INVESTIGATING EFL STUDENTS' PERCEPTION IN READING COMPREHENSION THROUGH GOOGLE CLASSROOM

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ABSTRACT

One of the most crucial language skills for students to achieve is reading. Through their participation in this activity, students can improve their language skills and get experience. Using Google Classroom, this study attempted to examine EFL students' perceptions of reading comprehension. Because TBI (English Teaching Department) IAIN Madura is one of the universities that conducts online learning, it was chosen as the study's subject. This study used a sample of 26 students. Purposive sampling was used as a sample technique in this study. The results indicate that the students submitted useful and good responses. The results show that no student answered strongly disagree (SD), 3 students chose to disagree (11,5%), 16 students chose to agree (75%), and 6 students chose to strongly agree (23%). Google Classroom, it can be concluded, is a solution for online learning classes. As a result, Google Classroom can be used to collect student assignments and, more importantly, to help students improve their reading comprehension. Furthermore, if this application is effective, successful, and also assists students in assisting in e-learning, particularly in receiving feedback after completing the work assigned by the lecturer, it can be used in conjunction with Google Classroom as an e-learning solution for COVID-19.

Keywords: *EFL, Reading Comprehension, Google Classroom*

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INTRODUCTION

Reading is one of the most important language skills for students to achieve. Students can improve their language and experience by participation in this activity. They will receive the information and ideas which they need.[6] Reading is one of four aspects with such a high level of difficulty, and it is important in the teaching and learning process. This learning requires a good level of understanding.[7] According to [8]Reading is important because that (1) helps students in learning new languages, (2) helps students in increasing existing vocabulary, (3) helps students and become more comfortable with written English, and (4) assists students in planning to study in an English-speaking country. Because they have a better vocabulary in context, students who master reading skills will have an easier time obtaining meaning from English texts.

In several of previous study, the concept of technology-enhanced multimedia instructions is becoming popular in educational settings as a result of the development of educational technology [9]. Different skills, such as listening, reading, speaking, and writing, can be learned by technology. Reading comprehension is one of many skills that EFL students are faced with. Students can

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[6] Afriani Z. L. Saputri Y. A., Rizal S., 'An Analysis of English Teachers' Strategies in Teaching Reading Comprehension', *Jadila: Journal of Development and Innovation in Language and Literature Education*, 4.2003 (2020) https://doi.org/10.52690/jadila.v1i3.125.

[7] Destri Wahyuningsih and Ahmad Ridho Muis, 'Male Students' Reading Comprehension Difficulties', *AL-ISHLAH: Jurnal Pendidikan*, 12.2 (2020), 360–71 https://doi.org/10.35445/alishlah.v12i2.265.

[8] Burt, Miriam; Peyton, Joy Kreeft; Adams (2003)

[9] (Mohammadian, Saed, and Shahi: 2018)

use the media to read various of texts, check new vocabularies, learn some hard grammars, do exercises, and even write feedback for face-to-face teacher-centered learning. Google Classroom is one tool that can assist in the learning process. Google Classroom is a Search virtual classroom [10]. Reading this type of information requires the information to be read according to the order of the nodes [11]. Even though hypertexts are considered to be non-linear, many still read them in a linear mode, merely transferring offline reading skills to online reading. [12], who believe in the complexity of online reading and the challenges students faced, especially in collaborative online reading, have lately challenged this concept.

There are some reading strategies that are best placed to online reading. It is the obligation of academic institutions to create blended learning in order to clarify, create, distribute, and grade assignments without the need of paper. As a result, teachers can communicate with students over the web, giving materials, discussing any topic, and submitting assignments. The teacher can motivate students to learn materials in a more creative way by using

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[10] Nurmala Dewi, Eva Zahrowati, and Meiva Eka Sri Sulistyawati, 'The Implementation of Google Classroom in Improving Students' Reading Comprehension At Man 4 Jakarta', *ANGLO-SAXON: Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, 10.2 (2019), 105 https://doi.org/10.33373/as.v10i2.2097.

[11] Ruhil Amal Azmuddin and others, 'Facilitating Online Reading Comprehension in Enhanced Learning Environment Using Digital Annotation Tools Volume 8 – Issue 2 IAFOR Journal of Education: Technology in Education Volume 8 – Issue 2 IAFOR Journal of Education: Technology in Education Vol', *IAFOR Journal of Education: Tehcnology in Education*, 8.2 (2020), 7–27.

[12] Carita Kiili and Donald J. Leu, 'Exploring the Collaborative Synthesis of Information during Online Reading', *Computers in Human Behavior*, 95 (2019), 146–57 https://doi.org/10.1016/j.chb.2019.01.033.

