COMPARATIVE EFFECTS OF USING WHATSAPP AND GOOGLE CLASSROOM ON LANGUAGE TESTING SUBJECT

Lollo Rosa Lubis

Education Institute of South Tapanuli, Padangsidempuan, Indonesia

email:lollosalubis@gmail.com

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Abstract

Since the coronavirus disease (Covid-19) was present in Indonesia, the government took a policy to conduct the online teaching-learning process. Some applications were used in conducting the teaching-learning process. Two applications are most used in South Tapanuli namely WhatsApp and Google Classroom because these applications had the widest range. Based on the background, the research was conducted to investigate whether there were any significant effects of using WhatsApp and Google Classroom on Language Testing subjects in the fifth-semester students of the Education Institute of South Tapanuli. Quasi-experimental was applied (pretest and posttest design) with 25 students for WhatsApp class (experimental class 1) and 25 students for Google Classroom (experimental class 2). Furthermore, the independent sample t-test as the parametric statistics couldn't be used to determine the hypothesis because the data was not normal distribution so the Mann Whitney U test was used which is equivalent to the independent sample t-test. The result of the pretest showed that both groups didn't give any significant difference because the Mann Whitney U test showed Asymp.Sig (2-tailed) was more than 0.05 ($0.600 > 0.05$). The result of the posttest showed that both groups didn't give significant differences either because the Mann Whitney U test showed Asymp.Sig (2-tailed) was more than 0.05 ($0.541 > 0.05$). This calculation showed there were no significant effects of using WhatsApp and Google Classroom on Language Testing subjects among the fifth-semester students of the Education Institute of South Tapanuli. In other words, this calculation gave us that the use of WhatsApp and Google Classroom gave almost the same effect.

Keywords: Education Institute of South Tapanuli, Google Classroom, Language Testing subject, WhatsApp

Introduction

Indonesia confirmed the first case of coronavirus disease-19 (Covid-19) infection in early March 2020. Various countermeasures had been made by the government to reduce the impact of the Covid-19 pandemic. Almost all sectors were affected, not only the health and economic sectors. The education sector was also facing the impact of this pandemic. In the education sector, the impact was very large because students and teachers couldn't conduct face-to-face teaching-learning processes as usual. In other words, the teaching-learning process that used to offline become online. Although without adequate preparation from various elements, this case had to be conducted to decide the spread of the coronavirus.

Mastery of technology was one of the skills that had to be possessed by teachers and students online teaching-learning process. Various applications were used for effective learning. Many applications were used by teachers and students online teaching-learning

processes such as Zoom, Google Meet, Cisco Webex, Google Classroom, WhatsApp, and so on.

Especially in South Tapanuli city, the most widely used applications were Google Classroom and WhatsApp. Interviews were conducted to ask the teachers why these two applications were most often used. The answers from some teachers, two applications were considered the most capable of reaching remote areas. Although there were many free applications provided by the government, the two applications were considered the most effective.

Some research had been conducted to investigate the effect or impact of using Google Classroom and WhatsApp's application in the teaching-learning process. One of them was the research's Centikaya (2017). The research used mix method to describe the impact of using WhatsApp's in increasing students' achievement. The result of quantitative data showed the use of WhatsApp was more effective than traditional learning. Furthermore, based on qualitative data (by using open questionnaires) showed that the used WhatsApp gave positive impacts that students were able to develop opinions and the messages with images were more effective for their learning although a few students had expressed adverse opinions about the timing and redundant posts within the group.

The research above was supported by Aina's research (2018) investigated the effect of WhatsApp on the Academic Performance of Business Education. The research explained there were a lot of positive impacts of using WhatsApp such as sharing information and ideas, improving reading skills, etc. The negative impacts of this application could have an adverse effect causing addiction that can affect academic life and student performance. Although both the research above showed the positive and negative impact of using WhatsApp online learning. Daramola & Umoru (2021) recommended WhatsApp should be used to teach cost accounting to Business Education students in Colleges of Education.

