

# THE EFFECTIVENESS OF GOOGLE CLASSROOM AS A MEDIA TO TEACH DESCRIPTIVE TEXT TO TENTH GRADE OF ISLAMIC SENIOR HIGH SCHOOL

<sup>1</sup>Hermawan, <sup>2</sup>Lailatus Sa'adah

e-mail: <sup>1</sup>[one.hermawan94@gmail.com](mailto:one.hermawan94@gmail.com); <sup>2</sup>[lailaamilud.stkipjb@gmail.com](mailto:lailaamilud.stkipjb@gmail.com)

Pendidikan Bahasa Inggris STKIP PGRI Jombang

## ABSTRACT

The development of technology in this era is increasing very fast. It is marked by the invention of digital technology such as Computer, smartphone, and other kind of technology basis. There are plenty of social media as one of mobile learning especially Google Classroom. So, the researcher conducts this research to gain how effective Google Classroom is for teaching writing descriptive text. In this research, the researcher took 31 students who stood in the tenth grade of Islamic senior high school. The experimental group (N 21) was taught Google classroom to develop their writing skills, whereas the control group (N 20) was taught their writing skills through Powerpoint. As the research design, the students participated as both experimental and control groups. They did pre-test at the beginning of this study, received treatment, and did post-test at the end of the study. The finding of the research, the researcher found that analysis had shown that the Sig. value of the learning model was 0.000. It was lower than 0.05. It can be concluded that the  $H_0$  was rejected and  $H_a$  was accepted. So, the alternative hypothesis was accepted meant students were taught by the Google Classroom achieve better in writing skill descriptive text than those taught without Google classroom. To know the most influential media, the researcher looked at the Partial Eta Squared column. The value of Pre-test was 0.492 and the value of learning media was 0.596. It meant that the learning model influenced the result of the students' Post-test. In short, Google classroom media was effective to teach writing descriptive text.

**Keywords :** Google classroom, descriptive text, writing.

## ABSTRAK

*Perkembangan teknologi di era ini berkembang sangat cepat. Perkembangan itu ditandai oleh penemuan teknologi digital seperti Computer, HP pintar dan macam-macam teknologi lainnya. Terdapat banyak media social sebagai salah satu media pembelajaran online khususnya Google classroom. jadi, peneliti melakukan penelitian ini untuk mendapatkan seberapa efektif Google classroom untuk mengajar writing descriptive text. Dalam penelitian ini, peneliti mengambil 31 siswa yang duduk dikelas 10 dari sekolah menengah atas berbasis islam. Grup experiment sejumlah 21 di ajar menggunakan Google classroom untuk meningkatkan kemampuan menulisnya, sedangkan grup control sejumlah 20 siswa yang diajar menulis dengan menggunakan Powerpoint. Sebagai rancangan penelitian, siswa yang berpartisipasi keduanya diberi Pretest diawal*

*dari penelitian, setelah itu menerima perlakuan dan kemudian melakukan posttest diakhir dari penelitian. Pada pemaparan hasil penelitian, peneliti menemukan bahwa analisis menunjukkan nilai Sig. pada model pembelajaran adalah 0.000. itu artinya lebih rendah daripada 0.05. hasil itu dapat di simpulkan bahwa  $H_0$  ditolak dan  $H_a$  diterima. Jadi hipotesa alternative diterima berarti siswa yang diajar menggunakan Google classroom bagus dalam writing descriptive teks daripada siswa yang diajar tanpa Google classroom. Untuk mengetahui media yang paling berpengaruh, peneliti melihat nilai Partial Eta Squared. Nilai Pretest adalah 0.492 dan nilai learning media adalah 0.596 itu artinya learning model mempengaruhi hasil dari posttest siswa. Singkatnya, Google classroom adalah efektif untuk mengajar writing descriptive teks.*

**Kata kunci :** Google classroom, descriptive text, writing.

## **BACKGROUND**

The twentieth century is the beginning of the new era in technology. The technology develops very fast. It marked by information and communication technology which has spread. It is widely known that the invention of digital technologies such computers, smartphone, and others advance technologies have changed the way people write. Education is one of sector that has influenced by the technology. There are lot of media that used for teaching and learning process in the education aspect. As long as the development of technology, the developer had made media for teaching and learning process such as Quipper and Edmodo. According to the survey of 2,462 Advanced Placement (AP) and National Writing Project (NPW) teachers conducted by Purcell, Buchanan, and Friedrich (2013) digital technologies are shaping students writing myriad ways and have also become helpful tools for teaching writing to middle and high school students.

