



The Effect of Google Classroom in Improving Students' Grammar Competence

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Abstract

The study examined the effect of Google Classroom on students' grammatical competence. The experiment was followed by a test. The group that received therapy was the experimental group, whereas the control group received no treatment. Using SPSS, the T-test was used to determine if the pre- and post-test scores of the control and experimental groups differed significantly. The results of the investigation were 1). the pre- and post-test mean scores for the control and experimental groups differ considerably. This indicates that the use of Google Classroom greatly improved students' *Ekonomi Syariah* performance in present grammar from excellent to very good. 2). the post-test mean scores of the control and experimental groups vary significantly. The usage of Google Classroom had a considerable impact on the test performance of the experimental group in particular.

Keywords: google classroom, grammar competence

Introduction

The Pandemic challenges all lectures to facilitate online learning with creativity and originality. The material must be engaging so that students continue to be passionate about studying at home. Character aspects must be considered in innovation. The Ministry of Education and Culture has urged schools throughout the nation to guarantee that children and adolescents can study in the best possible settings, whether they are at home or in school. Nadiem also asked everyone to make sure that students in the green zones, who can start face-to-face learning under strict health rules, and those in the yellow, orange, and red zones, who have to keep learning from home, can continue to do so. Policy on home-based learning had been in effect for many weeks since the outbreak of Covid-19 was discovered. It is true for both formal and informal institutions (Okmawati, 2020).

To answer challenges for pandemic, lecturer, especially at STAIN Mandailing Natal will use Google classroom in learning English course especially students' *Ekonomi Syariah*. According to Parnabhakti and Puspaningtyas (2021), Google Classroom is a platform where media is being used as a replacement for in-person class sessions. The study by Wicaksono & Rachmadyanti (2016), Google classroom may be used to give students with online learning access. The lecturer may deliver instruction even when the students aren't present in the traditional classroom setting. This lines with Hapsari and Pamungkas (2019) explain that Google Classroom plays a significant part in learning activities; thus, students are urged to grasp it so that the learning process may proceed effectively. This means that Google Classroom is an app that can be used on more than one platform. It is a platform for learning on the job that Google made for colleges that want to learn how to create, assign, and collect assignments without using paper. Google Classroom is like a Learning Management System (LMS) that it can be used to manage, document, track, report on, and deliver educational courses or training programs. It can also be used to manage learning that is set up for students and teachers to do learning (Ellis, 2009).

Some of researchers said that Google classroom gave positive effect in learning process for pandemic, she also said that users of Google Classroom will spend less time and energy than normal (Okmawati, 2020). Lecturers may use Google Classroom for free cooperation. Teachers may set up an online classroom, ask students to join, and then generate and distribute assignments through the internet. It lets students and instructors discuss assignments and measure student progress (Beal, 2020). Also, Wijaya (2016) explained that Instructors may freely provide a science-based evaluation for students in Google Classroom. Teachers are able to supply resources related to the topic being taught. Lecture may upload the students' grades, publish some teaching resources for the students to use, and give them work to do so that they can quickly see how well they are doing overall in the class. The writer of view that Google Classroom can also help reduce the amount of time and effort wasted and it's also free.

For pandemic, this Platform may provide one option that will allow the teaching

and learning process to be finished. Because the majority of young children have a tendency to utilize technology in their everyday lives, Google Classroom gives pupils the opportunity to be self-sufficient, engaged, and motivated. It is easy on the environment. Technology is an online tool that makes it easier for teachers to create and collect student assignments without using paper. Additionally, Sholah (2020)) said that Google Classroom is used not only for online learning, but also as a way for teachers to help students get their assignments . This means that Google Classroom is adaptable. It can be used anywhere and anytime because it can be used on a mobile phone. Because mobile phones make it easier to use, users may access the tool from anywhere, either at home or on the go. Using Google Classroom for learning helps boost social integration. When students use Google Classroom, they can talk to each other online through Google Classroom.

