

USING GOOGLE CLASSROOM TO TEACH READING HORTATORY EXPOSITION TEXT

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ABSTRAK

Abstract: Google Classroom is an appropriate Learning Management System (LMS) in teaching reading. Google Classroom helps students get easier in comprehending the text. This research intended to know the effectiveness of using Google Classroom to teach reading hortatory exposition text. Quantitative was chosen as research approach, while the research design used was posttest-only control group design. This research used two classes that become experimental class and control class. The experimental class was taught reading using Google Classroom, while the control class was taught with conventional teaching. To collect the data, post reading comprehension tests in experimental and control class were administered. Data were analyzed by using mean scores, standard deviation, and independent sample t-test. The findings showed that sig. score was lower than level of significant 5%. It can be concluded that using Google Classroom to teach reading hortatory exposition text is effective.

Abstrak: Google Classroom adalah Learning Management System (LMS) yang sesuai dalam mengajar membaca. Google Classroom membantu siswa siswi dalam memahami bacaan dengan mudah. Penelitian ini bertujuan untuk mengetahui efektifitas penggunaan Google Classroom untuk mengajar membaca text hortatory exposition. Kuantitatif dipilih sebagai pendekatan penelitian sedangkan design penelitian yang digunakan adalah posttest-only control group. Penelitian ini menggunakan dua kelas yaitu kelas eksperimen dan kelas control. Kelas ekperimen diajar membaca dengan menggunakan Google Classroom sedangkan kelas control diajar menggunakan conventional teaching. Untuk mengumpulkan data, tes akhir pemahaman membaca di kelas ekperimen dan control digunakan. Data yang terkumpul dianalisis menggunakan nilai rata-rata, standar deviasi dan independent sample t-test. Dari hasil yang diperoleh menunjukkan bahwa nilai signifikansi lebih rendah dari pada taraf signifikansi 5%. Ini dapat disimpulkan bahwa menggunakan Google Classroom untuk mengajar membaca teks hortatory exposition adalah efektif.



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A. INTRODUCTION

English is a skill that has big role in 21st century. It is a language that people from different countries sit together. Moreover, in this 21st century, era of digital technology, English plays important role as the language of all machines, computer programs, and engines that we use in our daily live. To know the ways to use those things, we must understand English first. In this regard, learning English is essential. Learning English means learning to use English to communicate in oral form and written form. In other words, learning English is using

English to interact with other people by using speaking, listening, writing, and reading ability.

One of important skills in English is reading. Reading is the receptive skill of written language (Khalid & Sajid, 2019). They explain that reading is an interactive process that involves the reader to use their knowledge of the content and structure of the text to construct the meaning of the text. When students read a text, they interpret information transferred by the writer. Students have to be able to identify the rules of language used by the writer to get the message of the text.

Reading comprehension refers to understanding and thinking process to get the message of the reading materials (Rengur & Sugirin, 2019). Furthermore, they explain that reading comprehension involves other skill such as recalling words meaning, finding answer to question, drawing inference from the context, and grabbing idea in the content. In Curriculum 2013, reading comprehension has become one of the main problems in learning English. By doing reading, students are expected to understand the meaning of interpersonal and transactional written texts and to access the knowledge from those texts (*Depdiknas-Silabus B*, n.d.). In fact, many students still have problems in comprehending reading text, especially hortatory exposition text. They get difficulties in identifying its generic structure, language feature, and main idea of the text itself. Students have a weak base for learning English and they cannot comprehend the text because of poor tense command, language weakness, and poor grammar strategies. Some students said that they lose their concentration because English is done in the noon and after they learn physics (on Thursday) and mathematics (on Friday). Low motivation in learning English also influences students to get low mark on reading achievement (Li & Zheng, 2017). Students who has low motivation in the class tends to be difficult in acquiring the materials which is delivered by the teacher (Mohseni Takaloo & Ahmadi, 2017). It means that the teacher should keep their motivation in order they enjoy to follow the materials in the class.

