AN ANALYSIS OFSTUDENTS' MOTIVATION USINGGOOGLE CLASSROOMIN LEARNING READING COMPREHENSION
(A Study at the First Grade Students of Institut Pendidikan Tapanuli Selatan in 2020/2021 Academic Year)

By:
Nina Nurbaidah
Fak. Pend. IPS dan Bahasa, Institut Pendidikan Tapanuli Selatan
ninanurbaidah@gmail.com

Abstract

This research aims to explain the students' motivation in learning reading comprehension by using google classroom media.This research is a qualitative research method. The writer choose Institut Pendidikan Tapanuli Selatan as the location of the research. The informant of this research are all of the students at the first grade of English Department Institut Pendidikan Tapanuli Selatan. The researcher used questionaire in analyzing students' motivation in using google classroom. Methodology of the research was a qualitative research. The result from the questionnaire showed that most of the students agreed and strongly agreed that Google Classroom was implemented in the students' classroom. The result from this article also showed that the students' motivation in learning online reading comprehension using Google Classroom got positive responses and they learned with high motivation.

Keywords: motivation, reading comprehension, and google classroom.

1. INTRODUCTION

Reading skill is one of the four basic skills that should be learned by the students in English subject. The others are speaking, listening and writing. Trough reading students can develop other skill in many ways. When the students are able to read but unable to comprehend the content of what they read, it could be said that they do not really read.

Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Also, reading skill is an important tool for academic success. They also add that reading is most useful and important skill for people. This skill is more important than speaking and writing. In other words, reading is very important in learning a foreign language. The ability of the students in reading comprehension can reflect to the ability of other skills such as listening, speaking and writing.

In order to be able in reading comprehension, a student must be hard in learning. Learning is a process to know ,understand and able to do something as the beginning from unknown,not understand, and unable to do it. If the process is not maximal, it can cause the result of the learning will not satidfied. Nana Sudjana dalam (Widyaningrum and Murwanintyas, 2012) said that the result of the learning is the ability of the students after they get the experience in learning process. Learning experience is got from students' learning process. So, students'learning process can influence students grade in learning.

The learning result of the students in reading comprehension is influenced by their motivation in leaning. motivation would enhance the students to be more motivated in learning. Motivation is really needed for the students in learning, because it can influence their quality of academic performance. Students with high motivation will get more knowledge and skill especially for reading skill. Also, they will get better in reading achievement. Such like Reed (2014) says that motivation to read independently appears to be a key component of reading success and should be a goal of reading instruction.

Motivation to read is just what the name implies: a child's eagerness and willingness to read.This skill is developed through varied and engaging reading experiences beginning at the preschool age. Students who are motivated to read will actively seek out books to enjoy, are happy sitting quietly by themselves to read, and love to share what they have read. A motivation to read means children have learned that reading can be valuable for many reasons, that it is not only interesting and entertaining, but that it can also be enlightening and informative. Having a love of reading also gives students' confidence in their ability to learn and satisfaction with themselves.

Research confirms that motivation is a key factor in successful reading, and that it is linked to four important elements in a child's life: access to books, choice of books, familiarity with words, books, and reading, and exposure to others who exhibit a love of reading. When children are motivated, they will read frequently, which in turn helps them become skillful readers. And children who are skillful readers learn well and deeply and successfully.

Nowadays, the world is attacked violently by Corona Virus Diseases – 19 (Covid – 19). Since its existed for the first time in Wuhan city, Hubei province, China that had died many victims. Then, the first case was existed in Indonesia in 2020 February 16th. The patient was a foreigner stated positive Covid – 19 (31 years old) comes from depok, Jawa barat. She is a dancer teacher who got contact with a foreigner from Japan, who had just back from Malaysia. Even Budi karya Sumadi, a minister, also stated infected by Covid – 19 on march 14th 2020.

Day after day, the victims of Covid – 19 also increased. It caused the employee, civil servant and also the students in all of Indonesia and even in many countries was leaved. All the people are recomended to work from home. Whether it is employees, civil servant and even students study from home and the teachers teach from home.

The goverment made a wisdom to teach and study from home caused by covid – 19 infected in Indonesia. Even, in University level, the lecturer must teach from home and the students must study from home. Hence, the lecturer must give their material by using online learning. Such as; e learning, zoom, google meeting, google classroom and so on.

One of online leaning which is used by some lecturers is google classroom. Google Classroom is considered as one of the best platforms out there for enhancing teachers' workflow. It provides a set of powerful features that make it an ideal tool to use with students. Google classroom can help the lecturer in teaching learning process. It can manage the material which is given by the lecturer. The lecturer can give assignmnet through google classroom and the students will send their answer by using the same way. Additionally, the lecturer can give the grade of the students' assignment directly and the grade will be saved in google classroom. So, the lecturer can see the grade of each students from the first until the last assignment. Furthermore, the lecturer also can manage the attandence list of the students from google classroom. The lecturer can see the attandence of the students from the beginning until the last class in google classroom.

