THE EFFECTIVENESS OF LEARNING VOCABULARY USING GOOGLE FORMS TO IMPROVE READING SKILL IN ELEMENTARY SCHOOL

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Abstract

English is one of the most important languages. English has four skills to learn English, namely: speaking, reading, writing and listening. All English skills always include vocabulary in their activities. So reading is important for elementary school students to get information and increase knowledge as reading is the most useful and important skill for humans and children in elementary school who are just starting to learn English. This research was conducted by 4 students of MI YASPITA, South Tangerang City for the academic year 2021/2022 from grade 4 SD which consists of 1 class. Researcher using a quantitative method with the type of pre-experimental design. The instruments used are pre-test and post-test by giving multiple choice questions. Based on these results, students' ability to understand reading using Google Forms online media increased after given treatment.

Keywords: *Vocabulary, Reading Skill, Elementary School*

Abstrak

Bahasa Inggris adalah salah satu bahasa yang paling penting. Bahasa Inggris memiliki empat keterampilan untuk belajar bahasa Inggris, yaitu: berbicara, membaca, menulis dan mendengarkan. Semua keterampilan bahasa Inggris selalu menyertakan kosakata dalam kegiatannya. Jadi membaca penting bagi siswa sekolah dasar untuk mendapatkan informasi dan menambah pengetahuan karena membaca adalah keterampilan yang paling berguna dan penting bagi manusia dan anak-anak di sekolah dasar yang baru mulai belajar bahasa Inggris. Penelitian ini dilakukan oleh 4 siswa MI YASPITA Kota Tangerang Selatan tahun ajaran 2021/2022 dari kelas 4 SD yang terdiri dari 1 kelas. Peneliti menggunakan metode kuantitatif dengan tipe pre-experimental design. Instrumen yang digunakan adalah pre-test dan post-test dengan memberikan soal pilihan ganda. Berdasarkan hasil tersebut, kemampuan pemahaman membaca siswa menggunakan media online Google Forms meningkat setelah diberikan perlakuan.

Kata Kunci: *Vocabulary, Reading Skill, Elementary School*

A. Introduction

English is one of the most important languages. English has four skills to learn English, namely: speaking, reading, writing and listening. All English skills always include vocabulary in their activities (Dwi Nugroho, n.d.) . Then reading is important for elementary school students to get information and increase knowledge as (Hidayat & Rohati, 2020) states that reading is the most useful

and important skill for humans and children in elementary school who are just starting to learn English. And several studies show that the reading ability of students at the elementary school level currently has a low tendency (Sessiani, 2019), therefore this skill is more important than speaking and writing.

According to Gruhn et al., (2020) and Sudarmaji & Yusuf, (2021) social skills and vocabulary are important development areas involved in early reading achievement, however little attention is paid to understanding the dynamic associations between them during the elementary years (Sparapani et al., 2018). And the most common obstacle in reading is vocabulary. Therefore, the strategy used is effective and different media like the previous strategy to increase vocabulary that is easy for elementary school students and not boring by using online technology media such as Google Form. Google Forms can display images or text in the form of online questions, then by using Google Forms students can mention vocabulary from images or text with this method students will not be bored and it will be interesting for them to learn vocabulary.

B. The Method

1. Place and Time

The survey was conducted online at the homes of the authors and their respective students through the Google Meet Application, due to the pandemic (Covid19) which prevented them from meeting in person. This research includes 2 meetings, including a pre-test using Google Forms for the first meeting on April 27, 2021 t. After students do the pre-test, they will continue the process of delivering the material Using Google Meet. At the second meeting on May 4, 2021, a post-test was conducted using Google Forms and Google Meet from 08:00 A.M to 09:00 A.M.

Picture 1.1 Google Meet Application
Sourceby:
https://newssetup.kontan.co.id/news/fitur-baru-bikin-google-meet-permudah-bertanya-saat-kelas-online

Picture 1.2 Google Forms
Source by https://docs.google.com/forms/d/1QA4PdVe2ESd5aA1CPS0K_9F0Pc0OyONxjVw9vvGag2w/edit#responses

Picture 1.1 shows the view of Google Meet Application in teaching learning. Picture 1.2 shows Google Form which uses to treatmeant material and question for Pre-Test and Post-test.

