

**INTEGRATION OF GOOGLE CLASSROOM INFERENCE STRATEGY AS
BLENDED LEARNING MEDIA TOWARD ISLAMIC SENIOR HIGH SCHOOL
STUDENTS' READING ABILITY**

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Abstract

The objective of this research is to investigate whether there is a significant effect of using Google Classroom as blended learning media integrated with inference strategy toward students' reading ability. The design of this research was quasi experiment. In this design, two classes were used, experimental class and control class. The instrument on this research is reading test which aims to measure students' reading comprehension. The data in this research were analyzed by using SPSS v.20. It was to calculate the pre-test and post-test result. The finding of this research showed that there was a significant effect of using Google Classroom as blended learning media integrated with inference strategy toward students' reading ability with the t -count of post-test = 5,518 > t -table with the sig. (2-tailed) = 0,000 < 0,05 which means that H_0 was rejected. It can be concluded that there was a significant effect of using Google Classroom as blended learning media integrated with inference strategy toward students' reading ability to improve students' reading ability at grade X of Senior High School in South Bengkulu-Indonesia.

Keywords: *Google Classroom, Inference Strategy, Blended Learning, Reading Ability*

INTRODUCTION

Reading text for most students is considered to be not an easy thing to do: 1) students may not be able to read the words themselves; 2) or students may understand each word and even each sentence, but fail to understand the relationships between the sentences and the meaning of the text as a whole; 3) students may not have sufficient ability to understand more familiar genres of text, but rather, the student may only falter when faced with challenging, knowledge demanding text; 4) students as the reader may lack the requisite knowledge or reading strategies necessary to overcome such challenges (McNamara, 2009; Serasi et al, 2021).

Based on the previous interview to the English teacher who teaches English at Grade X of a senior high school in South Bengkulu, Indonesia, it was found that mostly tenth grade of senior high school students had a problem in English subject, especially in reading. According to data from the English teacher, the students' reading comprehension was still low. It could be seen from the students' achievement reading score, there are 45% of 26 students got score 50, then 25% of the students got 55, and 30% of the students got 60 in reading test score. Moreover, there were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. The students had difficulties in doing exercises. It may be caused by the teaching and learning system which has been changed during pandemic era of Covid-19. Those all made their achievement became low and caused failure in teaching and learning process.

To solve the reading problems above, the researcher found out one of strategy that can be used, the strategy is inference strategy. According to Jeff (2005), inference strategy is one of the reading strategies, in which the readers try to comprehend and understand the reading text by drawing their personal meaning from the text. Here, the readers or students draw conclusions from their own prior knowledge, their knowledge of pronouns and antecedents, and their knowledge of the relationship between explicitly stated information and implied information.

Making inferences refers to information that is implied or inferred. This means that the information is never clearly stated. In fact, writers often tell the readers more than they say directly. They give them hints that help readers read between the lines. Using these clues to give readers a deeper understanding of their reading is called inferring. By inferring, readers go beyond the surface details to see other meanings that the details suggest or imply (Azizmohammadi, 2013). According to Smith (2004) inferences are evidence based guesses. Thus it can be indicated that when the meaning of words in the context of the text is not stated so clearly, they are likely to be implied. So that when the meaning is implied, the reader can conclude it. They are the conclusions a reader draws about the unsaid based on what is actually said.

During pandemic era, the use of technology becomes popular trend in teaching and learning system all around the world including Indonesia. Online learning becomes one of the solutions to avoid the spreading of Covid-19 in education system (Luthra and Mackenzie, 2020). Online teaching and learning absolutely needs an interesting and easy method to use technology for students and teachers (Hakim et al, 2021). One of the technologies that frequently used by teachers in teaching online is Google Classroom.

Google Classroom is a virtual classroom provided by Google. It is for academic institutions to create blended learning to simplify, create, distribute, and grade assignments in a paperless way. As a result, the teachers can be engaged with the students online delivering materials, discussing any topic and submitting assignments. By using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want. Google Classroom as a free web-based learning management platform that supports all people who have Google account to create and manage online classes. It assists the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily. Google Classroom aims to help teachers 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).

