



<https://jurnal.unigal.ac.id/index.php/jall/index>

JALL (Journal of Applied Linguistics and Literacy), ISSN 2598-8530, February, Vol. 5 No. 1, 2021

Received	Accepted	Published
December 2020	February 2021	February 2021

STUDENTS' MOTIVATION IN LEARNING ONLINE OF READING COMPREHENSION NARRATIVE TEXT THROUGH GOOGLE CLASSROOM

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ABSTRACT

This article aims to describe the students' motivation in learning online narrative text on students' reading comprehension through Google Classroom of 24 students tenth-grade students at *SMK Muhammadiyah Kradenan*. This study used a pre-experimental design one group pre-test post-test and conducted in May 2020. The data was obtained through pretest, posttest, and questionnaire. The data of this current study were analyzed by using SPSS consisted reliability, validity, T-test, and percentage (questionnaire). The result from this article showed the students' motivation in learning online narrative text using Google Classroom also got positive responses and they learned with high motivation. It can be concluded that there was a different result before the treatment and after the treatment. Therefore, there was students' motivation in learning online narrative text on students' reading comprehension through Google Classroom.

Keywords: *Google Classroom, Online Learning, Motivation, Reading Narrative Text*

INTRODUCTION

Recently, there has been an education problem because of the Covid-19 pandemic. Many institutions like universities and schools have to do the learning process from home. This situation makes the teacher has to do the learning process without face to face directly and are required to integrate technology in learning. Classroom teaching must be changed by online learning or E-learning.

On the other hand, online learning or E-learning needs support applications, one of them is Google Classroom to facilitate the teacher and students for online learning. Using technology in the learning process especially in English through Google Classroom can help the teacher to motivate students to learn fun because in this pandemic situation some students feel bored with online learning. Involvement of motivation in learning is very important for students. In a classroom setting, students' motivation leads to the extent to which they try and focus to achieve the maximum result. As stated by Sternberg (2005), believes that motivation is very important for students in learning. If students don't have the motivation, they never try to study. Students have different motivation's quality according to time depending on the context of learning and teaching. Based on Winkel (2003) Motivation to learn is a force that encourages students who lead the activity as a whole in providing direction about learning activities.

Google Classroom is familiar for students and can make it easier for students and the teacher in the learning process. The teacher gives some texts through Google Classroom and the students can join those classes and read the texts, such as; narrative texts in Google Classroom. Students can ask the teacher through the comment column if there is a question. Then, they also can submit the assignment and download the lesson through Google Classroom. Google Classroom is an online application that students can use to learn every time and everywhere by using material presented by the teacher. Like Beal (2017) claimed that Google Classroom is a tool that has facilities the teacher can collaborate with the students, also the teacher can create and distribute assignments for the students in class online for free. Google Classroom can help students to learn such as narrative texts, to improve their knowledge and skill. So, Google classroom is one of technology which is implemented in the pandemic situation and the teacher should develop it.

The narrative text is suitable with the syllabus and 2013 curriculum at SMK Muhammadiyah Kradenan. The narrative text is a text which has structure and

the purpose to entertain the readers. The first thing that becomes the basis of constructing meaning in written words is a comprehension of its content (Hidayati, F. and Rohayati, D, 2017). Furthermore, Djatmika and Wulandari (2013) claimed that narrative text itself has some textures, which are preposition, conjunction, adverb, adverbial phrases, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech. On the other hand, In vocational school, students should study or increase their reading comprehension starts from now because reading comprehension is an important aspect for students to increase their knowledge, vocabulary, and students also improve their writing skills. Through reading activities, students can grow their mental, emotional, and psychology and can stimulate their motivation. So, it will help them to learn new things and also enhance their vocabulary and motivation in reading.

Motivation itself is an encouragement, interest, and desire to achieve goals also a certain purpose. Motivation will make passionate and strong individuals reach what they want. According to Elliot (2000), motivation is encouragement from our self which awakens us to act and engage in certain activities. Two types of motivation are intrinsic and extrinsic. Both of these motivations are based on the arrival of an action. The intrinsic motivation comes from oneself and in the heart. Besides, Harmer (2007) claimed that enjoyment of the learning process itself may be able to be motivating someone or they have the desire to make themselves better. Then, extrinsic motivation comes from outside. Tapalov (2011) suggested that extrinsic motivation is done not because they enjoy it. But, they do it because of the gifts available in their environment.

