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The Effect of the Cooperative Learning Group-Based Google Sites Method on Reading Comprehension and Learning Motivation of Vocational High School Students

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Abstract: The aimed of this study to examine the effect of the Cooperative Learning Group method based on Google Site on students' reading comprehension and learning motivation in English. The study employed a quasi-experimental method using a non-randomized control group pre-test and post-test design. The sample consisted of two classes of 34 students each from the Accounting Department at SMK Negeri. The experimental class used the Google Sites-Based Cooperative Learning Group Method, while the control class used traditional lecture methods. The results showed a significant improvement in reading comprehension and motivation in the experimental class compared to the control group, with the experimental group showing an average posttest 49.41, compared to 40,29 in the control group. The t-test showed a significant difference (p=000024). N-gain Analysis demonstrated that the experimental group (mean = 0.1726, SD = 0.0897) experienced a greater improvement in reading comprehension compared to the control group (mean = 0.0183, SD = 0.0446). Furthermore, The Google Sites-Based Cooperative Learning Group Method successfully enhanced collaborative engagement and provided flexible digital resources that stimulated active learning.

Keywords: Cooperative learning group-based google sites; Learning motivation; Reading comprehension; Vocational education

Introduction

Reading comprehension is a fundamental skill in English as a Foreign Language (EFL), particularly for vocational students who are expected to access information related to their field. However, many students still face challenges in understanding English texts due to low language proficiency, lack of vocabulary mastery, limited reading strategies, and insufficient exposure to authentic materials (Firman et al., 2021).

Reading comprehension requires the construction of a coherent mental representation of the information in a text. Reading involves three interrelated elements the reader, the text, and the activity (Butterfuss et al., 2020). It is a dynamic process that involves making predictions, summarizing the main idea, questioning one's predictions, and clarifying unclear concepts (Antoniou, 2021). the cognitive tasks involved in reading as well as the various activities teachers use in teaching reading comprehension (Alyousef, 2006).

Reading comprehension also requires motivation, mental frameworks for holding ideas, concentration, active engagement, and good study techniques (Butterfuss et al., 2020). Motivation is a key factor in learning success. When individuals are motivated, they regulate their own behaviors, exhibit more appropriate behaviors in learning environments and become more successful in terms of academic achievement (Dinçer,

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2020). Students' motivation had a favorable effect on their English success ratings (Denarti & Damayanti, 2023).

Motivation is necessary, because someone who has no motivation in learning, will not be possible to implement learning activities. Motivation is needed in determining the intensity of the learning effort for the students (Yulfi & Aalayina, 2021). Motivation is one of the most important components deals to the successful in teaching and learning (Alamer & Lee, 2019; Hayikaleng et al., 2016).

Several studies highlight that motivated learners exhibit higher self-efficacy, better cognitive engagement, and more consistent academic progress, particularly in language learning environments. Therefore, developing and maintaining students' learning motivation should be prioritized in instructional design.

Motivation not only drives learners to initiate learning activities but also sustains their effort throughout the learning process (Wigfield et al., 2016). It influences learners' choice, persistence, and performance. Motivation in language learning serves as a psychological engine that determines the degree of student involvement and the quality of learning outcomes (Dörnyei & Ushioda, 2021). Especially in English as a Foreign Language (EFL) context, motivated students show better reading comprehension, vocabulary acquisition, and communicative competence (Papi & Khajavy, 2021).

Moreover, Online language learning applications fostering motivation and self-regulation can significantly improve learners' confidence and proficiency in English, providing practical insights for teachers and practitioners in language instruction (Almayez et al., 2025).

Cooperative learning offers a compelling alternative to traditional individual-based instruction. It involves the instructional use of small groups in which students work together to maximize their own and each other's learning (Johnson & Johnson, 2019). This method transforms the teacher's role from a mere deliverer of content into a facilitator who designs active learning environments that promote both intellectual and emotional engagement.

A classroom that is cooperative and therefore not competitive-usually involves the learner centered characteristics. As students work together in pairs and groups, they share information and come to each other to achieve goals successfully. Active learning principles are used in Cooperative Learning. Students take part in group learning activities that are aimed at encouraging analysis, synthesis, reflection and thoughtful evaluation of content.

