

How to Cite:

Abdullah, E. R., Sallal, I. A., & Adeep, A. . R. (2022). Using Google classroom platform in learning comprehension materials among second stage students of the English language department. *International Journal of Health Sciences*, 6(S4), 8204–8210.
<https://doi.org/10.53730/ijhs.v6nS4.10502>

Using Google classroom platform in learning comprehension materials among second stage students of the English language department

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Abstract---The study attempts to investigate the issue of using Google classroom platform in learning comprehension materials among students in the second stage of the English language department. The study aims to determine the impact of using Google classroom on learning comprehension materials. The study sample consists of (60) students in the second grade in the department of English at the college of Basic Education at the University of Diyala. The sample is divided into two groups, the control group consists of 30 students, and the experimental group consists of 30 students. The study findings reveal that the use of Google classroom promoted the mastery of comprehension materials among students. The findings also stress the necessity of face-to-face instruction.

Keywords---Google classroom, e-learning, comprehension.

Introduction

The education process is gradually moving away from the traditional method of teaching towards digital teaching, especially with the ease of access to the Internet nowadays. Many teachers are trying to use this technology to improve

their students' English language skills, mainly with the development of Internet technology playing an essential role in education. Teachers use social networking sites as an expected learning method to teach English. Teachers use online tools in English language teaching to develop students' comprehension skills, such as Google Classroom, Edmodo, Moodle, Wiki, Schoology, and others. Google Classroom is one online platform explored in this study (Adams 97). Several e-learning facilities have been provided and managed by the campus. The researchers applied the research plan in the first semester using the Google Classroom application to teach English comprehension to know the effect of using the Google Classroom application on students. The English comprehension subject is taught in the faculties of basic education in Iraq in the second stage at the rate of three units per week from the book "Developing Skills" L.G.Alexander.

The Google Education application offers one of the essential features: Google Classroom. It is a part of Google's GSuite for education. Google Classroom contains features that can support a single class, multiple classes with one or more teachers, or larger administrative units such as schools and school systems. M. C. Brown,(2018). Google Classroom is considered one of the best platforms for enhancing teachers' workflow. S. Iftakhar,(2016). Student motivation. S. R. Harandi,(2015). Performance Expectancy, Effort Expectancy, and Social Influence J. A. Kumar and B. Bervell,(2019). Belief and satisfaction of undergraduate students. M. Inoue and W. Pengnate,(2018). The Google Classroom educational platform is an application that allows the creation of educational classes in the electronic cloud D. G. R. P. S. and R. Rumyeni,(2017)

As Clark mentioned, the Google Classroom educational platform allows the teacher and learner to share files, give assignments, and collaborate with students. Assessment of assignments, making notes, and announcing grades for students. Google Classroom can be an effective way to discuss, ask questions, give assignments, activities, discussions, and evaluate assignments. K. Clark,(2017).

Google Classroom is an application that can be downloaded from Google Play found on an Android phone. Where activating this program is straightforward, using the user's Google account. The Google Classroom educational application can be obtained for free, and it is beneficial for online learning and can be used from any one device. The most important feature of this application is that it can be used. It can be used together in groups collaboratively. Google Classroom is an educational platform that aims to facilitate teaching, discussion, and assessment of assignments. It allows the teacher to teach students, share materials, conduct discussions, and provide feedback. It differs from other educational platforms because it integrates with other Google services such as Google Docs, Google Meet, YouTube, Google Forms, Gmail, etc.

We get several benefits from e-learning: information accessibility, efficiency in place and time, improved quality of teaching and learning A. Al-Azawei, P. Parslow, and K. Lundqvist,(2016) accessible communication. I. V Osipov, A. A. Volinsky, and A. Y. Prasikova,(2016).

1. Google Classroom is easy to use
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7. Creates excellent interest among the students,
8. Helped teachers organize their teaching and learning materials. M. L. Cheok, S. L. Wong, A. F. Ayub, and R. Mahmud,(2017).