In this study, I focus on intrinsic motivation which comes from oneself without encouragement from others. The indicators of intrinsic motivation to formulate items on the instrument are student readiness, student understanding, and student interest which measure students' motivation when they learning through Google Classroom. Sardiman (2001) explained that there are several

indicators of intrinsic motivation in carryout learning activities and achievement in learning. Like student persistence, student interest, student optimism, student independence, and student responsibility.

Based on the problems, pre-observation, and theoretical review above, I choose the topic about The Students' Motivation in Learning Online Narrative Text on Students' Reading Comprehension through Google Classroom (Pre Experimental Study at SMK Muhammadiyah Kradenan).

METHOD

This study conveyed a pre-experimental research design or usually called quasi-experimental research. Based on Sugiyono (2013) pre-experimental design is an experiment that has not been categorized as a real experiment because there is still an external variable that influences the formation of dependent variables. Researchers could use a pre-experimental design if they have difficulty determining the control group in their study. As stated by Sugiyono (2013), a pre-experimental design applied to resolve the researcher's difficulties in determining the control group in the study. There are two designs of pre-experimental they were one-group pretest-posttest and static group. I applied a one-group pretest-posttest design for this current study. Related to Sugiyono (2013), the result from those treatments could be known more accurately because it could compare with a situation before being treated. The subject of this study was the students of the tenth grade of SMK Muhammadiyah Kradenan. I used one class of X accounting major which consists of 24 students. They would be one group and being treated in the experiment of teaching online narrative text using Google Classroom. This research was conducted by giving pretest, treatment, and posttest so it was called pre-experimental research and there was no control group. The research took place in SMK Muhammadiyah Kradenan which was located in *Jln. Sumber, Kradenan, Blora Regency, and Central Java 58383*. Because, the school was suitable for conducting the

research, and the pre-observation was found there. Then, this current research was in the second semester of the academic year 2019/2020. Moreover, I also gave a questionnaire for students to describe their motivation in learning online of reading the narrative text through Google Classroom.

FINDINGS AND DISCUSSION

A questionnaire gave after I taught the students narrative text using Google Classroom. The questionnaire aims to describe the students' motivation in learning to read a narrative text through Google Classroom. First, I consulted the questionnaire to be judged by the experts. After the experts gave the judgment and the score is valid. Then, I did the research. The result of the questionnaire is described based on the indicator given from every item of the questionnaire. There were 24 respondents, the percentage of respondents who filled the questionnaire counted using SPSS based on Table 4.5.

Table 4.5 Motivation of Student to Learning Based On Via Google Classroom

	Statement	Disagree	Less Agree	Agree	Strongly Agree	Total
1.	Do you agree if learning based on Google Classroom implemented in school	16.7% (4)	29.2% (7)	50.0% (12)	4.2% (1)	100
2.	Would you be happy if learning English based on Google Classroom	12.5% (3)	50.0% (12)	33.3% (8)	4.2% (1)	100
3.	Whether the application based on learning Google Classroom was useful for you to learn English	4.2% (1)	20.8% (5)	62.5% (15)	12.5% (3)	100
4.	What is English learning based on Google Classroom interesting for you	12.5% (3)	16.7% (4)	62.5% (15)	8.3% (2)	100
5.	Does Google Classroom help you understand English more easily	4.2% (1)	37.5% (9)	54.2% (13)	4.2% (1)	100

6.	Are you motivated to learn English based on Google Classroom	8.3% (2)	54.2% (13)	33.3% (8)	4.2% (1)	100
7.	Can you easily learn narrative text based on Google Classroom	25.0% (6)	50.0% (12)	25.0% (6)	- (0)	100
8.	Does Google Classroom based learning more effective than face to face	25.0% (6)	50.0% (12)	25.0% (6)	- (0)	100
9.	Whether Google Classroom based learning the time you use is more efficient	8.3% (2)	33.3% (8)	45.8% (11)	12.5% (3)	100

The results can be described on indicator number 1 “Do you agree if learning based on Google Classroom implemented in school” there were 4 students who disagreed, 7 students less agreed, 12 students agreed, and 1 student strongly agreed. I concluded that there was 50% of students agreed and 4.2% strongly agreed if learning via Google Classroom was implemented in school.