Social media is the one of effect from the development technology. It comes out some social media such as facebook, twitter, instagram, skype, etc. In the education appears new media from the social media itself for example edmodo, quiper and google classroom. Actually, the development of techology could give chance to the teacher to improve and develop thier ability in using social media for teaching and learning process. The using of techology in learnig process should be a sollution to solve the problem while teachers are teaching in the class. It will help teacher to make learning process to be effective and efficient. Nowadays, learning activity is using technology can give enthusiasm for the student while they are studying. It can be a tool to explaining, transferring and delivering material in teaching learning process. So, the teacher have to choose the right media for students.

## **METHODOLOGY**

To inquire the effectiveness of Google classroom to teach Descriptive Text. The researcher used an experimental study which have control group and experimental group. The researcher used quasi-experimental research just because the researcher want to discover effectiveness of Google Classroom in

teaching Descriptive text. Ary (2006 : 316) stated that Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researcher be aware of threats to both internal and external validity and considers these factors in their interpretation.

Based on the explanation above, quasi-experimental had two classes that was control group class and experimental group class. The researcher took two classes. The class gave treatment was experimental class and the class did not give treatment was control class. Before they got treatment, they gave pre-test and post-test as a test for measure the effectiveness of Google Classroom.

The first treatment was given to the target class was experimental group. It was taught by using Google Classroom. And then the control group was not taught by using Google Classroom. In the end of this, the researcher had compared student who taught by Google Classroom or not and it increased or not based on the effectiveness of Google Classroom.

The researcher used the design of nonrandomized control group pretest-posttest. Both of them used for compare the result of control class and experimental class.

**Table 3.1 Nonrandomized Control Group, Pretest-Posttest Design  
(Ary, 2006 : 316)**

Grup	Pretest	Independent Variable	Posttest
E	$Y_1$	$X$	$Y_2$
C	$Y_1$	-	$Y_2$

In which :

- E = experimental groups – the group that taught by using Google Classroom in teaching writing descriptive text.
- C = the control group – the group was not taught by Google Classroom in teaching Descriptive text
- Y = the measure of independent variable,  $Y_1$  represent to measure of the students' writing skill before the experimental.  $Y_2$  represent the measure of the students' writing skill after experimental treatment.
- $X_1$  = treatment, the treatment is the research in using Google Classroom in teaching writing skill descriptive text.

The research was conducted in MA Unggulan K.H Abd. Wahab Hasbulloh Tambakberas Jombang in academic year 2018/2019. The population was students who were in tenth grade. They were X-IIA 2 as experimental class and X-IIS 2 as a control class. Each group consist of 21 students for Experimental class and 20 students for control class. The data collection conducted as follows :

1. The researcher got the license from STKIP PGRI JOMBANG.
2. The researcher did the tryout.
3. The researcher discussed with the curriculum advisor about the researcher's planning.

4. The researcher asked permission to the head master of MA UNGGULAN K.H. ABD. WAHAB HASBULLOH TAMBAKBERAS JOMBANG.
5. The researcher met the English teacher of MA UNGGULAN K.H. ABD. WAHAB HASBULLOH TAMBAKBERAS JOMBANG to asked about the infromation what class to be observed and ask about the schedule.
6. The researcher did the pre-test in X-IIA 2 as a experimental class and X-IIS 2 as a control class.
7. The resercher taught writing descriptive text in X-IIA 2 class as a experimental class by using Google Classroom.
8. The researcher taught X-IIS writing descriptive text as a control class by using power point.
9. Analyzed the data.

Accroding to Arikunto (2010 : 101) states that instrument is tools or facilities which are used by the researcher in data collecting to get the easier and better in the research in other to reach accurate, complete, and systematic data, so that easy to be processed. In this study, the researcher used test as main instrument for collecting data. In this research, the data is analyzed in the quantative way which means the data is described in the form of number. The data are analyzed based on data collection from the instrumen of the research. The result of this study is taken by pre-test and post-test that already conducted. The researcher used Ancova to calculate the final result.

