

EFFECTS OF EXPERIENTIAL LEARNING USING GOOGLE CLASSROOM ON
YEAR 2 STUDENTS' ACADEMIC PERFORMANCE IN MALAY LANGUAGE

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DEDICATION

This project report is dedicated to my sister, parents and my friends who taught and inspired me to persevere and prepared me to face the challenges.

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ABSTRACT

The main objectives of this study are to investigate the effects of experiential learning using Google Classroom on Year 2 students' academic performance in Malay language. The study was carried out to examine level of students' academic performance and level of students' motivation in Malay language after carry out experiential learning using Google Classroom. Elements in experiential learning using Google Classroom that motivate students in achieving good academic performance were also highlighted in the research. The respondents were 32 Year 2 students from a Chinese primary school in Johor Bahru. The instruments used to collect the data were online Malay language pre-test, post-test and also a 25 items five points Likert Scale online questionnaire for students. Almost all students' Malay language post-test scores improved after treatment based on experiential learning using Google Classroom. Descriptive statistics analysis showed the level of students' motivation were high. There are greatly motivated by the treatment based on experiential learning using Google Classroom, while the most useful element that preferred by students in experiential learning using Google Classroom that motivate them in achieving good academic is the materials provided by the teacher. Research findings showed that experiential learning using Google Classroom has a significant impact on level of students' academic performance in Malay language subject. Implications had been made for teachers, schools and community to review on the learning method and platform that currently used and strive to utilise experiential learning using Google Classroom to improve on the students' academic performance in Malay language. In addition, recommendations had been included for future studies in order to obtain more reliable data and to enhance the research data in Malaysia, especially towards Chinese primary schools.

ABSTRAK

Objektif utama penyelidikan ini adalah untuk mengkaji kesan pembelajaran berasaskan pengalaman menggunakan Google Classroom terhadap prestasi akademik murid Tahun Dua dalam bahasa Melayu. Penyelidikan ini dilakukan untuk memeriksa tahap prestasi akademik murid dan tahap motivasi murid dalam bahasa Melayu setelah menjalankan pembelajaran berasaskan pengalaman menggunakan Google Classroom. Elemen dalam pembelajaran berasaskan pengalaman menggunakan Google Classroom yang dapat memotivasi murid untuk mencapai prestasi akademik yang baik juga dibincangkan dalam penyelidikan. Responden adalah 32 orang murid sekolah rendah dari sebuah Sekolah Rendah Jenis Kebangsaan Cina di Johor Bahru. Instrumen yang digunakan untuk mengumpulkan data adalah ujian pra dan ujian pasca bahasa Melayu dalam talian, dan juga soal selidik dalam talian yang mengandungi 25 item dan menggunakan skala Likert lima mata untuk murid. Hampir semua skor ujian pasca Bahasa Melayu murid bertambah baik selepas rawatan berdasarkan pembelajaran berasaskan pengalaman menggunakan Google Classroom. Analisis statistik deskriptif menunjukkan tahap motivasi murid tinggi. Mereka menjadi lebih bermotivasi selepas pembelajaran berasaskan pengalaman menggunakan Google Classroom. Elemen paling berguna untuk memotivasi murid mencapai prestasi akademik yang baik dalam pembelajaran berasaskan pengalaman menggunakan Google Classroom adalah bahan yang disediakan oleh guru. Hasil penyelidikan menunjukkan bahawa pembelajaran berasaskan pengalaman menggunakan Google Classroom memberi kesan yang signifikan terhadap tahap prestasi akademik murid dalam mata pelajaran Bahasa Melayu. Implikasi untuk guru, sekolah dan masyarakat dalam mengkaji kaedah dan platform pembelajaran yang terkini, iaitu menggunakan pembelajaran berasaskan pengalaman dalam Google Classroom untuk meningkatkan prestasi akademik murid dalam Bahasa Melayu. Sebagai tambahan, cadangan telah dimasukkan untuk penyelidikan masa depan supaya mendapatkan data yang lebih sempurna dan untuk meningkatkan data penyelidikan di Malaysia, terutama terhadap Sekolah Rendah Jenis Kebangsaan Cina.