To solve the difficulties in reading comprehension, the teacher should know the current issue of education in 21st century, that is using technology in teaching and learning process. The growth of technology in education field brings popular issue, that is Learning Management System. Learning Management System (LMS) comprises of web-based technology that provide instructor to create and deliver contents, to monitor student's participation and engagement, and to assess students' performance online (Lochner *et al.*, 2015).

One of LMS which is popular nowadays is Google Classroom (Azhar & Iqbal, 2018). Google Classroom as a free web-based learning management platform that supports all people who have Google account to create and manage online classes (Kumar & Bervell, 2019). It assists the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily (Shaharane *et al.*, 2016). Google Classroom aims to help teachers manage the creation and collection of students' assignments by utilizing Google Docs, Google Drive,

and other apps so that it supports paperless environment (Iftakhar, 2016).

Google Classroom can be accessed through computer and mobile phone (*Google Classroom User Manual*, n.d.). Teachers can utilize that phone to make students read hortatory exposition text through Google Classroom. As the result, it supplies learning atmosphere that is more relax as it allows students to interact dynamically with classroom content, and they are also more focused on the learning experiences (Heggart & Yoo, 2018). Learning by using mobile phone also develops students' critical thinking skill in problem-solving process (Herry Setyawan *et al.*, 2019)

Based on analysis result of the statement that students can learn reading hortatory exposition text through Google Classroom by using mobile phone wherever and whenever, the most suitable learning model is blended learning. Blended learning is a combination of online and face-to-face activities in education field that functions to build new knowledge and skills that can be used in the workplace situation (Quarter & Hilliard, 2015).

Based on that explanation, it can be concluded Google Classroom can help students comprehend hortatory exposition text. As the result, students' reading skill is improved.

The study was proposed to know the eleventh graders' reading skill in experimental class after taught by using Google Classroom, the eleventh graders' reading skill in control class after taught by using conventional teaching, the significant difference of reading skill between the experimental class and control class, and the effectiveness of Google Classroom to be used in teaching to teach reading hortatory exposition text at the eleventh grade of SMAN 1 Grogol.

B. RESEARCH METHOD

The purpose of this research was to know the effectiveness of using Google Classroom to teach reading hortatory exposition text at the eleventh grade of SMAN 1 Grogol. This research used quantitative approach to respond to the research questions that required numerical data. Meanwhile, the design of this research was quasi experimental by post-test only control group design. This research used two classes that chosen randomly, they were experimental class and control class.

During the research, experimental class got the treatment, that was using Google Classroom in teaching and learning process. While control class was taught by suing conventional teaching. After finishing teaching in experimental class and control

class, the post-test was conducted to find out whether the treatment applied in experimental class had an effect or a significant difference from control class or not. To find out the effectiveness of using Google Classroom to teach reading hortatory exposition text, the researcher computed data used the result of the test. The computation used Independent Sample T-Test.

This research was conducted at SMAN 1 Grogol which is located at Jl. Raya Gringging 16 Sonorejo, Grogol, Kediri. The subjects were the students of eleventh grade. To avoid discrimination, subject of the research was chosen randomly. The chosen classes were XI Science 2 and XI Science 1. XI Science 2 was chosen as the experimental class. The class consisted of 34 students. Meanwhile, the control class was XI Science 1. The class consisted of 34 students.

Instrument is the tool that is used to collect the data that is needed in this research. The instrument in this research was reading test. To obtain the required scores of students' achievement in reading hortatory exposition text, this research used post-test. The post-test had 25 multiple choices, and the students had 60 minutes to do it. Each item of the test had four options; they were A, B, C, and D. The test for experimental class and control class was same. Their reading comprehension would be scored based on their answer. If the answer was right, the score was "5". If the answer was false, the score was "0".

The procedures to collect the data in conducting research will be discussed below. The procedures contain treatment and test.

- a. **Treatment.** This research involved two classes. Those classes given different treatments. Experimental class (XI Science 2) was taught by using Google Classroom, while control class (XI Science 1) was taught by using conventional teaching.
- b. **Test.** The test used in this research was post-test that was done after the teaching in experimental class and control class was done. The purpose was to know the students' reading comprehension by giving several hortatory exposition texts followed by some questions. There were 25 multiple choices in this test. The steps to collect the data were; teacher gave the test to the students; teacher gave instructions before students doing test. The students did the test in 60 minutes, and collected the test to the teacher. Finally, the teacher corrected the students test and gave the students' score. The analysis data after the data collection was done is by using SPSS.

