

# DEVELOPING VOCATIONAL SCHOOL STUDENTS' READING SKILL USING QUESTION-ANSWER RELATIONSHIPS THROUGH GOOGLE CLASSROOM

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## Abstract

The study aimed to investigate how Question-Answer Relationships (QAR) through Google Classroom (GC) develop the vocational school students' reading skill and expose the benefits of its implementation. QAR through GC was expected to fulfil the students' need, especially improving their reading skill. The data were collected by test, observation, interview, and questionnaire. The subjects of the study are the tenth graders of one state and three private vocational schools in Yogyakarta. The study employed classroom action research (CAR) consisted of two cycles included four steps: planning, acting, observing and reflecting. In the first cycle, the mean score of pre-test was 58.58. However, in the second cycle, the mean score of post-test was 69.85. The gain score between tests was 11.27, and the  $t$  score was - 3.72 ( $p$ -value < 0.05). This proved that Question-Answer Relationship through Google Classroom was effective to teach reading. In addition, the study revealed three advantages of implementing QAR through GC such as conducting interesting and safe medium online learning, helping students to discuss the material, and engaging the students' motivation in learning reading.

**Keywords:** QAR through GC, reading strategy, reading skill

## INTRODUCTION

Coronavirus disease 2019 (COVID-19) has been being a current pandemic and affecting countries across the world. World Health Organization (WHO) announced a global health emergency state in January 2020 as COVID-19 confirmed cases have been increasing internationally (McAleer, 2020). The global spread of COVID-19 pandemic causes class suspensions resulting in the needs of online learning (Moorhouse, 2020). As a study from Robiasih & Lestari (2020) reveals that almost all school levels have been challenged with carrying out distant educational process in spite of the pandemic situation. It means that the situation has required teachers of almost all levels to structure learning experiences that requires the teachers to adjust their teaching to the learners' different conditions. Thus, the teaching-learning processes have become challenging because they are not standing beside their students in classes (Lestari & Azizah, 2021).

In order to help the teachers in this pandemic situation of COVID 19, technology was enhanced to help the teachers and students in online learning. There is a lot of prominence on combining technology in the classroom through innovative teaching strategies that focus on supporting students to achieve the desired learning objectives (Hwang et al., 2015). One of the technologies is internet that helps people to share message, information, status, knowledge and anything online. Using internet, the teachers are given aids in teaching especially in reading.

As one of the main skills in English, reading offers the way to get message or meaning from the text (Nuttall, 1992). Reading also relates to language messages in written or printed form (Urquhart & Weir, 1998). In other word, reading involves the process of getting information or messages from written form. It can also be said that reading activities establish interaction between the reader and the text to get the meaning of what the text presents. In understanding the text, the readers need comprehension of which processes affected by variation factors, namely: recalling word meaning (vocabulary knowledge); drawing inferences from context; following the structure of passage; recognizing a writer's purpose, attitude, tone, mood; and finding answers to questions answered explicitly (Heilman, 1981). Hence, reading comprehension can be taken as the way to understand

and think of the process to get the message of the reading materials (Rengur & Sugirin, 2019).

As by now, teachers are obliged to teach reading online due to pandemic situation of COVID19. In teaching reading online, one of the ways that can be used to do the teaching-learning process online is to use Google Classroom (GC). GC offers 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 & Bird, 2017). Besides using GC online reading class, teacher also needs strategies to teach. The teacher as manager applies a strategy in teaching. Question-Answer Relationship (QAR) provides a reading strategy where the students categorize comprehension question according to where they get information, they need to answer the questions (Corner, 2000). In reading comprehension, students understand the context and knowledge by obtaining information from the text. While Question-Answer Relationship is the strategy to connecting the readers and the context text (Taffy E. Raphael & Au, 2005). QAR as strategy in learning reading comprehension concerns improving students' understanding in comprehending the text based on the relationship among the question, the text, and the reader's prior knowledge (Gustia, 2018).

## **LITERATURE REVIEW**

### **Reading Comprehension**

A study from Duke cited in Surwanti & Hikmah (2019) states that comprehension deals with the process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Reading comprehension can be a way to understand and think of the process to get the message of the reading materials (Rengur & Sugirin, 2019). In short, reading comprehension reflects a process to understand the meaning of a text using the text and knowledge that is owned.

Cushenberry as cited in Hadi (2006) elaborates that there are four bases in reading comprehension, namely:

- a. Literal reading: at this level, the reader notes the details, remembers the causal relationship, and notes ideas directly.

