



THE EFFECT OF GOOGLE FORM AS MEDIA TOWARDS STUDENTS' READING
COMPREHENSION

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Abstract

This study aims to find out the effect of using Google Forms as a medium on students' Reading comprehension. This was conducted for the eighth-grade students at SMPN Satu Atap Danau Lancang in the learning year 2022/2023. Type this research is quasi-experimental by comparing two groups, namely the control group and the experimental group. The sample used was class VIII A as the experimental group and class VIII B as the control group. The research instrument is a reading comprehension test which consists of 25 multiple choice questions. Based on the data analysis, the researchers obtained the results that the average value of the experimental class students was 81.14 and the average value of the control class was 72.76. The researcher used a T-test with the formula If $T_{count} > T_{table}$, the hypothesis was accepted. If $T_{count} < T_{table}$, the hypothesis is rejected. From the calculation results, it is found that $t_{count} = 2.768 > t_{table} = 1.683$ in the degree of freedom ($N_a + N_b - 2 = 21 + 21 - 2 = 40$) and the level of significance is $0.008 < 0.05$ (5%). That indicates that there is a significant effect of Google Form as a media towards students' reading comprehension at SMPN 1 Atap Danau Lancang.

Keywords: Google Form, Media, Reading Comprehension

How to Cite. How to Cite : Tanjung et al. (2022). The Effect of Google Form as Media towards Students' Reading Comprehension. Jurnal Edupedia Universitas Muhammadiyah Ponorogo, 6(2): 95-104

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ISSN 2614-1434 (Print)

ISSN 2614-4409 (Online)

INTRODUCTION

English is currently the highest-ranked as a means of communication between international citizens. Likewise, Indonesian citizens have enthusiasm for the international world. The fact that English has been recognized by the world community as an international language that will be used in the process of

cooperation between countries in the fields of politics, economics, or other cooperation. In Indonesia, many interactions require English language skills. Thus, English Education is an important education for students to learn to achieve a good future and career.

Listening, reading, speaking, and writing are four skills that are developed to

be competent in learning English. Reading is given special focus in the realm of second and foreign languages. Students must be able to read to obtain information and expand their knowledge. According to Patel & Jain (2008) Reading is a method for understanding the meaning of printed texts, such as written signs. Furthermore, reading is very important in a language. It is a receptive language skill that, when mastered, can help to obtain important information. As in reading a text, with good reading comprehension skills, you will be able to catch a lot of new vocabulary and be able to absorb the meaning of the new vocabulary. Readers who have reading comprehension can learn the sentence structure of a text they read. There are also benefits obtained from reading comprehension, namely being able to guide readers to think critically. For students, this is quite important in improving their learning process.

Reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the media of written language words (Syakur & Azis, 2019). Nasar in (Albdour, 2015), Opinions differ about what the nature of reading is and how it occurs to individual readers. The difference in the nature of reading and how it occurs is reflected in one way or another in students, teachers and curriculum writers due to the fact that this

language skill is the most important life skill in what is now described as the era of information technology and the era of communication.

In this technological era, reading is no longer defined for printed texts such as reading on paper in books or magazines but reading can also be done online, known as online reading. People can use technological tools such as cell phones, computers, iPads, laptops, and others as reading media (Qolby & Agustin, 2021).

Asriani (2018) defines reading comprehension as a process that involves memory, abstract thinking, vision, and language comprehension, as well as knowing how to decode correctly. According to Asilestari (2021) reading aims to find the meaning of what has been read and answer questions based on the reading text.

In order to understand the text, readers must first prepare themselves by learning the basic skills that they can use when reading to achieve their reading goals (Marleni, 2015). The skills in question is the comprehension to understand reading. Understanding sequence, analyzing sentences, interpreting meaning through punctuation marks, recognizing main ideas in paragraphs, drawing logical conclusions, and deriving the meaning of words from texts are all unique comprehension skills that can assist

readers in reading assignments. (Neil in Marleni, 2015)

Based on this explanation, the researcher concludes that reading comprehension is a process that involves thinking, seeing and interpreting with the aim of finding meaning or information in a text. In the process of reading comprehension, it also requires basic skills and preparation for the goal to be achieved, namely reading comprehension.

Reading comprehension is a difficult for students. They have difficulty understanding the meaning or digesting information given in text form. It proves by Ayu et al (2021) that many people find problems in reading English references such as difficulties in understanding meaning of words, sentences or even texts that they read. Concerning this, reading skill is badly required in order to ease them in getting the information needed. According to (Qolby & Agustin, 2021) students tend not to be able to achieve success in reading which is an important aspect of English. The difficulties experienced are caused by various factors, one of which is the lack of precise learning media that is applied. The use of inappropriate or unattractive media can affect students' comprehension to digest learning. Sukma, et al. (2018) stated that reading activities are quite boring and

require special attention to understand words to sentences and find the meaning contained in the reading.

