

Enhancing Students' Reading Skills Through Google Doc as Alternative E-Learning for Essay Exercise at Senior High School 3 Jambi City

Rifdhal Hadista, Suyadi, Siti Aisyah

English Education Study Program, Faculty of Teacher Training and Education,
University of Batanghari

ABSTRACT

Reading is a result of interaction between writer's mind and the reader's mind. Which in this process the reader tries to create the meanings that intended by the writer. In addition, the readers have discovered by find out what readers main idea of their reading. The purpose of this research is finding out whether the google doc is effective for an English essay exercise to improve students English Reading skill as they doing e-learning through school from home program. The objective of this research to find out the effectivity students in enhancing their English writing by conducting an essay exercise digitally through the google doc as an alternative e-learning. The research design in this research is quantitative. The research conducted Senior High School 3 Jambi City. The population of this research is eleventh grade of science IV class students. The data obtained through quantitative research with the test. Overall, after the google doc was implemented in the test, the result of the test is quite good, in the test result, all of each entire students dominates the entire middle score categorize which the average score is from 70. Moreover, the mean score results from the entire of all students score result is 68.8 which is means that the mean score is in good criteria category. In addition, it can be concluded that there is a significance change of students English Reading before and after implementing google doc as English essay exercise.

Key Words: *Reading Skill, E-learning, Essay Exercise, Google Doc.*

INTRODUCTION

In 2020, human daily face-to-face activities have shifted to remote interactions due to prevent the spreading of coronavirus. This applies to all activities, especially teaching and learning activities. As ministry of education and culture, Nadiem Makarim (as cite from Kamil; Kompas, 2020) stated that the learning process switched to online learning through school from home program due of coronavirus outbreak in early March 2020. The Government in the education unit then advises all school institution to direct students to learn from home and allude teachers to teach their students online in order to carry out teaching and learning distance program.

Researcher assume this teaching and learning is very new, because this learning and teaching method provides creating an online task. In addition, the ability for users to

have an access to content when needed provides the just in time which is so critical to educational purposes. Students' wants learning to be specific to their material task, and using an online platform allows to learn at their own pace and use when needed.

Ascertain of this situation, researcher then pick google doc as an alternative of e-learning. The reason of researcher chose the google doc is to see the usefulness of google doc as an exercise. Google doc is a survey administration software alongside with google sheets, google form and google slides. It allows the users to create and edit documents directly from browser. Google docs may not belong to the e-learning application categories because google docs are only general docs providers which aim to provide a document sheet, and it could not submit and share teaching materials, information and learning

discussions as any other e-learning does. But, google doc is an adaptable source that has no limitation of to make an exercise. Researcher has expectation of google doc usability as an exercise to make it handy for students to fill, write and reading the answers of questions digitally.

To see the usability of google doc as an exercise, the researcher then chose the essay. The purpose of the researcher using essay as an exercise on google doc as a reference to improve English reading skills for students, especially high school students for their effectiveness in English reading aspect such as grammar, spelling, and punctuation, which improving students' potential skills in understanding written messages digitally. According to Nuttal (2000), Reading is the result of interaction between writer's mind and the reader's mind. Which in this process the reader tries to create the meanings that intended by the writer. In addition, the readers have discovered by find out what readers main idea of their reading. Aside they maintain their basic skills in writing, listening and speaking, reading is an important aspect to increase their critical thinking.

From the explanation above, this have a relation to do research which have purposes to enhance students' English reading skill by using google doc as alternative e-learning for essay exercise at XI MIPA 4 students in SMAN 3 Kota Jambi. The main objectives in this research is to find out the effectivity students in enhancing their English reading by conducting an essay exercise digitally through the google doc as an alternative e-learning.

THEORIES OF READING

Reading is the one of four basic English skills as the process to receiving meaning of the language message from written text, as Daiek (2004) defines that reading is a process of create the meaning through written message. It is a modulating and formulating the ideas process on the mind. Pearson (1979)

adds that reading is learning to focus our mind on important matters, and learning about them. By reading activity, readers can find the solution of difficult problem, mastering the fact even in the reading method, and also the readers can communicate through the way that is impossible through other means. From the theories that has been explained above. The researcher can conclude that reading is an activity where the students can formulate and modulate their expressed ideas of the text to solve the problems of written piece of paper through reading activity.