In IPTS, the lecturer also used by some lecturers in teaching and learning process since the online classroom implemented caused of covid 19 pandemic. One of the class which have used google classroom is Reading Comprehension class,that is Reading I. By seeing the advantages of google classroom, the writer wanted to see the students' motivation learning Reading Comprehesion especially in Reading I by using google classroom.

A. Reading Comprehension

Reading is the communication process to interact the reader and writer by using the symbol of sounds in the written words. Patel and Jain (2008) state that reading means to understand the meaning of printed words i.e. written symbols. In the same opinion, Pang et al. (2003) defines that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Both of the two experts have the similar idea in defining reading. Based on their opinion, It can be said that reading comprehension is how the reader understand the writer's idea in the written form or printed media.

Pang et al. (2003) said that reading is a complex activity that involves both perception and thought. Comprehension is the process of making sense of words, sentences and connected text. Meanwhile, McWhorter (1992) stated that reading is a complex process; it involves much more than adding word meaning together. Reading involves not only understanding ideas, but also recognizing the relationships and structures among ideas. Based on Pang's and McWhorters' statement, there are two main point in reading process. Thay are recognizing the symbols of written text and understanding the authors' massages or information. Although they have different opinion about reading text, but they have same purpose in reading comprehension, that is understanding the reading text to get the information from the text.

Based on the reading definition illustrated by the researchers as mentioned above, it can be concluded that reading is a process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of the situation. Therefore, reading comprehension is an attempt to understand the words found in any printed text. The depth of readers' reading comprehension can be seen from their comprehension level.

Some linguist said that there are some factors can effect students or readers reading comprehension. Lenz (1999-2005) states that reading comprehension is affected by some factors. They are comprehension, reading comprehension, and the type of instruction. Additionallay, comprehension is affected by the reader's knowledge of the topic, knowledge of the language structures, knowledge of the text structure, and genres, knowledge of cognitive and meta cognitive strategies, their reasoning abilities, their motivation, and their level of engagement.

B. What is Google Classroom?

Cains stated that Google Classroom enables teachers to create an online classroom area in which they can manage all the documents that their students need. The Documents are stored on Google Drive and can be edited in Drive's application, such as Google Documents, Sheets, and so on. The teacher/student interface, which Google designed for the way teachers and students think and work is separates Google Classroom from the regular Google Drive experience.

Classroom also helps lecturer save time, keep classes organized, and improve communication with students. It is available to anyone with Google

Application for Education, a free suite of productivity tools including Gmail, Drive and Documents.Google Classroom is very simple to create and to be used. Here all available features are integrated. Once a new course space is created, the instructor can see three taps . These are labeled as about, students and stream. In the same page, on the bottom of the right side, he or she can see a plus sign. If the instructor clicks on it, four different tabs will open named reuse post, create question, create assignment and create announcement. A teacher can keep all files save in the Google Drive. He or she can grade, attach you tube or any link for instructional purpose. From Google Classroom, a teacher can send mail to all students at a time.

According to Jansen,M (2014), there are some benefits of Google Classroom. First, it is easy to use**.** It is very easy to use. "Google Classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications."(Janzen, M. 2014). Secondly, it is saves time**.** Google classroom is designed to save time. It integrates and automates the use of other Google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined.

Additionallay, Chehayeb, A. (2015) stated that Google Classroom Software Engineer mentions that they built classroom " to save time". He claims that Google is launching some features like export grades to Google Sheets, easier to update grade point scale ,keyboard navigation for entering grades, sort by name on grading page etc to save teachers' time. Mary 2014) also said that Google Classroom is cloud-based**.** Google Classroom presents more professional and authentic technology to use in learning environment as Google apps represent "a significant portion of cloud-based enterprise communications tools used throughout the professional workforce. Also, it is flexible**.** This app is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. This enables educators to explore and influence flipped instructional methods more easily as well as automate and organize the distribution and collection of assignments and communications in multiple instructional milieus.

C. Motivation

Virtually all students are motivated in one way or another. One student may be keenly interested in classroom subject matter and seek out challenging course work, participate actively in class discussions, and high marks on assigned project. Another student may be more concerned with the social side of school, interacting with the classmates frequently,

attending extracurricular activities almost every day, and perhaps running for a student government office.

The term motivation is derived from the Latin verb movere (to move). The idea of movement is reflected in such common sense ideas about motivation as something that gets us going, keeps us working, and helps us complete tasks. Yet, there are many definition of motivation and much disagreement over its precise nature. These differences in nature and operation of motivation are apparent in the various theories we cover in this text. For now, we will say that motivation has been conceptualized in varied ways including inner forces, enduring traits, behavioral responses to stimuli, and sets of beliefs and affects.