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LIST OF ABBREVIATIONS

COVID-19	-	Coronavirus Disease 2019
M	-	Mean
MCO	-	Movement control order
MSLQ	-	Motivated Strategies for Learning Questionnaire
SD	-	Standard Deviation
SPSS	-	Statistical Package for the Social Sciences

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CHAPTER 1

INTRODUCTION

1.1 Introduction

According to Education Act 1996, Malaysia's national language is Malay Language, if the main medium of instruction in an educational institution is not national language, the national language shall be taught as a compulsory subject in the educational institution. All Malaysians have to use the Malay language as their first language, but some races use it as a second language because they have their native language for example Tamil and Mandarin. The proficiency of the Malay language has a distinctive difference between native speaker and non-native speaker. For those non-Malay speakers, the language proficiency aspect is mastered through formal learning at school (Zulkifley Hamid, 2014). In addition, knowledge of the Malay language aspects is mastered by non-Malay students informally in the family environment and become part of the educational system.

According to Z. Mahamood and S. Awaluddin (2005), although the Malay language has been used as the teaching medium since 1983, there are some students who use the Malay language as a second language in Malaysia are still influenced by their native language. Many Chinese and Indian students at primary schools have unsatisfactory result on Malay Language, majority of these students are still affected by their native language. This is in line with the statement of Zamri Mahamod *et al.* (2016) who stated that the problems they face are due to internal factors related to themselves as well as external factors such as the influence of the environment, less effective teaching methods of teachers and others. Thus, teachers are not only trying to achieve teaching objectives, but they also have to solve the problems that arise in the teaching and learning process.

One of the characters of the globalization era is the rapid changes in various aspects of life. The arrival of the 21st century embedded us with technology and media. Peoples are required to have proficiency in 21st century skills, including functional and critical thinking skills, technology literacy and understand the importance and benefits of using technology, so that they have skills to adapt the future changing patterns of the work. Therefore, for developing countries, one of the most effective ways to master in technology is introducing technology in their education. Educational technology has much positive influence on the advancement in quality of education. Online learning offers many advantages over the traditional classroom teaching style. For an example, students can get learning materials from various easily accessible sources to plan and implement their learning. It can increase student learning time, which they have scheduling flexibility. In order to achieve this target, Google Classroom can be used as an online learning tool to elevate classroom productivity.

There's a previous research stated that Malaysian schools' current key performance indicators (KPIs) are less focus on instructional models or student outcomes, but only emphasis on technology usage. (Fisher *et al.*, 2017). Rather than that, Murtikusuma *et al.* (2019) found that Google Classroom in Indonesia is categorized as effective based on student academic achievement. In addition, research conducted by S. Hemrungrote *et al.* (2017) found that most students were satisfied to use Google classroom in learning. Good results in this kind of research are the basis for research using Google Classroom. There is previous research having measured positive responses from the use of Google Classroom. With the above discourse on Google Classroom for education, it is needed to research the effects of Google Classroom on primary students' academic performance in Malay language.

1.2 Problem Background

In Education Act 1996, The Ministry of Education Malaysia is responsible for the provision of education at pre-tertiary level for children of schooling age. The Act stipulates the use of the national language which is Malay language as a teaching medium in all educational institutions in the national education system. The Act also

requires all schools to use a national curriculum and to prepare students for common public examinations. Thus, Malay language is a very important subject to every primary student in Malaysia who studies in national primary schools.

However, the result of a research shows that Chinese students are still weak in the knowledge of Malay language ($M= 1.96$; $SD= 0.46$) (Jamian *et al.*, 2018). This specifies that Chinese students are profoundly influenced by the mother tongue (Jamian *et al.*, 2018). The findings of this study are in line with the study of Nahar and Rahman (2018) in that non-Malay speakers are found to be confused with Malay as the second language because their articulation tools are already familiar with listening and speaking in native languages. These Chinese and Indian students are confused with the Malay language because different characters are used and some phonemes which are not available in their mother tongues. Meanwhile, Cheun *et al.* (2009) stated that non-native students tend to apply their mother tongue rules as a strategy in learning a new language. Thus, based on the problems that have been raised, it is evident that the issue of mastery of Malay language among Chinese students still need to be given special attention.