Google Classroom. Students can access the learning process anywhere and whenever they want, because to its availability on their smartphones. The Google Classroom application, according to Hakim (2016) in [13], aims to improve the learning process and effectively integrate in organizing classes. Teachers could use some features in the Google Classroom media to make learning activities in the Google Classroom media is easier.

Language education is constantly developing to accommodate changes brought about by time, as well as advancements and achievements in the education sector in general, and to rectify or improve inefficient offerings to address specific grammatical learning needs [14]. In the world of education, the use of technology has an impact on improving the learning process, making it more efficient and effective, and providing knowledge, skills, and new experiences for both teachers and classroom environments. This is a new innovation in the world of education, where technology is used not only as a medium, but also in systems, methods, or learning techniques to increase the standard of education [15].

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[13] Sabran and Edy Sabara, 'Keefektifan Google Classroom Sebagai Media Pembelajaran', *Prosiding Seminar Nasional Lembaga Penelitian Universitas Negeri Makasar*, 2019, 122–25 https://webcache.googleusercontent.com/search?q=cache:SS_jKM_r2TAJ:https://ojs.unm.ac.id/semnaslemlit/article/download/8256/4767+&cd=2&hl=id&ct=clnk&gl=id.

[14] Peterus Balan Sing, Mohamad Amin Embi, and Harwati Hashim, 'Ask the Assistant: Using Google Assistant in Classroom Reading Comprehension Activities', *International Journal of New Technology and Research*, 5.7 (2019), 39–43 https://doi.org/10.31871/ijntr.5.7.6.

[15] R. Maskur, M. Syazali, and L. F. Utami, 'Islamic-Nuanced Calculus Module with Open-Ended Approach in Real Number System Material', *Journal of Physics: Conference Series*, 1155.1 (2019) https://doi.org/10.1088/1742-6596/1155/1/012081.

Of course, when deciding to use the media, one should be able to accept the both advantages and disadvantages of the media. The advantages of media users are expected to contribute to a better understanding of how to use media by students' perspective [16]. The disadvantages of using media, on the other hand, are expected to be minimized. This research looks into the advantages and disadvantages of using Google classroom resources to assist students improve effective reading comprehension.

This platform can be one of solution in online learning process. And in this research the researcher will research about how the students' perception of using Google Classroom to improve reading comprehensive.

METHOD

The quntitative descriptive research method was used in this study, employing a research methodology. Quantitative research was the process of gaining knowledge by using numerical data as a tool to acquire information about a topic. It denotes the utilization of data in the form of numbers and statistical analysis in quantitative research.[17] As a result, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portraying visual, and

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[16] Lusi Susanti, Esti Junining, and Hamamah Hamamah, 'Investigating the Implementation of Google Classroom To Improve Reading Comprehension: Advantage and Disadvantage', *Journal of Languages and Language Teaching*, 9.2 (2021), 204 https://doi.org/10.33394/jollt.v9i2.3491.

[17] Iqbal Rafiqi and others, 'Investigasi Peran Fee Based Income Terhadap Profitabilitas (ROA) di Bank Syariah Indonesia (Studi Kasus Pada PT. Bank Syariah Mandiri Periode 2005-2014)', 1.2 (2020), 123–44 https://doi.org/10.28944/masyrif.v1i2.474.

variable in reference to all data being in numeral statistic and being explained in narrative. The descriptive research method was utilized to examine the students' reactions to the introduction of Google Classroom in this study. According to [18] states that Descriptive quantitative research it is a deliberate and methodical endeavor to offer get a solution to a problem and/or gaining a deeper and broader understanding of a phenomenon in depth.

This study was conducted at third semester of English Teaching Learning Department (TBI) IAIN Madura , which is why it was chosen as the study's subject because TBI IAIN Madura is one of the campus that conducts online learning. The sample of this research are 26 students. Purposive sampling was used in this study as a sample technique. Purposive sampling, also known as sample aiming, is a strategy for selecting the representative sample based on particular criteria. Purposive sampling is used because two groups are required, both of which must be homogeneous in ability and capable of representing population characteristics [19]. The data for this study was acquired through clossed questionires as interview wich allows students to choose from a list pre-selected response. [20] states that All respondents are given a standard set of stimuli (questions) created by the interviewer, as well as a list of

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[18] Yusuf (2017)

[19] Marianus Subandowo and others, 'Use of Blended Learning with Moodle: Study Effectiveness in Elementary School Teacher Education Students during The COVID-19 Pandemic Hibah Disertasi View Project Developing Diagnostic Test Formed in Four Tier-Test and Conceptual Change Model with PDEODE*', *International Journal of Advanced Science and Technology*, 29.7 (2020), 3272–77.