Cooperative Learning allows students to engage actively with the new material. Students play as active participants in this approach. In terms of the classroom tasks, teachers stimulate complex, engaging, interesting and relevant tasks to address a range of higher cognitive skills and understanding, so that students can see that it is easier for a group to complete rather than an individual (Mardiah, 2022).

The use of cooperative learning improves students' ability in English reading comprehension. Another finding also showed students' responses were positive. They responded that cooperative learning is more enjoyable (Munawaroh, 2017). Cooperative learning instruction significantly improves both reading comprehension and motivation among EFL freshmen (Pan & Wu, 2013). Their study revealed statistically significant improvements in post-test scores, highlighting the importance of peer-based learning environments for language acquisition.

Implementing small group discussion strategies enhanced procedural text comprehension among vocational students (Rusmawan et al., 2024). The study supports the idea that collaborative activities provide scaffolding and reduce reading anxiety. Rusmiati et al. (2022) found that small group discussion raised students' reading comprehension scores from 46 to 66.5, indicating a significant increase in comprehension through structured group interaction and shared tasks.

The cooperative learning environment fostered active engagement, encouraged peer support, and promoted autonomous learning. Moreover, integrating cooperative learning into reading instruction provides opportunities for peer interaction, reduces language anxiety, and strengthens comprehension through active engagement (Nur & Butarbutar, 2022).

Cooperative learning is a valuable method that can enhance students' reading comprehension skills and promote active engagement in the learning process (Mustamir et al., 2023). In cooperative learning method students are taught in detail analyzing the readings but in a way that is more exciting and not too encouraged in books. In this way students will feel free, not depressed and the learning atmosphere will be much more relaxed and interesting so that students will more easily absorb the learning given by the teacher.

The growing use of technology in education, digital platforms such as Google Sites have emerged as effective tools to facilitate collaborative learning. the integration of Google Sites in differentiated instruction significantly enhanced students' motivation and reading comprehension in English narrative texts (Najemi et al., 2024).

The platform's features—such as multimedia integration, customizable layouts, and asynchronous collaboration—enable students to access content at their own pace, interact meaningfully with peers, and receive personalized feedback from teachers. These affordances

create a more engaging and student-centered learning environment, fostering autonomy and active participation. The study also emphasized that Google Sites supports varied learning styles and provides flexible scaffolding, which are essential components of inclusive and effective language instruction.

Google sites makes it possible for teachers to give online material for the students since it could be assessed 24/7 meaning that it could be assessed anytime and anywhere offering flexibility for students (Pertiwi & Purnawarman, 2023). Google Sites as an alternative learning tool to assist both teachers and students in meeting their learning objectives in a fun and creative way (Ruswandi et al., 2024).

The integration of technology further supports cooperative learning. Google Sites allows flexible access to learning materials and promotes digital collaboration. Studies have shown that using Google Sites enhances student engagement and reading outcomes in EFL contexts. Besides, The use of Google Sites provided a personalized and engaging learning experience, contributing to these positive outcomes (Najemi et al., 2024).

Integrating technology of the teachers' was positive for a reading course in learning English since it can help the process of teaching and learning activities run smoothly and make the classes become more interesting (Herdina & Ningrum, 2023). Najemi et al. (2024) found that integrating Google Sites into Differentiated Instruction effectively enhances students' motivation and reading comprehension. This approach addresses individual learning needs and leverages technology to create a more interactive educational environment.

Students are expected to be literate to digital technology that may help them to be independent leaners. Digital literacy activities in the student-centered classroom are ideal for bringing the real world into the classroom, making the learning experience more relevant and authentic (Mardiah, 2022). The students felt that creating content on the website using Google sites was easy and interesting, and it could develop their skills in utilizing information technology that is integrated into Google Workspace for Education. The students' collaborative attitudes were also formed through task allocation and discussions in determining website design ideas. It can be concluded that the use of Google sites can develop information technology utilization skills and collaboration among students (Suryantari & Mulyono, 2023).

This study aims to investigate the effect of the Cooperative Learning Group-based Google Sites method on students' reading comprehension and learning motivation in English. By comparing an experimental group using this method with a control group using traditional lectures, this research seeks to demonstrate the pedagogical benefits of integrating cooperative learning with digital platforms in vocational education.