In English reading activities the students have learn about reading process for enhancing their reading technique. in English reading activities the students have learn about reading process for enhancing their reading technique. the techniques of reading process are important because these steps are the general parts in reading skill. It would help the students to take a part in finding the information in reading an essay exercise efficiently.

In the process of English reading, the aspects of reading have an important part in it. In this aspect, researcher can conclude that reading aspects are linked to the students finding the written ideas through reading technique process altogether. By doing: skimming and scanning of the writer messages which are part the process to finding out the information of an actual answers through an essay.

THEORIES OF ESSAY

Essay is basic process to train learners how to organize their ideas and composes their reading technique of each paragraph properly as the part of reading process in reading activity. As the essay can be defined to some ideas. Meyers (2005) states an essay is a discussion that organized with a particular subject in paragraph sequences, but is not simply a longer version of paragraphs. Then, Smalley and Ruetten

(1986) adds that essay is a group of paragraphs that have objectives to expand one central idea through an organized discussion towards particular subject. Researcher implies that an essay is a part of reading activity because the reading process of an essay has relation with the explanation of the theories had written by writer before. Moreover, an essay is considered as an object part as the receptacle of reading process to enhancing students reading skill.

THEORIES OF GOOGLE DOC

As the Instruction from Nadiem Makarim, the ministry of education and culture. He instructing all government in the education institution to advises every school institution to switch the learning process by using an e-learning approach. E-learning is an approach to learning and development of collection learning method by using digital technology which enable distribute and enhance learning (Fee: 2009).

By way of part of this research. Researcher then choose the google doc as the part of e-learning in online learning activity because this program could aid the teachers and students to write, read and fill of document in the form an exercise digitally. According to Mighell & Kennedy in Claire Couillard (2011:1) google docs is an application that allows users to create documents, spreadsheets and power point and share them with other online users. Furthermore, Broin & Raftery (2011:3) adds that google docs is part of a wider offering of online applications from google. It includes an online wide-processor, spreadsheet application, and a presentation application, as well as the very useful ability to easily create simple online documents or forms.

In addition of this theory, it is possibly that google docs is an alternative site of e-learning which are only able to make an exercises or ordinary document rather than any others e-learning site generally where the application is able to put

the topic material or use it as discussion forums (Broin & Raftery, 2011; Suyadi, 2017). Furthermore, Broin & Raftery (2011) implies that google docs can aid the teacher to create a learning exercise whether in essay or multiple choices digitally, so the students are able fill the answers anywhere online. Moreover, researcher conclude that google doc could be as the e-learning platform site aside as common document maker to see how effectively students' doing an exercise especially in essay reading in learning an English reading when in online teaching and learning situation as the part of the research.

RESEARCH METHODOLOGY

Related to the aims of this research, namely to investigate the usability of google doc toward students' writing activity on essay writing, this research uses quantitative as research design. Creswell (2003) states that quantitative research design is the collection data of information that can be quantified and subjected to statistical treatment in order to support the research. In addition, quantitative research is the process of collecting and analyzing numerical data that can be used to produce statistics and identify patterns of the research. This research had used quantitative research with commencing the essay test. According to Creswell (2012:26) quantitative research is scientific research approach to conducting the process of collecting, analyzing, interpreting, and writing the results of a study. It means, quantitative research conducted by researcher to collecting the data by gather the result of a study by establish it through writing, interpreting, and analyzing the data of study result.

The population of this research is at the grade in XI MIPA class students of Senior High School 3 Jambi City. Because all entire class of the population is taught by a same teacher in a same time which there are nine classes with almost same total number of students. In addition, from XI MIPA population table the researcher will choose those classes as the population of the research

interest.