- b. Interpretative reading: the reader will find the writer's purpose, discover the writer's feelings, get the main ideas and find out the ideas implicit in a text.
- c. Critical reading: at this level, students are required to determine whether a statement is a fact or not, or opinions or arguments to get an assessment of the accuracy of a print.
- d. Creative reading: at this level, the readers use the printed matter to solve problem, make a judgement of the character and make a conclusion from the text.

### **Google Classroom (GC)**

GC, an application, works for students and teachers as a collaboration tool in doing assignments online. It aims to assist the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily and manage the creation and collection of students' assignments by utilizing Google Docs, Google Drive, and other apps so that it supports paperless environment (Iftakhar, 2016).

GC enables the teacher and students to be more active, collaborative, and unforgettable in learning because it provides a variety of learning features that are easy for students to use. It is helpful to teacher and students. Teacher and students can access the application anywhere and anytime. Teacher and students just need the internet to access it. The teacher provides the assignments and announcements, then students do the assignments or pay attention to announcements and teacher provides the feedback. It is the simple application to help the teacher and students in learning.

GC facilitates the teacher-student interaction. Students and the teacher can use this application to discuss, share material or give announcement (Sukmawati & Nensia, 2019). Students may communicate to the teacher and other students. One feature supports private comments for them. Here, students can discuss privately with the teacher.

### **Question-Answer Relationships (QAR)**

QAR, as an instructional activity, designed to help students work with the reading skill indicators. It helps students to answer any

questions based on a text. A study from Raphael (2006), QAR is a strategy for teaching reading comprehension to accomplish the task of reading text. QAR encourages the students to be active and to be efficient reader. In QAR, there are four categories as follows:

- a. *Right There* Question: the characteristic of this question is that questions and answers usually have the same words and there is usually one correct answer, for example: Who is the main character? Where did? When did?
- b. *Think and Search* Question: the characteristics is that question and answer have different word and the answer usually short answer. The examples are, How did ...? For what reason ...?
- c. *Author and Me* Question; the characteristics of this question is the answers does not lie directly in the text, for instance: What do you think of ...? Did you agree with ...?
- d. *On My Own* Question: the characteristic of this question is requires the readers to refer to the passage, for example, Have you ever ...? Would you ever ...?

## **METHOD**

In order to answer the problem of the study, the researcher used qualitative-quantitative method which employed classroom action research (CAR) starting from October 2020 to January 2021. As a study from Kember (2000), CAR focused on problem-based research which aims at solving problems in class and making improvement in teaching learning activity. CAR involved cyclical processes consisting of some phases of planning, acting, observing, and reflecting. These cycles were conducted one after another. Two cycles were conducted in the study, cycle I and cycle II. The same steps were applied in every cycle. The subjects of the study are the tenth graders of one state and three private vocational schools in Yogyakarta, Indonesia. The data were collected by observation, interview, questionnaire, and test.

## **DISCUSSION**

The finding in this study focused on how QAR through GC is implemented in reading class. Based on the observation, students are engaged with the learning activities. In cycle I, few students lose their attention in class while some others do not do their assignment because they do not really comprehend the reading material and have difficulty

on how to deal with question types of QAR. Then, in cycle II a more detailed explanation about the material is given, including how to classify types of question and how to optimize the features on GC. In the last meeting, students are able to operate GC smoothly and finish the assignments well. The finding in the questionnaire below shows that students has positive responses about the implementation of QAR through GC in reading class.

Table 1. The questionnaire result

No.	Statements	Strongly Disagree	Disagree	Agree	Storngly Agree
1.	Learning English using media is enjoyable.	-	5%	65%	15%
2.	Learning reading using QAR strategy is easy.	3%	17%	68%	12%
3.	Internet is easily accessible.	5%	30%	55%	10%
4.	This is the first time using QAR strategy.	-	5%	50%	45%
5.	This is the first time using GC	-	9%	50%	41%
6.	GC can be operated easily.	6%	18%	50%	26%
7.	Teacher and students can discuss the learning materials in GC.	3%	18%	59%	20%
8.	It is fun that student's score is available in GC.	4%	10%	56%	30%
9.	The content of the text is easily understood using QAR.	3%	5%	52%	40%
10.	QAR is an interesting strategy to learn reading.	6%	20%	71%	3%
11.	QAR through GC is an interesting learning strategy and a safe medium. (from the advertisement, user's privacy) and interesting learning media.	-	20%	68%	12%

Table 1 shows that students are more enthusiastic and motivated to learn reading skill using QAR through GC. Almost all students are able to access GC that they can work on their assignment. Learning with QAR and GC is a first experience for few students; however, they are happy and enjoy learning in such way.

