

## BLENDDED LEARNING BASED GOOGLE CLASSROOM USED TO IMPROVE THE STUDENTS' READING COMPREHENSION

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### ABSTRACT

*This research aims to find out how effective of using blended learning trough Google Classroom application to improve the students' reading comprehension. It is a True Experimental Design exactly Pretest-Posttest Control Design with 129 students as the population. Random sampling technique is used to decide the sample while reading test takes place as the instrument. The result of analyzing the data shows that the mean score of experimental group in pre-test 60.03 is lower than the mean score in post-test 81.91. While from the control group in pre-test 58.35 is lower than the mean score in post-test 62.06. The standard deviation of experimental group in pre-test is 19.719 and in post-test is 10.231 while from the control group in pre-test is 12.454 and in post-test is 14.311. From the computation of independent sample t-test in pre-test, the Sig. (2-tailed) is 0.686 which the level of significance is ( $0.686 > 0.05$ ). It means that  $H_0$  is accepted and  $H_a$  is rejected. From post-test, the Sig. (2-tailed) is 0.000 which the significant level is ( $0.000 < 0.05$ ). It shows that the use of blended learning through Google Classroom application is effective to improve the students' reading comprehension at the eleventh grade students.*

**Keywords:** *blended learning, google classroom application, reading comprehension*

In this era the technology expands faster. It can help the people in the world upgrade any information easier and faster through internet facility. In recent years the internet becomes one of the most powerful technologies for communication and information. Barrett (2018:53) states that there is a lot of emphasis on integrating technology in the classroom through innovative teaching strategies that focus on enabling students to achieve the desired learning objectives. Technology facilitates increasing student engagement. Using technology in classroom teaching is a new and successful trend in academia. According to Rabbi et al. (2018:2) In English Language Teaching (ELT) teachers are leaning towards technology worldwide.

Using different technological tools like Computer, Speaker, Microphone, Multimedia projector and Internet has changed the traditional chalk-duster based classroom into a modern ICT based classroom. This reality forces the teachers to use internet facility and take the benefit from the internet as one of advanced technology in providing sources for students in learning English. One of the learning parts that is trough in internet and communication technology (ICT) is blended learning. According to Rovai and Jordan (2004: 3), blended learning model is a combination of learning excellence by face-to-face (*face to face learning*) and virtual (*e-learning*).

A new style of combining online learning and face to face which is called as blended learning is applicable in learning process for any courses. Blended learning is considered as the impact of the advancement of technology. Ghazizadeh (2017:607) defines blended learning in three main themes, combining instructional modalities, combining instructional methods and combining online and face to face instructions. The first two positions debate the influences of media versus method on learning. Chams Eddine Lamri (2018:393) describes blended learning as a mix of traditional forms of classroom training and one-to-one coaching with Multimedia technology, CD ROM video streaming, Virtual classrooms, Voicemail, email and conference calls, online text animation and video streaming. Meliawati (2014:3) states that blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. Blended learning is a flexible approach to designing programs that support a mixture of different times and phases for learning (Rahman, et al. 2020: 769). By applying blended learning model, learning process can be conducted more effectively, especially for the limited time and meeting. Blended learning is useful in increasing access and helping to reduce students problem (Dziuban et al., 2018) Therefore, blended learning needs to consider the characteristics of digital technology, in general, and information communication technology (ICT), more specifically (Mahmud et al., 2020).

In using blended learning in learning process, teachers need the media that appropriate with blended learning. One of the internet media is Google Classroom application. Google classroom is to offer a platform of blended learning in schools in order to simplify creating assignments and getting the grade out to the students in a paperless way (Yates, 2017). In the same way, Rabbi et al. (2018:2) states that Google

Classroom is a recent development of Google for academic institutions to ensure a blended learning platform to simplify creating, distributing and grading assignments in a paperless way. Nizal et al. (2016:3) mentions that Google Classroom is a new tool introduced in Google Apps for Education in 2014. This classroom facilitates the teachers to create and organize assignments quickly, provide feedback efficiently, and communicate with their classes with ease. Google classroom was used to facilitate the interaction of a professor or teacher with a student or students in the virtual world (Liu & Chung, 2016). In addition, Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress (Vangie,2020) Besides, Google Classroom also minimizes the costs incurred due to the use of more affordable stationery and other materials and can minimize time-released energy (Inoue & Pengnate, 2018).

