

GOOGLE CLASSROOM APPLICATION IN TEACHING WRITING AT ELEVEN GRADE STUDENTS OF SMA ISLAM 1 SURAKARTA

Devita Khusnul Kholifah

Dr. Sri Handayani S.Pd.,M.Hum

Teacher Training and Education Faculty, Slamet Riyadi University Surakarta

Email : devitakhsnl@gmail.com

ABSTRACT

This study aims to analyze a 'google classroom application in teaching writing' at eleven grade students of SMA Islam 1 Surakarta. This study was carried out in the academic year 2021/2022 at eleven grade students SMA Islam 1 Surakarta. The researcher used qualitative descriptive method. The researcher took 34 students of SMA Islam 1 Surakarta as the sample. The researcher researcher used questionnaires and interview with the teacher and students. To collect the data of questionnaire and interview, the researcher use questionnaire by Google Form. The data from questionnaire were analysed by using Likert scale. After collecting the data the researcher analyzed the data by using data triangulation to analyzed qualitative data. The result of this research showed that the implementation of Google Classroom in Teaching Writing was the student's responsibility is good enough. The strengths and weakness of Google Classroom in Teaching Writing was the students who feel they can focus on learning lessons using Google Classroom, which according to them, the learning media is very interesting and plentiful.

Key words: *Google Classroom, Writing, Online Learning.*

INTRODUCTION

Google Classroom is represent a fitur by Google. Google Classroom as study media support by wearing contribution of technology by Google. This Application offer school activity like within lesson in class. Ocampo (2017) In Google Classroom, teachers can provide materials on the subject being taught. The teachers can post some teaching materials, assign tasks for students, and upload the students' grade, so that they can immediately see the scores obtained in the course. Shaharaneet al. (2016) suggest that Google Classroom facilitates teachers to create and organize assignments quickly, provide input efficiently, and communicate with the class easily. The advantages of Google Classroom are very easy to use and can even be accessed.

Google Classroom's design deliberately simplifies the instructional interface and the options used to deliver and track assignments; Communication with all courses or individuals is also simplified through announcements, e-mails, also simplifies the distance learning process, saves time, collects paperwork, and can write anytime without time limits. This application can be an alternative as one source of

learning English because every material that will be presentence by student uploaded via Google classroom.

Petty & Jensen (1980) Writing is an activity that creates ideas or opinions in a composition by using writing convention, such as its ideas or thought that are produced in written form. Fatmawati (2019) Writing is one of four language skills which has important role in conveying thoughts, ideas or opinions in written form, writing is the mental work of inventing ideas, thinking about how to express and organize hem into paragraphs that will be clear to the reader. The ideas and thoughts are informed into paragraphs and have a meaning, so the readers can understand the meaning of the content. In conclusion, writing is a process to put some thoughts into words in a meaningful form that used to express the ideas.

Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. Harmer (2001) explains four reasons for teaching writing for students of English as foreign language. They are reinforcement, language development, learning style and writing as skill. the

process of writing is different from the process of speaking; the former helps us to learn as we go along. The mental activity of constructing proper written texts is part of the ongoing learning experiences.

The aim of this study, titled “Google Classroom Application in Teaching Writing at Eleven Grade Students of SMA Islam 1 Surakarta in Academic Year 2021/2022” the researchers focused on improving students on teaching writing in terms of content and coherence. After using Google Classroom as a learning medium, researchers provided a final test or post-test to find data using Google Classroom as a learning medium helped on teaching writing.

RESEARCH METHOD

The researcher conducted research at SMA Islam 1 Surakarta in the academic year 2021/2022, as a place of research because it is in accordance with the topic to be studied by the research, it is on Jl. Brigjen Sudiarto No. 151, Joyosuran, Kec. Ps. Kliwon Kota Surakarta, 57116 Central Java. This study employ qualitative descriptive method. In this research used certain techniques were employed to gather the data. These include interviews, questionnaires or experimental research.

Such data could be gathered either in a qualitative method.

In this study, the researcher used close form questionnaire and interview, the students were given some question with three alternative answers (*tidak pernah, kadang-kadang, selalu*), which had to be chosen by the students. This questionnaire is expected to answer the research question number two; the cause of difficulties in understanding English reading text faced by the students. In the interviews the researcher interview the English teacher and some of the students. It used to know more detail information either from teacher or students in order to support the data obtained through the questionnaire. The researcher interviewed the English teacher face to face, but with the some of students interviewed by Google Classroom.