Making inferences refers to information that is implied or inferred. This means that the information is never clearly stated. In fact, writers often tell the readers more than they say directly. They give them hints that help readers read between the lines. Using these clues

to give readers a deeper understanding of their reading is called inferring. By inferring, readers go beyond the surface details to see other meanings that the details suggest or imply (not stated). When the meanings of words are not stated clearly in the context of the text, they may be implied – that is, suggested or hinted at. When meanings are implied, readers may infer them. Smith (2008) said that inferences are evidence-based guesses. They are the conclusions a reader draws about the unsaid based on what is actually said. Inferences drawn while reading are much like inferences drawn in everyday life.

Power (2013) said her opinion about making inferences that proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-alouds, they often stop and predict what will happen next to show how inferring is essential for comprehending text.

There are many applications on the internet which are more sophisticated and accessible for English materials. As confirmed by Case and Truscott (1999), computer-based reading instruction is used for supporting students' interaction with texts, and increasing learning independence through an ability to gain and to choose texts or learning materials they needed. The media allows students to read various texts, check the new vocabularies, learn some challenging grammars, do the exercises and even write feedback associated with face to face teacher-centered learning. One application that supports the learning process is Google Classroom. Google Classroom can be accessed through computer and mobile phone and teachers can utilize these devices to make students read hortatory exposition text through Google Classroom. As the result, it supplies learning atmosphere that is more relaxing as it allows students to interact dynamically with classroom content, and they are also more focused on the learning experiences (Heggart & Yoo, 2018). In this case, learning by using mobile phone can also develops students' critical thinking skill in problem-solving process (Hursen, 2021).

Talking about Google Classroom, it is a tool which facilitates students and teacher collaboration; also teacher can create and distribute assignments for students in an online classroom for free. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants (Basil, Umakalu & Nwangwu, 2022). Teachers can create active lessons which are student-centered, collaborative, and unforgettable just through Google Classroom,

because it provides easy-to-use learning features with students of all categories able to cooperate. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as forming paperless assignment, being accessible to any devices, giving multiple features of student-teacher communication and facilitating personalized learning. Consequently, Google Classroom makes it easier for teachers to handle students work. It is easier for teachers and students to carry out the learning process more deeply through this application. This is because both teachers and students can collect assignments, distribute assignments, and assess assignments without being bound by the lesson deadline. It can work in unidirectional process as it can serve the teachers' strategies and styles on one hand and students' perception, understanding, and effective participation in different classroom skills on another hand. Learning activities in mobile is one of the challenges in higher education for Curriculum 13. As a learning management system, Google classroom answers the challenge by providing teaching materials and integrated test assessments. It is different with learning media, the other advantages of Google class room media are problems of effectiveness and efficiency in learning. As confirmed by Case and Truscott (1999), computer-based reading instruction is used for supporting students' interaction with texts, and increasing learning independence through an ability to gain and to choose texts or learning materials they needed.

Based on the result of the research from Sukmawati and Nensia (2019) who found that students who used google classroom felt excited using online learning. This application can be accessed easily. It can be found by gadget such as computer, laptop, notebook and handphone. In addition, students can focus on their subjects because the teacher give time to submit the assignment. Students can see the instruction of classwork about what the topic and deadline of assignment are. If the students are late to submit, notification will give information in the teacher's account. Next, students easily submit assignment anywhere via handphone in the forms of word and audio. Their knowledge become more increase about online learning. Students are faster to obtain information. By google classroom, students and lecturer can make interaction. There was also a private comment. Here, students communicate with a lecturer anything relating to the topic. There was also space to interact between student and other students.

The implementation of inference strategy enhanced by Google Classroom can be as an alternative way to solve the students' reading problems especially during pandemic era

nowadays. Therefore, the researcher conducted this study to know how effective of using Google Classroom integrated with inference strategy in improving students' reading ability for grade X students of a Senior High School in South Bengkulu, Indonesia.

RESEARCH METHODS

The design of this research was quasi experiment. In this research, two variables – independent variable and dependent variable – were used. Inference strategy became the independent variable that influenced the dependent one which is students' reading ability.