In English Subject, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore learners need to master all of the four skills. Among the four skills, reading is considered the most crucial one. Gilakjani (2017:229) states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. In the same line, Ridlo, (2020: 2) states that reading comprehension means that the reader tries to comprehend the text by interpreting and understanding the text using their language skills as well as their background of knowledge. Effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency. Varita (2017:234-235) states that reading comprehension is basically the essence of the reading process. Comprehension is also an important aspect of reading. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language. This means that reading comprehension is an active process, being able to read many different materials and being able to understand them

In short, the students' success depends on their ability in reading skill. If their reading comprehension was poor they are very likely to fail in their study or at least they will have difficulties in making progress. In addition, if they have a good ability in reading, they will have a better chance to be success in their learning. But in fact, some of students do not master in reading comprehension especially in narrative text. Based on researcher's observation at the eleventh grade of MA Darul Ulum Purwogondo, the researcher found some problems that occurred during learning process, especially in reading comprehension. They are: (1) the teacher's strategy was boring because the teacher taught a subject in the text book and asked the students to read the text silently or loudly and the students had to translate it before answering the question that follow. In fridloact, the students were not interested in reading. (2) The students made noise and played with their friend when the teacher read the material because the teacher read too fast and the students did not understand the vocabularies or sentences that used by the teacher because the students' lack of vocabularies. (3) The students were not active during reading class, especially when reading narrative text, it can be seen when the teacher asked one of the students to read the text, the students just kept silent and pointed other students to read. It happened because the students were shy to read because they were afraid of pronouncing the words. If the students read the text and mispronounced the word, the other students laughed and it made the students felt reluctance because discouragement. So, it showed that 75 percent students were not interesting in reading class and 25 percent students were interesting in reading class.

It was a fact that the students had various kinds of reading comprehension problems. The factor came from the method that was applied by the teacher which was a

conventional method. The teaching activities only involved listening to the teacher's explanation, reading the text, making list of difficult words, translating the text and answering questions which related to the text. The learning process only applied traditional approach or teacher-centered which made the students lazy to learn. The teacher only focused on how to teach the lesson until the end of the learning process, they did not think about the good way to teach their students.

To accomplish the problems that appeared in the learning process, the teacher should get students' interest in reading class especially in narrative text. The teacher should use different strategy or media of teaching reading. Based on *Kurikulum 13 (K13)*, the teacher has to create an active, innovative, creative, enjoyable learning because it will influence the achievement of the students in learning reading. The teacher should try to use an interesting strategy in order to motivate the students to become more active in learning process especially in reading. The reason of the researcher choose blended learning through Google Classroom (GC) Application is the students could feel interesting and they should not be passive learners because they are the center in learning process. The researcher hopes that the use of blended learning through Google Classroom (GC) Application can motivate the students to study whenever and wherever they are. According to Sukmawati (2019: 144), she found in her research that students using Google Classroom felt excited using online learning. Related to the explanations above, the researcher is interested in conducting a research entitled "Blended Learning Based Google Classroom used to Improve the Student's Reading Comprehension in Narrative Text (An Experimental Research at Eleventh Grade of MA Darul Ulum Purwogondo)."

Similar research is done by Wantoro, (2019) entitled "Blended Learning; Integrating Moodle to Facilitate Reading Comprehension Activities". This research examines the integration of Moodle to support face-to-face reading class learning activities

since the management of learning reading comprehension as a single activity in the classroom is not sufficient. Students at one of senior high schools in Pangkalpinang are participants in this research there are two data sources; document analysis and interview. The document analysis is taken from the learning activities where Moodle is used to visualize the picture of reading comprehension narrative text activities. Data from interviews are used to describe students' attitude in integrating Moodle in learning reading comprehension of narrative texts. It was described that Moodle, forum and quiz feature, were developed to support reading comprehension activities.

Another research is also done by Nizal, (2016) conduct a research entitled "Google Classroom as a Tool for Active Learning" This research provides analysis and evaluation of the effectiveness of Google Classroom's active learning activities for data mining subject under the Decision Sciences program. Technology Acceptance Model (TAM) has been employed to measure the effectiveness of the learning activities. A total of 100 valid unduplicated responses from students who enrolled data mining subject were used in this research. The results indicated that majority of the students satisfy with the Google Classroom's tool that were introduced in the class. Results of data analyzed showed that all ratios are above averages. In particular, comparative performance is good in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery and students' satisfaction towards the Google Classroom's active learning activities.

Motivated by the elaboration of the background above, this article attempts at figuring out how effective of using blended learning through Google Classroom application to improve students' reading comprehension in narrative text (An experimental research at eleventh grade of MA Darul Ulum Purwogondo).