Google classroom is a program for teachers to create digital classrooms for students to communicate with their friends and peers. According to Hammi (2017) this is an application that integrates e-mail and documents to connect to storage Teachers can upload beer, videos, connect, support, and assignments to view retrieval ads. Document files can be edited in class and shared with friends to rely on

collaboration. When students complete the 14 assignment, they can send it by posting on the binding teacher board or on the classroom program board Task can be accessed using the device in the any place. Convenient for platforms both testers and modernist, Google allows leaners to chat and discuss topics discussed in class, and teachers to facilitate and utilize new posts. Different assistants can be found such as drivers and users of PowerPoint presentation and documents.

According to Hasan & Farida (2006: 19), states that “there are some variables influencing the students’ ability in learning language learners stage of development that refers to the effectiveness of teaching method within the classroom, learners’ age, motivation, personality, facilities of the atmosphere that offer the students a modification learn.

According to Agustina, & Adnyani (2021) conclude that mostly students have difficulty communicating in writing in the comments column, then, Google Classroom was easy to operate and use. Last , they are easy to share and share ideas during online interactions. Google Classroom allows instructor to send announcements and start discussions directly. Students can share

resources with each other or provide answers to questions in the stream.

RESULT AND DISCUSSION

a. Result of the Research

The researcher obtained data from questionnaires distributed to 30 students of class XI SMA Islam 1 Surakarta. In the research, the researcher used questionnaire and interview with teacher and students in the eleventh grade of SMA Islam 1 Surakarta to know the Google Classroom that are effectively used by teachers and students in writing learning processes. There are fifteen questionnaire, are about implementation of Google Classroom, strenghts and weakness using google classroom in teaching writing, problem faced by students using google classroom in teaching writing. There are 3 possible ratings on this scale, the following three options : Never, Sometimes, Always. Result of the survey provided in a pie cart.

1. The Implementation of Google Classroom

Based on the explanation above, it can be concluded that the student’s responsibility is good enough. use google classroom because easy access and easy to understand using google classroom. students experience problems

understanding English not from the way the teacher teaches English lessons but from the beginning their main language is not English. The teacher use media for lessons on the internet, therefore teachers use more video or game media to explain lessons.

a. Pie cart 4.1-4.5 The Data of Implementation of Google Classroom

1. Saya dapat dengan mudah menjalankan google classroom
34 jawaban

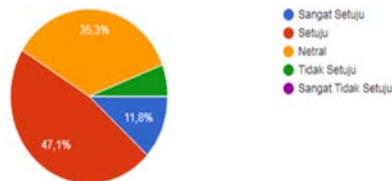


Figure 4.1 Presentage question 1

The first indicator was about the implementation of Google Classroom the researcher divided the first indicator in five questions. The result from questions 1) The students easily used google classroom was 11,8% the student answered strongly agree how useful google classroom for their learning english, 47,1%.

2. Guru menggunakan media gambar,video,audio,link dan dokumen untuk memperjelas materi yang disampaikan melalui google classroom
34 jawaban

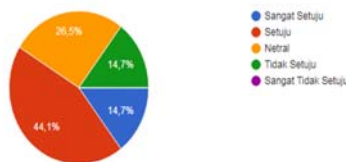


Figure 4.2 Presentage question 2

The result from questions 2) The teacher uses media images, videos, audio, links and documents to clarify the material presented through Google Classroom was the students answered strongly agree 44,1%.

3. Saya merasa lebih mudah dan efektif saat guru menggunakan menyampaikan materi menggunakan google classroom.
34 jawaban



Figure 4.3 Presentage question 3

The result from questions 3) The students find easier and more effective when the teacher uses to deliver material using Google Classroom was 0% no one students answered strongly agree because not only google classroom easier when the teacher uses to deliver material 44,1% the students choose answered neutral and disagree.

4. Guru menggunakan google classroom sebagai media diskusi saat mempelajari bahasa inggris terutama writing skill.
34 jawaban

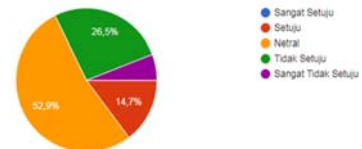


Figure 4.4 Presentage question 4

The result from questions 4) The teacher uses Google Classroom as a

medium for discussion exception writing skill when studying English was 0% no one students answered strongly agree because they think the teacher rarely using discussion for writing skill 52,9% mostly students answers neutral.