Based on the results of preliminary research conducted at SMPN Satu Atap Danau Lancang on April 2, 2022, by conducting interviews with several eighth grade students at SMPN 1 Atap Danau Lancang and obtained information that students found it difficult to learn English, namely reading. They argue that it takes hard work to understand the reading comprehension learning given by the teacher. Students also said that the learning media did not attract their interest in learning.

From these problems, learning media must be readjusted by using advanced technology as it is today. The media that have been used for online learning today are the Zoom Meeting application, Google Meet, and Google Classroom. In addition, there is also a PowerPoint media that is designed as well as possible to attract students' interest in learning. There are also those who use WhatsApp and YouTube as additional media in the online learning process.

Recently, Google form is used as a media in learning English, especially reading. This media can be used to provide learning materials, pre-test to post-test. According to (Yunita, 2019), Google Form

is one of the applications produced by Google. This application is also a web service for creating data entry forms. Often used to conduct surveys, collect data, or create existing lists. Based on its function, as a form builder, Google Forms can be modified as software for conducting online tests or assessments. (Azis & Shalihah, 2020) stated that Google Forms can be used in the world of education, for example, providing online assignments/practices, create student registration forms and collect opinion through an online survey.

According to Nguyen, et al. (2018), Google Forms can be used in a number of ways to enhance the benefits of the classroom environment, such as surveying students outside the classroom to learn more about them as students. collect immediate feedback, and provide a reflection of themselves after the lesson. Google Forms is widely used by teachers to provide multiple choice exercises or essays. Using Google Forms is also easy and you don't need fast internet access so you don't spend too much internet data.

From the explanation above, it can be concluded that learning reading comprehension can use media such as Google Form. It is important to explore the effects of using Google Forms as a media for learning reading comprehension, especially at SMPN 1 Atap Danau

Lancang. This research will be entitled: "The Effect of Google Form as Media Towards Students' Reading Comprehension at SMPN 1 Atap Danau Lancang".

METHOD

This research is a quasi-experimental research. According to (White & Sabarwal, 2014) quasi-experimental is identifying and comparing two groups, namely the experimental group and the control group. The experimental group captured the effects of administering the treatment. While the control group captures the results obtained if no treatment is carried out. After comparing the two groups, it can be concluded that the results between the experimental group and the control group can be concluded.

This is conducted in two classes the experimental group and the control group. The researcher chose class VIII A as the experimental class and class VIII B as the control class. Both classes consist of 21 students, and the total sample is 42 students.

For the experimental class, the researchers provided treatment methods and reading tests. The researcher gave treatment to the students and then gave them a reading test. The test is given to find out the passing grade of students after studying with the Google Forms as media.

For the control group, they only received one test.

The instrument used is a test from several sources. The researcher will ask some questions in relates to students' material. It is used to measure their reading comprehension. Reading test is a tool used by researchers to collect data. In this case, the instrument used is an English comprehension test (multiple choice). Instruments are structured according to a blueprint. The form of the test is a multiple-choice test consisting of 25 item.

RESULT AND DISCUSSION

This research was conducted on July 11 to July 30, 2022 for class VIII A and VIII B at SMPN Satu Atap Danau Lancang. The two classes were divided into two groups, namely the experimental group and the control group. Class VIII A as an experimental group will use Google Form as a learning medium. While class VIII B as a control group used the media used by the school.

This study aims to see the differences in the results obtained by students by comparing the results of the treatment carried out in the two groups. This will focus more on the reading comprehension scores of students at SMPN 1 Atap Danau Lancang. The way to obtain the required data values is to give

pre-test and post-test to the two groups that received the two treatments. Pre-test and post-test are given based on indicators of reading comprehension, namely main idea, specific information, reference, inference, vocabulary.

Researcher conducted treatment groups for fifth meetings using Google Form as a learning media. In the first meeting researcher took pre-test scores on July 11, 2022 as the first treatment for the experimental class. This is done with the aim of knowing the basic knowledge of students about the learning material to be taught. The researcher distributed the pre-test link and explained the rules in filling out the answers to the questions. The questions given are 25 items based on reading comprehension indicators.

The second meeting was held on July 13, 2022. The learning carried out was descriptive text material that was in accordance with the syllabus used by the school. First, the researcher explains the meaning of descriptive material and conducts question and answer interactions with students about the material. Second, the researcher asks students to answer about the reading comprehension that has been provided by the teacher in the Google Form. Third, the researcher gives a discussion about the tasks they are doing. Finally, the researcher provides

conclusions and homework which have also been provided on the google form.