Due to Coronavirus Disease 2019 (COVID 19), schools nationwide have been closed for few months since movement control order (MCO) kicked in on 18 March 2020. The MCO can be a wake-up call for society to realise the importance of online learning. It is because online platforms are the only way to ensure teaching and learning are not affected during MCO. The Prime Minister had ordered the Ministry of Education to implement home-based learning initiatives throughout the period of MCO. Most primary schools in Malaysia have chosen Google Classroom for E-learning as the Ministry of Education Malaysia has created special email addresses for all primary and secondary students in Malaysia to login Google Classroom. It is because starting from the 1st of July 2019, the Ministry of Education Malaysia has decided to utilise this platform to ensure that the Malaysian educational system is able to keep up with the global standard.

However, online learning is still new to Malaysia school's system. Many parents, students and teachers are facing challenges of this new normal. A student

claimed that he prefers to have a lesson with interesting animations from teachers so he does not get boring after having long hours of online classes (Teach For Malaysia, 2020). Furthermore, students can feel the closeness and enjoy receiving answers from their teachers about their homework submission (Sanif, 2020). Besides, parents believed that children need the help from teacher to have a better understanding of subject because the children listen more to their teacher and online learning became their only channel to interact with teachers and peers during lockdown. (Dong *et al.*, 2020). So, it's clear that students can't study alone and they need teachers to get motivated in online learning. Although the current situation is a best timing for parents to get involved in their children's learning, they are facing problem due to many tasks to be handled for example housekeeping and working from home. While the teachers having difficulties on managing online classrooms and keeping students engaged with creative content (Teach For Malaysia, 2020). According to Star (2020), Norsiah Abd Rahman, principal of SMK Air Molek, Melaka believed that teachers have to start learning and applying technology in the classroom, while parents have to support the schools in utilising digital education tools.

In addition, according to Osman *et al.* (2018), most teachers use traditional teaching and learning methods which are in the usual way only. They tend to teach according to their own teaching and learning style and assume all students can follow the teaching. The findings from Mahamod *et al.* (2014) show that language learning strategies have a lot of influence on Malay language learning among non-native students. Osman *et al.* (2018) confirmed that the use of modules and activities containing topics in the Malay language to non-native speakers can provide them experience in real conversational situations. Experiential learning that used in their research also showed good effectiveness and innovation in helping students to learn the Malay language better, structured, interactive, innovative and never boring. This coincides with the Experiential Learning Model presented by Kolb (1984), which is an instructional approach that let students to build experiences and experience themselves effectively. In fact, experiential learning contains the essence of all crucial components of Bandura's Social Cognitive Learning Theory. Social cognitive learning can help learners learn from each other by providing opportunities for learners to share their experiences (Engineering, 2017).

In conclusion, the current situation of pandemic has turned out the importance of using Google Classroom. Therefore, this research is focused on assessing the effects of experiential learning using Google Classroom on Year 2 students' academic performance in Malay Language among non-Malay students. Hopefully, it is conducted to create the innovation in improving Year 2 students' academic performance in Malay Language.

1.3 Problem Statement

Teaching and learning of Malay language has been conducted for a long time in national primary schools. It is very important in Malaysia as it is our national language. Indeed, the knowledge of Malay language is the skill that must be mastered at primary level in Malaysia. In school, non-Malay students are usually having difficulty during the process of mastery of Malay language. The language skills of listening, speaking, reading and writing take place simultaneously as the skills are integrated (Arshad, 2016). The research of Long (2012) found that non-Malay speakers are less motivated to learn Malay language as they have choices to master the language other than their first language. The mastery of second language is not a must but is often determined by various causes and consequences. For non-Malay students, learning Malay language as the second language is a process of learning new skills and having to learn a new language culture (Chew Fong Peng, 2016).