On the other side, Alim's research (2019) investigated the used Google Classroom online learning, the result showed the use of the Google Classroom application was effective although a few students were not able to access the account provided by the lecturers and limited access to students' smartphone. This research was supported by Isda, Imran, Purwati, Rahmiati (2021), who investigated the use of *Google Classroom in Teaching English during Covid-19*. A quasi-experimental method (pretest-posttest design) was used in conducting the research and the conclusion showed there was a significant value on students' achievement of the speaking skill by using Google Classroom and traditional learning. In the other words, Google Classroom gave better effects than traditional learning.

Based on the research above, WhatsApp and Google Classroom gave positive effects although both applications still give negative effects. The writer was interested in comparing students' achievements by using WhatsApp and Google Classroom in teaching Language Testing subjects. Some research compared the use of WhatsApp and Google Classroom. Uchekukwu (2021) concluded Google Classroom was better than WhatsApp on students' performance on computer education. On the other side, Susilowati (2021) concluded WhatsApp group was better than Google Classroom in mathematics study. Based on the contradiction above, the writer was interested in investigating the use of WhatsApp and Google Classroom in teaching Language Testing subjects in the fifth semester, English Education Department, Education Institute of South Tapanuli. The writer was interested to conduct this research because as far as the writer knew there had been no research that compares students' achievement of Language Testing subjects.

Literature Of Review

Google Classroom

Google Classroom is a free web-based platform created to make learning activities easier for teachers and students. Google Classroom allows teachers to manage and assess the progress of their students while staying connected from anywhere because it is web-based. Students can receive and submit assignments directly in Google Classroom and teachers also can give information, tasks, and others in Google classroom easier. These applications can facilitate the learning process remotely and reduce the use of paper. It's linked to Nurlaili (2020) states, one place to share all activities in the teaching-learning process.

Furthermore, Deviyanti (2020) says Google Classroom acts as a medium or tool that can be used by teachers and students to create online classes or virtual classes, where teachers can give announcements or assignments to students that are received in real-time by these students. It means Google Classroom is a kind of social network to support the learning process, especially in virtual classes. Google Classroom provides facilities for sharing material, communicating and discussing with friends and teachers as well as doing assignments online that can be used anytime and anywhere.

WhatsApp

WhatsApp is an instant and cross-platform messaging application on smartphones that the users can send and receive messages by using an internet connection. Besides business media, sharing information, video call, making the story, WhatsApp also is used as educational media. Saefulloh (2019) says that the use of online media as a means of education today has begun to be an alternative in educating. Rahaded (2020) says that WhatsApp messaging system is simplistic, intuitive, and very easy to use.

Ahmed (2019) recommended EFL teachers utilize WhatsApp as a pedagogical technique because it can encourage students to create and join WhatsApp English-medium groups. They can use natural interactions and contextualized language use that cannot be easily provided in traditional classrooms. WhatsApp provides special features available which can boost students' active participation in EFL classrooms and inspire them to get involved in purposeful activities with a particular emphasis on practical learning outcomes (Beetham & Sharpe, 2013).

Language Testing Subject

Language testing subject is one of some subjects that is taught by the lecturer to the students' college as the teachers' candidate. This subject focuses on teaching, assessment, testing, and evaluation of English. This subject is studied by students' college because they have to face the responsibility of deciding how they intend to measure achievement and consider what role assessment will play in instruction. Teaching, assessment, testing, and evaluation are inseparable aspects of the teachers' tasks. Furthermore, Brown (2010) explores that principles of language assessment consist of validity, reliability, practicality, authenticity, and washback. These principles are related to designing good tests. Fulcher and Davidson (2007) state this view of validity presupposes that when we write a test we have an intention to measure something, that the 'something' is 'real', and that validity inquiry concerns finding out whether a test does measure what is intended.

Research Method

The approach of the research was used quantitatively by applying quasi-experimental (pretest and posttest design). The sample was divided into two groups, the first group (experimental class 1) was taught Language Testing subject by using Google Classroom and the second group (experimental class 2) was taught Language Testing subject by using WhatsApp. The data was collected by using tests (pretest and posttest). To see which group was better, the score of both groups were compared by using an independent sample t-test (SPSS version 22) where the data was checked of normality and

homogeneous test before. Butin (2020) states a quasi-experimental research design is a very common model in the social sciences, allowing the researcher to answer critical questions about the relationship between variables or to know whether X variable causes Y variable and whether there are significant differences between variable or which group gives better performance.