## FINDINGS

The final result of students' writing after were doing all of the steps in process writing in pre-test and post-test then were analysed by using writing scoring rubric. It showed the students' score before and after using Google Classroom. There were 21 students in experimental group and 20 students in control group. The researcher used IBM SPSS Statistics 23 for counted the data by using ANCOVA. The researcher used Learning model as the fixed factors, pre-test score as co-variable and post-test score as dependent variable. The data was analysed by using Analysis of Covariance (ANCOVA) and the result of the data as following :

**Table 4.1 Between-Subject factors**

Between-Subjects Factors		Value Label	N
learningmodel	1	powerpoint	20
	2	google classroom	21

The research conducted to aim whether students who were taught by the Google Classroom achieve better in writing skill descriptive text than those taught without Google classroom. As the objective of the researcher, the data result can be seen through the post-test which had been analysed by using ANCOVA as follows :

**Table 4.2 Between-Subject Effects**

### Tests of Between-Subjects Effects

Dependent Variable: posttest

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1602,345 <sup>a</sup>	2	801,172	47,007	,000	,712
Intercept	3166,214	1	3166,214	185,772	,000	,830
pretest	626,154	1	626,154	36,738	,000	,492
learningmodel	957,358	1	957,358	56,171	,000	,596
Error	647,655	38	17,044			
Total	264650,000	41				
Corrected Total	2250,000	40				

a. R Squared = ,712 (Adjusted R Squared = ,697)

Based on the table 4.2 above, to gain the answer of research problem, the researcher found the two important terms from the table. The table Sig. of pre-test was .000 and the Sig. of learning model was .000. To know the result whether the null-Hypothesis was accepted or not. It can be known in the Sig. value of learning model. The table showed which the Sig. value of learning model was .000. it was lower than 0.05. It means that the null-hypothesis was rejected and the alternative-hypothesis was accepted. In conclusion, the students who were taught by using Google classroom had achieve better in writing Descriptive text.

Furthermore, To know the different mean of learning model's effect between control group and experimental group. The researcher shows :

**Table 4.3 Descriptive Statistics**

#### Descriptive Statistics

Dependent Variable: posttest

learningmodel	Mean	Std. Deviation	N
Powerpoint	75,00	5,130	20
google classroom	84,76	6,220	21
Total	80,00	7,500	41

From the table above, It definitely can be seen at mean table that the PowerPoint media was 75.00 and the Google Classroom media was 84.76. The Google classroom media got higher score than PowerPoint media. It meant the experimental group had higher score than PowerPoint media.

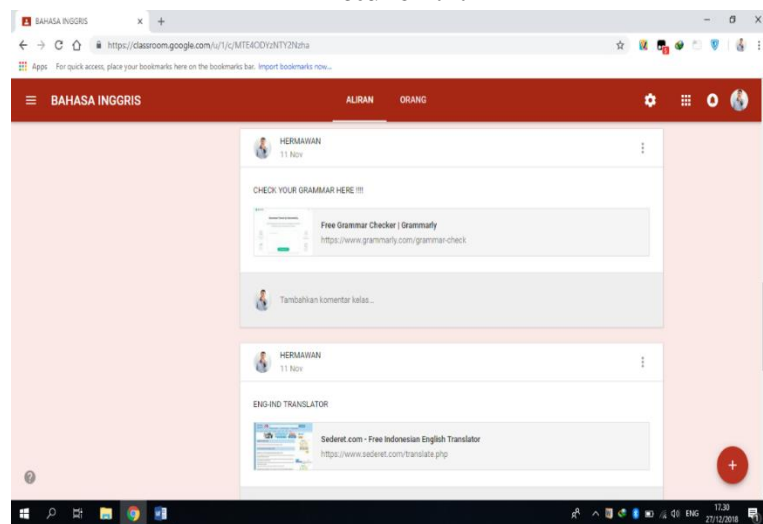
## DISCUSSION

The results of the study indicated that the result of post-test seemed to be better than the pre-test ones. The scores of Post-test were significantly better than the scores of Pre-test at the end of the study. Although the result of their Post-test were not perfect, it seemed better than the result of Pre-test.