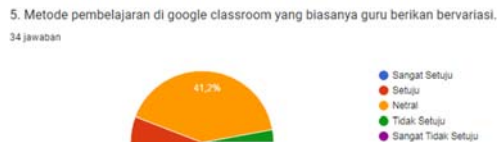


Figure 4.5 Presentage question 5

The result from questions 5) The learning methods in Google Classroom that teachers usually provide vary was 8,8% the students answered strongly agree because teachers often describe a variety of learning methods that can make them interested.

2. The problem faced by students using google classroom in teaching writing

The second indicator was about problem faced by students using google classroom in teaching writing the researcher divided the first indicator in five questions. Based on the explanation above, it can be concluded that only with the internet, students can get a lot of access and knowledge, not just one book to study and of course the price of the internet is relatively cheap now. The used cellphone more efficiently and there are lots of

references or learning resources on the internet nowadays using technology is easier now to do and collect tasks using a laptop or cellphone more efficiently.

b. Pie cart 4.6-4.10 The Data of problem faced by students using google classroom in teaching writing

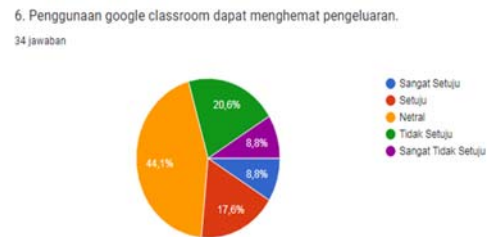


Figure 4.6 Presentage question 6

The result from questions 6) The use of Google Classroom can save expenses. 44,1% the students answered neutral because only with the internet, students can get a lot of access and knowledge, not just one book to study of course the price of the internet is relatively cheap now.



Figure 4.7 Presentage question 7

The result from questions 7) Using google classroom can save my time and energy in the learning process. school

44,1% the students answered neutral because During this pandemic, students only study at home, they don't need to go to school. this saves a lot of energy and focus by students to learn the lesson.

8. Saya dapat menggunakan google classroom sebagai menyimpan file - file tugas daripada menggunakan buku tulis.
34 jawaban

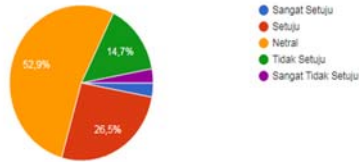


Figure 4.8 Presentage question 8

The result from questions 8) I can use Google Classroom to store assignment files instead of using a notebook. 52,9% the students answered neutral because books are heavier and inefficient. use HP more efficiently and there are lots of references or learning resources on the internet.

9. Performa belajar saya lebih baik ketika menggunakan google classroom.
34 jawaban

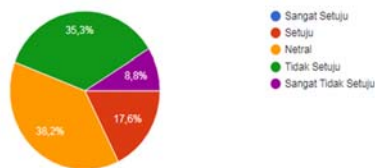


Figure 4.9 Presentage question 9

The result from questions 9) My learning performance is better when using google classroom. 38,2% the students answered neutral because using google class rom is very efficient because it is very easy and can be learned easily.

10. Saya sulit mengakses menggunakan google classroom saat pengumpulan tugas ataupun pengerjaan tugas.
34 jawaban

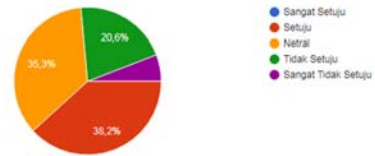


Figure 4.10 Presentage question 10

The result from questions 10) I find it difficult to access using Google Classroom when submitting assignments or doing assignments. 38,2% the students answered agree because nowadays using technology is easier now to do and collect tasks using a laptop or cellphone more efficiently.

