THE EFFECTIVENESS OF USING GOOGLE CLASSROOM IN TEACHING WRITING SKILL OF DESCRIPTION TEXT FOR JUNIOR HIGH SCHOOL

Rahma Rizqina Amelia
Universitas Islam Syekh-Yusuf, Tangerang
1805020052@student.unis.ac.id

Abstrak
Learning how to write is a basic skill that very few people have. Lack of practice in writing will greatly hinder students' skills. In this case study, this method aims to determine the effectiveness of the Google Classroom, which is used to improve students' writing descriptive text skills for junior high school and recognize students' writing performance. This study uses a quantitative experimental design. The subject of this study used the VII grade students of SMP YASPITA, North Serpong. This study involved 10 students in the research sample in the process of collecting data, researchers used Pre-test and Post-test.

Key word: *Writing Skill, Google Classroom, Descriptive Text*

Abstrak
Belajar menulis adalah keterampilan dasar yang sangat sedikit dimiliki oleh banyak orang. Sedikitnya praktek dalam menulis akan sangat menghambat keterempilan siswa. Dalam studi kasus metode ini bertujuan untuk mengetahui keefektifan google classroom, yang digunakan untuk meningkatkan kemampuan menulis teks deskriptif siswa untuk smp dan mengenali kinerja menulis siswa. Penelitian ini menggunakan desain quantitatif eksperimen. Subjek penelitian ini menggunakan siswa kelas VII SMP YASPITA Serpong Utara. Penelitian ini melibatkan 10 siswa sebagai sampel penelitian. Dalam proses pengumpulan data, peneliti menggunakan pte-test dan post-test.

Kata kunci: *Keterampilan Menulis, Google Classroom, Teks Deskriptif.*

A. Introduction

In today's world, the world has entered a new era, where everything is done using sophisticated technology. So that it can make it easier for humans to carry out activities. This technology can develop continuously in every field or human life. There are many embodiments of technology that can be applied in the education sector, such as Google Classroom, Zoom Cloud Meeting, and Duo lingo (Genova, 2019). At this time there are many technologies that can be used in the field of education, namely online applications that can help teachers and students learn apart from the classroom.

Google Classroom is an application designed to assist lecturers in creating, distributing, and collecting paperless tasks, assessments, including automatic document storage for each student (Process, 2018). So, Google Classroom helps make it easier for teachers to create, sort, and grade paperless classwork. Meanwhile, zoom meetings are learning media that can communicate directly via video with anyone. And Duo lingo is a world language education platform that will help us become more proficient in

foreign languages, because it provides various foreign languages for free.

(Wong, 2020) Google Classroom has the potential to streamline communication and workflow for students by providing a single access point to discussion threads and assigned work. It can be concluded that google classroom is very helpful in simplifying students to learn, and teachers can check all student activities during learning in google classroom, interactions between teachers and students are recorded well, students can track every assignment that is almost close to the deadline for collection on the page. Assignments, and start working on them, teachers can quickly see who hasn't completed an assignment, and provide feedback and grades directly. The use of Google Classroom is oriented to make the students' learning and teaching process comfortable without any tasks inserted during class.

Based on the results of observations, the researchers found that the students had not mastered writing well. Therefore, this study is very important and the author prefers to include google classroom as a medium of learning in teaching descriptive texts used outside the classroom. With the media, it can help students in improving students' writing skills. As for the problems in it; is because students do not know how to start writing, due to lack of initiative in writing related to experience or unfamiliarity with vocabulary and sentences. Therefore, this study aims at the effectiveness of Google Classroom in improving students' writing.

1. Writting

(Nunan et al., 2003) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. This shows that writing is a requirement to express ideas and arrange them into a good composition. It requires a systematic arrangement of ideas written down.

While according to (강용묵, n.d.) Writing can be said as a language skill used to communicate indirectly, whether people can't face to face each others. In writing, it expresses thinking which plays an important role in the learning process.

Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion. Writing is a wider opportunity for students to collect all the knowledge, beliefs that exist to be poured into the contents of the mind. Because, writing can expand learning and is included in good language skills. (Sinta Listani, 2016) is a good language skill, it takes a professional language teacher and masters four language skills which include listening, speaking, reading and writing skills. In other words, writing has always been used as a means of reinforcing language that has been taught Stated(Harmer, 2007) and (Isnaniah et al., 2019)

So the teacher must understand the skills of teaching students' writing. There are four reasons for teaching writing to students of English as a foreign language (Lieu, 2015). They are reinforcement, that is, students again an understanding of visual demonstration language in a purely oral or oral manner, language development is to improve their own writing by building appropriate written texts, learning style is that writing can be a

communication activity between individuals, and writing as a skill is as important as speaking, listening, and reading. 'Access', the motto of the knowledge society, means access to written intelligence.

