



# The Effectiveness of Using the Google Classroom Platform on the Development of Arabic Language Reading Skills among Third-Grade Students in Al-Karak Directorate of Education

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**Abstract:** *The study aimed to identify the effect of teaching using the Google Classroom platform on the development of reading skills in the Arabic language among third-grade students in the Directorate of Education in Karak. The study relied on the quasi-experimental approach. Its validity and reliability, and the study sample consisted of (42) male and female students of the third grade at Princess Rahma Bint Al Hassan Basic School in Karak Governorate, divided into two groups that were randomly selected, during the second semester of 2021/2022. The results showed that there were statistically significant differences at a lower level ( $0.05 \geq \alpha$ ) in the post-application of the reading skills test, and there were statistically significant differences in performance on the reading skills test between the Google Classroom platform and the regular method in favor of the Google Classroom platform. In light of the results, the study recommended recommendations: including the use of the Google Classroom platform in all subjects of basic school education.*

**Keywords:** *Google Classroom Platform, Reading Skills, Arabic Language, Third Grade*

## I. Introduction

Today, the world is witnessing a vast explosion of knowledge in various fields. In this regard, learners face major challenges that require them to confront the problems of the age caused by scientific and technological progress; the outlook on education changed until the age when the knowledge revolution erupted. Contemporary human society has undergone profound and profound transformations that have touched all its systems and systems as never before and is going through a period of scientific, technological, cultural, and cognitive achievements towards a new society, a post-industrial, post-modern, or information society. Because the educational system is one of those that have undergone changes, it has been necessary to create a society that responds to its issues and achieves a new relationship between education in its broad sense and its function towards it. Basic education is the foundation of the entire educational ladder and of the preparation of the citizen. It is a right for all students. Through it, trends and customs are developed. It represents the minimum level of general education necessary to prepare students to be citizens capable of shouldering their individual and social responsibilities and promoting their societies. In this age, educations in general and basic education, in particular, receive attention from various societies. Education is considered to be the main force that governs the course of economic, social, cultural, and political progress.

Teaching methods are a vast area of multiplicity and choice, many and varied; It is, therefore, important for the teacher to know the nature of each method, its basis, and its compatibility with the educational goals of the students, since teaching methods and methods

are essential steps, as well as a practical test of the appropriateness of including the objectives in practice (Bani Amer & Al-Khataybeh, 2022; Anderson, 2002). Badwi (2009) states that the teaching method is linked to the nature of the teaching material, as it gives the teacher the freedom to choose the appropriate method and lead the teaching process with all its components, which may be considered an indication of the lack of specific rules for teaching methods; It is necessary to diversify methods in line with the content, modern technology and the introduction of technical teaching methods, especially the teaching of Arabic books for the basic classes since this is the main subject on which students can build in the next stages of education.

Educational platforms are one of the modern technology tools that can be used in many areas of the educational process, providing a number of benefits through their characteristics and features; it offers Internet surfing, as well as access to the whole network and e-mail to the e-learning platform (Bath & Bourke, 2010). Google is one of the websites that has provided giant free education and online services, including Google Classroom, which offers many benefits in the educational process such as interactive chat, multimedia, document and data exchange between learners, or between learners and teachers that transcend time and space. One of the features of Google's classroom is that it resembles a blank slate; Teachers can add students and courses, assign them duties, and follow them up, so they are similar to the functions of learning management systems (Bani Amer, 2021; Zhang, 2016; Vandermolen, 2010).

Yilmazlar et al. (2014) pointed out that the platform enables learners to simplify the digital transformation process with their students. Teachers are able to create Google Classroom classes, provide their students with an extra code, or e-mail invitation, and start communicating with them about the lesson, assignment, and documentation. Because Google Classroom is part of Google's education portfolio, Google Classroom includes other Google applications; to make the learning experience smoother, especially if these techniques are employed in the field of teaching Arabic, and include the two most important aspects (reading and writing).