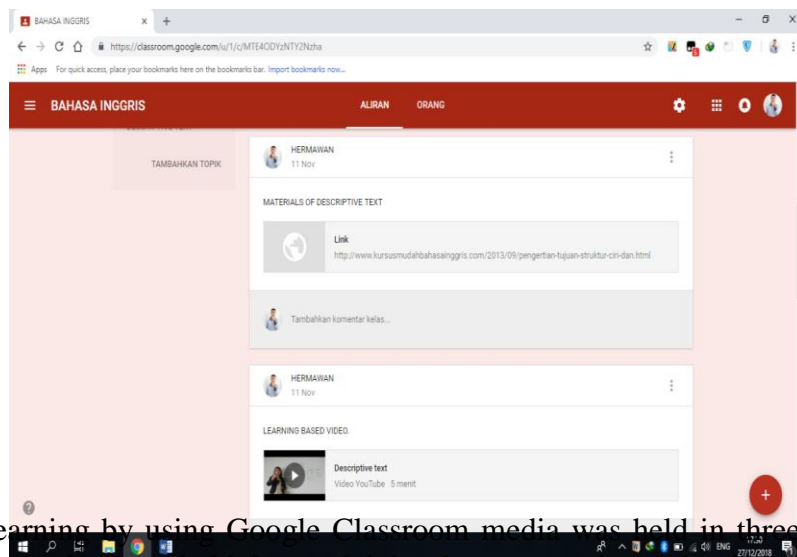
In this research, the researcher combined between writing descriptive text and Google classroom. As the explanation, the using of Google classroom was

for media where the students can gain more information about the lessons or materials that was given by teacher through it. Based on Janzen. (2014) said that Google classroom's design purposefully simplified the instructional interface and options used for delivering and tracking assignments. It was true because the preferences of Google classroom was simpler than the other application. Because it was not complicated application for applying or delivering materials/lesson to the students. It was the same opinion according to Mary (2014) stated that this applications is easily accessible and useable to instructors and learners in both face-to-face learning environments and fully online environment. (Picture 4.3)