This research determines the sample by using purposive Sampling. Purposive sampling technique allows to takes the sample by using their judgment to choose the appropriate sample for collecting the data that needed and usually based on the prior information (Fraenkel, 2003: 104-105). Furthermore, this research chose XI MIPA 4 as the sample because it based on recommendation from the English teacher in this school. Moreover, all students in this class are capable in English subjects which is a good opportunity for the researcher to help they learn English effectively towards the media will be use as the part of the research. I

In collecting data, this research used the quantitative research. This research used the essay as the kind of the test. In addition, this technique data collection could aid to find out google doc could enhance students reading skill as they conduct an e-learning of English essay exercise. In this method this research had used manual mathematic scoring formula after conducting the test. these scores will be analyzed statistically to find out the students score test result below:

Figure 1

Mathematic Scoring Formula

$$\text{Score} = \frac{\text{Students Score Result} \times 100}{\text{Maximum Score}}$$

Figure 2

Mean Scoring Formula

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

X bar: Mean of the score

Sigma X: The sum of the entire students score result

n: The total number of students

Table 3

The criterion of mean score

Categories	Total mean score
Excellent	76-100
Good	51-75
Fair	26-50
Poor	0-25

FINDINGS

The findings showed the result score of all students, this research draw a student table score to calculate all entire students score in the test. By doing this, this research have category table which divided to three rows of scores categories; highest score, middle score, and lowest score. This table consists of 34 students, which researcher made to find out students score when implementing the google doc as an English essay exercise below:

Table 1
Categorize Table

No	Students	Score	Categories
1	Students 1	80	Highest
2	Students 2	80	
3	Students 4	80	
4	Students 10	80	
5	Students 12	80	
6	Students 25	80	
7	Students 28	80	
8	Students 34	80	

No	Students	Score	Classification Row
1	Students 3	70	Middle
2	Students 5	70	
3	Students 6	70	
4	Students 7	70	
5	Students 13	70	
6	Students 16	70	
7	Students 17	70	
8	Students 20	70	
9	Students 22	70	
10	Students 23	70	
11	Students 27	70	

No	Students	Score	Classification Row
1	Students 8	60	Lowest
2	Students 9	60	
3	Students 11	60	
4	Students 14	60	
5	Students 15	60	
6	Students 18	60	
7	Students 19	60	
8	Students 21	60	
9	Students 24	60	
10	Students 26	60	
11	Students 31	60	
12	Students 32	60	

DISCUSSIONS

After compiling entire students into the categorize table, researcher then explaining each five students on each categories table test results when conducted the test in following below.

In highest score categorize row, there are student number 4,10,25,28, and 34 which got unified 80 score result that is the highest reached score result in the test. They may get the same result, but each of students have their own different result when conducting the test in answering the question answer sheets. Students number 4 and 10 had fill 10 out of 10 the answered questions, but there are two answered questions are incorrect because the answers is not matched with the question topic. Students number 25 and 28 had fill 8 out of 10 answered questions, this occurs due both of them blanked out their two answers questions. Student number 34 have fill 9 out of 10 the answered questions, which one of his/her own answer is not related with the question topic and the other one of his/her answer are left blanked.

In middle score categories row, Students number 5,13,17,20, and 23 are on the list. In this row the score result is average 70. In addition, they got unified score result and both students 5 and students 13 got 70 score result altogether. Furthermore, those results have a difference approach by the students in this row when in conducting the test in answering the

answer sheets. Student 5 fill the 8 out of 10 the answered questions, his/her two answered question are left blanked. Student number 13 and 17 had fill the 9 out 10 answered question. Student 17 have two incorrect answers of each number the topic answers and Students 23 have two left blanked answers of each number the topic answers. and, both of them had their answers is incorrect which is unrelated to the topic question. Student 20 and student 23 had fill 7 out 10 answered question, this is happened because both of them let three answers sheet are left blanked.