The purpose of this study was to find out the effectiveness of using Google Classroom to teach reading hortatory exposition text at the eleventh grade of SMAN 1 Grogol. Post-test was given to get the data that is needed in this research. The data was the result of students' post-test. The data was analysed using Independent Sample T-Test by using SPSS to know difference result between students' reading achievement in experimental class and control class, and to know the effectiveness of using Google Classroom to teach reading hortatory exposition text.

C. FINDING AND DISCUSSION

1. The Students' Reading Skill in Hortatory Exposition Text in Experimental Class

There were 6 meetings in experimental class. The first meeting was used to socialize the use of Google Classroom to the students. The second, until fourth meeting were used to give the treatment to the students, while the last meeting was used to administer the post-test. Each meeting needed 90 minutes. During the teaching, the students in experimental class were divided into 6 groups (each group consists of 5 until 6 students). They accessed the materials in Google Classroom through their mobile phone, then they did discussion with their group to reach their reading comprehension. However, they had to verify their discussion result by answering the teacher's questions about the materials. After that, students collected their answer in assignment feature in Google Classroom. Teacher would give feedback and score to each student by using grading feature in Google Classroom. Students who got score less than 75 had to revise their answer. Students also needed to do online learning and do online discussion in Google Classroom when they are in their house

Based on the students' reading comprehension result, it found that the mean of students' score was 87,76. The median score was 88,00, the mode score was 88,00, and the standard deviation was 6,675. The highest score was 100, and the lowest score was 76.

It was also found that 76,5% students got scores in interval 81 - 100, whereas 23,5% students got scores in interval 61 - 80. A total of 34 students got higher scores that 75 as the Minimum Completeness Criteria value. It means that all students or 100% pass the KKM. Furthermore, the mean score of experimental class was higher than the control class. Its value was 87.76 with 'very good' category.

Students can use the features of Google Classroom to manage their learning program

(Sutrisna, 2018), so it can help them to comprehend the text. In addition, It was found out that using Google Classroom helped students to acquire and learn knowledge (Mafa, 2018). By using Google Classroom, students had more time learning in their own space than in the classroom. Using Google Classroom supported students to comprehend the ideas effortlessly without a push. As the result, students' achievement including students' reading skill is getting better.

From the explanation above, it can be concluded that students' reading skill after being taught using Google Classroom was in very good category since their mean score was in interval 81-100 or categorized as very good score.

2. The Students' Reading Skill in Hortatory Exposition Text in Control Class

There were 6 meetings in control class. The first meeting was used to explain the teaching and learning process by using conventional teaching during the research. The second until fourth meeting were used to teach the students by using conventional teaching, while the last meeting was used to administer the post-test. Each meeting needed 90 minutes. During the teaching, the students in control class are divided into 6 groups. Each group consists of 5 to 6 students. They access the materials through printed module that was given by the teacher. The materials in the printed module were same with the materials that were learned in experimental class by using Google Classroom, then they did discussion with their group to reach their reading comprehension. However, they had to verify their discussion result by answering the teacher's questions about the materials. After that, students collected their answer that they had written in their book. Teacher would give feedback and score to each student by writing them in students' book.

Based on the students' reading achievement result, the mean of students score was 77,09. The median score was 76,00. The mode score was 72, and the standard deviation was 7,019. The highest score was 92 and the lowest score was 64.

It was also found that 27,3% students get scores in interval 81 – 100, and 72,7% students got scores in interval 61 –80. A total of 23 students get higher scores than 75, while 10 students got lower scores than 75. It means that only 67% students pass the KKM. In addition, the mean score of control class was lower than experimental class. Its value was 77,06% with 'good' category.

Students who were taught using conventional teaching were prone to handwriting and violation of deadline issues. As the result, students could not get

excellent score. Reading program had not reach the goal of literation. It meant that reading program had not implemented maximally, so the teacher should make change to improve students' reading skill (Sutrisna, 2018).