The third meeting was held on July 20, 2022. This lesson is still a continuation of the descriptive text of the previous meeting. First, the researcher repeats the material that was repeated previously and the results of the students' homework. Second, the researcher asks students to answer reading comprehension questions based on descriptive texts that are more difficult than the first meeting provided by the researcher on Google Form. Third, the researcher gives a discussion about the tasks they are doing. Finally, the researcher provides conclusions and homework which have also been provided on the google form.

On July 27, 2022, the fourth meeting was held with different subject, namely narrative text. First, the researcher explains the meaning of the narrative text and conducts question and answer with students about the subject. Second, the researcher asks students to answer the reading comprehension questions based on the narrative text material that has been provided in the Google Form. Third, the researcher gives a discussion about the tasks they are doing. Finally, the researcher provides conclusions and homework which has also been provided on the google form.

The fifth meeting was held on July 30, 2022. At this meeting the researcher

took post test scores to see if there was a change in student scores after being given a treatment. The questions from the post test consist of 25 items that have been validated based on the reading competence indicator.

Base on the data, it was shown that the highest score on the pre-test of the Experimental Class was 72, and the lowest score was 20, while in the post-test of the Experimental Class, the highest score was 100, and the lowest was 64. Table 4.1 also revealed that the total score of the mean score was 1318. The mean of the pre-test was 44.38 and the post-test 81.14, while the mean score was 62.76.

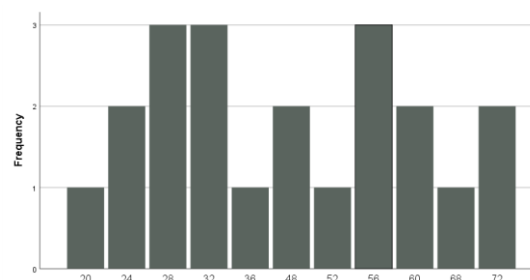


Figure 1 The Distribution of Frequency on Pre-test of Experimental Class

The bar chart depicts the students' pre-test scores for the experimental class. One student got a score of 20, two students got a score of 24, three students got a score of 28, three students got a score of 32, one student got a score of 36, two students got a score of 48, one student got a score of 52, as we know the score that gets under the 55 got poor category. Besides that, three students got a score of 56, and two got a

score of 60, categorized as fair. And then, one student got a score of 68, and two got a score of 72, categorized as good.

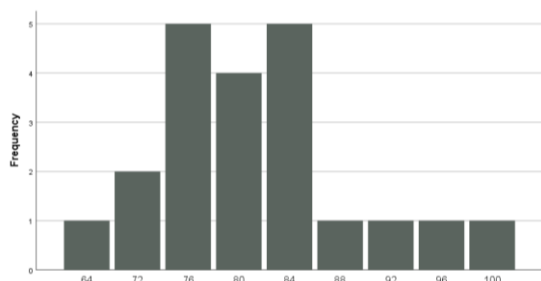


Figure 2 the Distribution of Frequency on Post-test of Experimental Class

The bar chart depicts the students' post-test scores for the experimental class. One student got a score of 64 with categorized fair, two students got a score of 72 with categorized good, five students got a score of 76, four students got a score of 80, five students got a score of 84, with categorized very good. Besides that, one students got a score of 88, 92, 96, and 100, with categorized as excellent.

Table 1 The Analyzed Statistics in Experimental Class

No	Statistics		
	N	Valid	21
		Missing	0
1	Mean	62.76	
2	Median	64.00	
3	Std. Deviation	12.173	
4	Variance	148.190	
5	Minimum	42	
6	Maximum	86	
7	Sum	1318	

Based on the data above, it was known the minimum score was 42 and the maximum score was 86. For the result of calculation using SPSS program, it was

found that the mean of pre-test and post-test scores was 62.76, the standard deviation 12.173 and the median was 64.00.

While for the control class, it was shown that the highest score on the pre-test of was 76, and the lowest score was 16, while in the post-test of the Control Class, the highest score was 88, and the lowest was 48. Table 4.3 also revealed that the total score of the mean score was 1262. The mean of the pre-test was 47.42 and the post-test 72.76, while the mean score was 60.09.

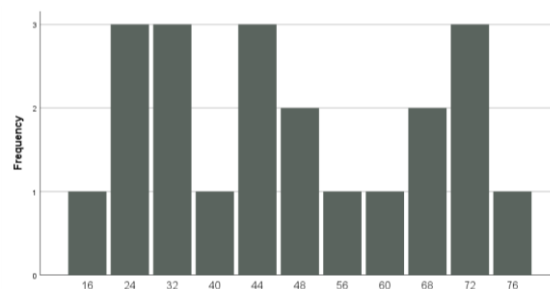


Figure 3 the Distribution of Frequency on Pre-test of Control Class

The bar chart depicts the students' pre-test scores for the control class. One student got a score of 16, three students got a score of 24, three students got a score of 32, one students got a score of 40, three students got a score of 44, and two students got a score of 48, with categorized poor. Besides that, one student got a score of 52 and 60, with categorized fair. On other hand, two students got a score of 68, and three students got a score of 60,

categorized as good. And then, one student got a score of 76, categorized as very good.