Based on preliminary study shown that the students have low in grammar when they were asked to make example about present tense, they couldn't do it because they thought that there is different grammar Indonesia role and grammar English role, so it made students confused, students seldom were present in the class so they had low motivation. This lines with Demir and Erdogan (2017) described grammar as a complicated system whose pieces define each other and cannot be explained linearly. Grammatical correctness is analyzed and explained in a phrase, while the letter explains how to apply the language in a practical context. The study by Ameliani (2019) explained that her study shown Students struggle with grammar that includes tenses, plurals, articles, prepositions, and pronouns . Grammar is crucial for language usage. It's important in spoken and written language. It is important for learning English. Grammar is the sentence's structure. So, learning grammar will help people understand what a sentence means. Learners will understand what the other person is trying to say even if it's not in the form of a single sentence. Grammar is used to find the correct form of a word that shows what it means. Students have low knowledge about grammar, this makes students will be unable to articulate their thoughts in writing creation if they fail to have insight understanding of what they should accomplish,(Randal et al., 2013).

To solve the problems, the writer will use Google classroom in improving students' grammar competence at students' *Ekonomi Syariah*, STIAN Mandailing Natal year 2020/2021. Utilization of Google classroom can be through multiplatform, namely through computers and cell phones; this means that Google classroom is easier in using and everywhere. Students and lecturer can type in Google classroom or download in hand phone. Google Classroom is frequently used by instructors and students. The study by Iftakhar (2016), lecturers and students contributed 30 million assignments to Google Classroom. This software may be effective in our educational system for teaching and learning.

Method

There were two groups in this experiment: the control and experimental. It is a

process or procedure in which settings are controlled or altered in order to evaluate the relative effects of several treatments on a sample, or the same treatment given to multiple samples. By comparing the results of one or more experimental groups to the results of one or more control groups that did not receive the therapy, the cause and effect link may be established (Jose F. Calderon and Expectation C. Gonzales, 1993). A total of 75 students from *Ekonomi Syariah* were divided into the control and experimental groups for this research. The experimental and control groups were formed by drawing participants from the seven parts of the experiment using the fishbowl method. Sections are divided into 30 pupils each group. *Economics Syariah, STAIN Mandailing Natal Year 2020/2021*. Pre-Test and Post-Test are the tools used in this research. Before and after tests are the primary data collection tools. The exams consist of 30 different items in total.

Data Gathering Procedures

Due to the usage of a genuine experimental design, a random number generator was utilized to determine which group would be the experimental one and which would be the control. It was the same instructor who taught both sets of students the identical material. The experiment was carried out by the researcher on a regular basis. Pre- and post-test results were utilized to evaluate student-respondents' performance. The T-Test was performed to assess if the two groups' accomplishment was significantly different and to accept or reject the hypothesis. The experimental method was used to compare how well students in the two groups did with the selected content in English students' *Ekonomi Syariah, STAIN Mandailing Natal*. Here are the steps:

- a. This step includes the preparation of all study participants and instruments, including the pre-test, google classroom, and post-test.
- b. Experimentation. Before instructing, groups took a teacher-made exam. To control for the teacher factor, just one teacher was assigned to each group. Within the duration of the study, the teacher in English provided the same lessons for both classes but employed different technique for each class.

Experimental Group

At the beginning of the experiment, the experimental class was briefed about the lesson's timetable, location, and methodology. Students were exposed to Google classroom resources throughout class time. They viewed google classroom materials, after which the teacher facilitated each of the lesson. They were made some of groups to explain how the topic was undertaken. They were to present in front of class. They were also given series of parallel exercises from the reference materials and from the internet. A post-test was given to determine the effect of the treatment.

Control Group

The control group was subjected to the traditional approach using direct instruction. After which, a post-test was given to determine their performance in present tense in grammar.

The Test's Scoring

Both the pre-test and post-test were reviewed by the researcher. The raw scores used are shown below:

Table 1

The Scores' Descriptive Equivalents	
Score	Categories
80 - 100	Excellent
60 - 79	Very Satisfactory
40 - 59	Satisfactory
20 - 39	Fair
0 - 19	Unsatisfactory

The table above shows lower score is from 0 – 39 and the highest score range from 80 – 100.(Antonios S. Broto, 2001).

Statistical Tools

The following tools were used in the study to answer the research problem.

1. The Mean. This refers to the mean score (\bar{X}) of the control and experimental groups (Antonios S. Broto, 2001).. The researcher applied the formula shown below:

$$\text{Mean } \bar{X} = \frac{\sum X}{n}$$

Where:

\bar{x} = Mean score

\sum = Summation

n = Number of scores

2. With the help of the Statistical Product and Service Solutions, the SD was used to see if the scores on the pre-test and post-test for the two groups in the experimental study were similar or different (SPSS).
3. The T-test. This was used to find out whether the treatment has an effect to the reading comprehension (Pat Foard, 1998). With the use of Statistical Product and Service Solutions (SPSS), the T test was computed.