## METHOD

In this research, the researcher used

quantitative research. A quantitative research is an empirical research that consisted of statistical data. It means that the researcher will collect and analyze the data statistically. The researcher used experimental research to observe this problem. Ngabut (2015:88) states that experimental research is a research method that is used to find a specific treatment effect against to the other in uncontrolled condition. It means that experimental research is a research that needs a treatment to find out the significance difference of the research. Sugiyono, (2017: 107) states that experimental research design is a research design that used to find out the significance influence of the treatment in group. The researcher took Pretest-Posttest Control Design of True Experimental Design. In this design, there were two groups that will be chosen randomly as the control group and experimental group. For the first group is experimental group and for the second group is control group. Experimental group is a group that the researcher gave a treatment through Google classroom, control group is a group that the researcher did not give a treatment through Google Classroom in the teaching learning process. The population was chosen in this research were all of the students at the eleventh grade of MA Darul Ulum Purwogondo with the total number of the population were 129 students from four classes. In this research, the research took two classes which divided into two groups as the sample of this research, they were experimental group and control group. The researcher chose XI MIPA with 36 students as experimental group and XI IPS 1 with 33 students as control group. The sample was chosen by using simple random sampling technique. In this research, there are two variables. They are independent variable and dependent variable. The independent variable of this research is the use of blended learning through Google Classroom and the dependent variable is reading comprehension. The instrument that is used in this research was test. The test that was used in this research was multiple choices. The test consisted of 15 items. Before the researcher gave the test to

the students, the researcher tried out the validity and the reliability.

In collecting the data, the researcher used pre-test, treatment and post-test. The treatment that was applied in this research is using blended learning though Google Classroom application. Pre-test and post-test were involved to measure the individual students' achievement in the beginning and the end of the treatment. In analyzing the data, the researcher classified the students' score using scoring rubric. Calculating the mean score and the standard deviation, and finding out paired sample t-test.

### FINDINGS

This part discusses the data which were collected during the research and the second part shows the data that was analyzed in finding.

#### The Calculation of Trying Out the Test

There were 40 questions of multiple choices that was given to the students. The

trying out the test aims to measure that the instrument is valid and reliable or not in improving the students' reading comprehension. After the researcher gave the test to the students, the researcher analyzed the validity and reliability of the test. Before the researcher calculated the validity of the test, the researcher consulted the significant level 0,05 from 16 respondents was 0,497. The item was valid if  $r\text{-count} > r\text{-table}$ . To calculated validity of trying out the instruments, the researcher used SPSS 24. Based on the calculation by using SPSS, it showed that there were 16 items number were valid and 24 items were invalid. The valid numbers were: 2, 5, 7, 8, 10, 11, 12, 16, 17, 19, 24, 26, 33, 37, 38, 39. In this research, the researcher used 15 items numbers as test instrument. The numbers were 2, 5, 7, 8, 10, 11, 12, 16, 17, 19, 24, 26, 33, 38, 39.

**Reliability Statistics**

Cronbach's Alpha	N of Items
.609	40

Based on the table above, it showed that the reliability of Cronbach's Alpha was 0,609. From this calculation, it could be concluded that the test was in the category reliable because  $0.609 > 0.60$ . It meant that the instrument of trying out the test was reliable.

#### The Classification of Students' Score in Pre-Test

The result from the classification of the students' score showed that the rate percentage of the control group score in pre-test from 35 students and the rate percentage of the experimental group score in pre-test from 31 students. In experimental group, there was one student (2.8%) in excellent classification, eight students (22.9%) in good classification and there were twenty five students (74.3%) in adequate, inadequate, and failing/unacceptable classification. In control group, there were two students (6.4%) in good classification and three students (9.7%) in adequate classification and there were twenty

six students (83.9%) in inadequate and failing/unacceptable classification.

#### The Classification of Students' Score in Post-Test

The result from the classification of the students' score showed that the rate percentage of the control group score in post-test from 31 students and the rate percentage of the experimental group score in post-test from 35 students. In experimental group, there were nine students (25.7%) in excellent classification, fourteen students (40%) in good classification and there were twelve students (34.3%) in adequate and inadequate classification. In control group, there were five students (16.1%) in good classification and five students (16.1%) in adequate classification and there were twenty one students (67.8%) in inadequate and failing/unacceptable classification. The classification of frequency and percentage score of the students' reading comprehension in experimental and control groups indicated the rate percentage score in pre-test and post

test. From the results above, it could be concluded that the rate percentage in the experimental group was higher than the rate percentage in the control group. From that result, it indicated that the students had improvement after giving treatment by using blended learning through Google Classroom application.