In lowest score categories row, there is composed 60 lowest average score result in this row section. This section consisted 5 students in follow student number 15,18,19 and 24 on this list. Therefore, each of students have their own different result when conducting the test in answering the question answer sheets while they got the same result. Students number 8 and 18 had fill the answers 8 out 10 answered question. Both of them had left blanked an each of two question answer sheets, they both fill the two incorrect topic answers questions. Student 19 had filled the answers 7 out 10 answered questions. Three of the answered essay questions are left blanked and another one essay questions is incorrect which is not related to the topic question. Both student number 15 and 24 had fill the answers 6 out 10 answered essay questions. This is occur due both of them left blanked in total four topic of essay question.

In addition of this categorize table result. The researcher can conclude that the students have their own result in the way of their idea by answering an essay topic questions. Furthermore, After the categorize table explanation above, the researcher had made the average score all of total entire students score result with using mean score formula below:

$$X = \frac{2340}{34} = 68.8$$

Furthermore, the result total of mean

score of the test is 68.8. Which is means the entire students mean score categories are in good criteria Which means this research can conclude that there are significance improvements of each student in English reading exercise when implementing the google doc as an alternative media of e-learning .in the form an essay exercise.

The fourth fact, the researcher had been asked about the felt of PPL students when taught in class for the first time. The results of the observation ware proved that 3 out of 6 respondents answered they were felt nervous, shocked and afraid when taught for the first time. They were felt afraid to meet students face to face even with online classes. They had just been nervous and shocked to meet students while taught in class. On the other hand, 3 out of 6 other respondents did not feel nervous or anything. They were assumed that they did not meet those students in person so they were a little more relaxed in class. But, the key to success from them were prepared the material first, understood the material and has more material when taught. Then, a confident character would emerge when taught in class.

From the explanation above, this research concluded that the result of the research in his thesis. The result of the test is quite good, in the test result, all of each entire students dominates the entire middle score categorize which the average scores is 70. Furthermore, the mean score results from the entire of all students score result is 68.8 which is means that the mean score is in good criteria category. In addition, the researcher can conclude that when in conducting the test. The timing, the place, and the condition will influence the research findings that impacted in gathering the research result for the thesis research.

CONCLUSION AND SUGGESTIONS

This research purposed to enhance students' English reading skill by using google doc as alternative e-learning for essay exercise at XI MIPA 4 students in SMAN 3 Kota Jambi.

The main objectives in this research is to find out the effectivity students in enhancing their English reading by conducting an essay exercise digitally through the google doc as an alternative e-learning.

Based the result of the research, after the google doc was implemented in the form an essay test, The result of the test is quite good, in the test result, all of each entire students dominates the entire middle score categorize which the average scores is from 70. Moreover, the mean score results from the entire of all students score result is 68.8 which is means that the mean score is in good criteria category. In addition, there is a significant improvement of the students English reading skill after implementing an English essay exercise through google doc.

Based on the conclusion above the researcher with regards to this research, the researcher proposes some suggestions for English teacher and other researcher as follows:

a. For English Teacher

It is important to the teacher who wants in making the English task effectively, especially when conducting e-learning which all task and topics are given in digital way as the part of learning from home program due coronavirus prevention. In addition, to make students can enhance their English reading effectively. Google docs is the solution to create a document in the form topic of an essay exercise, so the students can train their English reading digitally efficiently by using their own gadgets which is useful in online learning.

b. For Other Researcher

This research focuses only in usability google doc in the form an English essay exercise to enhance students English writing skill. Therefore, other researcher may conduct the research the google doc as an alternative media to enhance students English reading skill. To find out whether the google doc can improve students English reading effectively by reading the document in the form of an English essay exercise. So that the students can directly take the exercise through online learning

process by using their own gadgets.