At the basic stage, the Arabic language is based on a philosophical foundation derived from education in the Hashemite Kingdom of Jordan, a psychological foundation that takes into account the characteristics of the growth of the learners, a social foundation that prepares the learner to be an active member of Jordanian society, and a knowledge foundation stemming from the nature and characteristics of the Arabic language and the way in which its concepts are built. At this stage, the curriculum has taken into account a comprehensive and important set of principles in basic education; this phase is divided into three phases: The first stage includes the first to fourth grades; the second stage comprises the three grades that follow, and is called the middle stage. The third stage comprises the upper three grades from the eighth to the tenth grade (Vaughan, 2007). In view of the importance of e-learning, which Google Classroom represents in the educational process, this study reveals its effectiveness in developing the reading skills in the Arabic language for third-grade students in the education of the Karak region.

### **1.1 Statement of the Problem**

The problem of the study is that the "coronavirus" forced the education system to adopt technology, with practical application within educational institutions, thus turning the situation in the education sector into a merger between the traditional system and compulsory technology. Therefore, distance education has become a necessity that cannot be dispensed

with, as it enables the teacher to explain a full lesson to the students; through the Google Classroom platform. That's why this study came to investigate the impact of e-teaching on the Google Classroom; to develop Arabic reading skills among third-grade students in Karak's education schools by answering the following question:

- Do the reading skills of third-grade students in the Arabic language in the Karak region vary according to the teaching method (Google Classroom platform or the usual method)?

## 1.2 Study Objectives

This study aims to uncover the impact of teaching using the Google Classroom platform on reading skills in the Arabic language for third-year primary students in the Karak district.

## 1.3. Significance of the Study

The importance of the study lies in the following:

### a. Theoretical Significance

The importance of the study stems from the fact that it keeps pace with scientific and technological development and the introduction of modern teaching methods; focuses on computerized materials by employing technology; Google Classroom) teaches everything including Arabic.

### b. Practical Importance

This study offers a solution to the crisis of pursuing education, focusing on effective alternatives to traditional education through the application of virtual classrooms (Google Classroom), especially after the unprecedented spread of the Coronavirus (COVID-19), which has had an impact on all sectors, especially educational institutions.

### c. Procedural Definitions of Study Terms

The present study addresses the following concepts and terminology:

**Google Classroom Platform:** It's one of Google's free pedagogical applications that allow teachers to build an integrated classroom with classroom content, assignments, follow-ups and discussions, reinforcement, and feedback. **Procedural definition:** It also allows students to see these works at any time, participate in reading and writing scripts, and get feedback to each student from their teacher or colleagues.

**Reading Skills:** Recognition of written symbols by sight, mental awareness of their meaning, and pronunciation. Procedurally, the researchers define it as the process of translating symbols into words, understanding their meaning, interacting with them, and expressing an opinion on the values and ideas contained in the reading, measured by the reading tests used for the present study.

**Third Grade:** One of the first basic education classes in Jordan. The last grade of basic education is about nine years old.

### d. Limitations of Study

- The study was limited to a group of 42 students from the third grade.
- The study instrument was implemented in the second semester of the academic year 2021/2022.

## II. Review of Literature

Online learning systems have many advantages; among them, this type of education can be delivered to students anywhere in the world, as well as increasing the ability to communicate and interact with all parties to the educational situation. E-learning also supports the theory of constructional education, which is based on the need to build the individual's knowledge of himself so that learning is centered around the learner (Yeung, 2012; Percy, 2009; McDonald, 2002; Anderson, 2002) E-learning platforms are at the forefront of web 2nd generation technologies (Web 2.0) that are increasingly being employed by educators; This is because of its benefits in the teaching and learning processes, and it motivates the learner to interact with the content presented through it, as well as with his peers and teacher, in addition to engaging him in a number of tasks that develop his skills (Perez, 2015).

### 2.1 Google Classroom

Google's story started in 1995 at Stanford as a result of the research of postgraduate researchers (Google D,2017). Over the past few years, Google has attracted worldwide attention. Because the company is based on scientific research, Google has taken an interest in the development of electronic applications and products that serve the education and has launched over fifteen applications that support the learning process. To facilitate users, all these applications have been brought together under one system (G Suite for Education), which has organized the management of all educational applications via one interface (Google D, 2017). After the expansion of e-learning, and the adoption of e-learning systems, many learning applications have emerged from the research and management of e-learning applications; As a result, the company is creating a learning management application called Google Room.