Indicator number 2 “Would you be happy if learning reading narrative text based on Google Classroom” there was 3 students who disagreed, 12 students less agreed, 8 students agreed and 1 student strongly agreed. I concluded there was 50% of a student less agreed and 12% disagreed that they were happier if learning reading narrative text using Google Classroom.

On indicator number 3 “Is the application based on learning Google Classroom was useful for you to learn reading narrative text” there was 1 student who disagreed, 5 students less agreed, 15 students agreed and 3 students strongly agreed. I concluded there was 62.5% of students agreed and 12.5% strongly agreed that the application of learning based on Google Classroom was useful in learning reading narrative text.

On indicator number 4 “Is learning reading narrative text based on Google Classroom interesting for you” there were 3 students who disagreed, 4 students less disagreed, 15 students agreed and 2 students strongly agreed. I concluded that 62.5% of students agreed and 8.3% strongly agreed that learning to read narrative text using Google Classroom was interesting.

On indicator number 5 “Does Google Classroom help you understand reading narrative text more easily” there was 1 student who disagrees, 9 students less agreed, 13 students agreed and 1 student strongly agreed. I concluded that there were 54.2% of students agreed and 4.2% strongly agreed that Google Classroom helped them easier to understand when reading narrative text.

On indicator number 6 “Are you motivated to learn reading narrative text based on Google Classroom” there were 2 students who disagreed, 13 students less agreed, 8 students agreed and 1 student strongly agreed. I concluded there were 54.2% of students less agreed and 8.3% disagreed that they were motivated learning reading narrative text using Google Classroom.

On indicator number 7 “Can you easily learn narrative texts based on Google Classroom” there were 6 students who disagreed, 12 students less agreed, and 6 students agreed. I concluded there was 25% of students disagreed and 50% less agreed that Google Classroom could easily learn narrative text material.

On indicator number 8 “Does Google Classroom-based learning more effective than face to face” there were 6 students who disagreed, 12 students choose less agree and 6 students agreed. I concluded that 25% of students disagreed and 50% of students less agreed if learning using Google Classroom is more effective than face-to-face.

On indicator number 9 “Does Google Classroom spend the efficient time” there were 2 students who disagreed, 8 students less agreed, 11 students agreed and 3 students strongly agreed. I concluded there were 45.8% of students agreed and that their time is more efficient when they learning using Google Classroom.

The result from the questionnaire also showed that most of the students agreed and strongly agreed that Google Classroom was implemented in their school, they also agreed that Google Classroom was useful in learning English. Google Classroom helped the students easier to understand English and they were interesting when studying reading narrative text using Google Classroom.

It can be seen from the result that most of the students agreed and strongly agreed with the easiest and most interesting learning when using Google Classroom. Then, 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 narrative text 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 narrative text material using face to face.

Moreover, students also interest and reacted positively when they learning online narrative text on students' reading comprehension through Google Classroom. It could see from the result of the questionnaire. They felt that Google Classroom useful and helped them easier to understanding English, their time also more efficient when they learning based on Google Classroom. But, there were students have medium motivation when learning English based on Google Classroom for example they felt less happy. So, 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 there were students have high motivation, moderate motivation, and low motivation with statements in the questionnaire.

To sum up, this current study is effective to implement to support the students' motivation in reading narrative texts.

CONCLUSIONS

The result of the questionnaire about students' motivation and responses also has positive results. The questionnaire result shows that in general most of the students agreed with the indicators on the questionnaire about their motivation and response to learning reading narrative text using Google

Classroom. Therefore, this current research result is effective to implement Google Classroom in teaching reading comprehension narrative texts and it also helps the students to increase their motivation in reading narrative texts.

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