In this design, two classes were used, experimental class and control class. The experimental class was the one with inference strategy as the treatment for the students' reading ability. Meanwhile, the control class was the one with conventional method as the treatment for the students' reading ability. Additionally, in this design, pre-test was given to both classes as well as post-test. Pre-test was given initially before the treatment. Meanwhile, post-test was given finally after the treatment.

The population of this research were all students of the tenth grades students of a senior high school in South Bengkulu, Indonesia. The students were taken as the population of this research because they got low score in reading based on the result of midterm from the English teacher. The total number of the students were 150 students and they were divided into five classes. See the following table for more detail:

Table 1. The Population of the Research

NO	Class	Students' number	Male	Female	Mean Score
1	X1	30	11	19	60,2
2	X2	30	10	20	60,3
3	X3	30	11	19	61,8
4	X4	30	10	20	61,4
5	X5	30	11	19	62,5
Total		150	students		

The sample is a smaller group to be analyzed which is drawn from the population. Sugiyono (2003) stated that the sample is some part of the total and characteristic of the population. Since there are only two classes to become the sample of the research, the researcher took the sample from two classes above which had equal mean score of reading

test that were given by researcher on pre-test, the class XI got mean score 60, 2 and class X2 got mean score 60, 3. The sample of this research was taken by using purposive sampling technique (Sugiyono, 2003). Moreover, the English teacher also said that both classes had problem in reading comprehension, especially in answering inference questions.

RESEARCH INSTRUMENT

Reading comprehension test is the test that used for measuring the students' reading comprehension to the material given. This test also aimed to know the students' improvement in their reading comprehension before and after the treatment. It was given at the pre and post treatment. The researcher used multiple choice forms since the final test in the senior high school level always used multiple choice questions, and there were twenty five items of question for pre-test (experiment and control) and twenty five items of question for post-test (experiment and control) that was adapted from English Textbook for grade X published in 2014 with the standard curriculum used in that schools. The instrument was tried out first to find out the validity and reliability of the questions of the tests. The level of difficulties between pre-test and post-test is similar since the researcher constructed the reading questions in similar level for pre-test and post-test.

RESULT AND DISCUSSION

After trying out the instrument, the researcher analyzed the valid items of the questions. From the 30-item test, 25 items were found to be valid. After the researcher did the validity test, the researcher did the reliability test to know whether the items of reading instrument were reliable or not. The result of reliability test revealed that the instrument was reliable with $\alpha = 0,778$ for total item was 25. It means that the instrument was valid and reliable. The data description of students' reading pre-and post-test score will be explained in detail. The data description of pre-test result can be seen in the table below.

Table 2. Data Description of Pre-Test

	N	Min	Max	Mean	Std. Deviation
Pretest Control	33	44.00	76.00	66.24	8.452
Pretest Experiment	33	52.00	84.00	66.18	8.431
Valid N (listwise)	33				

Table 2 showed that there were total sample of each class 33 students. The minimum pre-test score of control class was 44, the maximum was 76 with mean= 66, 24 and standard deviation= 8, 452. For pre-test of experiment class, the minimum pre-test score was 52, the maximum was 84 with mean= 66, 18 and standard deviation= 8, 431. It can be concluded that there was no slightly different the meanscore of pretest of control class and experiment class.

The treatment of this research was done after giving pre-test to the students. The researchers did the treatment in eight meetings. The treatment given was different for experimental and control group. The experimental group was taught by using inference strategy through Google Classroom as blended learning, while control group was taught by using direct instruction strategy (conventional method) which was usually used by the teacher in teaching reading comprehension through WhatsApp Group activity.

In doing the treatment, the teacher did some steps of using inference strategy in experiment class. First, the teacher introduced recount text, then the teacher also introduced the inference strategy and how to apply it in reading. The teacher gave the students a passage with questions that follow. After that, the teacher asked the students to identify inference questions in which they have the words “suggest”, “imply”, or “infer”. Moreover, the teacher asked the students to trust the page which means that the students only use the passage to prove that the inference they select is the correct one. In other words, their inference was corrected because they used details in the passage to prove it.