2. Population and Sample

2.1. Population

Statement from (Lesaux et al., 2010) "The average age of the participants is 9 years 9 months in fourth grade". The target of this research is grade 4 students of Elementray School MI Yaspita, South Tangerang City for the academic year 2021/2022, aged 9 to 10 years. There are 4 students in one class who are the population in this study.

2.2.Sample

According to (Dwi Nugroho, n.d.) "Based on the number of affordable populations, the researchers took samples in the study". If the research was conducted by part of the population, it can be said that the study was a sample study. In this study the sample was taken from class IV MI Yaspita, South Tangerang City in the academic year 2021/ 2022 of 4 students in 1 class.

3. Type of the Research

This study emphasizes the Effect of Using Google Forms Online Media on Reading Comprehension of Elementary School Students. According to (Sri et al., 2018), there is one independent variable and one dependent variable. Variable X as independent variable (visual media) Variable Y as dependent variable (reading comprehension). This research was conducted by pre-experimental research. The research method used is quantitative research and the design method is pre-experimental research using pre-test and post-test in class. The researcher gave pre-test and post-test in class. At the first meeting, students took a pre-test that had been given by the researcher and was carried out through Google Forms to see their interest in learning to use online media from Google Forms and then continued to explain material about vocabulary and explain further the use of Google Forms for elementary school children.and then researcher explanation of the material also uses Google Meet for distance teaching. The next meeting, the researcher taught to give post-test questions using Google Forms for the final results of the research.

4. Instruments

Researchers used multiple choice questions through Google Form for pretest and posttest. At the first meeting, students were given 10 multiple choice questions and continued with an explanation of the material about vocabulary using Google From and seeing the interest of elementary school students in Google Forms. At the next meeting, the researcher gave post-test questions whose vocabulary was in the form of pictures and text. From post-test and pre-test research, researchers can see changes in vocabulary understanding of elementary school children by using Google Forms.

5. The Techniques of Collecting Data

The data collection technique in this study was carried out by using a test on Google Forms in the form of multiple-selected questions. Tests are given to students to get students' reading

MONEY	UANG
EXPENSIVE	MAHAL
CHEAP	MURAH
COST	HARGA
BARGAIN	TAWAR
DISCOUNT	POTONGAN HARGA
HOW MUCH	BERAPA BANYAK
PRICE	HARGA
CHASIER	KASIR
SUPERMARKET	TOOK SERBA ADA
TRADITIONAL MARKET	PASAR TRADISIONAL
TOYSTORE	TOOK MAINAN
GREEN GROCER	TOKO SAYURAN
FRUITSTALL	TOOK BUAH
DRUGSTORE	APOTIK
BUTCHERY	TOKO DAGING
BOUTIQUE	BUTIK

skills and vocabulary comprehension.

The data obtained in each activity will be analyzed quantitatively to determine the final result of students' vocabulary understanding.

6. Procedures

According to (Sri et al., 2018) , research is an activity process that aims to find out something carefully, critically in finding facts by using certain steps. Researchers used quantitative techniques with data collection in this study carried out by tests on Google Forms in the form of multiple choice questions. Tests are given to students to get students' reading skills and vocabulary comprehension. The data obtained in each activity will be analyzed quantitatively to determine the final result of students' vocabulary understanding.

7. Teaching Material

The author uses Google Meet to explain the material and uses Google Forms to practice questions for students, the material and test questions for students are themed about shopping where students mention vocabulary related to shopping.