**Picture 4.1.**



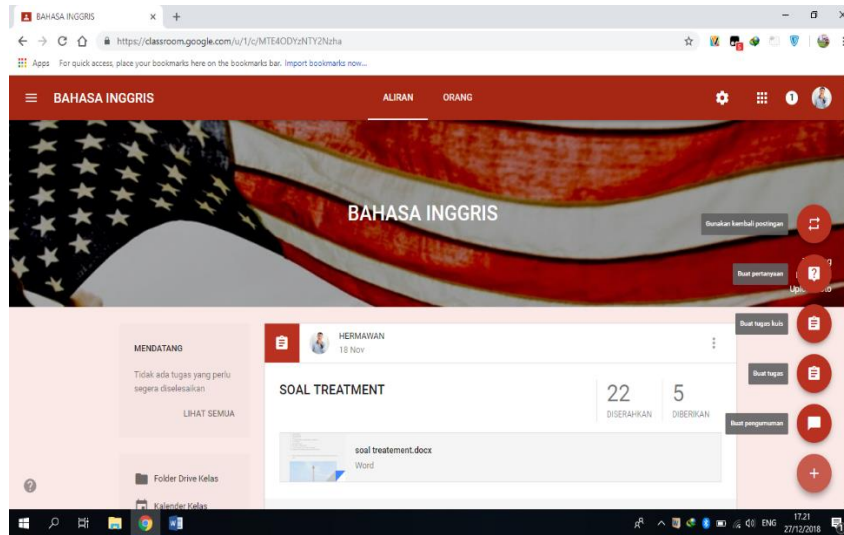
**Picture 4.2**



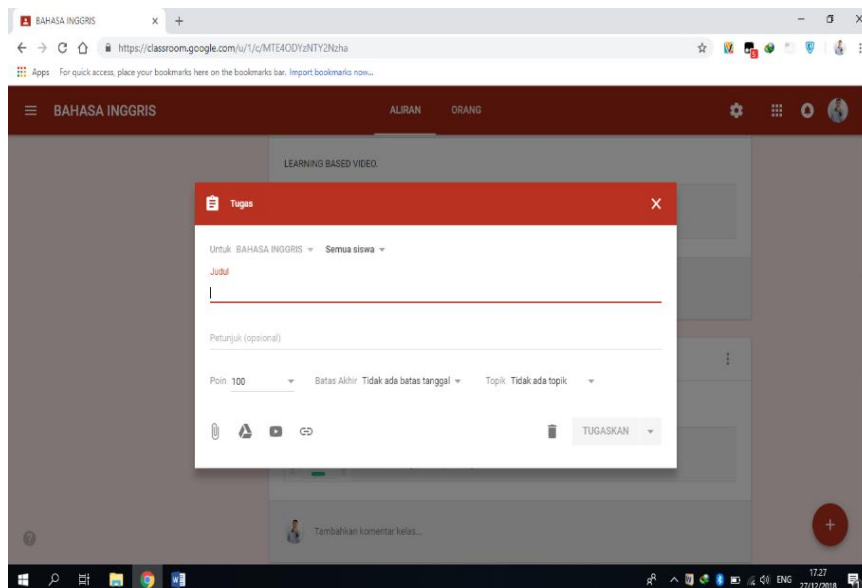
Learning by using Google Classroom media was held in three meetings. The first meeting was held for explaining how to used google classroom as the media for their learning. The researcher explained from the beginning of the session by making account for accessing to the Google classroom. The second, the

researcher guided students and gave them materials or lesson that was being discussed. After the students got understanding about it. The researcher started to applied Google classroom to teach writing descriptive text by giving the pupils some materials about Descriptive text (See picture 4.3 and 4.4). Then, students began using Google classroom to write Descriptive text based on the instruction from the researcher.