Moreover, the problem is getting serious and outraged when COVID-19 pandemic spread across the world because schools nationwide have been closed for few months to control the spread of COVID-19, while Google Classroom is the official platform for every school in Malaysia to conduct teaching and learning. According to the previous researches (Shaharane *et al.*, 2016), (Sutia *et al.*, 2019), (Hidayat *et al.*, 2019), (Alim *et al.*, 2019), Google classroom can be effective for both the students and teachers due to its elements and features. For students, it provides a platform for them to communicate and learning. Students find it easy to upload their classwork and progress reports, furthermore, Google Classroom can be effective in guiding students' projects (Sutia *et al.*, 2019). The previously given view is sustained by Shaharane *et*

al. (2016), who indicated that Google classroom is superior in facilitating teaching and learning process.

There are many researches about Google Classroom which conducted in higher education. (Shaharane *et al.*, 2016) (Al-Marroof & Al-Emran, 2018) (Sibuea, 2018) However, there is no research about the effect of Google Classroom on primary students' academic performance and motivation in Malay Language, which has prompted the need to further investigate the effect of the tool. Kaukab and Nayab Iqbal (2018) have stated that a similar study can be conducted in primary or secondary schools to compare the consistency of the findings with their study. Murtikusuma *et al.* (2019) also agreed that Google Classroom has to be tested in other schools with various conditions to obtain more accurate findings. Thus, this study aims to identify students' motivation and research about the effects of experiential learning using Google Classroom on Year 2 students' academic performance in Malay language.

1.4 Research Objectives

The objectives of the research are:

- (i) To examine level of students' academic performance in Malay Language subject based on experiential learning using Google Classroom.
- (ii) To identify level of students' motivation in Malay Language subject based on experiential learning using Google Classroom.
- (iii) To identify the elements in experiential learning using Google Classroom Learning, that motivate students in achieving good academic performance.

1.5 Research Questions

This research addresses three research questions:

- (i) What are the levels of students' academic performance in Malay Language subject based on experiential learning using Google Classroom?
- (ii) What are the levels of students' motivation in Malay Language subject based on experiential learning using Google Classroom?
- (iii) What are the elements in experiential learning using Google Classroom, that motivate students in achieving good academic performance?

1.6 Scope of the Study

The participants for this study are Year 2 students from one of the National Type Primary School (Chinese) which located in Johor Bahru district, Malaysia. They are non-Malay students who learn Malay Language as one of the subjects in the academic curriculum. This research will aim at looking into the effects of experiential learning using Google Classroom on Year 2 students' motivation and academic performance in Malay language based on experiential learning.

1.7 Limitation of the Study

This study is going to conduct at a National Type Primary School (Chinese) in Johor Bahru district. A class of Year 2 students will be chosen as the sample of the study. Therefore, it is one of the limitations in the study. The findings are limit and difficult to generalize to other schools.

Second, students have different knowledge background which might influence their performance in learning the content. Besides, students are expected not to use their smartphone or laptop for playing games and social media, as we can't make sure

they're focus on learning. In addition, academic performance of students is measure from pre-test and post-test which are mainly objective question.

Lastly, the study will only last for four weeks. The short time span might affect on student learning outcomes, especially understanding the content knowledge.

1.8 Research Rationale

Learning Malay language is always a fatal problem that exist among non-Malay learners. They are not motivated in learning a second language (Long, 2012). Although teachers are often encouraged to use 21st century teaching strategies to conduct effective learning, most teachers still struggle to adjust to the pandemic's new normal. The problem is getting serious as teachers has no choice but to use Google Classroom for home-based learning due to MCO. Most importantly, we are not sure how Google Classroom could affect students' motivation and academic performance. Thus, this study examines the potential gap between Google Classroom and the effect on Year 2 students' motivation and academic performance in Malay Language.

1.9 Conceptual Framework

Google Classroom is a tool which can collaborate among students and teachers. Teachers can manage the virtual class online, create and distribute assignments for students for free. Here, the research is going to identify the effects of Google Classroom on Year 2 students' motivation and academic performance in Malay language. According to Keesee (2015), experiential learning is inductive, learner centred, and activity oriented. Usually, students are more motivated when they participate actively and teach others by describing what they are doing. The student's motivation can affect their attitude and behaviour on using Google Classroom which has consequences in their academic performance. In fact, experiential learning contains the substance of all critical components of Bandura's Social Cognitive Learning Theory.