Furthermore, the teacher asked the students to hunt for clues, such as: *supporting detail; vocabulary; character's actions; descriptions; dialogue; and more*. The teacher asked the students to narrow down the choices and to have more practice in making inference. And the last, the teacher discussed the answer of the reading passages with the students. All of the steps of using inference strategy above were used in doing treatment for experiment class in eight meetings. The researcher did similar steps in the first until eighth meeting. The researcher saw that the students were not quite enthusiast in using inference strategy in the first meeting, some students seem confused in applying this strategy. However, in the last meeting, the students looked more active and enthusiast in reading passage using inference strategy. Based on the teachers' observation during the treatment, this strategy also can motivate the students to be active readers even though the learning process done by online learning.

The treatment of control class was also done in eight meetings. However, the treatment was done using direct instruction strategy which was usually used by the teachers in teaching reading. The steps of treatment in control class; the teacher gave the students introduction about recount text, then the teacher gave the students a passage with questions that follow. The teacher asked the students to identify the key words or the clues in the questions. The teacher asked the students to match the clues with the appropriate statements available in the passage. The teacher asked the students to narrow down the choices. The teacher asked the students to have more practice on reading. Finally, the teacher discussed the answers of the reading passages with the students. However, in the control class, the students seem not more interested in reading through direct instruction strategy. There were some students who got bored in the class. To conclude, the students seem more motivated and active in reading by using inference strategy rather than direct instruction strategy.

The step after doing treatment was administering post-test. The researchers gave post-test to the experimental and control group to know the students' ability in reading after giving the treatments. It was given in the end of the research. In this research, the test was administrated in a multiple-choice form. The data description of post-test result can be seen in the table below.

Table 3. Data Description of Post-Test

	N	Min	Max	Mean	Std. Deviation
Posttest Control	33	56.00	76.00	67.09	6.516
Posttest Experiment	33	60.00	88.00	75.75	6.240
Valid N (listwise)	33				

Table 3 showed that the total sample are 33 students of each class. The minimum post-test score of control class was 56, the maximum was 76 with mean= 67,09 and standard deviation= 6, 516. For post-test of experiment class, the minimum pre-test score was 60, the maximum was 88 with mean= 75,75 and standard deviation= 6,240. To conclude, the meanscore of pretest of control group was 66,24, pretest of experiment group was 66,18, then the meanscore of posttest of control group was 67,09 and the posttest score of experiment

group was 75,75. Therefore, to see whether the data was normal and homogenic, it was showed in the following description.

Before analyzing the hypothesis, the researcher did normality and homogeneity test. The normality test in this research used Kolmogorov-Smirnov of SPSS v.20 for windows with criteria $\rho > 0.05$. The normality test result of pre-and post-test was displayed in the table below.

Table 4. The Normality Test of Pre-test Score in Control Group

		Pretest Control
N		33
Normal Parameters ^a	Mean	66.2424
	Std. Deviation	8.45218
Most Extreme Differences	Absolute	.146
	Positive	.124
	Negative	-.146
Kolmogorov-Smirnov Z		.839
Asymp. Sig. (2-tailed)		.482

a. Test distribution is Normal.

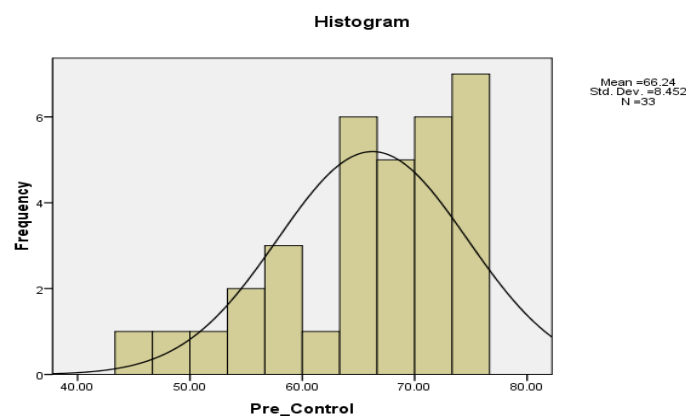


Figure 1. The Histogram of Normality Test of Control Group (Pre-Test)

The Kolmogorov- Smirnov test of the pre-test in control group showed that significance was 0,482. Since the significance value (0,482) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using independent sample t-test Analysis. But before the

data was analyzed by using independent sample t-test Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

Table 5. The Normality Test of Pre-test Score in Experiment group

Pretest Experiment		
N		33
Normal Parameters ^a	Mean	66.1818
	Std. Deviation	8.43154
Most Extreme Differences	Absolute	.119
	Positive	.102
	Negative	-.119
Kolmogorov-Smirnov Z		.681
Asymp. Sig. (2-tailed)		.743

a. Test distribution is Normal.