Although e-learning has many advantages, several studies have shown that this learning has many challenges and constraints. The challenges can come from externals such as facilities and infrastructure, costs, management, and policies, as well as internal such as e-learning knowledge, ICT skill, motivation and interest, and the time to develop e-course A. Al-Azawei, P. Parslow, and K. Lundqvist, (2016), Q. N. Naveed, A. Muhammed, S. Sanober, M. R. N. Qureshi, and A. Shah, (2017); and grouping it into human constraints, administrative constraints, technical constraints, financial constraints, and physical constraints. H. Aldowah, S. Ghazal, and B. Muniandy, (2015). Motivation and intention positively affected the actual use of e-learning; therefore, the system. This research investigates whether Google Classroom can affect students' comprehension and writing skills. Moreover, when it comes to English language teaching and learning, these online platforms provide scope for more interactive and collaborative interactions among their student users.

Method

The education process is gradually moving away from the traditional method of teaching towards digital teaching, especially with the ease of access to the Internet nowadays. Many teachers are trying to use this technology to improve their students' English language skills, mainly with the development of Internet technology playing an essential role in education. Teachers use social networking sites as an expected learning method to teach English. Teachers use online tools in English language teaching to develop students' comprehension skills, such as Google Classroom, Edmodo, Moodle, Wiki, Schoology, and others. Google Classroom is one online platform explored in this study (Adams 97).

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Discussion

After conducting the post-exam for the students and collecting their answers, the researcher followed the statistical method in collecting data to reach the results.

A comparison between the control group performance and the experimental group performance in the standardized post-test

Table (1) below shows the result of the control and experimental group in the standardized post-test

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means	Std. Error Mean
control	30	35.0	3.83	2.75	2.045	.711
Experimental	30	37.3	2			.371

- It assumes that the innovative experimental method by the researcher assists the students in increasing the level of achievement, and therefore it is better to use it in teaching.

A comparison between the performance of the control group and experimental in the standardized unplanned post-test

Table (2) below shows the result of the two groups in the unplanned post-test (sudden) standardized post-test after two weeks from the instructional program implementation

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means	Std. Error Mean
control	30	35.9	3.67	3.42	2.045	.683
Experimental	30	38.4	1.4			.261

It shows that:

- The average scores in the unplanned longer-term test (after two weeks) of the experimental method reached (35.9), with a standard Division of (3.67), while it finds that the average score of the sudden long-term test (after two weeks) of the experimental method was (38.4) with a standard division of(1.4).

- The average level of standard is (.001) sig. It is less than (0.01), which means that there are differences with significant moral and enormous meaningful statistical significance between the two methods due to the benefit of the experimental teaching method when conducting the unplanned sudden long-term test. (the student did not review the material for testing and relied mainly on their attendance at the lessons and recording the information that they took two weeks ago).
- It shows that the experimental method in the innovative method of teaching by the researcher helped the students to increase their achievement level, and thus it is a better way to teach.

A comparison between the experimental group's performance in the post-test and their performance in the unplanned post-test after two weeks

Table (3) below shows the results of the performance of the experimental group in the post-test and their performance in the unplanned post-test after two weeks from the instructional program implementation:

The group	N	Mean	Std. Deviation	T-test	T-test for Equality of Means
control	30	37.3	2	2.44	2.045
Experimental	30	38.4	1.4		

- Table (3) above shows statistically significant differences in the - performance of the experimental group in this sudden post-test after two weeks. Indicates that using google classroom sequences in teaching English comprehension for the second stage of the English Department increases the student's achievement and performance.).

Conclusion

Based on the results of this research, it can be concluded that the Google Classroom application is easily accessible by students and used in the lecture process. However, using Google Classroom cannot replace face-to-face lecture activities because students lack understanding of lecture material through lectures using this app. However, this app is very effective for assignment activities because students can access and submit assignments easily without meeting directly with the lecturer; this saves time and space. With lectures with Google Classroom, students can attend lectures anywhere and anytime, and lecturers can meet class schedules even though they are doing other activities that cause lecturers to be absent from class. The results of this study are still limited to the use of Google Classroom in teaching English comprehension. The researcher recommends conducting similar studies on other subjects and deepening the effectiveness of Google Classroom in the educational process.

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