### 2.2 Virtual Google Classroom

The challenges of the present era have pushed educational institutions to adopt the technologies of education and communication and to achieve their goals according to the educational system. Google search engine has played a prominent role in the development of modern and advanced technologies in the field of Google educational package, which has contributed to the development of the educational process to adapt it to the skills of the twenty-first century and the requirements of the modern era (Saade & Kiira, 2009).

Bogdan et al. (2015) explained that educational institutions should use an electronic application to manage e-learning in their institutions. The application should facilitate communication between teachers and learners, support and complement traditional teaching, and provide learners with training in a timely manner, so that an integrated system is responsible for managing the educational process on the Internet, including admission and registration, course and assignment management, follow-up on student learning, and test management. This application has been called the Learning Management System (LMS). Google conducts many free services and applications for users, with more than 30 Google services in a non-profit field; Internet, mobile phones, business management, multimedia, geography, specialized research, office, and home services, and social networking. Enterprises and companies compete by producing LMS applications, including Blackboard, Moodle, and Google Classroom G.C.

Google Apps for Education Worldwide is a leader in educational applications based on Cloud Storage. Students from schools, universities, and institutes around the world are using Google educational applications. A quick look at some of the figures shows that in

September 2014, 30 million people used Google Apps for Education worldwide, 190 million people used Google Drive, whether, from home, work, or school (Yeung, 2012).

### **2.3 Google Application In Education**

Google took the education lead and offered solutions as a scientific research product, and a research product for undergraduate students, with the main goal of providing information to those in need. Applications support the learning process, especially after e-learning has been put into practice and adopted by various educational institutions and for all stages.

Thus, Google has produced over 15 educational application applications and, to facilitate the users of the company's applications, it has compiled them into a G Suite application, which provides all operations management operations through this portal. The system administrator can create accounts and control all business. In addition, Google for Education, a school and university application, has created a platform that allows teachers to host, distribute and share digital documents, and collaborate to resolve issues through cloud computing technology to the educational institution through e-learning (Google D, 2017)

### **2.4 Google Classroom Platform Development**

Google Classroom G Suite for Education was announced in May 2014 and released to the public on August 12, 2014. On June 29, 2015, Google announced a platform software interface, created its own Google Interface icon, and in March 2017, made the app available to any subscriber with a G mail account without requiring a G Suite for Education account (Kahn, 2014; Lapowsky, 2014; Perez, 2015; Hockenson, 2015)

Google Classroom is a free e-learning management tutorial service that aims to simplify file sharing between teachers and learners by helping teachers create an e-classroom. It is an e-application that includes many Google services such as e-mail, cloud files, Google test and questionnaire forms, and Google presentations, and enables the creation of virtual classrooms through which teaching material, tasks, activities, and duties can be displayed and students receive immediate feedback, by entering the program from anywhere within the classroom or at home (DiCicco, 2016).

### **2.5 Google Classroom Concept**

Bell (Bell, 2015) defines it as a free Google application, launched in 2014, which aims to assist in the management of the learning process, provides the teacher with all the services that help him deliver content to learners in different ways, provides communication between teachers and learners, management and parents, helps the teacher to conduct the calendar in different ways, is easy, and is able to link all other Google applications and adapt them to learning with ease.

Kasula (2015) defined it an education management system, which aims to simplify class construction and classification, and provide content to learners electronically through the Internet, a Google educational application.

Delialioglu&Yildirim (2007) defined it as a computerized, Internet-based system that integrates G Suite educational applications with all other G Suite and Google services and applications, allowing users to provide e-learning and manage their operations.

## **2.6. Basic Education**

The basic education stage is considered one of the most important and dangerous educational stages that students are going through, because of its importance in determining the future, as it is the cornerstone and the first base of the educational process on which subsequent stages depend. During this stage, students are established and formed in concepts, their mental, linguistic and social abilities are developed, and they are provided with writing, reading and numeracy skills, in addition to drawing their personal attributes and social affiliation, and instilling their religious and moral values through caring for and being cared for by the children of this stage so that they have the ability and desire to continue the educational process (Bani Amer & Al-Khataybeh, 2021; Mason & Rennie, 2006).

