

THE EFFECTIVENESS OF *GOOGLE CLASSROOM* ON STUDENTS' WRITING DESCRIPTIVE TEXT AT SECONDARY LEVEL

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan penggunaan media Google Classroom pada kegiatan menulis teks deskriptif pada siswa kelas sepuluh. Penelitian ini menggunakan penelitian eksperimen semu (quasi-experimental), peneliti menggunakan 2 kelas yang masing-masing kelas yang terdiri dari 25 siswa dalam kelompok eksperimen yang menggunakan Google Classroom sebagai media pembelajaran dan 25 siswa lainnya dalam kelompok kontrol yang menggunakan media konvensional. Instrumen penelitian ini adalah tes, yaitu pre-test dan post-test. Hasil penelitian menunjukkan bahwa penggunaan *Google Classroom* memiliki nilai signifikansi 0.219 yang lebih besar dari nilai alpha 0.05. Jadi, dapat disimpulkan bahwa *Google Classroom* kurang memberikan efek signifikan pada kemampuan menulis deskriptif teks siswa.

Kata Kunci : *Google Classroom*, Kemampuan Menulis, Teks Deskriptif

Abstract

The purpose of this study is to find out the effectiveness of using *Google Classroom* media in writing descriptive text at tenth grade students. This study used quasi-experimental research. The researchers used 2 classes, each class consisting of 25 students in the experimental group using Google Classroom as a learning media and 25 other students in the control group using conventional media. The research instrument is a test, namely pre-test and post-test. The results indicates that the sig.value of the use of *Google Classroom* is 0.219 which is more than 0.05 (alpha value). It can be concluded that the H_0 is accepted and the alternative hypothesis (H_a) which means that *Google Classroom* lacked a significant effect on students' write descriptive text.

Keywords: *Google Classroom*, Kemampuan Menulis, Teks Deskriptif

Introduction

Learning activity based on the use of technology has become a popular issue recently. The innovation which has been developed is E-learning. It is a combination of learning through electronic media. Steeples, Jones, & Goodyear (2002) stated that

E-learning covers a wide set of applications and processes, such as web-based learning, computer-based learning, virtual classrooms, and digital collaboration. Web-based learning provides some website that can be used as learning media, one of that media is Google Classroom. Rabbi (2018) proved that Google Classroom can be used as a learning tool to enhance learners' listening skill in Bangladesh. The positive impacts of using Google Classroom for the learners of tertiary level prove its worth. It means that Google Classroom can be applied in the learning process.

The previous study used Google Classroom as media in teaching listening. Meanwhile, the researcher chooses Google Classroom as a media in teaching descriptive text because Google Classroom is an innovation which is suitable for modern learner in this era (21's century). It also has become new issue for some researchers to adapt Google Classroom activities which is paperless. Then, students are able to learn descriptive text in new way which is technology based. They can find new way to enhance their writing skill through the internet platform.

Writing is one of productive skill in English which requires the writer to produce several words, clause, and sentences in good structure and grammatical way. Gould and Diyanni (1989: 18) stated, "writing is a creative act because it requires to interpret or make sense of something: an experience, a text, an event." Writing becomes the most common skill that should be conducted by scholar in the formal area of study. Moreover, Irawati (2016) stated that students have to master vocabulary and grammar well in the process of writing. Students also free to express and deliver their idea through writing process. By using Google Classroom, students are challenged to improve their writing skill and technology communication skill.

There are some genres text in English. Based on the standart competencies of Senior and/or Vocational High School at the first grade, there are descriptive text, recount text, and narrative text. In this case, the researcher focuses on writing descriptive text. Descriptive text is a text that tells about how something looks, sounds, and tastes and it mostly about visual experience (Oshima and Hogue, 2007:61). It means that descriptive text is used to describe some spesific things, such as: person, thing, and place with a purpose to give the information to readers. Here, the researcher used descriptive text as learning material in the class which focused on writing skill.

Based on the previous study, most of the researchers carried out the data from tertiary level of learners and higher scholar. All of them also stated that Google Classroom can be an effective media in learning process. It is user friendly, cost free, cell phone friendly, and also time saving (Rabbi, 2018). Therefore, the researcher prefers to use Google Classroom as a leaning media in the secondary level of learners. In this study, the reseacher tries to find out the effectiveness of Google Classroom on students' writing skill at tenth grade of secondary level.

Method

This study aims to know the effectiveness of *Google Classroom* on students' writing descriptive text at secondary level. The data of this study are taken from tenth grade students. This study used experimental research design which is focused on

quasi-experimental design. In this design, there is an experimental group and a control group. The experimental group had *Google Classroom* as the treatment while control group used conventional media. Therefore, the researcher gives a pre-test and a post-test for both of two groups to investigate the distinction of the treatment's effect of those groups.