REFERENCES

- Ary, et al. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Baihaqi, A. (2020). *Pakar Sebut Sistem Belajar Daring Tak Efektif karena Metodenya Belum Disiapkan*.
- Broin., Daire Ó., and Raftery., Damien. (2011). *Using Google Docs to Support Project Based Learning*.
- Burns, Paul C., Roe, Betty D., & Ross, Elinor P. (1984). *Teaching Reading in Today's Elementary Schools*. 3rd. New York: Houghton Mifflin.
- Carnie. (1990). *Instruction Reading: Columbus Ohio: Meril Publishing Company*.
- Couillard, C. (2011). *Collaborative Computing to Improve Work Process: Document Collaboration*.
- Cresswell, W. J. (2003). *Research Design: Qualitative, Quantitative, And Method Approached*. California: Sage Publication Inc.
- Cresswell, W. J. (2012). *Educational Research: Planning, Conducting, Evaluating, Quantitative and Qualitative Research: Fourth Edition*. United Stated of America: Pearson Education Inc.
- Daiek., Deborah., and Anter, Nancy. (2004). *Critical Reading for Collage and Beyond*. New York: MC Graw Hill.
- Edi Kurniawan. (2014). *Using Google Docs on Collaborative Reading Technique for Teaching English to Non-English Department Students*. Proceedings of the Fourth International Seminar on English Language and Teaching (ISELT-4).
- Fee, K. (2009). *Delivering E-learning*. Philadelphia: Kogan Page Limited.
- Fraenkel, J. R. & Wallen, N. E. (2007). *How to Design and Evaluate Research in Education*. Singapore: The McGraw-Hill Companies.
- Harmer, J. (2004). *How to Teach*. England: Pearson Education.
- Heaton, B. J. (1988). *Writing English Language Tests: New Edition*. United Stated of America: Longman.
- Jereb, E., and Smitek, B. (2006). *Applying Multimedia Instruction In E-Learning. Innovations In Education and Teaching International*. United Stated of America: Longman.
- John W. Best. (2016). *Research in Education Tenth Edition*. USA: Pearson Education.
- Kamil, I. (2020). *Kilas Balik Pembelajaran Jarak Jauh akibat Pandemi Covid-19*.
- Kemendikbud. (2017). *Buku Paket Bahasa Inggris Kelas XI kurikulum K13 edisi ke-2*. Jakarta: Menteri Pendidikan dan Kebudayaan.
- Kemendistek. (2013). *Permendikbud no. 109 tentang Pendidikan Jarak Jauh*.
- Langan, J. (2005). *College Reading Skills with Readings: Sixth Edition*. New York: Mc Graw-Hill Companies Inc.
- Loew, H. Z. (1984). *Developing Strategic Reading Skills*. *Foreign Language Annals*, 17(4), 301-303.
- Leedy, P. and Ormrod, J. (2001). *Practical Research: Planning and Design: 7th Edition*. Upper Saddle River, NJ and Thousand Oaks, CA: Merrill Prentice Hall and Sage Publications.
- Maxwell, N. (1970). *Improvising Comprehensive Reading Vol 2*. New Orleans: Hank Publishing Company.
- Nadler. (1986). *Keterampilan dan Jenisnya*. Jakarta: PT. Grafindo Persada.
- Nancy, Anter. (2004). *Critical Reading for College and Beyond*. New York: Mc Graw Hill.
- Pearson, P. D. (1979). *Theory and Practice in Teaching Reading*. California: Wadsworth Publishing Company.
- Razak, N. Z. A., Amerruddin, A. S., and Ithnin, N. H. C. (2018). *Using Computer Technology in the ESL Reading Class*. *IRA International Journal of Education*

- and Multidisciplinary.
- Smalley, R. L., and Ruetten. (1986). *Refining Composition Skills: Rhetoric and Grammar for ESL Students*. New York: Macmillan Publishing Company.
- Suyadi. (2016). *The Implementation of BEDSRA Teaching Strategy in English for Accounting Classroom*. Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT 2017) page 16-26. Atlantis Press.
- Swan, C. K. (2015). *The Effects of Collaborative Reading Activity Using Google Docs On Students' Reading Abilities*. *The Turkish Online Journal of Educational Technology* page 13 (2), 148-156.
- Tarigan, Henry, Guntur. (2008). *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Penerbit Angkasa.
- Wahyudi, B. (2002). *Manajemen Sumber Daya Manusia*. Bandung: Sulita