

Enhancing Students' Vocabulary In Arabic Language Through The Use Of Google Classroom

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Abstract

A study was conducted on Year Five pupils at various schools in the Melaka Tengah district, Melaka to determine how utilising Google Classroom affected their ability to learn Arabic vocabulary. The study's descriptive and quasi-experimental design, which included pretests and posttests, was used. This study intends to measure the achievement gap between students utilising Google Classroom (the experimental group) and students using more traditional teaching methods (control group). The samples of 120 respondents were chosen randomly from Year Five pupils at four schools in Melaka Tengah, Melaka. Based on the students' (t) distribution tables, the calculated (t) for this research = 2.630 is much greater than the critical (t) distribution value in the tables = 1.701. Therefore, the calculated (t) = 2.630 is considered a statistical evidence of rejecting the null hypothesis (there is no significance among the research variables chosen according to the following statistical criteria (df 28, α 2, 0.05). The alternative hypothesis proves that there are statistically significant differences at the alpha level ($\alpha \leq 0.05$) between the achievement scores in enhancing of Arabic Language vocabulary for the two groups; experimental and control students of the Year Five pupils of primary schools in Melaka Tengah, Melaka, as a result of using the Google Classroom. In summary, Google Classroom is a practical tool that encourages students to study Arabic in a pleasant way. Fortunately, the existence of Artificial Intelligence such as Bard AI in Google Classroom will attract researchers to explore more deeply about Google Classroom and its effectiveness in other fields.

Keywords: *Google Classroom, Schools, Arabic Language Vocabulary.*

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1.0 Introduction

The Malaysian Ministry of Education (MOE) has implemented the Education Transformation through the Malaysian Education Development Plan 2013-2025 with a focus on 21st Century Learning (PAK-21) in Malaysia. The learning competencies and skills involved are Communication, Collaboration, Creativity, Critical Thinking and Values. In this era, no one denies that virtual learning such as Google Classroom plays a major role in learning. It is essential in improving students' learning skills. Technology develops over time such as the smart phone, educational television, computers and others. Most of them own and use these technology tools everywhere. Using Google Classroom will make the learning process fun and attractive to students. In the past, learning platforms such as Frog virtual learning environment (Frog VLE) was introduced to encourage students to use modern technology in learning. However, due to the poor usage in schools and challenges faced, MOE decided to discontinue the use of Frog VLE and replaced it with Google Classroom. We must take this precious opportunity to apply Google Classroom to hone their skills through technology. It does not mean that technology is the solver for all problems in learning, but rather as an additional resource for teachers and the learners. Google Classroom started developing in schools in Malaysia in the year 2019. This platform helps students and teachers organize homework, increase cooperation, and encourage more communication between students. It also makes teaching more productive, collaborative, and effective as it is a simple and easy-to-use tool for teachers and students. Educators can create classes, distribute assignments, award grades, submit feedback, and see everything in one place.

2.0 Problem Statement

Students in schools in Malaysia face problems and difficulties in acquiring Arabic vocabulary. The researcher noticed this phenomenon in the low achievement scores during the classroom evaluation. What the researcher notes is that this phenomenon is due to the method of teaching Arabic vocabulary in schools which still uses the traditional method and activities. Mahat et al. (2015) presented a scientific study on the basic vocabulary in language proficiency, especially the foreign language or the second language. A good mastery of vocabulary will help students master other language skills. One of the reasons for the poor mastery of Arabic vocabulary among students is the unattractive and enjoyable teaching, and the failure to motivate students in the learning process. Haron et al. (2017) found in their research that the use of assistive devices is at the lowest level. A research among 427 secondary school teachers indicates that only 33.7% of them use assistive devices. Teachers use old assistive methods and do not care about modern aids. Zaini et al. (2017) presented that the lack of conversation among teachers in the Arabic language is due to the lack of attractive educational activities in schools. If there is no communication between the teacher and the students, learning cannot be applied in the twenty-first century. Students will feel bored and not care about the class. In this era, the process of teaching and learning Arabic vocabulary needs the right strategy and appropriate aids. Modern educational programmes should replace the traditional method that involves teacher-centered learning process.

3.0 Research Question

1) How much does the use of the Google Classroom affect the Year Five pupils' acquisition of Arabic vocabulary in the primary schools in Melaka Tengah, Melaka?