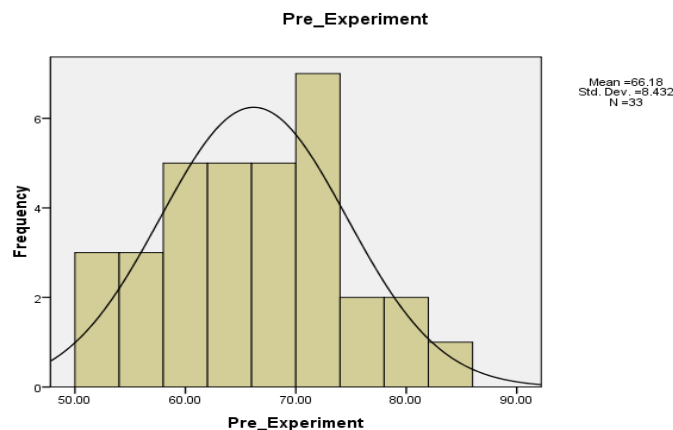


Figure 2. The Histogram of Normality Test of Experiment Group (Pre-Test)

The Kolmogorov- Smirnov test of the pre-test in experiment group showed that the significance was 0,743. Since the significance value (0,743) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using independent sample t-test Analysis. But before the data was analyzed by using independent sample t-test Analysis, the data needed to be homogenous first.

Table 6. The Normality Test of Post-test Score in Control Group

		Posttest Control
N		33
Normal Parameters ^a	Mean	67.0909
	Std. Deviation	6.51616
Most Extreme Differences	Absolute	.259
	Positive	.225
	Negative	-.259
Kolmogorov-Smirnov Z		.838
Asymp. Sig. (2-tailed)		.424

a. Test distribution is Normal.

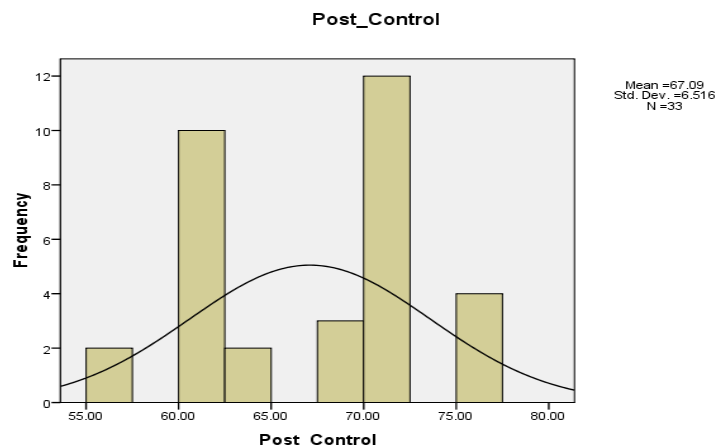


Figure 3. The Histogram of Normality Test of Control Group (Post-Test)

The Kolmogorov- Smirnov test of the post-test in control group showed that significance was 0,424. Since the significance value (0,424) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using independent sample t-test Analysis. But before the data was analyzed by using independent t-test Analysis, the data needed to be homogenous first. The result of the homogeneity test of the data will be described on the next pages.

Table 7. The Normality Test of Post-test Score in Experiment group

		Post-test Experiment
N		33
Normal Parameters ^a	Mean	75.7576
	Std. Deviation	6.24014
	Most Extreme Differences	
	Absolute	.212
	Positive	.151
	Negative	-.212
Kolmogorov-Smirnov Z		1.221
Asymp. Sig. (2-tailed)		.102

a. Test distribution is Normal.