[20] William & Marilynn (2015)

acceptable responses. Following the completion of the data collection, the researcher obtained data by defining the perception of the students in reading comprehension through google classroom as the observation. In line with that, [21] said that Observation is a senses activity that allows researchers to collect the information they need to solve research problems.

The data validity test technique used triangulatioin. This technique performs various checks from a variety of sources, times and ways (Sugiono, 2018). The triangulation technique was employed in the data validity test. The data wes collected by interview, it will be validated through or reinterview other ways, such as observation.

The researcher analyze the data to recognation, study and understanding of interralation and concep the data. The data were thematically analyzed to develop a communication effectiveness framework to understand the phenomenon investigated [22]. To make the data easier to read and understand, it will be carried out by percentage form data. The following is the order in which the steps are completed: Calculate each indicator's score. The using each indication, compute the proportion of responses. After determining the percentage of responses for each indication, the study's findings are used to develop conclusions. This study follows Sugiyono's rules, which indicate that the bigger the percentage of respondents, the better the respondent's perception. (Sugiono, 2018).

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[21] Susanti and Junining (2021)
[22] (Oktaria & Rahmayadevi: 2021)

FINDING AND DISCUSSION

In this section, the researchers mostly reviewed the research findings in relation to the results of the questionnaire issued to the 26 students at third semester of English Teaching Learning Department (TBI) IAIN Madura . The following are the results of the questionnaire as responses to the students' perceptions:

Table questioner

NO	QUESTIONS	PERCENT			
		SD	D	A	SA
1	Google Classroom is media that can be used for distance learning process	11,5% (3)	0%	61,5% (17)	23,1% (6)
2	Google Classroom offers convenience that is available at any time.	11,5% (3)	11,5% (3)	61,5% (17)	11,5% (3)
3	Google Classroom is easy facilitative interaction between teachers and students.	11,5% (3)	19,2% (5)	42,3%, (12)	23,1% (6)
4	Google Classroom facilitates online learning by allowing	11,5% (3)	19,2% (5)	53,8% (15)	11,5% (3)

		SD	D	A	SA
	students to collaborate in groups				
5	Google Classroom can improve reading comprehension.	7,7% (2)	11,5% (3)	53,8% (15)	23,1% (6)
6	Students are happy when use google classrom in learning process	15,4% (4)	11,5% (3)	53,% (15)	15,4% (4)
7	Google classroom is easy to comprehend when reading content	7,7,% (2)	11,5% (3)	57,7% (16)	23,4% (6)
8	Students can receive immediate feedback.	11,5% (3)	11,5% (3)	53,8% (15)	19,2% (5)
9	Do you aggre that Google Classroom is a simple learning tool?	11,5% (3)	7,7% (2)	53,8% (15)	23,1%% (6)
10	Do you agree that Google Classroom is the most important learning media in the classroom?	7,7% (3)	11,5% (3)	53,8% (15)	19,2% (5)

SD : Strongly Disagree

D : Disagree

A : Agree

SA : Strongly Agree

The information above clearly demonstrates students' perceptions on the use of Google Classroom as a tool to increase students' reading comprehension in the third semester of English Teaching Learning Department (TBI) IAIN Madura. As a result, it's evidently seen in the first statement, 3 students (11,5%) chose SD (strongly Disagree),no one chose D (Disagree), 17 students (61,5%), and 3 students chose SA (strongly agree) (11,5&).It Is implied mostly the 17 students(61,5%)students agreed with the first statement "Google Classroom is media that can be used for distance learning process". It is seen as a very positive attitude about the use of Google Classroom. Students, on the other hand, disagreed with the first assertion. According to the findings, Google Classroom offered students to access while participating in online learning activities.

The second statement is formulated "Google Classroom offers convenience that is available at any time". Related to the result questionnaire, it had responses containing 3 stuedents 11,5%(3) SD(stongly disagree), and 3 students choose D (disagree) in the line percent, the most chosen Agree (A) 61,5% as much as 17 students. and 3 students chosse strongly agree(SA) 11,5%. It can be said 17 students(61,5%) had agreement that google classroom save time anytime is available. It is crearly categorized as postive respond in online learning using google classroom.