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- 2) How much does the traditional method in Melaka Tengah's primary schools influence Year Five pupils' learning of Arabic vocabulary?
- 3) How much do the achievement scores of the experimental and control groups differ when it comes to learning Arabic Vocabulary among Year Five pupils' in primary schools in Melaka Tengah, Melaka?

4.0 Objectives

- 1) To determine the effectiveness of Google Classroom and how it affects the acquisition of Arabic vocabulary among the Year Five pupils in the primary schools in Melaka Tengah, Melaka.
- 2) To determine the effect of traditional method and its influence among Year Five pupils in Melaka Tengah primary schools in learning Arabic vocabulary.
- 3) To determine the achievement scores of the experimental and control groups in learning Arabic vocabulary among Year Five pupils in primary schools in Melaka Tengah, Melaka as a result of using Google Classroom.

5.0 Literature review

The scientific studies conducted by the researchers varied in many areas of teaching and learning, especially teaching and distance learning for many subjects such as Mathematics, Science, Technology and what is related to the Arabic language as a second language with different educational approaches and methods. The researchers found some studies that dealt with this topic briefly, or with side information, by which their goals could be achieved. The researchers note that the scientific method often lists the different educational methods and selects some models for them without being restricted to studying the best method for teaching a specific skill, and without committing to an applied and organized method of these means to teach Arabic vocabulary as a second language.

In these studies, the researchers saw that they left an open field for research in such matters. The researchers mentioned some of the previous studies as follows. According to Chung (2022), the usage of Google Classroom at the school was increasing in 2020 when the Malaysian government announced the implementation of the Movement Control Order (MCO) due to the outbreak of the COVID-19 pandemic in the country. Google Classroom was frequently used as one of the platforms of teaching and learning at home (PdPR) till now. The researcher applied Technology Acceptance Model (TAM) as the basic model to identify the level of acceptance of school teachers towards Google Classroom in the delivery of teaching and learning (PdP) or through PdPR. 148 teachers from primary and secondary schools were involved as the respondents in this study. This study focuses on the perception of usefulness, usability and attitudes of school teachers towards Google Classroom. The result showed that the mean value for the aspect of usefulness is 3.77, which is at a high level, while the mean value of usability and attitude with mean values of 3.43 and 3.23, which is at a moderate level.

Google Classroom undoubtedly should be enhanced in its usage among school teachers in implementing PdP or PdPR during teaching and learning sessions which could not be implemented physically in the classroom. There was another finding about the efficacy of the Google Classroom in the subject of History that was conducted by Pius et al. (2021). A research sample of 32 students was chosen, and they were divided into two groups: the experimental group (using Google Classroom) and the control group (using the conventional approach). The N Gain Score approach was utilised by the researchers to analyse the data. The study's findings revealed that the experimental group's mean N Gain Score was 67.70%. This shows how utilising the Google Classroom enhances students' learning. The conclusion demonstrates that Google Classroom can assist pupils in understanding History. The researchers

suggested creating the historical content accessible through Google Classroom as a manual for instructors and students. According to Bantani and Muharom (2018), there are numerous ways to learn in a fun way such as Google Classroom. This study demonstrated how Google Classroom can support and aid instructors and students in carrying out the deep learning process. This is due to the fact that lecturers and students are not bound by time constraints or set class times while collecting, distributing, and grading assignments.

6.0 Methodology

The researcher chose descriptive and quasi-experimental design to conduct this study: The researcher will conduct the study on the two groups (experimental and control) using the two methods. "Google Classroom" with the experimental group, and the traditional methods with the control group among Year Five pupils from four schools in Melaka Tengah, Melaka. The sample was selected using a random selection procedure Cluster, where the researcher described the sample categories for this research on the list of tested community schools. The four schools were chosen randomly from a list. Then, the researcher selected four groups from these schools. 120 students were involved as the respondents in this study. Despite the unique random selection from the four groups, its size of pupils for these schools and the selection of individuals within the groups was not random, because they were registered in their classes. Of course, it was not easy for the researchers to intervene in school programmes. This experimental research involves conducting a scientific experiment and using study clusters without randomizing their members. The researcher has prepared another sample for the exploratory study before the real experiment. Conducting experiments using an experimental design called "pre-experimental and post-experimental testing" for both groups (experimental and control). The t-test is to show the significance of the statistical differences for the two groups: the experimental and the control. Figure 1 below shows the proposed Solomon Four Group Design:

Group	Pretest	Treatment	Posttest
Experimental	Pretest	Treatment	Posttest
Control Group 1	Pretest	--	Posttest
Control Group 2	--	Treatment	Posttest
Control Group 3	--	--	Posttest

Table 1: *Solomon Four Group Design*

The previous figure indicates that the researcher will conduct two observations at the same time using the quadrilateral experimental designer, where he will conduct observations on four clusters, and two of them will have a pretests and two of them will apply the proposed experiment, and the posttests will be applied to all. (Campbell, 1966). These experiments took 6 weeks to complete.