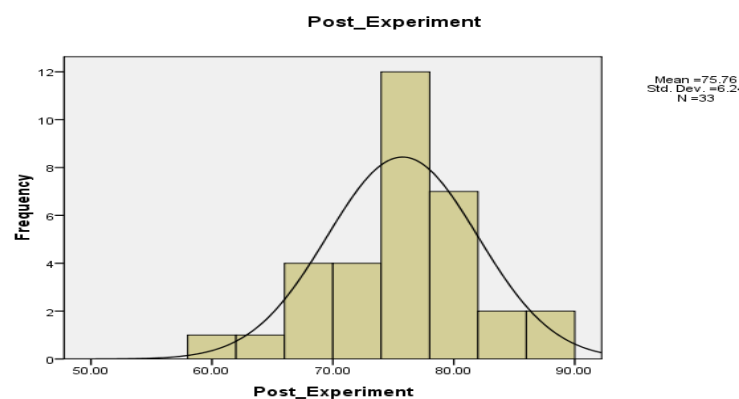


Figure 4. The Histogram of Normality Test of Experiment Group (Post-Test)

The Kolmogorov- Smirnov test of the pre-test in experiment group showed that significance was 0,102. Since the significance value (0,102) was higher than 0.05, it could be concluded that the data obtained were considered normal. If the data is normal, it means the data was suitable to be analyzed by using independent sample t-test Analysis. But before the data was analyzed by using independent sample t-test Analysis, the data needed to be homogenous first.

Related to the output of homogeneity test can see on the table 8 below.

Table 8. Output of Homogeneity Test

Data	Levene			
	Statistic	df1	df2	Sig.
Pre-Test	.029	1	64	.866
Post-Test	3.041	1	64	.086

The sig. of levene analysis of pre and post test = 0,866 and 0,086 were more than 0,05. It means that the data was not different significantly but homogenous. Since the data was distributed normally and homogenous, the researcher did Independent sample t-test analysis test to examine the hypothesis.

To know the difference of students' score between experiment and control group on the aspect of reading ability, the researcher analyzed the students' score before and after the treatment. The result can be seen on the following table.

Table 9. Analysis of Independent Sample t-test

No	Group	Test	Mean	Mean Difference	Significant
1	Experi ment	Pre	66.18	8.666	_____
		Post	75.75		
2	Control	Pre	66.24	0.060	_____
		Post	67.09		
t-count		Pre	0,029		
		Post	5,518		
t-table			1,677		
Sig. (2-tailed)		Pre	0,977		Not Significant
		Post	0,000		Significant

From table 9, it can be proved that the mean difference was 8,666 for experiment and 0,060 for control class. The t-count value for pre-test = 0,029 < t-table = 1,677 showed that H_0 was accepted which means there was no significant difference between these two groups for reading ability before treatment.

While, for post-test, the $t\text{-count} = 5,518 > t\text{-table}$ with the sig. (2-tailed) = $0,000 < 0,05$ which means that H_0 was rejected . In other words, inference strategy using Google Classroom is effective in improving students' reading comprehension.

The figure below showed the significant different of meanscore between control and experiment class.

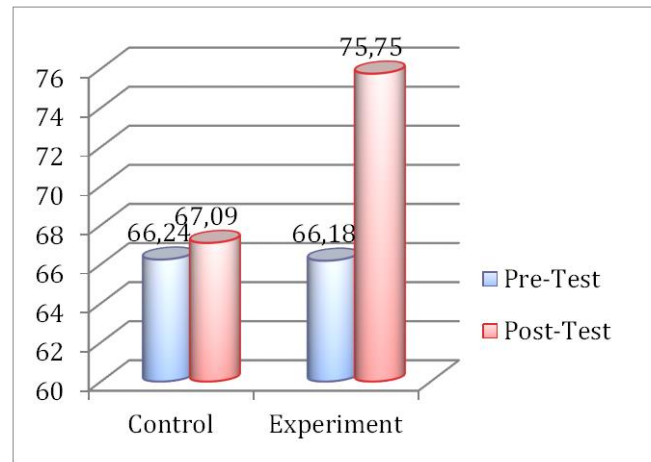


Figure 5. *The Different of Pre-Test and Post-Test Score*

Regarding to figure 5, the students' reading ability meanscore on pre-test between control and experiment group was slightly similar with 66, 24 for control class and 66, 18 for experiment class. However, in the post test, the reading score of experiment class was higher that control class with 67,09 for control class and 75,75 for experiment class. Therefore, there was no significant different of students' meanscore after the treatment in control class while there was a significant different of students' reading meanscore after the treatment in experiment class. It can be concluded that there was a significant effect of using Google Classroom as Blended Learning Media Integrated with Inference Strategy to improve students' reading ability.