2. Descriptive Text

According to (강용묵, n.d.) A text is the original words and form of a written or printed work." In other words, it consists of spoken or written words that have the purpose of conveying message". It means that convey meaning or send messages, which become a piece of text. The key to writing a good description is to use details that help the reader imagine the person the students are describing. There are two keys to writing good description. First key is to use space order, and the second key is to use specific detail (Ningsih, 2018).

Descriptive text is a text that clearly describes something, be it humans, animals, plants or inanimate objects. Descriptive text has rules regarding its structure, namely 1) identifying an object that you want to describe. Serves as introducing more details about the object. 2) describe an object containing the properties inherent in it.

The purpose of this text is to provide clear information about the object described to the reader. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described (강용묵, n.d.).

Besides having social function and generic structure, descriptive text also uses significant grammatical patterns that support the form of a descriptive text. The tense uses; 1) simple present tense, because it describes the fact or truth of an object. 2) adjectives, words used to describe nouns which can be people, places, animals, objects or abstract concepts. 3) a connecting verb, as a linguistic feature of the text in English.

3. THE EXPERIENCES ON THE USE OF GOOGLE CLASSROOM

Today, the most important thing for the younger generation is that technology plays an important role in their social and educational lives.

The vast majority of adolescents have access to computers, the Internet, cell phones, video games, and many other forms of modern technology (Simuforosa, 2013). It is clear to see that most of the students are surrounded and facilitated by the technological advancements around them. Technology is a part of my life (Harjanto & Sumarni, 2019) it is proven that technology is a part of his life that plays an important role in all social and educational matters. Technology in social terms is like playing online games and chatting online. Meanwhile, technology in terms of education can be used as search information, online assignments and visual learning. Visual education can be; zoom meeting, google meet, google document, google classroom, etc.

The indicators of the effectiveness of Google Classroom as teaching media include usefulness, ease of use, and satisfaction (Laili & Muflihah, 2020). That is, google classroom can be used for many things, in the form of; improve student writing well, to organize student assignments, manage classes, and facilitate student interaction. However, there are students' limitations in using Google Classroom, namely not having enough network data, even some students don't have cellphones, therefore students use their friends' accounts.

B. Method

This research emphasizes the effectiveness of google classroom in teaching writing skill of description text. In this research , there is a relationship between two variables. there are one independent variable (X) which is descriptive text and one dependent variable (Y) which is writing skill. The Pre Experimental design was used by the researcher as the method. Pre Experimental design is a true experiment that conducted (Gerbing, 1984). Frequently, the researchers want to see the effect of their interventions on a small group of people before they seek funding and dedicate time to conduct a true experiment. Pre experimental designs are commonly conducted as a first step towards establishing th evidence for or against an intervention.

One Group Pretest- Posttest Pre-Experimental design is conducted in this method. In the One-Group pretest-posttest design the related variables were measured as a group before (pretest) and after (posttest) a treatment was given (William & Hita, 2019). The advantage of this experiment is that we can compare the values before and after treatment on the same participant with the same measuring instrument method. As for the steps in the research.; First, the researcher used instruments with various journals to determine students' writing skills. Second, the researcher uses a visual, namely google classroom which is a treatment to find out more about the effectiveness of the google classroom used by students in improving writing descriptive text.

1. Population and Sample

Population refers to the set or group of all the units on which the findings of the research are to be applied. Referring to the definition of population, we can say that it consists of all the units on which the findings of research can be applied. In other words, population is a set of all the units which possess variable characteristic under study and for which findings of research can be generalised. While the population is a part of population that represents it completely is known as sample. It means, the units, selected from the population as a sample, must represent all kind of characteristics of different types of units of population (Shukla, 2020).

The population in this study were seventh grade students of SMA Yaspita, South Tangerang City, for the academic year 2021/2022, with a total of 10 students. The students were chosen because based on the results of class observations and interviews with the English teacher in the class, it can be concluded that the students' English listening ability is still low. This is due to several factors, such as; there are some students from underprivileged families, teachers do not use adequate visual techniques because schools are held online which makes students unmotivated to learn.

2. Instrument

This research was conducted online at the researcher and respective students' homes through the google classroom application, to address the outbreak of the pandemic (Covid-19) which made it impossible to meet in person, including government policies for all human activities and in the field of education to conduct online classes . The researcher then gave a pretest and posttest in the form of 10

multiple choice questions. Delivered in google classroom with general instruction instructions; 1) Write the answer on paper, 2) First write down the form: personal data and school of origin, 3) Check your work before submitting it, 4) Submit assignments on time. The purpose of the test is to obtain student data in learning to write descriptive text with the google classroom learning media which is distributed to them.

3. The Techiniques of Collecting Data

The techiques of collecting data in this research are pretest and posttest. The pretest is given to get students' writing skill. And the posttest is given to get the result of students' writing skill after treatment.

The data will be analyzed in Pre Experimental Quantitative to find out the students' final result.