7.0 Findings and Discussion

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Posttest Descriptive Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
Expr. Posttest	30	71.0000	16.68987	3.04714
C1.Posttest	30	62.8000	11.76318	2.14765
C2.Posttest	30	59.7333	16.48183	3.00916
C3.Posttest	30	46.6667	16.18286	2.95457

Table 2: Posttest Descriptive Statistics

7.1 Analysis of information for the first and second question.

1) Table 2 above shows that the use of the Google Classroom affects the acquisition of Arabic vocabulary among Year Five pupils at primary schools in Melaka Tengah, Melaka with a mean of 71.0000, a standard deviation of 16.68987, and a standard error of 3.04714.

2) The above table also shows that the use of the traditional method affects the acquisition of Arabic vocabulary among Year Five pupils at primary schools in Melaka Tengah, Melaka with a mean of 59.7333, a standard deviation of 16.48183, and a standard error of 3.00916.

7.2 Analysis information for the third question.

The answer to the third question entails measuring the following null hypothesis by conducting a t-test for independent groups: T-test for Independent Sample test for One Sample to consider this in situations of generalizing the results of the study. It is tantamount to estimate the normal distribution of the sample's characteristics over the entire population, in which each sample taken from this population is equal from the same point of view.

7.3 The null hypothesis of homogeneity of the sample.

There are no statistically significant differences at the alpha level ($\alpha \leq 0.05$) between the characteristics of the sample chosen for this research from the Year Five pupils in Melaka Tengah schools, Melaka according to the following statistical criteria (df 28, a2, 0.05). Table No. 3 presents the t-test for one sample: The T-test for One Sample, and its main objective is to issue the statistical report that the approved sample is taken from a population whose averages are equal. And that the different values from it are negligible and are not considered with the results of the experiment of the second test.

T-test for One -Sample (Pretest)				
Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	54.2667	13.72371	2.50560
Control Group 1	30	55.8667	11.69655	2.13549
		-1.6		

Table 3: T-test for One -Sample

Table No. 3 above indicates that the ratio of differences between the characteristics of the sample is -1.6 and the importance of these differences is confirmed by presenting it to the following formula:

Adopted t-Test Formula

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Jacob.C (1977)

The T-calculated
 (m1 – m2= -1.6 ÷ σm= 3.29216)
 Yields the t-calculated for one sample = -0.486

Depending on the t-distribution tables in the tables or the students’ t-table, the (t) calculated for the homogeneity of the sample of this research = 0.486 is much less than the critical t-distribution value in the tables = 1.701. Therefore, the calculated (t) = 0.486 is not considered among the statistical evidences indicating the rejection of the null hypothesis is that there is no substantial significance between the characteristics of the sample selected for this research according to the following statistical criteria (df 28, a2, 0.05). The null hypothesis proves that: There are no statistically significant differences at the alpha level ($\alpha \leq 0.05$) between the characteristics of the sample chosen for this research from the Year Five pupils in Melaka Tengah schools, according to the following statistical criteria (df 28, a2, 0.05). (Jacob, 1988).

7.4 Determining the overall differences between the experimental and the control before extracting the pretest threat based on the results of the posttest.

The researcher identified the overall differences between the experimental and control groups ambiguous in the degrees of the internal variables, based on the results of the post-test for the experimental and control groups, as shown in Table 4.

T-test for One -Sample				
Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	71.0000	16.68987	3.04714
Control Group 1	30	62.8000	11.76318	2.14765
			4.92669	

Table 4: Overall differences between the experimental and the control before extracting the pretest threat based on the results of the posttest.

The differences between the achievement scores in the acquisition of Arabic vocabulary for the two groups; the experimental and control students of the Year Five of primary school in Melaka Tengah, Melaka schools = 4.92669, before subtracting the pre-test threat and the internal variables threats from the total differences scores. These differences are still suspected and the t-test for independent groups is not applied: The T-test for Independent Sample, because it includes threats from external variables such as threats from the effects of the pre-test and threats from the rest of the internal natural variables that occur during the experimental procedures.