The basic education stage is a distinct, stand-alone educational stage with its educational goals. It prepares students and prepares them socially, mentally, psychologically and dynamically for education and social life. Today, as we face rapid and accumulated changes in a new era in all its dimensions, it has become a great responsibility for educators to provide educational expertise so that students may face the problems and challenges of the future.

### **a. Reading Skills in Arabic**

The present era is characterized by rapid change in all aspects of life; this has an impact on education, forcing educational institutions to deal with the changes brought about by the technical revolution. Educational institutions have generally moved towards the expansion of e-learning by transferring a number of their courses and teaching materials from the traditional image to the electronic image, through educational software and websites; This is to enable the learner to get the learning material at anytime, anywhere, specifically with respect to basic learning skills such as reading and writing.

The skill of reading is a complex mental process. It is hierarchical, and it is related to thinking to different degrees. Each degree of thinking depends on what is below it and is not fulfilled in other words. The reading process is similar to all the processes that teachers perform in education. A good reader should possess the intellectual skills of reading technology in terms of the wealth of the vocabulary, the awareness of the near and far meaning, the revelation of the writer's purpose and meaning, the critique of the reader, the understanding of the meaning of the paragraph, and then the realization of the full text. Reading is not a simple process, as it appears at first glance, but rather a complex and complex process involving different forces, senses, and skills. The experience and intelligence of an individual are of great importance in the reading process (Ashour & Hawamdeh, 2010).

### **b. The Concept of Reading**

In the second half of the twentieth century, researchers became more interested in reading, and they tried to focus on reading as a way of mental activity in solving problems, making judgments, and critical thinking, in addition to focusing on the listening element that accompanies the reading process. In addition, the reader finds pleasure and pleasure in some of the inclinations and desires suppressed through reading. Many researchers see reading as a mental process, equate it with thinking, and they exclude the introduction of the issue of deciphering to read; Because breaking symbols and converting written characters to sounds is not much more than just an automated process by the reader. The process of reading is a complex mental process. It is hierarchical and it is related to the different degrees of thinking so that each degree of thinking depends on the below and is not accomplished without it. The reading process is similar to all the teacher's operations in education and requires understanding, linking, and inferring (Ashour & Hawamdeh, 2010).

### c. Types of Reading

Al-Manai (2007) classified reading types according to the following criteria, in terms of form and performance, classify them to:

1. Silent reading: It is an intellectual process in which the voice has nothing to do with solving the written symbols and understanding their meaning with ease and precision. Raising the voice is only an additional task.
2. Fundamental reading: It is the best way to master speech, perform well, and represent meaning, especially in the first grades. It is also a means to detect student speech errors, which can be remedied. It helps to taste literature by recognizing the aspects of sound harmony and verbal music, and it is a means to encourage students who do not have the audacity and feel fear during a fundamental reading.

### d. Teaching Reading

The way reading is taught in the third grade is not much different from the way reading is taught to first-grade students in general, except to make it compatible with the growth in skills, language scores, and social experiences, so that the beginning is to train students in a new color of reading; silent reading, used to use the eye and work only on reading without hearing from them whispering, and to be able to concentrate and read in all environments, under all circumstances, and to be trained in this type of reading in order to prepare them to use the school library and go to public libraries.

## III. Research Method

### 3.1 Approach of Study

The quasi-experimental approach was used in this study to suit the nature and objectives of the study. The experimental group was studied in Google Classroom, and the control group was taught in the usual way.

### 3.2 Community of Study

The study community consists of all the students in the third basic grade in the public schools of the Directorate of Education in Al-Karak, who are attending them for the school year (2021/2022). There are 2,157 students spread over 88 schools, according to the information provided to the researchers by the head of the planning department in the Directorate of Education.

### 3.3 Sample Study

- a. Survey sample: The researchers applied the test to a survey sample of 25 male and female students in the third grade, both from the school community and from outside its sample.
- b. Actual sample: The study sample consisted of (42) male and female students from the third basic grade at the Princess Rahma Bint Al-Hassan Mixed Basic School for the 2021/2022 academic year. Table (1) shows the distribution of students from the study sample according to the teaching method.