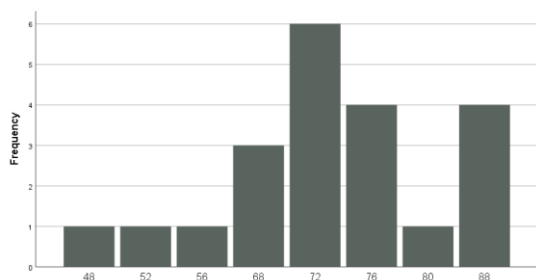


Figure 4 the Distribution of Frequency on Post-test of Control Class

The bar chart depicts the students' post-test scores for the control class. One student got a score of 48 and 52 with categorized poor, one student got a score of 56 with categorized fair. Three students got a score of 68, six students got a score of 72, with categorized good. Besides that, four students got a score of 76, one student got a score of 80, with categorized very good. And the last, four students got a score of 88, with categorized as excellent.

Table 2 The Analyzed Statistics in Control Class

No	Statistics	
	N	Valid
		21
		Missing
		0
1	Mean	60.10
2	Median	58.00
3	Std. Deviation	14.443
4	Variance	208.590
5	Minimum	34
6	Maximum	82
7	Sum	1262

Based on the data above, it was known the minimum score was 34 and the maximum score was 82. For the result of calculation using SPSS program, it was found that the mean of pre-test and post-

test scores was 60.10, the standard deviation 14.443 and the median was 58.00.

The researcher applied SPSS program to calculate the t-test in the testing the hypothesis of the research. The criteria of H0 is accepted when $t_{observed} < t_{table}$ and H0 is refused when $t_{observed} > t_{table}$. Then, the criteria of Ha is accepted when $t_{observed} > t_{table}$ and Ha is refused when $t_{observed} < t_{table}$. The result of the post-test between the experiment class and the control class has the same variant. It meant the t-test calculation used at the equal variances assumed. It found that the result of the $t_{observed}$ was 2.786. Then, the result of the mean difference between the experiment class and the control class was 8.381, and the standard error difference between the experiment class and the control class was 3.008. On the other hand, the value of sig (two-tailed) was $0.008 < 0.05$, so that there were differences in the score points between the experiment class and the control class.

This study aims to find out the effect of Google Form as media towards students' reading comprehension. For this reason, researcher conducted research related to suitable media as a means of student learning. Based on the results of the research described above, the researcher found that the total pre-test

score for the experimental class, which consisted of 21 students, was 932 with a mean of 44,38. The highest pre-test score for the experimental class only reached 72 and the lowest was 20. Then there was an increase in the score after the treatment, namely the total post-test score was 1704 with a mean of 81,14. The highest score received was 100, while the lowest score received was 64. This means that after the treatment using Google Form media the students obtained a significant increase in reading comprehension scores.

In the control class, which consisted of 21 students, the total pre-test score was 996 with a mean of 47,42. The highest score was obtained as many as 76 and the lowest was 16. The total posttest score was only 1528 with a mean of 72,76. The highest post test score obtained by the control class was 86 and the lowest was 48. This class had a lower effect than the class that had been treated with Google Form as a media for learning reading comprehension.

Based on the hypothesis testing and discussion conducted, it can be concluded that the use of Google Form as a media for learning reading comprehension is able to improve students' reading comprehension. This is because Google forms can be a good media for learning. this is supported by Fitriani (2021) which states that the

Google form is an easy media to use to provide assessments and evaluations so that its use is more efficient.

In addition to assessment and evaluation, Google Form can also be used as a media for student practice in improving reading skills and comprehension. This is supported by research conducted by Hanif (2021) which states that teachers can use Google Forms to make a lot of reading material and make it a task so that students will do practice that can improve reading skills and comprehension

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that there is a significant effect of using Google Form as a media in learning reading comprehension for students. The effect in question is a positive effect that improves students' reading comprehension. This was found out after treating students of class VIII A of SMPN 1 Atap Danau Lancang using Google Forms as a learning media. From the data that has been analyzed and tested, it can be concluded that there is an increase that is quite different from the control class and the experimental class. The average value of the experimental class increased significantly, from 44,4 to 81,1. While the average value of the

control class that was not given google form media treatment obtained an average value of 47,4 to 72,8. These results conclude that H_a is accepted and H_0 is rejected, which means that there is an effect of Google Form as a medium on the reading ability of students, especially grade VIII A students of SMPN 1 Atap Danau Lancang.

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