The researcher used two classes as sampling from total four classes of Vocational High School, it used non-randomized sampling. The research instrument that is used in this study is test. There are two tests used, they are pre-test and post-test. The instrument has been checked its validity and reliability. It used content validity to know the validity of instrument (test) and also lesson plan. Moreover, the researcher divided some stages in collecting the data, as follows:

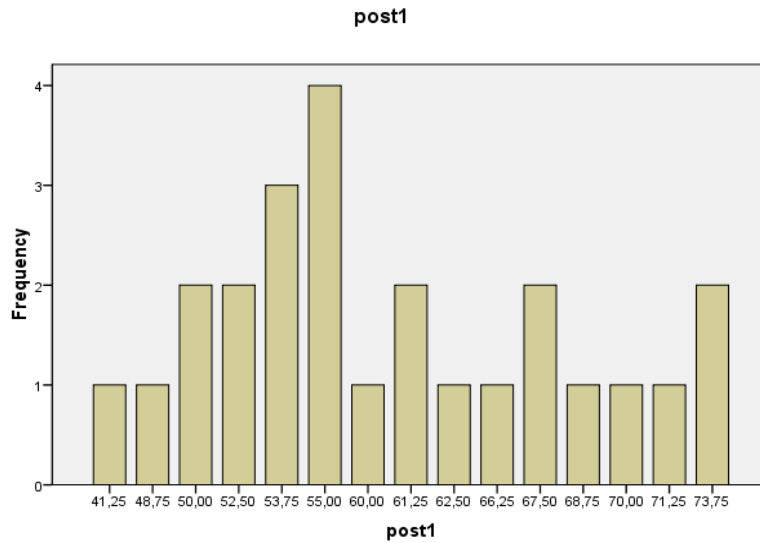
1. Preparing and conducting the reserach instrument (test).
2. Giving pre-test to both experimental and control group.
3. Giving treatment to experimental group by using *Google Classroom* as learning media, and using conventional media (single picture) to control group.
4. Giving post-test to both experimental and control group.
5. Analyzing the data by using ANCOVA

The researcher uses ANCOVA to assess the data to know whether there is an covariate that effects the result of the data analysis. The researcher utilizes SPSS program, 16.0 verse.

Findings

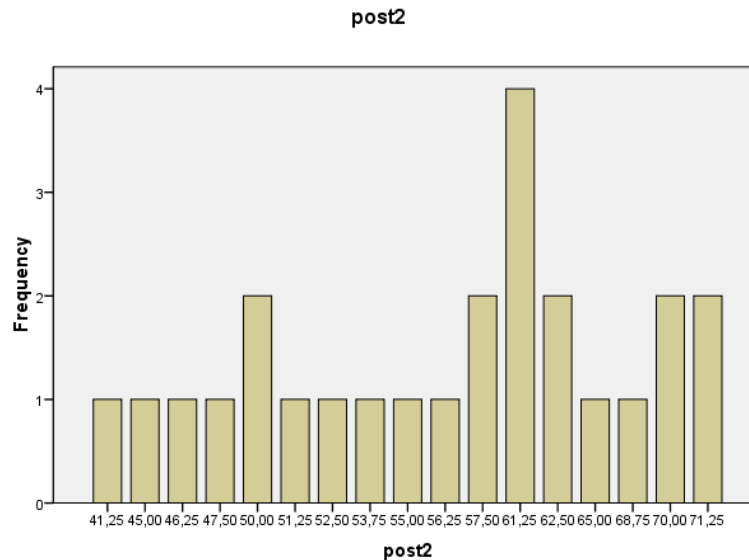
The result shows the minimum score that is earned by the students in the post test section of experimental group is 41.25 point, and the maximum score is 73.75 point. The mean score is 59.2 point. While in the control group, the minimum score of pre-test is 41.25 point, and the maximum score is 71.25 point. And the mean score is 58 point.