Method

This research employed a quasi-experimental design with a non-randomized control group pre-test post-test approach (Creswell, 2014; Sugiono, 2017). The study was conducted at SMK Negeri 1 Banyuanyar with a total of 68 students divided into two groups: the experimental group (the Cooperative Learning Group-Based Google Sites Method) and the control group (traditional lecture method).

The research instruments included reading comprehension tests and motivation questionnaires. The ARCS model (Attention, Relevance, Confidence, Satisfaction) guided the motivation assessment (Keller, 2010). The systems which are developed on the basis of ARCS Model raise the attention of the students during instruction, develop a relevance to the students' requirements, create a positive expectation for success and help having a satisfaction by reinforcing success (Malik, 2014).

The ARCS learning model by John M. Keller (Attention, Relevance, Confidence, and Satisfaction) is a learning approach that focuses on developing students' learning motivation. It is designed to foster students' motivation and academic achievement in mastering a specific competency (Nur & Kurniawan, 2022).

Data analysis included normality and homogeneity tests, independent samples t-test, Cohen's d for effect size, and N-Gain Score (Ary et al., 2018; Fraenkel et al., 2015). Data collection in this study was carried out using two techniques, test and questionnaire. The test was employed to measure students' reading comprehension ability before and after the treatment. It was administered twice, as a pre-test and post-test, to both the experimental and control groups. The questionnaire was distributed to gather students' perceptions regarding the applied learning method.

The test instruments include multiple-choice questions consisting of 40 items. The non-test instrument consists of a learning motivation questionnaire with 16 items. The reading comprehension test was designed based on four key indicators: identifying the main idea, locating specific information, interpreting vocabulary in context, and making inferences. Each indicator was represented by 10 multiple-choice items, resulting in a total of 40 items (Butterfuss et al., 2020; Spencer & Boon, 2010). These items were structured to assess cognitive levels from remembering to analyzing, referring to Bloom's taxonomy. The item specification grid of test instruments is shown in the Table 1.

Table 1. The item specification grid of test instruments

Indicator	Content Area	Cognitive Level	Item Type	Distribution of items	Number of Items
Identifies the main idea of a paragraph	Reading	C2 (Understanding)	Multiple Choice	1-4 10-12 31-32 37	10
Finds specific information in a text	Reading	C1 (Remembering)	Multiple Choice	5-9 24-26 33-34	10
Understands the meaning of vocabulary in context	Reading	C2 (Understanding)	Multiple Choice	13-15 21-23 35-36 39-40	10
Makes inference based on the text	Reading	C4 (Analyzing)	Multiple Choice	16- 20 27-29 38	10
Total					40

Table 2. The item specification grid of motivation questionnaire

Indicator	Sub-Indicator Description	Item Numbers	Number of Items	Response Type
Attention	Students' curiosity, interest, and engagement in learning activities using digital tools and group collaboration.	1–4	4	Likert Scale (1–5)
Relevance	Perceived usefulness of English learning in daily life and future goals.	5–8	4	Likert Scale (1–5)
Confidence	Belief in one's ability to learn, complete tasks, and succeed in English.	9–12	4	Likert Scale (1–5)
Satisfaction	Feelings of accomplishment and pleasure derived from the learning process and results.	13–16	4	Likert Scale (1–5)

The learning motivation questionnaire, was developed using the ARCS motivation model by Keller (2010), which includes four indicators: Attention, Relevance, Confidence, and Satisfaction (Setyowati et al., 2022). The questionnaire consisted of 16 items, with four statements for each indicator, using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). An example of an Attention item is: "I feel interested when the teacher uses digital media in learning." Scoring was conducted per indicator and cumulatively, with interpretation as follows:

68–80 = Very High Motivation
56–67 = High Motivation
44–55 = Moderate Motivation
32–43 = Low Motivation
16–31 = Very Low Motivation

The item specification grid of questionnaire is shown in the Table 2. The experimental design for our study is shown in Table 3.