7.5 Subtract the differences between the two groups resulting from the pre-test threat.

Also, the researcher extracted the differences between the first and second control resulting from the threat of the pre-test based on the results of the post-test for the first control and second control groups as shown in Table 5 below to subtract from the total differences between the experimental and the first control, before applying the t-test for Independent Sample on the apparent differences between the experimental and the first control.

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group 1	30	62.8000	11.76318	2.14765
Control Group 2	30	59.7333	16.48183	3.00916
			-4.71865	

Table 5: Subtract the differences between the two groups resulting from the pre-test threat

Table No. 5 indicates that the differences ratio between achievement scores in the acquisition of Arabic vocabulary for the two groups; The posttest for the first and second control groups of Year Five students in Melaka Tengah schools, Melaka is equal to -4.71865. This indicates that This indicates that the differences between the first control and the second control resulting from the threat of the pre-test, its ratio = -4.71865.

7.6 Extracting the differences resulting from the threats of the rest of the natural internal variables taking place during the experimental procedures.

The researcher extracted the differences between the two groups; The experimental and the first control threats to the rest of the internal natural variables during the experimental procedures, depending on the results of the post-test for the second and third control groups, as shown in Table 6 below. It is also subtracted from the total differences between the experimental and the control group, before applying the T-test for Independent Sample to the apparent differences between the experimental and the first control group.

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group 2	30	59.7333	16.48183	3.00916
Control Group 3	30	46.6667	16.18286	2.95457
			0.29897	

Table 6: Extracting the differences resulting from the threats of the rest of the natural internal variables taking place during the experimental procedures.

Table No. 6 indicates that the differences ratio between achievement scores in the acquisition of Arabic vocabulary for the two groups; The dimensional for the second and third control groups of Year Five students in Melaka schools is equal to = 0.29897, and this indicates that the differences between the second and third controls resulting from the threats of the rest of the natural internal variables taking place during the experimental procedures have a ratio of = 0.29897.

7.7 Extract the calculated t-value for this research.

In compliance with the formula below and the statements of the two groups; The experimental and the second control in Table 7, the researcher extracted the value of (t) calculated for this research as follows:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Jacob,C. (1977)

Group	N	Mean	Std. Deviation	Std. Error Mean
Experimental	30	71.0000	16.68987	3.04714
Control Group 2	30	59.7333	16.48183	3.00916
		11.2667		

Table 7: Extract the calculated t-value for this research.

The T-calculated
 (m1 – m2= 11.2667 ÷ σm= 4.2825)
 Yields the t-calculated = 2.63086

Depending on the students' t distribution tables, the calculated (t) for this research = 2.63086 is much greater than the critical (t) distribution value in the tables = 1.701. Therefore, the calculated (t) = 2.63086 is considered a statistical evidence for rejecting the null hypothesis that is, there is no substantial significance between the selected research variables according to the following statistical criteria (df 28, a2, 0.05).The alternative hypothesis proves that: There are statistically significant differences at the alpha level ($\alpha \leq 0.05$) between the achievement scores in the acquisition of Arabic vocabulary for the two groups; Experimental and control group from the Year Five pupils at primary school in Melaka Tengah, Melaka, as a result of using Google Classroom.(Jacob,1998). This result relates with the findings of Kusuma & Astuti (2019). They found out that there is a significant difference between the groups that have used the Google Classroom in learning Arabic and the group that did not use Google Classroom.

8.0 Conclusion

The researcher noted the results of the research that there are statistically significant differences between the achievement scores in the use of acquiring Arabic Vocabulary for the two groups: experimental and control students of the Year Five of primary school in Melaka Tengah, Melaka as a result of using the Google Classroom. There is no doubt that students absorb a lot from Google Classroom, especially in searching for information in digital books, playing fun and interesting language games, singing a song by watching a video, submitting homework easily and getting grades quickly. Maybe, in the future, students don't need textbooks, but having a computer and smart phone should suffice. Artificial intelligence is also becoming increasingly popular in this era and will be an added value in improving and enhancing the teaching and learning process of the 21st century. The future researcher must take this advantage to find out more about new technologies and its impact towards teaching and learning in other fields.

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