The test was given before and after the treatments. Pretest was given before both groups were taught Language Testing subject by using Google Classroom and WhatsApp. Pretest was also conducted as the placement test, to place the sample which one as experimental class 1 (by using Google Classroom) and which one as the experimental class 2 (by using WhatsApp). After the pretest was conducted, both groups were taught for 12 weeks, experimental class 1 was taught by using Google Classroom and experimental class 2 was taught by using WhatsApp. Finally, the writer determined which one was better, experimental class 1 or experimental class 2.

Results And Discussion

The result of the pretest

The result of the pretest showed the mean of group experimental class 1 was 57.32 and the mean of group experimental class 2 was 58.24. Levene's formulation showed the data was homogeneous and Lilifort's formulation showed the data was not a normal distribution. Non-parametric statistics (Man Whitney U test) were used to know whether there were any significant differences between group experimental class 1 and experimental class 2. The Man Whitney U test showed Asymp. Sig (2-tailed) was more than 0.05 ($0.600 > 0.05$), which showed students' achievement of the Language Testing subject didn't give any significant difference by using WhatsApp and Google Classroom in the pretest. This explanation can be seen in the table and chart below.

Statistics	Score
Mean (experimental class 1)	57.32
Mean (experimental class 2)	58.24
Levene's statistics	0.129
Sig. value of Shapiro-Wilk (experimental 1)	0.027
Sig. value of Shapiro-Wilk (experimental 2)	0.554
Asymp. Sig (2 tailed)	0.600

Table. 1.The result of statistics pretest

Chart 1. The histogram of experiment class 1 (before teaching Language Testing Subject by using Google Classroom)

Chart 2. The histogram of experiment class 2 (before teaching Language Testing Subject by using WhatsApp)

The result of the post-test

Treatment was conducted for 12 weeks, teaching Language Testing subjects by using WhatsApp for 12 meetings and by using Google Classroom for 12 meetings. Finally, the posttest was given as the final test. Statistics showed the mean of experimental class 1 was 72.64 and experimental class 2 was 71.60. The data was homogenous based on Levene's statistics and the data was not normal distribution based on Shapiro-Wilk. Posttest statistics showed Asymp. Sig (2-tailed) of Man Whitney U test was more than 0.05 ($0.541 > 0.05$). It showed there were no significant differences between the use of WhatsApp and Google Classroom on students' achievement of Language Testing subjects. This explanation can be seen in the table and chart below.

Statistics	Score
Mean (experimental class 1)	72.64
Mean (experimental class 2)	71.60
Levene statistics	0.678
Sig. value of Shapiro-Wilk (experimental 1)	0.018
Sig. value of Shapiro-Wilk (experimental 1)	0.844
Asymp.Sig (2 tailed)	0.541

Table. 2. The result of statistics post test

Chart 3. The histogram of experiment class 1 (after teaching Language Testing Subject by using Google Classroom)

Chart 4. The histogram of experiment class 1 (after teaching Language Testing Subject by using WhatsApp)

The result of this study showed the use of WhatsApp and Google Classroom gave the same effect to improve students' achievement of Language Testing subjects in pandemic Covid-19. This result was related to Barus (2020) states the use of WhatsApp and Google Classroom can significantly increase interest in learning, especially in the application of online learning. Furthermore, Oktaria (2021) found Google Classroom gave an improvement of students' skills which include abilities, discipline, and independent learning through teaching materials. Pratama (2017) recommended the use of Whatsapp was effective if this application was combined with a group investigation method. Combining the application and group investigation method improves students' achievement if compared to face-to-face learning methods usually.

On the other hand, the result of this study contradicted Amadi (2020), the Google Classroom discussion strategy was better on students' performance than the WhatsApp discussion strategy. The difference between this study and Amadi's study needs to be considered because Amadi used the Computer Education subject and this study used Language Testing subject as an independent variable.

Conclusion

The calculation above gave us the conclusion that there was no significant difference between using WhatsApp and Google Classroom on students' achievement of the Language Testing subject. It could be seen that the mean of the posttest by using WhatsApp was 72.64 and by using Google classroom was 71.64. Furthermore, based on Mann-Whitney U test showed Asymp.Sig (2 tailed) was more than 0.05 ($0.541 > 0.05$). In other words, both applications gave the same effect on students' achievement of the Language Testing subject.

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