3. Strengths and Weakness Using Google Classroom in Teaching Writing

The third indicator was about strenghts and weakness using google classroom in teaching writing the researcher divided the first indicator in five questions. Based on the explanation above, it can be concluded that the students who feel they can focus on learning lessons using Google Classroom, which according to them, the learning media is very interesting and plentiful. access the internet because the cheaper it is to buy the internet, the easier it is for us to access learning resources, especially Google Classroom. The students feel that using googleclassroom does not make it

difficult for them to write back to save time and effort.

c. Pie cart 4.11-4.15 The Data of strenghts and weakness using google classroom in teaching writing

11. Saya kurang fokus dan tidak jelas saat menggunakan google classroom dalam memperhatikan pembelajaran.
34 jawaban

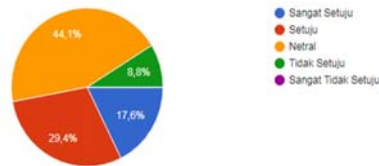


Figure 4.11 Presentage question 11

The result from questions 11) The students less focused and unclear when using google classroom in paying attention to learning. 44,1% the students answered neutral because there are some students who feel they can focus on learning lessons using Google Classroom, which according to them, the learning media is very interesting and plentiful.

12. Saya sulit memahami pembelajaran saat menggunakan google classroom.
34 jawaban

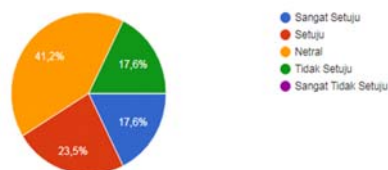


Figure 4.12 Presentage question 12

The result from questions 12) I find it difficult to understand learning when using Google Classroom. 41,2% the students answered neutral because students

find it easy to use google classroom because every day they are already using the internet or mobile phones so they are very young to learn.

13. Saya kesulitan menggunakan google classroom dalam pembelajaran terutama pembelajaran penulisan dalam pelajaran bahasa inggris
34 jawaban

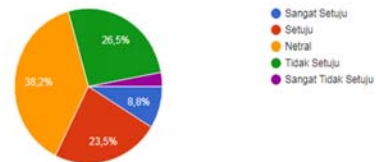


Figure 4.13 Presentage question 13

The result from questions 13) The students have difficulty using Google Classroom in learning, especially learning writing in English lessons. 38,2% the students answered neutral because learning to use which is sometimes ineffective, now learning it is enough to be understood by students.

14. Saya kesulitan mengakses untuk masuk ke google classroom.
34 jawaban

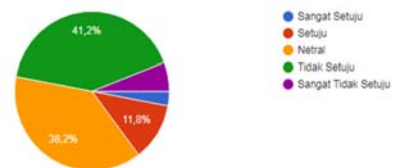


Figure 4.14 Presentage question 14

The result from questions 14) I have difficulty accessing to enter google classroom. 41,2% the mostly students answered disagree because they can easily and quickly access googleclassroom and they can operate well.

15. Saya merasa lebih praktis saat menggunakan google classroom aman dalam menyimpan file - file pekerjaan sebelumnya.
34 jawaban

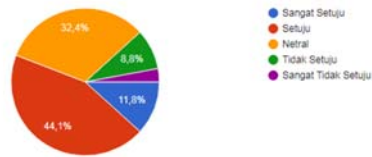


Figure 4.15 Presentage question 15

The result from questions 15) I find it more practical when using google classroom is safe in storing files - files of previous work. 44,1% the mostly students answered agree because students feel that using googleclassroom does not make it difficult for them to write back to save time and effort.

CONCLUSION

The investigation of two factors under the title “Google Classroom Application in Teaching Writing at Eleven Grade Students of SMA Islam 1 Surakarta. Researchers can conclude that :

1. The implementation of google classroom in teaching writing. was the student’s responsibility is good enough. use google classroom because easy access and easy to understand using google classroom. students experience problems understanding English not from the way the teacher teaches English lessons but from the beginning their main language is not English. The

teacher use media for lessons on the internet, therefore teachers use more video or game media to explain lessons.

2. The problem faced using google classroom in Teaching Writing was the students can get a lot of access and knowledge, not just one book to study and of course the price of the internet is relatively cheap now. The used cellphone more efficiently and there are lots of references or learning resources on the internet nowadays using technology is easier now to do and collect tasks using a laptop or cellphone more efficiently.
3. The strengths and weakness of google classroom in teaching writing was the students who feel they can focus on learning lessons using Google Classroom, which according to them, the learning media is very interesting and plentiful. access the internet because the cheaper it is to buy the internet, the easier it is for us to access learning resources, especially Google Classroom. The students feel that using googleclassroom does not make it difficult for them to write back to save time and effort.

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