regression. The function is to estimate the interaction of covariate (pre-test) and independent variable (Google Classroom media) in predicting the dependent variable. In analyzing data using ANCOVA, the covariate must be no interaction with the dependent variable. If the significant value (p) > alpha (α), it means that there is no interaction between the covariate and the independent variable (Google Classroom media). The result of the test of homogeneity regression can be seen in Table 6.

Table 6 Test of Homogeneity Regression
Tests of Between-Subjects Effects
Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1327.965[a]	3	442.655	12.188	.000
Intercept	2772.446	1	2772.446	76.335	.000
Group	20.150	1	20.150	.555	.460
Pretest	866.645	1	866.645	23.862	.000
group * pretest	**59.678**	**1**	**59.678**	**1.643**	**.206**
Error	1707.015	47	36.319		
Total	321168.000	51			
Corrected Total	3034.980	50			

a. R Squared = .438 (Adjusted R Squared = .402)

Based on the Table above, it can be seen the result of the significant value (p) = 0.206. The result of test is 0.206 > 0.05. It means that there is no interaction between the covariate and the independent variable.

9. *Assumption of a Linier Relationship between Covariate and Dependent Variable.*

The last assumption is the relationship between covariate (pre-test) and dependent variable (post-test) must be linear. It can be estimated by the significant value (p) < a. The result of linear relationship between covariate (pre-test) and dependent variable (post-test) can be seen in Table 7.

Table 7 Test of Linier Relationship
Tests of Between-Subjects Effects
Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1268.287[a]	2	634.143	17.229	.000
Intercept	2748.176	1	2748.176	74.666	.000
group	471.255	1	471.255	12.804	.001
pretest	**878.205**	**1**	**878.205**	**23.860**	**.000**
Error	1766.693	48	36.806		
Total	321168.000	51			
Corrected Total	3034.980	50			

a. R Squared = .418 (Adjusted R Squared = .394)

In Table 7, it gives evidence that there is a relationship between the covariate and the dependent variable. It can be seen that F (23.860) = 878.205 and the result of the significant value of covariate (pre-test) is 0.000 which is lower than 0.05 (p < 0.05), so that there is a significant linear relationship between covariate (pre-test) and dependent variable (post-test).

10. **The Result of Hypothesis Testing Using ANCOVA**

All of the assumptions have been fulfilled. The next step is testing the hypothesis using the test between subject effects. The purpose is to know the influence of the treatment on the students' reading skill. The next is hypothesis testing that can be presented as follows.

H0: There is no significant difference in reading skill between the students who were taught by using Google Classroom media and the students who were taught by using printed textbook media.

Ha: There is a significant difference on reading skill between the students who were taught by using Google Classroom media and the students who were taught by using printed textbook media.

The result of hypothesis testing can be seen in Table 8

Table 8 Test of Hypothesis
Tests of Between-Subjects Effects
Dependent Variable: Posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	1268.287[a]	2	634.143	17.229	.000
Intercept	2748.176	1	2748.176	74.666	.000
Group	**471.255**	**1**	**471.255**	**12.804**	**.001**
Pretest	878.205	1	878.205	23.860	.000
Error	1766.693	48	36.806		
Total	321168.000	51			
Corrected Total	3034.980	50			

a. R Squared = .418 (Adjusted R Squared = .394)

Table 8 shows that the result of the significant value is 0.001. It means that p < α (0.001 < 0.05). Based on the result above, it can be seen that the null hypothesis is rejected, and the alternative hypothesis is accepted. It means that the reading skill of the students who were taught by using Google Classroom is better than students who were taught by printed textbook.

DISCUSSION

The analysis of the study showed that the students who were taught by using Google Classroom media got better scores than those who were taught by using printed textbook media. It can be seen from the different mean of both groups before and after treatment. It means that Google Classroom media can improve students' reading ability. In the pre-test, the mean score of the experimental group is 48.15 and the mean score of the control group is 49.12. In the post-test, the mean score of the experimental group is 81.69 while the mean score of the control group is 76.16. It can be concluded that Google Classroom media can improve students' reading ability.