Students will learn material about explaining the meaning of objects and vocabulary related to shopping (Shopping). The following is the vocabulary material used:

	Wallet = Dompet
	Jacket = Jaket
	T-Shirt = Kaos
	Tie = Dasi

C. The Result

This section presents the results of our study (Stoffelsma et al., 2020) ,The author enrolled 4 students in a class. Based on these data, the English learning results of students who passed the pre-test before receiving

treatment will be compared with the post-test data after receiving the treatment. Two data collection tools were used in this research, namely pre-test and post-test of students' English learning achievements. The pre-test and post-test of the research subjects are English questions, and the shopping-related vocabulary is matched through Google Forms in the form of images and oral questions. The author gave 10 questions in both tests to find out if the results are different. The following is the scoring data for the students' pre-test questions:

Tabel 1.2. Pre-test result table

Students	1	2	3	4
Scores	100	90	100	90

To count the average of class, below is the formula:

$$\frac{X_1 + X_2 + X_3 + X_4 + X_5 +..........}{n}$$

X : The scores of the students

n : The number of the data (students)

From the table 1.2. it can be added the formula:

$$\frac{100 + 90 + 100 + 90}{4}$$
$$= \frac{380}{4} = 9,5$$

Based on the pre-test data analysis conducted by the researcher on the reading comprehension of the elementary school students of MI Yaspita, South Tangerang City as many as 4 students, there were 2 students who were able to get a score of 100

as the maximum score. and 2 students scored 90. The average value of all students was 95

Tabel 2.2. Post-test result table

Students	1	2	3	4
Scores	100	100	90	100

From the table 2.2. it can be added the formula:

$$\frac{100 + 100 + 90 + 100}{4}$$
$$= \frac{390}{4} = 97,5$$

Next is the results of the post-test scores, it can be seen changes in students' reading comprehension. The change is in the form of increasing vocabulary reading comprehension by using Google Form. The data obtained after the posttest was compared with the pretest value. There were 4 students who got a score of 100, 1 student got a score of 90, from the results of the study that the posttest score (after treatment) was higher than the pre-test study and with this method that children in elementary school in MI YASPITA, South Tangerang City,has an increase in vocabulary that uses the method of using Google Forms to apply vocabulary learning in class.

D. Discussion

In this section, we will discuss the findings found in the research. The results are

based on the data collected and the results of the full data analysis. The main focus of the discussion in this section is the effect of using Google Forms to apply vocabulary to MI YASPITA fourth grade primary school students in the city of tangerang. The Google Forms application is a Google docs service. According to (Pipah, 2020) This application has space for quizzes in the form of images or text. By using Google Sheets, teachers can more easily teach elementary students reading and comprehension vocabulary in a fun and not boring way. With the help of Google Forms, it is easier for students to understand the meaning of vocabulary. The phenomenon of students' reading comprehension after using Google Form should have a positive impact on the final grade. You can see that after elementary school students apply Google Forms for Vocabulary Comprehension, their reading comprehension scores are graded. The value of the reading comprehension ability of MI YASPITA's fourth graders in South Tangerang City. After using Google Forms to develop reading vocabulary, students scoring 90 accounted for 1 in 4 students, and the other 3 students scored in 1 class. highest score of 100 points. This shows the standard student scores set by the school. This means that the application of vocabulary comprehension learning in primary school children's reading can have an impact on improving the reading comprehension of MI YASPITA fourth grade students South Tangerang City

E. Conclusion

Based on the results of the study, it can be concluded that the results of the study indicate that the Effect of Using Google Forms on Vocabulary Comprehension in Elementary School Students is suitable to be applied to the ability to read and understand vocabulary of elementary school students in grade IV MI YAPITA, South Tangerang City. This problem can be seen by elementary school students applying Google Forms for Vocabulary Comprehension, their reading comprehension scores are graded. The value of the reading comprehension ability of MI YASPITA's fourth graders in South Tangerang City. After using Google Forms to develop reading vocabulary, students scoring 90 accounted for 1 in 4 students, and the other 3 students scored in 1 class. highest score of 100 points. This shows the standard student scores set by the school. This means that the application of vocabulary comprehension learning in primary school children's reading can have an impact on improving the reading comprehension of MI YASPITA fourth grade students in Tangerang.

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