Table 3. Experiment design for the study

Group	Pre-test	Treatment	Post-test
Experimental group	O_1	X1	O_2
Control group	O_3	X2	O_4

(Sugiono, 2017)

Note:

X1 : The experimental group received "cooperative learning-based Google Sites instruction"

X2 : The Control group as comparison group received "lecturer method instruction"

O1, O2: Pretests included the Reading Comprehension Test and the English Learning Motivation Scale

O3, O4: Posttests included the Reading Comprehension Test and the English Learning Motivation Scale.

(*Only experimental group students took the "Cooperative Learning treatment*")

The experimental group received the Cooperative Learning Group method based on Google Site instruction. The experimental group students were sorted into small heterogeneous groups of three to four members. Both experimental and Control group completed pretest at the beginning of the experiment. In the first two weeks of the experiment, the instructor spent about 15 minutes each week guiding students to practice Reading Comprehension and google site for experimental group through explanation and coaching. In the experimental classroom, students can choose and explore their reading text and were asked to preview the unit text and prepare individual questions before class, and then bring the questions to class for cooperative learning.

During class collaboration, group members clarified word meanings, identifying the main idea in the text, finding detailed information, determining the meaning

of vocabulary in context, and drawing conclusions from the reading texts, and then engaged in a discussion to determine the answers to their questions and makes the summary or result of their discussion on their own group sites as the project. During group discussions, the instructor helped students resolve misunderstandings, offered feedback, and facilitated discussions. Following a group discussion, students were encouraged to ask questions on the text they had read, and the teacher offered a brief lecture to clarify any confusing text and resolve their questions.

Students then summarized their discussions on their respective group websites as a collaborative project. The teacher acted as a facilitator by helping resolve misunderstandings and offering feedback. At the end of each cycle, students were individually tested using a quiz designed by the instructor.

The Control group received no treatment. They study as usual, follow lecture instruction, or teacher-centered instruction. In control group classroom, students were asked to preview the text for each unit before class, and the teacher instructed the whole class by explaining the text paragraph by paragraph, focusing on English syntax and semantics. The teacher interacted with students by asking questions and leading a discussion. After finishing each unit, students were tested individually on the material.

Result and Discussion

Results revealed that students in the Cooperative Learning Group-Based Google Sites showed higher post-test scores in both reading comprehension and motivation, which is shown in Table 4.

Table 4 presents the average scores of students' reading comprehension and motivation before and after the treatment in both the control and experimental groups. In terms of reading comprehension, the control group showed only a slight increase in average scores from 39.264 in the pre-test to 40.294 in the post-test. On the other hand, the experimental group, which received treatment using the Cooperative Learning Group- based on Google Sites Method, demonstrated a substantial improvement—from an average pre-test score of 39.191 to a post-test score of 49.441.A.

similar pattern was observed in the students' motivation scores. The control group's motivation scores increased modestly from 36.382 to 38.264. However, the experimental group showed a significant rise, with average scores increasing from 35.794 in the pre-test to 68.294 in the post-test. These results indicate that the application of the Cooperative Learning Group- based on Google sites method had a positive impact not only on students' reading comprehension but also on their motivation to learn English. The independent samples t-test indicated statistically significant differences between the groups ($p < 0.05$). which is shown in Table 5.

Table 5 presents the results of the statistical tests conducted to determine the validity of the data analysis assumptions, which include normality, homogeneity, and the comparison of post-test results using an independent sample t-test. The Kolmogorov–Smirnov test for normality indicated that the data in both the control and experimental groups were normally distributed. The p-values for the control group ($p = 0.4378$) and the experimental group ($p = 0.7153$) were both greater than 0.05, leading to the acceptance of the null hypothesis (H_0) and confirming that the data followed a normal distribution.

Table 4. Reading comprehension and students' motivation pre-test and posttest

Group/Class	Reading Comprehension		Students' motivation questionnaires	
	Average Pretest	Average Posttest	Average Pretest	Average Posttest
Control	39.264	40.294	36.382	38.264
Experiment	39.191	49.441	35.794	68.294

Table 5. Reading comprehension statistical data results

Type of Test	Group/Parameter	Test Statistic	p-value	Decision	Conclusion
Normality Test (Kolmogorov–Smirnov)	Control Group	D = 0.1443	p = 0.4378	H_0 accepted	The data are normally distributed.
	Experimental Group	D = 0.1151	p = 0.7153	H_0 accepted	The data are normally distributed.
Homogeneity Test (Levene's Test)	Variance between groups	F = 3.2836	p = 0.0745	H_0 accepted	The variances of the control and experimental groups are homogeneous.
Independent Samples T-Test	Comparison of posttest results	t = -4.5475	p = 0.000024	H_0 rejected	There is a significant difference between the control and experimental groups.