### **Advantages of QAR through GC**

#### ***1. QAR through GC is a safe medium and an interesting learning strategy.***

The word 'safe' means the class is private and protected online learning. GC permits formation of private classes and groups; hence, there are no interlopers to unapproved groups or classes. This guarantees protection and classification when students are to present their class assignments and submit projects (Mafa, 2018). If teachers made a group for the class, those who do not join the group cannot follow the activities in the group. The privacy of the group is safe and protected. As a result, there were 80% students responded to this advantage.

Based on the interview, 5 students responded toward their interest in both of QAR and GC. Besides it is safe online learning, GC empowers teachers to post class materials, e.g. assignments, announcements, and due dates, while students can access the posted materials by the teacher (Mafa, 2018). It likewise empowers the students to have the capacity to remark and make inquiries on the web with the goal that others can also reply and post back. It was proven by this quotation "I liked Google Classroom, the learning process was better. We used technology in learning, and I like QAR strategy because I can understand how to answer the reading task easily," (student 2). Then, student 3 said, "QAR strategy through Google Classroom was good. After we were given a material, we could deepen our knowledge by doing some assignments to know how far we understand the reading material." In short, QAR through GC provides safe and interesting learning strategy which helps students to learn reading (Raphael & Au, 2005).

## ***2. QAR through GC helps students in reading discussions.***

The interaction of both teacher-student and among students can be conducted directly and easily. Inquiries related to QAR, reading text, and other additional materials are facilitated using GC (Dewi et al., 2020). It is proven from the questionnaire results that 79% students agreed that QAR through GC helped students to solve their learning problems by working in discussion. Student 2 mentioned by using GC, comments on other students' work can be delivered. Previously, when they had to do some assignments and receive the feedbacks, they only had a teacher at school. However, if they used GC, they could directly ask to be corrected by the teacher. Additionally, from the interview the student 4, it was confirmed that she could access GC everywhere and anytime. Time and place boundaries were reduced to none (Iftakhar, 2016).

## ***3. QAR through GC make students more motivated to learn reading.***

QAR through GC made students more motivated to learn reading. This also helps the students become an independent learner or an autonomous learner. They can be more active learners since they can handle their learning process by themselves (Dewi et al., 2020). Brabant as cited in Trang (2018) states that the students had positive motivation towards learning reading lessons with the QAR. It was proven by the improvement of their self-assurance and willingness to participate in learning activities while using this reading strategy. The students were instructed to read the material and do descriptive tasks provided using QAR strategy and give comments on other students' work. In class, they were enthusiastic when working on the exercise. From the interview, some students added more information related to the advantages of GC in the use of giving comments. Students 7 agreed by giving comments on other students' work, they could pay attention on the use of *right there*; *think and search*; and *author and me*. Moreover, the posted comments would be permanent and not disappear so that the students could read it repeatedly.

Based on the explanation, QAR through GC were useful for students in learning reading skill. The result of the pre-test and the post-test were presented in Table 2.



Table 2. *t*-Test: Two-Sample Assuming Unequal Variances

Test Analysis	Pre-test	Post-test
Mean	65.91	69.83
<i>t Stat</i>	-3.72	

The *mean* of the pre-test was 58.58 and post-test was 69.85 while the *t Stat* was -3.72 (*p*-value <0.05). Then, it is clearly revealed that *t* score was less than 0.05. It means that QAR through GC was an effective way to develop students' reading skill. Thus, with the QAR strategy through GC, they trained their critical thinking by analyzing the type of questions and the different sources of information to answer the questions (Aziz & Yasin, 2017).

## CONCLUSION

QAR through GC in reading comprehension has improved students reading skill. Students agree that QAR through GC develops their reading skill based on the test result, interview, and observation. The QAR through GC strategy in learning reading skill and its implementation benefit the students that they can understand the context more easily. Supported by GC, students are able to discuss with one another or the teacher, and the teacher gives the feedback. Through the activities of analyzing the relationship between questions and answer, their critical thinking skills in reading the text are stimulated and developed by the use of its features. Furthermore, the students can give their comments on other students' work so that their knowledge and engagement in reading exercises are improved along with their self-assurance and willingness in participating the learning activities.

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