The affirmative responses to statement number 3 are shown in the next result, indicating that practically all of the students responded positively to the written statement. "Google Classroom is

easy facilitative interaction between teachers and students."
Interactive media will be used to present on the expectations of
Google Classroom and its implementation in online learning. The
result shows there were 3 students(11,5%) choose strongly
disagree(SD), 5 students (19,2%) choose disagree(D),
12.students(42,3%) choose agree(A), and 6students(23,1%) choose
strongly agree(SA). Despite the fact that 12 students did not
disagree, it may be determined that the interaction between
students and teachers on Google Classroom is ineffective.

The statement number 4 is "Google Classroom facilitates
online learning by allowing students to collaborate in groups."
However, there were 3 students(11,5%) choose strongly
disagree(SD),5 students (19,2%) choose disagree(D), 15 students
(53,8%) agree(A), and 3 students(11,5%) choose strongly
agree(SA). Students were grouped together as a working group in
online learning, according to the findings. As a result, the fourth
statement can be classified as a good perspective due to the use of
Google Classroom in online learning.

The statement number 5 focus on students' perception in
reading comprehension through google classsroom. There were 2
students(7,7%) choose strongly disagree(SD),3 students (11,5%)
choose disagree(D), 15 students (53,8%) agree(A), and 6
students(23,1%) choose strongly agree(SA). This response
indicates that the students agree that they can increase their reading
comprehension by using the teacher's Google Classroom. As a result,
it can be stated that it is a favorable perception.

The sixth statement is about the students' motivation in the online learning process utilizing Google Classroom. The results suggest that as many as 15 students are interested in the learning process (53,8%) choose agree (A), it is supported by 4 students who choose strongly agree (15,4%)(SA), 3 students(11,5%) choose strongly disagree(SD), and the same percent 4 students choose disagree(D). Thus, the sixth statements is written "Students are happy when use google classrom in learning process." As a result of the deployment of Google Classroom in online learning, students' perceptions can be classed as positive.

Morover, the next statement that written as "Google classroom is easy to comprehend when reading content" The percentage of students who believe it is easy to grasp a text when they participate in online learning class activities using classroom demonstrates that students believe it is easy to understand a text when they participate in online learning class activities using classroom. They believe that the lecturer's material has a good impact on their ability to comprehend more.The interval of perception is 7,7%%(2 students) strongly agree(SA), 3 students(11,5%) choose agree(A), 16 students(57,7%) show that positive perception toward google classroom, and it is added strongly agree(SA) as many as 23,4%(6 students).

The next statement, "Students can receive immediate feedback," is centered on student input when utilizing Google Classroom as an e-learning tool, as it is enumerated on the eighth point. The result shows no one student chooses strongly agree(SA),

4 students(15,4%) who choose disagree(D), and the most students choose agree(A) as many as 16 stduents(57,8%), and added strongly agree(SA) 6 stduents as an indication that the use of Google Classroom greatly aided students in offering corrected comments to help students with their misunderstandings. The conclusion is that this sentence has a good impact on students' reading comprehension.

The tenth statement "Do you agree that Google Classroom is a basic learning tool?". As a question to find out how students feel using Google Classroom in an online learning class It refers to the first point, which states that students can access Google Classroom at any time. The percentage of questioners' responses is shown in the result, 3 students (11,5%) choose strongly disagree(SD), 2 students (7,7%) choose disagree(D), 15 students(53,8%) chooses agree(A) as proved that google classrom is a simple learning tool.

The final statement focuses on other perspectives about the use of Google Classroom. Surprisingly, the results suggest that the students gave good responses. the result shows that no one students choose strongly diagree(SD), 3 students 11,5% choose disagree, 16 stduents choose 75,%, 6 students 23,% choose strongly agree(SA). It can be concluded that google classroom is assolution of online learning class.

In [23] There were several perceptions in the implementation of google classroom such as: (1) Google Classroom is a solution can be implemented in e-learning, so it is useful.; (2) Google Classroom help

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[23] Widodo and Slamet(2020)

me more to learn, communicate n do the lecturer assignment in today' situation.; (3) Google classroom is effective online learning.; (4) Google classroom help us in learning process.; and (5) I found that Google Classroom can accommodate the need of interactive learning.

CONCLUSION

Google Classroom, as an e-learning tool, is a valuable application that may be used during e-learning inside the Covid-19 issue.at third semester of English Teaching Learning Department (TBI) IAIN Madura. The study's findings reveal that students responded positively to the use of Google Classroom to improve reading comprehension. As a result, Google Classroom can be used to gather student assignments and, in particular, to improve students' reading comprehension. Furthermore, this application can be used in conjunction with Google Classroom as an e-learning solution for Covid-19 if it is beneficial, successful, and also assists students in assisting in e-learning, particularly in receiving feedback after completing the work assigned by the lecturer.

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