Therefore, this study will adopt Social Cognitive Theory that was developed by Albert Bandura in 1991. Albert Bandura (1991) stated that people cannot influence their own motivation and actions very well if they do not pay adequate attention to their own performances. As such, people have self-motivating function, when they attend closely to their performances, they are inclined to set themselves goals of progressive improvement, even though they have not been encouraged to do so. There are interactions between three sets of influences, which are behavioural, environmental factor and personal factor. In this case, motivation is personal affects that are ever changing, influence behaviours and environments, and are influenced by them. Social cognitive theory has been intimately connected with motivation from its origin (Schunk & DiBenedetto, 2020). Researcher has also found that online tutors can help students develop self-regulatory skills, which can enhance their self-efficacy, motivation, and achievement. (Azevedo *et al*, 2018).

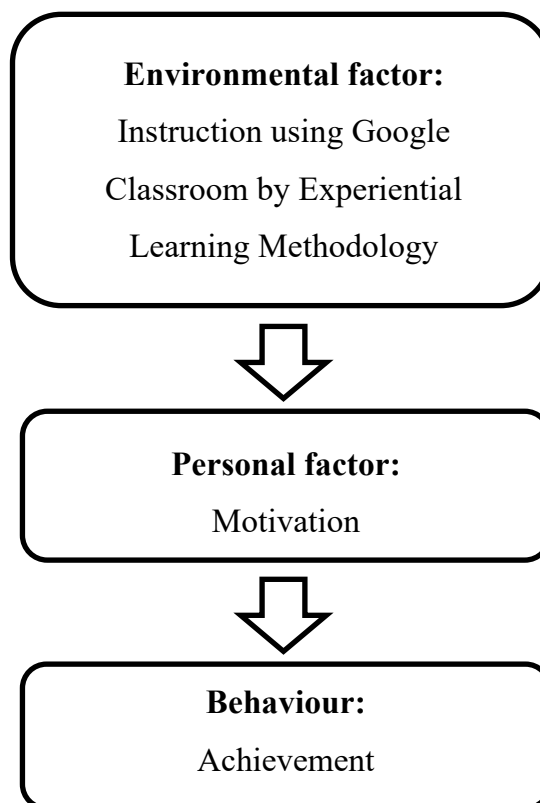


Figure 1.1 Conceptual framework

1.10 Significance of the Study

This study would be beneficial and significant for many people because online learning is imperative for students and has become a new trend in education. The reputation and acceptance of Google Classroom is increasing day by day, especially during the movement control order caused by pandemic of COVID-19, but there are limited studies which have explored the effects of experiential learning using Google Classroom on Year 2 student's motivation and academic performance in Malay language. The results of the study will benefit the following:

1.10.1 Students

This study is beneficial to students for this will be their experience with a proper learning through Google Classroom. Even though the lockdown of pandemic, they still can continue their learning at home. Their studies will not be affected. Students can also know the effect of Google Classroom on their Malay language's academic achievement.

1.10.2 Teachers

The given data would guide the teachers to have a better understanding about this study and for them to identify the effect of experiential learning using Google Classroom on student's academic performance. This can also help them give insights or for their future students. Teachers can also learn how their students get motivated, which are helpful to their career.

1.10.3 Parents

The results of this study may serve as an eye opener to parents who are concerned with the education of their children during lockdown of COVID-19. Like the teachers, parents will also understand their children's motivation on home-based learning through Google Classroom. These findings would help them to guide their children better.

1.10.4 Future Researchers

This research will serve as a resource material for the researchers who are going to make any related study about Google Classroom and its effects. The result can serve as basis for their further research on student's motivation and academic performance.

1.11 Definition of Terms

The following definition and terms will be used throughout the study.