**Table 1.** Distribution of the study sample students according to the teaching method

Number of group members	Teaching method
21	Google Classroom
21	Usual method
42	Total

### 3.4 Study Instrument

- A test of reading skills in the Arabic language for the third grade

The reading skills test was built by the researchers with the aim of measuring the reading skills of students in the units of The Small Inventor and The Balanced Food of the Arabic language book for the third grade. After being presented to a group of arbitrators, the final test consisted of (20) multiple-choice items. The test was prepared according to the following stages:

1. Analyzing the content of the two units (the small inventor and the balanced food) in the Arabic language book for the third grade, and listing the reading skills included in it.
2. Formulating the behavioral objectives included in the lessons under study.
3. Building a specification table based on behavioral goals.
4. Formulation of test items based on the specification table that was prepared for these lessons, where the number of test items reached (20) items, and table (2) presents the specification schedule for the reading skills test.

**Table 2.** Specifications table for reading skills test

Total %100	Composition 10%	Analyzing 10%	Applying 25%	Understanding 30%	Remembering 25%	Level Of Goals Unit Weight
10	1	1	2	3	3	Small Inventor 50%
10	1	1	3	3	2	Balanced Food 50%
20	2	2	5	6	5	Total

### 3.5 Validity of the Reading Skills Test

The reading skills test was presented to a number of experienced and specialized arbitrators from Jordanian university professors, in curricula, teaching methods, measurement and evaluation, educational supervisors in the Arabic language specialization, and Arabic language teachers in the Ministry of Education, in order to verify the validity of the test, and the extent to which it achieves the objectives of the study. They were asked to express their comments and suggestions on the test items, and the required amendments were made in light of the arbitrators' proposals and opinions.

### 3.6. The Reliability of the Reading Skills Test

The reading skills test was applied to an exploratory sample consisting of (25) male and female students from the study community and from outside the sample, to verify the test's stability. The reliability was verified in the following ways:

#### a. Test-Retest

Where the test was applied to the exploratory sample and reapplied with a time difference of (15) days between the two times of application, and their scores were monitored to extract the reliability coefficient between the two applications, and the reliability coefficient reached (86), which is acceptable for the purposes of this study.



### **b. Richardson 20 (KR-20)**

The reliability coefficient was also calculated using Richardson's equation 20 (KR-20), where the value of the reliability coefficient was (0.92), and this value is considered good and acceptable for the purposes of this study.

### **b. Half-segmentation**

The reliability coefficient of the test was also calculated by the equation of the stability coefficient, where the stability coefficient calculated in this way was (0.92), and this value is considered good and acceptable for the purposes of this study.

**Test Correction:** The researchers manually corrected the test by giving only one mark for the correct answer, if the correct alternative was chosen from among the alternatives, and then calculated the total respondent score on the test from its overall score (20).

**Test Time:** The test time was determined by calculating the average time taken by the first student (35 minutes) and the last student in the survey sample (45 minutes) to answer the test questions, with an overall average testing time (40 minutes).

## **3.7 Study Procedure**

To answer the study's questions, the researchers performed the following actions:

1. Selection of the Small Inventor Unit and the Balanced Food Unit in the Arabic Language book for the Basic 3rd Class in the 2nd semester of the 2021/2022 academic year for experimental processing.
2. Princess Rahma bint al-Hassan's mixed basic school was contacted to obtain her agreement to cooperate in conducting the study. The school's principal and the teachers of the third grade expressed their willingness to apply the study in the school. After that, I will receive a book for facilitating the task, which will be directed by a temporary university for the Directorate of Education in Qusabat Al-Karak, and a book for facilitating the task, which will be directed by the Directorate of Education to this school.
3. Implementation of training courses by practicing teaching according to the Google Classroom Platform.
4. Selected from the primary third-year class of the school, the most convergent class in the results of her students in the Arabic language examinations randomly distributed to the study groups: Google Classroom platform range and modular.
5. Give study groups the pre-test of reading skills in Arabic to test the equivalence of study groups.
6. Apply the trial processing to the study sample. The selected content was taught in 32 class sessions at a rate of four classes per week.
7. The distance test in reading skills was reintroduced in the Arabic language subject after completion of the content teaching, which took (32) class sessions over (8) weeks.
8. The data he collected was arranged and tabulated, according to the specific study design. The statistical analyzes were carried out on SPSS.