### Picture 4.3



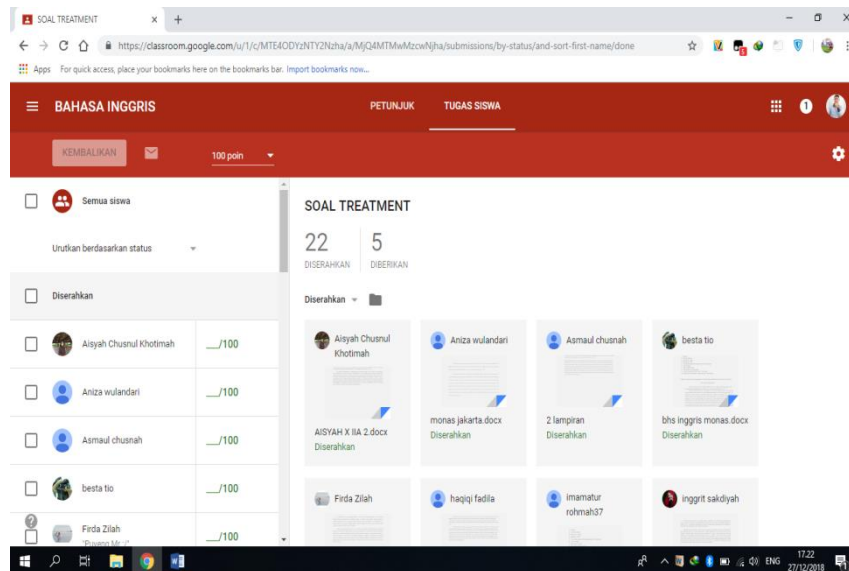
### Picture 4.4



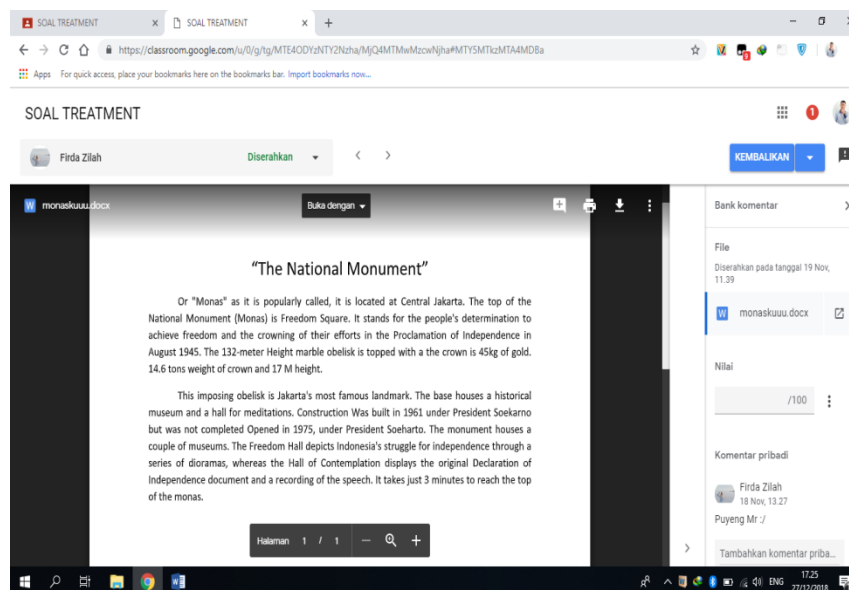
The last meeting, students had to submit their work to the researcher through that media. Then, the researcher gave feed back and correction for it. After that, the researcher gave the work back to the students to revise it. After the students revised it, students submitted it back to the researcher and the

researcher gave score about the students' work. This explanation supported by Crawford, A. R (2015) stated that Google classroom facilitated collaborative learning. Here teacher can upload materials and can give feedback to students (See picture 1,2 and 5,6). According to Keeler, A (2014) he also stated that Google classroom encourage Collaboration between students. In fact, in this research, the researcher did not find students who were using Google classroom to collaborate with each other.

**Picture 4.5**



**Picture 4.6**



One advantage of using Google classroom media was that students who kept silent in the classroom can actively participate in online session. In traditional classroom, the students' physical attendance and active participation

through direct speaking were the main way to give assessment. But in this session, students can active without direct speaking.

The ANCOVA analysis had shown that the Sig. value of the learning model was 0.000. It was lower than 0.05. It can be concluded that the **H<sub>0</sub> was rejected and H<sub>a</sub> was accepted**. So, the alternative hypothesis was accepted. It meant students were taught by the Google Classroom achieve better in writing skill descriptive text than those taught without Google classroom. This result is also supported by the *Partial Eta Squared column* that shows which variable that surely effect the result of the students' Post-test as the dependent variable. This column showed that students' achieve better in writing skill descriptive text assuredly was influenced by Google classroom. It was not caused by their Pre-test. It was established through the learning model value 0.596 and the value of Pre-test was 0.492. the value of the learning model was higher than the Pre-test.

Finally, it was confirmed that using Google classroom media in writing would lead to better result than PowerPoint media. The result of this research also proved that Google Classroom was effective to increase students' writing skill in descriptive text.

## CONCLUSIONS

Based on the statements problem of the research, applying Google classroom as media to teach descriptive text in tenth grade of Islamic senior high school can make students achieve better in writing descriptive text. Because it is proven by the students' result from Pre-test until Post-test score. Their scores increased although it was not significant. It meant that Google classroom is effective. Furthermore, Google classroom facilitated students in submitting their works, trying to be actively participate in teaching and learning process, interacting with each other without face-to-face meeting, and so on. They can explore their ideas or find out the information about the material indeed. They also can check about grammar which was error or looked for the suitable vocabularies. Thus, they can enjoy while they were learning English as a foreign language.

## SUGGESTIONS

The main responsibility for teacher is how to the student understand about the material or lesson. In other hand teacher should make their students more interested in the learning process. So, teacher have to understand the suitable media or method that will use for teaching process so that students can enjoy the learning. Based on the result of the research above, the researcher has some suggestions as follows:

### 1. For English teachers

The English teachers should apply this media as their teaching media to make students more active in studying process. But, before teachers use this media, teachers have to understand well about how to use it and how to deliver the materials by using this media. Because it is an simple and I am sure that everyone can learn it fastly.

## 2. For the next researchers

The further researchers can investigate the effectiveness of Google classroom on other language skill and components such as reading, grammar, and vocabulary.

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