Results and Discussion

The results of the pre-tests for the Control Group and the Experimental Group

Both the control group and the experimental group took the pre-test to find out where they should start. Table 2 shows how well people did on average on the pre-test.

Table 2. The result of Pre test

Groups	N	Mean	Standard Deviation	Verbal Interpretation
Control	30	52.35	5.09	Satisfactory
Experimental	30	63.65	4.57	Very Satisfactory

The respondents' pre-test results are evaluated as unsatisfactory (0-19), satisfactory (20-39), satisfactory (40-59), and very satisfactory (60-79), and excellent (80-100). The findings indicate that the mean pre-test scores for the control group and experimental group are 52.35 and 63.65, respectively, which are viewed as good. Students in both the control and experimental groups had the same academic performance level at the beginning of the study, which is a strong evidence of the homogeneity of the groups.

Noel Garjo S (2010) confirmed this result, stating that given the two classes had almost identical performance levels at the beginning of the experiment, they are ideal candidates for the study's study participants, indicating that the control group consists of homogeneous participants.

The Control and experimental post-test results

Following treatment, the post-test was delivered, and the same analysis was performed as with the pre-test, with the findings presented in the table below.

Table 3 The result of post test

Groups	N	Mean	Standard Deviation	Verbal Interpretation
Control	30	56.57	5.65	Satisfactory
Experimental	30	76.25	4.02	Very Satisfactory

The control group's post-test mean score is greater than the pre-test mean score. However, the average score is only 56.57 percent. A mean rating of 76.25, which is viewed as extremely statistically significant, shows a higher score after the treatment as compared to the experimental class's pre-treatment mean. As a result, students' grammatical skills have been honed, notably in the present tense.

Test for significant difference between control and experimental groups' pre- and post-test scores

The T-test was performed to compare the Google classroom in the experimental group to conventional training in the control group. Table 4 compares experimental and control group pre- and post-test outcomes. The calculated T value from the control and experimental groups' pretests is 11.75. This is bigger than tabular value 2.04 at df of 29 and 5% significance. Null hypothesis rejected. The considerably varied pre-test results between the control and experimental groups indicate that the mental talents at the outset are distinct, but the descriptive equivalent is the same.

Table 4

Test	Control Group	Experimental Group	Mean	T	Tabular value	Verbal Interpretation
Pre-test	52.35	63.65	1.13	11.75	2.04	Significant
Post-test	56.57	76.25	1.75	14.30	2.04	Significant

Level of Significance: 5%

The post-test of the control and experimental groups indicates that 14.30 is greater than 2.04 at df of 29 and 5% significant. This condition contradicts the null hypothesis that control and experimental groups have similar post-test scores. The post-test findings in the control and experimental groups varied, indicating the favorable influence of google classroom on present tense grammar. Google classroom has increased present-tense grammar from good to excellent.

The results were consistent with Sholah (2020) This study found that Google Classroom helps instructors organize classes, assignments, and reports. Students may study anytime, anywhere, measure their progress, and enjoy learning like a game. This article promotes online learning by joining www.googleclassroom.com, which instructors and students as Indonesian English learners like. Another study also explained that Google classroom helps students gain from the online experience and abilities of their peers, especially for social learning education. Google classroom lets students chat endlessly. Students may chat to their friends and the instructor in the morning, afternoon, evening, and night, according the teacher's learning plan. Thus Educators in Indonesia will have the finest learning experience using Google Classroom. This e-learning-based creative learning strategy uses Google Classroom to improve Indonesian educators' quality (Nursyahrina et al., 2021).

Conclusion

Based from the findings, the following conclusions are drawn:

- a) Both control and experimental groups had substantially different pre- and post-test results. Google classroom improved students' *Ekonomi Syariah* in present grammar from good to very good.
- b) Control and experimental post-test results vary significantly. The therapy improved students' *Ekonomi Syariah* grammar competence.
- c) The usage of Google Classroom had a substantial impact on the test performance of the experimental group.

Thus, suggestions. In the future, it is envisaged that researchers would employ large-scale samples in their experiments. This study may serve as a resource for all educators, not only those in the English-speaking community. Google Classroom feedback is a crucial part of any learning. Teachers may grade student work in Classroom. You may create a comment bank in the grading tool. Classroom lets people annotate their work.

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