The Levene's test for homogeneity showed that the variance between the two groups was homogeneous, with a p-value of 0.0745 (> 0.05). This result supports the assumption of equal variances between the control and experimental groups, allowing the use of a parametric test.

The independent samples t-test was then used to compare the post-test results between the control and experimental groups. The test yielded a t-value of -4.5475 with a significance value of p = 0.000024, which is much less than 0.05. This result indicates that there was a statistically significant difference in the post-test performance between the two groups. Therefore, the null hypothesis was rejected, and it can be concluded that the treatment had a significant effect on students' reading comprehension and motivation.

The effectiveness of the treatment was analyzed using The N-Gain Score calculation to measure the improvement in reading comprehension from the pretest to the posttest. The N-Gain Score results from the analyzed data are as Table 6.

Table 6. Results of the N-gain test

Group	Mean N-Gain	Standard Deviation	Number of Students
Control	0.0183	0.0446	34
Experiment	0.1726	0.0897	34

The average N-Gain of the experimental group in table 3 is 0.1726, which falls into the low category, but it is significantly higher than the control group's score of only 0.0183. This indicates that the Cooperative Learning Group-based Google Sites method is more effective in improving students' reading comprehension compared to lecture methods.

Qualitative analysis highlighted increased engagement in the experimental group. Students actively participated in discussions, accessed learning materials flexibly, and supported peers during group tasks. Motivation indicators improved across all ARCS dimensions. The digital platform allowed contextual and interactive content, making learning more relevant and enjoyable. Furthermore, integrating cooperative learning and technology helps students develop 21st-century skills such as collaboration, digital literacy, and autonomy.

Overall, this study contributes significantly to the literature on education, particularly in the integration of technology in learning. The results of this research shows the Cooperative Learning Group-based Google Sites method is more effective in improving students' reading comprehension and motivation compared to lecture methods.

Conclusion

Based on the results of the study on the effect of the Cooperative Learning Group-based Google Sites method on reading comprehension and English learning motivation of class XI accounting students at SMK Negeri 1 Banyuanyar, several conclusions can be drawn. First, the Cooperative Learning Group-based Google Sites method significantly enhances students' English reading comprehension. This is evidenced by the improvement in post-test scores compared to pre-test scores in the experimental group, particularly in key reading indicators such as identifying main ideas, locating detailed information, interpreting vocabulary, and summarizing text content. Second, the implementation of the Cooperative Learning Group-based Google Sites method also positively influences students' learning motivation. This improvement is reflected in four main indicators of motivation: increased attention to learning materials, the relevance of materials to students' needs, heightened self-confidence, and greater satisfaction with learning outcomes. The collaborative learning environment fostered by this method, along with the integration of interactive digital media, plays a crucial role in enhancing student engagement and enthusiasm during the learning process. Finally, the Cooperative Learning Group-based Google Sites method is proven to be relevant and effective in the context of vocational education. It supports the development of 21st-century skills, such as collaboration, digital literacy, and independent learning. These findings suggest that the model is not only suitable for current educational demands but also instrumental in preparing students for future academic and professional challenges. Therefore, it is recommended that English teachers, particularly in vocational schools, adopt the GESIT-based COLEG method as an alternative strategy to improve students' reading comprehension and learning motivation. Future researchers are encouraged to explore this model across different levels of education and subjects to evaluate its broader applicability. Additionally, the development of digital teaching materials that align with the GESIT and COLEG principles should be continuously pursued to support effective and engaging learning environments.

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T.A.: contributed to the process of writing this article. Each author made significant contributions; E.T.: including data collection, analysis, and drafting different sections of the article. Every individual involved provided new ideas; E.T.: valuable input; and K.: complementary wording to produce this article. Through their collective contributions, the authors have successfully created a comprehensive and in-depth article.

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The authors declare no conflict of interest.

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