There are 25 students of X Multimedia class who took the post test after the treatment of using *Google Classroom* media, and the maximum score that is able to be earned is 73.75 points. And by the data in the table above, the researcher displayed the data in the form of diagram as displayed below: The researcher displayed the data in the form of diagram as displayed below:



Picture 4.1 : Bar Chart of Post Test Score Frequency of Experimental Group

In the control group, from the 25 students of X Accounting class who took the post-test after the treatment of using conventional media. It identifies that there are 2 students who were able to earn 71.25, which is the highest score. On the other hand, 1 student was able to earned 41.25 point which is the lowest score from all the process that is conducted. The score that most students has earned is 61.25 point, which is earned by four students. The diagram of control group's score is displayed as follow:



Picture 4.2 : Bar Chart of Post Test Score Frequency of Control Group

The data that have been collected are proved to be normal and homogeneous, hence the researcher is able to conduct analysis of covariance (ANCOVA), to find out the effect between variables which are background knowledge, students' writing skill and Google Classroom. And the result of test is displayed below:

Table 4.11. Tests of Between-Subjects Effects

Dependent Variable: writing_skill

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	473.312 ^a	2	236.656	3.479	.039	.129
Intercept	3389.538	1	3389.538	49.824	.000	.515
background_knowledge	455.312	1	455.312	6.693	.013	.125
google_classroom	105.803	1	105.803	1.555	.219	.032
Error	3197.438	47	68.031			
Total	175368.750	50				
Corrected Total	3670.750	49				

a. R Squared = ,129 (Adjusted R Squared = ,092)

From the table above, the significant value of the media (*google classroom*) is 0.219 which is higher than 0.05 it means that H_0 was accepted, than H_a is rejected, it could be said that the students were taught by using *Google Classroom* did not get significant effect and for the sig. value of background knowledge was 0.013, it is lower than 0.05 so it meant that the extraneous variable (background knowledge) gave the effect to dependent variable (post test).

To represent the effect of both variables, those values should be multiplied with 100 %.

Google Classroom:	$0.032 \times 100 \% = 3.2 \%$
Background Knowledge:	$0.125 \times 100 \% = 12.5 \%$

It clearly displayed that Google Classroom media has 3.2 % effect, then students' background knowledge has higher effect on the percentage which is 12.5 %. On the other word, students' background knowledge has higher effect of the non effectiveness of Google Classroom than google classroom itself.

Discussion

In the learning process, the researcher used *Google Classroom* as learning media in writing descriptive text at tenth grade. Google launched a new application named *Google Classroom* and was introduced in Google Apps for Education in 2014. *Google Classroom* has potential for teaching and learning because of its unique built-in functions that offer pedagogical, social and technological affordances (Shaharane et al, 2016). Rabhi (2018) also added that *Google Classroom* can be used as a media that engages students and teacher interaction in discussing or submitting materials. On the other words, *Google Classroom* is web based application that facilitates the user to gather the students in discussing the material. It also provides the virtual class that make students and teachers.

This study focused on writing skill specifically in descriptive text. The researcher used *Google Classroom* which internet and web-based platform as media in writing descriptive text in order to know the effectiveness of that media which is implemented in the class. Based on the some previous studies that have been reviewed by the researcher, there are a lot of studies using *Google Classroom* for the high educational level of participants, such as university students and teachers. Here, the researcher is purposely wanted to analyze the effect of using *Google Classroom* in the lower level of participants which is Vocational High School students, by the “millennial” students who are familiar with the social media and also internet-based application, the researcher expected that *Google Classroom* can an innovation in their learning process. In the learning process the researcher divided writing steps into four stages; pre-writing, outlining, drafting, editing and revising that can be done by students in the *Google Classroom* forum made by the researcher. After doing the various steps, starting from collecting data until analyzing the data, the researcher is able to know that the use of *Google Classroom* as learning media has no big differences on students’ writing descriptive text at tenth grade of vocational high school.

Based on those findings, the researcher is expecting that the future study will be conducted with more maximum efforts to reduce the factors of failure. If necessary, the researcher may add more time to introduce and train the participants / beginner level students about features and use of Google Classroom comprehensively.

Conclusion

Based on the findings which related to the hypothesis, the reseracher concluded that there is no significant effect between students who are taught by using *Google Classroom* and students who are not taught by using *Google Classroom* on their writing descriptive text at tenth grade of vocational high school. Related to the factors of non-effectiveness in using *Google Classroom* media in writing descriptive text at secondary level, the researcher stated some weakness or factors. It would be better if the other researchers try to learn those weaknesses and try to modify it to improve the use of *Google Classroom* as learning media, as follows: provide more times in explaining some features of *Google Classroom*, provide more internet

devices such as mifi or tethering to access the *Google Classroom* in the class, have online class out of the class. It is better to deliver more guidances and additional time in introducing and informing the students about some features of *Google Classroom* and how to use it step by step. By delivering the more detail guidances and directions, hopefully, students' knowledge and ability on the learning process are going to improve more. To sum up, the researcher hopes this study would be useful for other researchers and readers.

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