### Normality and Homogeneity Testing

After knowing the students' score in pre-test and post-test- the researcher tried out the normality and homogeneity testing from pre-test and post test in experimental group and control group.

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.102	35	.200 <sup>*</sup>	.964	35	.296
Posttest	.169	35	.012	.945	35	.079

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above is the output from test of normality in pre-test and post-test from experimental group. The result showed that the Sig was 0.296 > 0.05 in the pre-test and in

the post-test, the Sig was 0.079 > 0.05 ( $\alpha = 5\% = 0.05$ ), it meant that the students' score in pre-test and post-test from experimental group was normal distribution.

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.118	31	.200 <sup>*</sup>	.973	31	.616
Posttest	.120	31	.200 <sup>*</sup>	.959	31	.273

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above is the output from test of normality in pre-test and post-test from control group. The output from *Test of Normality* showed that the Sig was 0.616 > 0.05 in the pre-test and in the post-test, the Sig was 0.273 > 0.05 ( $\alpha = 5\% = 0.05$ ), it meant that the students' score in pre-test and post-test from control group was normal

distribution. Based on the output from SPSS above, it was known that the significance value from pre-test and post test in control and experimental groups were normal distribution. Both value are bigger than 0.05 ( $\alpha = 5\% = 0.05$ ).

**Test of Homogeneity of Variances**

control			
Levene Statistic	df1	df2	Sig.
1.167	5	24	.354

Based on the table above, it was known that the output from test of homogeneity of variance in experimental

group showed that the Sig 0.354 > 0.05 ( $\alpha = 5\% = 0.05$ ). It meant that the students' score in experimental group was homogenous.

**Test of Homogeneity of Variances**

control			
Levene Statistic	df1	df2	Sig.
1.650	7	19	.182

Based on the table above, it was known that the output from test of homogeneity of variance in control group showed that the Sig 0.182 > 0.05 ( $\alpha = 5\% = 0.05$ ). It meant that the students' score in control group was homogenous.

**The Mean Score and Standard Deviation in Experimental Group and Control Group**

After calculating the result of the students score, the researcher calculated the mean score and standard deviation in pre-test and post test from experimental group and control group.

**Statistics**

		Pretest	Posttest
N	Valid	35	35
	Missing	0	0
Mean		60.03	81.91
Std. Deviation		19.719	10.231

The table above showed that the mean score and the standard deviation from pre-test and post-test in experimental group. It was known that the mean score was 60.03 and the

standard deviation was 19.719 in pre-test. In the post-test, the mean score was 81.91 and the standard deviation was 10.231.

**Statistics**

		Pretest	Posttest
N	Valid	31	31
	Missing	0	0
Mean		58.35	62.06
Std. Deviation		12.454	14.311

The table above showed that the mean score and the standard deviation from pre- test and post-test in control group. It was known that the mean score was 58.35 and the standard deviation was 12.454 in pre-test. In the post-test, the mean score was 62.06 and the standard deviation was 14.311.

pre-test in control group and the mean score from pre-test in experimental group was higher than that the mean score from pre-test in control group.

The results above showed that the mean score from pre-test in experimental group was higher than the mean score from

**Test of Significance Testing**

The significant score between pre- test and post-test could be known by using Independent sample t-test. The result of Independent sample t-test could be seen as follows:

**Independent Samples Test**

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	6.434	.014	-.406	64	.686	-1.674	4.122	-9.908	6.560
	Equal variances not assumed			-.417	58.152	.678	-1.674	4.014	-9.708	6.361

The table above showed the result of significance testing using Independent sample t-test from the students' pre-test score in the

experimental and the control group. For the level of significance was 0, 05. The significant level of Independent sample t-test

was 0.686 ( $0.686 > 0.05$ ). The result was indicated that there was no significant difference between students' score pretest in experimental and control group. In other

word, the results of the pretest of the students' score were weak. It concluded that  $H_0$  was accepted and  $H_a$  was rejected. So the Hypothesis of this research was rejected.

**Independent Samples Test**

		Levene's Test for Equality of Variances				t-test for Equality of Means		95% Confidence Interval of the Difference		
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	2.563	.114	-6.536	64	.000	-19.850	3.037	-25.916	-13.783
	Equal variances not assumed			-6.408	53.614	.000	-19.850	3.098	-26.062	-13.638

The table above showed the result of significance testing using Independent sample t-test from the students' post-test score in the experimental and the control group. For the level of significance was 0, 05. The significant level of Independent sample t-test was 0.000 ( $0.000 < 0.05$ ). The result of the test clearly showed that there was a significant difference between the students' score in the experimental group and the control group. It also indicated that the use of blended learning through Google Classroom application was effective in improving students' reading comprehension. It meant that  $H_0$  was rejected and  $H_a$  was accepted because the Sig. (2-tailed)  $< 0.05$ . Therefore, the hypothesis of the research was accepted.