## **IV. Discussion**

To answer the first question: "Do the reading skills of third-grade students in the Arabic language in the Karak region vary according to the teaching method (Google Classroom platform or the usual method)?"

To answer this question, the reading skills test was applied to the students of the groups (Google Classroom platform, and the usual method), then the means and standard deviations of the test results for the three groups were calculated, and table (3) shows that.

**Table 3.** Means and standard deviations of the reading skills test results

Standard Deviation	Means	Number	Group
.83	15.24	21	Google Classroom
1.12	12.62	21	Usual Method

It is clear from the data referred to in Table (3) that there are apparent differences in the mean between the two groups of third-grade students in the Arabic language reading skills due to the method of teaching; table (4) shows the results of that.

**Table 4.** The results of the analysis of variance (ANCOVA) test in the post-test

Significance	Value (F)	Mean of squares	Degrees of freedom	Sum of squares	Contrast source
0.202	1.66	14.48	1	14.48	Variance
*0.000	33.94	295.99	1	295.99	The Group
		8.72	66	575	The Error
			<b>68</b>	<b>954.55</b>	<b>Total</b>

\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ )

Through Table (4), the data indicate that there are statistically significant differences between the performance of the two groups in the post-application of the reading test in terms of the value of (F) (33.94), and the level of significance associated with it (0.000), and by referring to the arithmetic averages in Table (3), we note The average performance of the Google Classroom group students was (17.55), and the average performance of the usual method group students was (12.94), which indicates that the differences were in favor of the students of the experimental group, which were studied using the Google Classroom strategy.

This indicates that there is an effect of the Google Classroom platform on the reading skills of third-grade students in the Arabic language compared to the usual method of teaching, and this may be due to the fact that the Google Classroom platform has effectively contributed to developing the reading skills of the experimental group students And also to the extent to which students interact with various activities, and their willingness to learn with new teaching strategies. While they are in the classroom during implementation times, the researchers noticed the speed of students' solutions to activities after implementing various methods and means, which indicates the importance and necessity of diversification in the strategies and teaching methods used by students of these This result can also be attributed to the fact that the Google Classroom platform is based on providing solutions to some of the problems facing regular education through diversifying into different types of learning that focus in their entirety on the outcomes of the learning and teaching processes, which leads to better achieving the goals of education. Where the student plays a pivotal role in the learning process, in addition to focusing on the role of the learner in this strategy, which is an attractive and thoughtful environment that ensures the motivation and participation of students in the learning process, addition to monitoring students' progress and enhancing their self-confidence, emphasizing that e-learning is centered Basically about the learner. The results can be interpreted as follows:

- The Google Classroom platform provides the opportunity for students to understand the text well, and to determine the semantics of words and styles, feelings and meanings contained in the text, which increases students' activity toward expressive reading and increases their self-confidence.

The Google Classroom platform is based on the active and positive participation of students that makes learning meaningful for them, and that they have an active and effective role in many practical activities (collective and individual) to practice reading skills at all stages of implementation of lesson procedures, as reading skills are only acquired with practice and training.

- The Google Classroom platform requires attention and focus on the words and sentences in which the voice will be used to suit the reader, in addition to what it requires of repetition of reading words and sentences and intoning them in the appropriate tone for the reading until the skill is acquired. The researchers also noted that this learning works to relieve anxiety, tension, and student cooperation, with each other in expressive collective reading.
- A set of educational aids, such as reading videos that include a wonderful reading performance that contributed to attracting students' attention to how to read in an expressive and clear voice with intonation and diversifying the tone of voice to understand the text for others.

## V. Conclusion

In light of the findings of the study, the researchers recommend the following:

- Use e-learning at a wider level than the current study sample, as it has an impact on the development of reading skills among students.
- Concern for the development of reading skills among students in the first basic stage, given the impact on student's performance in the Arabic language in particular, and in all subjects in general.
- Identify basic considerations to be taken into account when developing educational activities aimed at developing reading skills.
- Training courses for teachers, on how to employ e-learning and the Google Classroom platform in the learning process, and other courses for parents on how to benefit from e-learning in the pursuit of their children's educational growth.

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