DISCUSSION

The students' poor reading skill became the problem that was discussed in this research. To solve this problem, the researcher did a treatment which aimed to investigate whether using Google Classroom as blended learning media integrated with inference strategy can improve the students' reading ability or not. The researcher divided the sample into two groups, experiment group and control group. Moreover, after doing the treatment the

researcher found that inference strategy using Google Classroom was effective in improving students' reading comprehension. Based on the teachers' observation during the treatment, this strategy also can motivate the students to be active readers even though the learning process done by online learning, the students were seemed more active and enthusiast in reading passage using inference strategy. This finding can answer the research question of this research which means that there was a significant effect of using google classroom as blended learning media integrated with inference strategy to improve students' reading ability.

The improvement of students' reading score after the treatment using inference strategy may be caused some reasons as Power (2013) said that proficient readers use their prior knowledge about a topic and the information they have gleaned in the text thus far to make predictions about what might happen next. When teachers demonstrate or model their reading processes for students through think-aloud, they often stop and predict what will happen next to show how inferring is essential for comprehending text. Moreover, the use of inference strategy can drive the students to inquire their priorities in reading a text especially for literal comprehension. As Zweirs (2005) states that making inferences is often described as making a logical guess or reading between the lines. If readers use no other resources than their own background knowledge to create meaning, their comprehension of a subject is limited. On the other hand, using only text disallows the validity of their personal point of view, no connection is made, and only literal comprehension may result. When readers infer they are personally engaged with the text, are more of the author's purpose, and are processing to deeper meaning.

Furthermore, the research finding revealed that by using the Google Classroom, the teacher can encourage students to learn materials more creatively. Besides, its availability on their own smartphones, the learning process can be easily accessed by students wherever and whenever they want. Google Classroom as a free web-based learning management platform that supports all people who have Google account to create and manage online classes. It assists the teachers to create and organize assignment quickly, provide feedback efficiently, and communicate with their classes easily. Google Classroom aims to help teachers 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).

This research finding also confirmed some finding from previous studies. The first study found is the study conducted by Jumiaty (2014), the findings of the research is Inference Strategy can improve the students' reading comprehension in literal comprehension. It was proved by 74% of improvement which indicates that post-test value was higher than the pre-test while pre-test was 47,73 and post-test 83, 22.

The second study was conducted by Mukti (2017). This study tried to reveal whether there is a significant difference in the students' reading comprehension of the eighth-grade students who are taught using inference strategy and those who are not, in the academic year of 2016/2017. The result of this research showed that there is a significant difference in the students' reading comprehension of the students who are taught using inference strategy and those who are not at the 0,014 level of significance. It means that the use of inference strategy has significant effect on the students' reading comprehension

Third, a study by Attaprechakul (2013). The objective of this study was to explore inference strategies in order to read journal articles successfully. There were Eighty-eight graduate students as the participants who read a set of texts on education and economic growth and answered comprehension questions. Twenty-four of the participants also volunteered for an in-depth interview. The findings showed that students usually relied on their bottom-up processing. They skipped difficult parts, especially technical information and graphic illustrations. They sought help from friends to enhance their understanding. Overall, they were successful at interpreting the thesis statement, the gist of the section, the meaning of the tested words and clause. However, they were less able to infer the underlying argument, the tone of the article, and the attitudes of others toward the research findings. A substantial number of students also failed to utilize information from section headings and the organization of research articles to guide their reading tasks.

CONCLUSION

Based on the findings, the conclusion of this research mentioned that there was a significant effect of using Google Classroom as blended learning media integrated with inference strategy to improve students' reading ability at grade X of a senior high school in South Bengkulu, Indonesia.

The improvement of the students' reading score after the treatment using inference strategy may be caused by some reasons, such as by using inference strategy the students used their prior knowledge about a topic and the information they have gleaned in the text

thus far to make predictions about what might happen next and when the students infer the text, they personally engaged with the text, the author's purpose and the depth of the meaning

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