**DISCUSSION**

The result of this research showed that the students' scores were higher after the treatment by using blended learning based Google Classroom application. The students showed their improvement in reading comprehension, most of them got good score. The use of blended learning through Google classroom application was effective in improving students' reading comprehension in Narrative Text.

Based on the result of statistical analysis, the students' score in experimental group were higher than control group. It could be seen that the mean score of pre-test in experimental group was 60.03 and in control group was 58.35. The mean score of post-test in experimental group was 81.91 and in control group was 62.06. The standard deviation of pre-test in experimental group was 19.719 and in control group was 12.454.

Then, the standard deviation in post-test of experimental group was 10.231 and in control group was 14.311. From the result above, it could be seen that there was significant difference between pre-test and post-test in experimental and control group. It meant that the use of blended learning through Google Classroom application was effective to teach reading comprehension in narrative text.

Based on the result of the statistical computation using independent sample t-test, the result showed that there was any significant difference between pretest and posttest achievement. The result of the students' score in pre-test was weak. It was showed that Sig. (2-tailed) was bigger than the level of significance 0.05 ( $0.686 > 0.05$ ). That result showed that there was no significant difference of the students' score in pre-test before giving the treatment. It concluded that  $H_0$  was accepted and  $H_a$  was rejected. So, the hypothesis of the research was rejected. The result of the students' score in post-test showed that Sig. (2-tailed) was lower than the level of significance 0.05 ( $0.000 < 0.05$ ). From that explanation, it can be concluded that there was significant difference of the students' score in post-test after applying the treatment. It concluded that  $H_0$  was rejected and  $H_a$  was accepted. So, the hypothesis of the research was accepted. It meant that there was significance different score in the reading comprehension before and after being taught using blended learning through Google Classroom application and blended learning through Google Classroom application was effective to teach reading comprehension.



In the previous research also stated that the use of blended learning is more effective to teach students' reading comprehension. But the differences with the previous research, this researcher showed that the use of blended learning through Google classroom application is more effective to teach students' reading comprehension. So, it could be concluded that implementation of using of blended learning through Google Classroom application in teaching reading comprehension of narrative text is effective and the use of blended learning through Google Classroom application also could motivate students to engage in language learning especially to improve their ability in reading a text. In the other words, there is an effect of using blended learning through Google classroom application toward the improvement of the students' reading comprehension of narrative text at the eleventh grade students of MA Darul Ulum Purwogondo. It was proven with students' final score after giving treatment, the use of blended learning through Google classroom application as media was better than teaching reading comprehension of narrative text using direct instruction method.

### CONCLUSION

Based on the result of the research findings, and discussion in the previous chapter, the researcher can concluded that the use of blended learning through Google classroom application is effective in teaching reading comprehension of narrative text at the eleventh grade of MA Darul Ulum Purwogondo. There was significant

difference between experimental and control group in pre-test and post-test score. It showed that the mean score of experimental group in pre-test 60.03 was lower than the mean score in post-test 81.91. While, the mean score of control group in pre-test 58.35 was lower than the mean score in post-test 62.06. The standard deviation of experimental group in pre-test was 19.719 and in post-test was 10.231. Then, the standard deviation of control group in pre-test was 12.454 and in post-test was 14.311. From the computation of independent sample t-test in pre-test, the Sig. (2-tailed) was 0.686 which the level of significance ( $0.686 > 0.05$ ). It could be concluded that  $H_0$  was accepted and  $H_a$  was rejected. While, from the computation of independent sample t-test in post-test, the Sig. (2-tailed) was 0.000 which the significant level ( $0.000 < 0.05$ ). It showed that  $H_0$  was rejected and  $H_a$  was accepted. Based on the result above, it could be concluded that the use of blended learning through Google Classroom application is effective to use in teaching reading comprehension. In the other words, there was an effect of using blended learning through Google Classroom application toward the improvement of the students' reading comprehension at the eleventh grade students of MA Darul Ulum Purwogondo.

This article suggests that blended learning could be applied in the learning process in order to make the students more interested and more active in reading text so that they might not be bored in reading class.

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