In the ANCOVA assumption shows that the distribution of the normality assumption shows that the distribution of the dependent variable is normal that is more than α (0.05). Then, the homogeneity variance assumptions of both groups are equal. It shows that p (0.084) > α (0.05), and there is no interaction between covariate and the independent variable, as evidenced by p (0.206) > α (0.05). Then, there is a relationship between the covariate and the dependent variable, p (0.00) < α (0.05). Then , the result of the statistical computation of ANCOVA reveals that the result is significant p (0.001) < α (0.05). Since the significant value is lower than 0.05 statistically there is enough evidence to reject the null hypothesis, then the alternative hypothesis is received. From this result of the study, it can be concluded that Google Classroom media is effective in teaching reading.

The implementation of Google Classroom media is appropriate to improve students' reading skill. It has been reflected by the better achievement of the experimental group. It is because Google Classroom is efficient to use; it saves time. The teacher can set the working time so that students are more on time. Besides, after students send their answers, they can immediately find out their scores and which questions are answered incorrectly. The teacher can discuss the questions without wasting much time entering scores because their scores are automatically entered.

The finding of this study is supported by some previous studies. Shaharanee, Jamil, and Rodzi (2016: 5) found that this classroom helps the teachers to create and arrange assignments quickly, offer remarks efficiently and easier to communicate with their classes. Furthermore, Putri and Rumyeni (2017:1) state that Google Classroom is an application that enables the creation of classrooms in cyberspace. Google Classroom can be means of distributing tasks, submitting tasks, and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free, and can be used for any device (Google Company, 2014: 41).

The finding of this study is also in line with Basher's study (2017). It reveals that Google Classroom media makes teaching-learning process efficient. Similar to Basher, the research conducted by Sepyanda (2018) shows that Google Classroom media can be used as an effective tool in collecting students' assignments. Google Classroom can improve the students' reading achievement. Al-Maroof and Al-Emran (2018: 113) declare that it provides students the opportunity to submit their work to be assessed by their teacher online way within a deadline. Likewise, teachers can have a complete vision of the progress

of each student. They can return to work together with the feedbacks needed so students can revise their assignments.

Furthermore, Beaumont (2018) found that Google Classroom is an effective platform for educators to be used for various educational purposes and can increase student engagement in ad hoc sessions using follow-up Q&A, assignments and discussion topics. Google Classroom is versatile (blended learning, behind classrooms and online classrooms), easy to use from staff and student perspectives and allows collaborative work to be done easily. Iftakhar (2016: 12) found that Google Classroom is one of the excellent platforms available to enhance teacher workflows as it offers a set of effective features. It facilitates teachers to keep time, arrange classes, and enhance communication with students.

Prastiyo, Djohar, and Purnawan's study (2018) found that through Google Classroom it can be effective in understanding and evaluating teachers 'and learners' perceptive to ensure quality teaching and learning. This study also presents some new evidences on the potential of Google classrooms in teaching and shows that Google Classroom works as a facilitator to develop students learning activities.

CONCLUSION

Based on the discussion above , it can be concluded that Google Classroom is an effective media in teaching reading for junior high school students. It is a media that gives positive outcomes on the students' reading skill . Students were easier to answer descriptive text questions through Google Classroom. Google Classroom is efficient to use because it saves time and the teacher can discuss the questions without wasting much time entering scores because their scores are automatically entered. *Based on the hypothesis testing result p (0.001) < α (0.05), it is enough evidence to reject the null hypothesis. It means that using Google Classroom media was effective in teaching reading descriptive text to the seventh-grade students of Islamic junior high school in Kediri, East Java, Indonesia. Therefore, this media is really recommended to be used by teacher as teaching media.*

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