The result of Quantitative Data will be analyzed by counting the average score of students' success in pretest and posstest (Baḻatur, 2016).

4. Procedures

The researcher conducted three parts of this method. First, the students did pretest. In the pretest, the students were given a descriptive text and they answered 10 questions about the descriptive text through google classroom exactly the language features of descriptive text. The pretest's aim is to know students' writing skill before treatment.

Second, in treatment, the teacher explained the material of description text by online meeting.

Third, the posttest was given to get students' writing skill outcome after treatment. It is given to measure the effect of teaching writing skill of descriptive text using google classroom. In the posttest, the students were given a description text, they identified the generic structures and language features, then wrote a short description text about places.

5. Teaching Material

The material was given is a descriptive text. The materials were generic structres, purpose and language features of descriptive text. The descriptive text entitled "My Pet" .

6. Treatment

Pre-Test	Treatment	Post-Test
O1	X	O2

The teacher explained the definition, purposes and language structures of descriptive text.

My Pet

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front on my house. Through he is not a pricey cat, I love him so much.

Milo has long whiskers and green eyes. He is orange with two gradations of colors. He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

C. The Result
1. Quantitative Data

The researcher took 10 students in a class. According to the data, the students' writing skill outcomes thorugh pretest will be compared with posttest data after posttest. The pretest and posttest questions were given to the research subjects were multiple choices and essay according to descriptive text. Below the data students' score in pretest questions:

Table 1.2

Students	Score
1	100
2	40
3	80
4	80
5	80
6	80
7	40
8	20
9	60
10	80

To count the average of class, the formula is :

x = X1 + X2 + X3 + X4 + X5 + ...

n

X : The scores of the students

n : The number of the data (students)

From the the table 1.2 it can be added the formula

$$X = \frac{100 + 40 + 80 + 80 + 80 + 80 + 40 + 20 + a60 + 80}{10}$$

$$X = \frac{660}{10} = 66$$

In Indonesia, there is the minimum criteria in education system afterwards they master the material , it is called KKM. The minimum Indonesian KKM score is 75. The student will repeat the subjects if they get a score <75. Based on the result, the student did not reach the minimum score or KKM. Consequently, students needed to repeat the learning.

The treatment of the research brought the students reach the KKM and got better score . The treatment was explanation of teacher about description text. After treatment, the researcher got the data from posttest, the posttest data is:

Table 2.2

Students	Score
1	100
2	100
3	60
4	100
5	100
6	60
7	100
8	80
9	40
10	100

$$= \frac{100 + 100 + 60 + 100 + 100 + 60 + 100 + 80 + 40}{10}$$

$$= \frac{840}{10} = 84$$

From the result of the average score in a class, students got 84 score in range. In addition, it shows that the treatment affected the improvement students' writing skill through google classroom.

The posttest gave a better result pretest. This method applied and had a significant result. Thus, the research has chosen the right method.

D. Disscussion

By using google classroom to teach writing skill of description text, teachers is able to explain and give the students exercises easily during the pandemic. Moreover, learning about descriptive text also make the students know some new vocabulary.

Descriptive texts have always been read and written in all papers, such as newspapers, magazines, journal, articles, etc. The students will easily identify when a paper contains the descriptive text.

It is essential for young learners, exactly junior high school students to learn about descriptive text. However, it will be boring if the teachers keep on teaching descriptive text without any fun activities.

Teachers could add some fun activities such as quizzes and riddles, they can write the description about thethings then the students will guess what the things that the teachers describe.

It is also can improve students creativity and imaginary. When they write the descriptive text, they have to imagine the things then they write the description. Those things above revealed that learning description text is very useful to improve writing skill.

E. Conclusion and Suggestion

As the students' writing skill in SMP Yaspita was low, because of some factors. The researcher did the research to improve students' writing skill by using google classroom. It was an effort to solve the students' writing skill problem. During the the pandemic, the google classroom is very useful to help children learning descriptive text and improving writing skill.

According to the evidence that was submitted in this research, the pretest result showed that the students' writing skill of descriptive text was low, due to they scored below the KKM <75. After treatment, and the posttest results showed that the students have improved the writing skill of descriptive text. Their average score is 84, which is better than before posttest.

Based on the supporting data above, teaching writing skill of description text by using google classroom affected the students' learning quite well.

The researcher also comes up with suggestions. Writing skill is one of difficult skill to learn in English. Using google classroom to teach and learn descriptive texts helped the process of learning well. Even there is a few difficulty on learning process, such as internet error that distract the online meeting, the students need repetition while teaching the descriptive texts or the students can get tired or bored easily because they think that writing is boring.

Therefore, the researcher suggest that the online learning should has a good preparation before doing it to avoid the error, the teachers should encourage the students that writing is important English skill and the teachers should make the best way on learning process so the students will not get bored easily.

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