From the explanation above, it can be concluded that students' reading skill in control class was good since their posttest score was in interval 61 – 80 or categorized as good score.

3. The Significant Difference between Students' Reading Skill in Experimental Class and Control Class

After finding the results of experimental and control class, the significant difference between students reading achievement in control and experimental class was calculated. SPSS 21.0 version was used to analyze the data.

The results showed that the mean score in experimental class was 87,76, and the means score in control class was 77,09. To find significant difference of mean of experimental class and control class, Independent Sample T-Test computation was done by using SPSS 21.0 version. The difference is not significant by alpha sig. (2-tailed) or p is greater than alpha value or a (0,05), and the difference is significant if p is lower than a (0,05). The result of Independent Samples T-test is interpreted as follows.

From independent t-test explained that experimental class outperformed the control class in reading achievement with $t = 6,380$, $df = 65$, $P = ,000$ and 95% confidence interval ranging from 7,332 to 14,015. The interpretation is that, there is significant difference between experimental class and control class if sig. (2-tailed) or p is lower than a value. From the data analysis, it can be known that sig. (2-tailed) or p value was 0,000, while a value used in this research was 0,05. It is clear that p value is lower than a value. From the calculation, it can be concluded that is significant difference of reading skill between students in experimental class who were taught by using Google Classroom and students in control class who were taught by using conventional teaching or not using Google Classroom.

4. The Effectiveness of Using Google Classroom to Teach Reading Hortatory Exposition Text

To know the effectiveness of using Google Classroom to teach reading hortatory exposition text, three indicators were selected to measure it, they are; the differences of the mean between experimental class and control class, significant different between experimental class and control class, and the comparison result of tobserved and ttable.

The first indicator is differences of the mean between experimental class and control class. Table 4.7. shows that mean difference between mean scores of experimental class and control class was 10,674.

The second indicator is significant difference between mean score of experimental class and control class. The difference of the mean scores will be significant if sig (2-tailed) or p value was lower than a value (0,05). Table 4.7. shows that p value was 0,000. It was lower than a value (0,05), so there is significant difference between mean score of experimental class and control class.

The third indicator is the comparison result of tobserved and ttable. Table 4.7. delivers tobserved value, that was 6,380. While ttable for df 65 in sig. (2-tailed) at 5% level was 1,997. Using Google Classroom to teach reading hortatory exposition text will be effective if tobserved was higher than ttable. From the computation result, 6,380 was greater than 1,997 or tobserved was higher than ttable in the significant level of 5%. It meant that using Google Classroom to teach reading hortatory exposition text was effective. It is inline with theory from (Azhar & Iqbal, 2018; Iftakhar, 2016; Shaharane et al., 2016).

D. CONCLUSION AND SUGGESTION

After analyzing the data, the conclusion can be drawn are as follows;

The eleventh graders' reading skill in experimental class after being taught by using Google Classroom is very good with the mean score 87,76. Then, the eleventh graders' reading skill in control class after being taught by using conventional teaching is good with the mean score 77,09.

In other words, there is significant difference of reading skill between students who were taught by using Google Classroom and students who were taught by using conventional teaching. It is proved by the significant difference of mean, that is 10,674. Furthermore, p value (0,000) is lower than a value (0,05).

The last is that by using Google Classroom to teach reading hortatory exposition text at the eleventh grade of SMAN 1 Grogol is effective. It is proven by t-observed (6,380) that is greater than ttable for degree of freedom 65 in significant level 0,05 (1,997). In other words, using Google Classroom to teach reading hortatory exposition text is effective.

Based on the conclusion above, the recommendation are addressed to 21st century teacher in order to use Learning Management System with suitable with them such us Google

Classroom, Moodle, Padlet, Bot Telegram, Microsoft 365 or Google Suite for Education to follow the era 4.0, then to the students in order to learn the materials not only in the classroom but also outside the classroom by using their mobile phone or their laptop, and for next researcher, hopefully this result of this research can be used as the basic foundation to formulate the new research in the English Education context.

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