Research confirms that motivation is a key factor in successful reading, and that it is linked to four important elements in a child's life: access to books, choice of books, familiarity with words, books, and reading, and exposure to others who exhibit a love of reading. When children are motivated, they will read frequently, which in turn helps them become skillful readers. And children who are skillful readers learn well and deeply and successfully

Motivation to read can be defined as the likelihood of engaging in reading or choosing to read (Gambrell, 2009; 2011). Motivation to read plays a critical role in reading development. Students who are motivated to read want to spend more time reading, read widely for a variety of purposes, and create situations that extend opportunities for literacy.

There are many theories about motivation. (Guayetal., 2010, p.712) said that motivation refers to " the reasons underlying behavior. Brousard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something"(p.106). motivation involves a constellation of beliefs, perceptions, values, interest, and actions that are closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitude), or both.

Based on the definitions described above we can say that motivation is the willingnes to do something. It may come from inside and outside factors. Feeling may become intrinsic factor of the students, and teaching method can become extrinsic factor.

2. METHODOLOGY

The writer chooses Institut Pendidikan Tapanuli Selatan as the location of the research. It is located at Jl. Sutan M. Arif Padangsidimpuan. The writer conducts the research for three months from March until June2020. The method of this research is qualitative research. Mahsun (2014:72) says, in this method, explained the way of research, they are

material of research, tool, way of research, variable, and data that will be prepared and analyze data.

The informant of this research are the students of the first grade at Institut Pendidikan Tapanuli Selatan. But, the writer only took one class to do this research that is the I A. There are 28 students in this class and the writer focused on all of the students.Furthermore, the writer also gave a questionnaire for students to describe their motivation in learning online of reading comprehension through Google Classroom.

3. RESULT AND DISCUSSION

Motivation questionnaire was administered to the sample to gain the data of students' motivation.The questionnaire had been discovered the validity and the reliability before given to the sample.The result from the questionnaire showed that most of the students agreed and strongly agreed that Google Classroom was implemented in the students' classroom.They also agreed that Google Classroom was useful in learning reading comprehension. Google Classroom helped the students easier to understand the marterial and they were interesting when studying reading comprehension text using Google Classroom.We can see the persentage of the students' motivation from the table.

Table 2. Motivation of Student in Learning by using Google Classroom

No	statement	Disagree (%)	Less Agree (%)	Agree (%)	Strongly Agree (%)
1	Do you agree if learning based on Google Classroom implemented in reading subject	15,8	29,1	50	5.1
2	Would you be happy if learning reading comprehension based on Google Classroom	11,5	50	33.3	5.2
3	Whether the application based on learning Google Classroom was useful for you to learn reading comprehension	4.2	20.8	62.5	12.5
4	Is reading comprehension learning based on Google Classroom interesting for you	11.5	17.7	62.5	8.3
5	Does Google Classroom help you understand reading comprehension more easily	3.2	37.5	55.2	4.2
6	Are you motivated to learn reading comprehension based on Google Classroom	8.3	54.2	33.3	4.2
7	Can you easily learn reading comprehension based on Google Classroom	23	50	27	-
8	Does Google Classroom based learning more effective than face to face	25	50	25	-
9	Whether Google Classroom based learning the time you use is more efficient	8.3	33.3	45.8	12.5

It can be seen from the table that most of the students agreed and strongly agreed with the easiest and most interesting learning when using Google Classroom. Additionally, most of the students agreed that their time is more efficient when they learned using Google Classroom. However, most of the students less disagreed that they were happier if reading comprehension using Google Classroom and they less disagreed that Google Classroom is more effective than face-to-face. Most students also less agreed that they were motivated to learn English based on Google Classroom. Further, most of them less disagreed that Google Classroom could easily learn reading text material using face to face.

Furthermore, students are also interested and reacted positively when they learn reading comprehension text by using Google Classroom. It could seen from the result of the questionnaire. They felt that Google Classroom useful and can help them easier to understand English especially reading comprehension subject. Their time also more efficient when they learn based on Google Classroom. But, there were some students have medium motivation when learning reading comprehension based on Google Classroom for example they felt less happy. Hence, every student has different motivation. There was high motivation, medium motivation, and low motivation. This current research is correlated with Suryadi's research (2018) that the motivation of students when learning through Google Classroom is different. There are students have high motivation, moderate motivation, and low motivation with statements in the questionnaire.

4. CONCLUSION

Based on the result of the questionnaire about students' motivation, it can be said that the students have positive responses. The questionnaire result shows that in general, most of the students agreed with the indicators on the questionnaire about their motivation and response to learn reading comprehension using Google Classroom. So, this current research result is effective to implement Google Classroom in teaching reading comprehension and it also helps the students to increase their motivation in reading comprehension.

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