1.11.1 Social Cognitive Theory

Social cognitive theory is a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation (Schunk & Usher, 2019). According to Schunk and DiBenedetto (2020), social cognitive researchers also have explored motivational effects of types of goals such as learning and performance. The goal should not be simply adopted, because it will not have long lasting motivational impact. But the combined influence of goals with performance feedback will improve motivation substantially. (Albert Bandura, 1991) He also emphasizes that students learning through the observation of others around him especially parents, teachers, and peers.

1.11.2 Experiential Learning

There are various definitions used to explain the meaning of experiential learning. Wolfe and Byrne (1975) emphasize experiential learning refer to experience-based learning. Hoover (1974) defines experiential learning exists when the individual is involved cognitively, affectively and acts to process knowledge, skills and attitudes in learning situations categorized as active involvement at a high level. Whereas (Ford, 1986) explains that experiential learning is 'learning by doing or experience' and emphasizes that external education should be seen as an experience, especially when

the learning process is embedded through experience. Basically, it refers to a learning method that uses experience as a learning medium. There are many methods or activities can be conducted in experiential learning, for example games, simulations, quizzes, communication, and interaction. In this research, the online lesson with experiential learning methodology using Google Classroom includes communication and interaction (Google Meet), quizzes (Google Form) and interactive slides (Microsoft Power Point).

1.11.3 Online Learning

Online learning is education that happens using the Internet. It can also referred as “e-learning” among other terms (Stern, 2018). Mallow (2020) stated that online learning can reduce the use of materials such as paper. At the same time, students can also be exposed to a variety of the latest applications and technologies that can sharpen their talents and skills to face the modern world today. Along with the Movement Control Order (MCO) implemented by the Malaysian government to curb the spread of the COVID-19 epidemic, online learning has become a necessity.

1.11.4 Google Classroom

Google Classroom was launched in 2014. It is a free web-based platform and popular class management application in higher education (S. Hemrungrrote *et al*, 2017). Google is working with educators across the country to create virtual classrooms. With easy setup and integration with G Suite for Education, Google Classroom restructure repetitive tasks and make it easier for teachers to focus on teaching tasks. Students can be invited to join the class via a private class code, or automatically imported from the school domain. Each class creates a separate folder in their respective users’ Google Drives, where students can submit work for teacher evaluation.

1.11.5 Academic Performance

Academic performance enables students and parents to know the current academic state of the students; and it determines the failure and success of an academic institution (Narad & Abdullah, 2016). According to Narad and Abdullah (2016), academic performance is the knowledge gained which is evaluated by a teacher and educational goals set by students and teachers to be achieved over a specific period of time. These goals can be measured by using successive assessment or test results. Academic performance can show and measures the extent to which an educational institution, teachers and students have achieved their educational goals.

1.11.6 Motivation

According to Schunk and DiBenedetto (2020), motivation refers to processes that instigate and sustain goal-directed activities. Nahar and Rahman (2018) found that non-Malay speakers are less motivated to learn Malay language. The importance of motivation was emphasized by Krashen (1994) in the Affective Screening Hypothesis that children with high secondary language learning motivation and low levels of anxiety can master the second language.

1.11.7 Malay Language

Malay language is the official language in Malaysia, which is the national language as the main medium and is a symbol of national identity and as a symbol of Malaysia to the world. In the present education system in Malaysia, Malay language is the language of instruction in schools, whether at the primary level, secondary level or at the level of higher education (Chew Fong Peng, 2016). In the research of Osman *et al* (2018), when non-Malay speakers learn the Malay language, their mastery are relatively slow because they lack of practice this language.

1.12 Summary

In conclusion, this research will adopt Social Cognitive Theory to access how the Year 2 students' motivation and Malay Language academic performance are going to affect by the use of Google Classroom in online teaching and learning. Home-based learning during COVID-19 lockdown is unquestionably one of the most debatable issues in Malaysia. The official online learning platform – Google Classroom come with its own pros and cons. Thus, it is hoped that the findings of this research would be able to provide researcher and teachers an overview of the effects of Google Classroom on Year 2 students' academic performance in Malay language.

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