

# THE EFFECT OF WRITING FEATURES OF GOOGLE CLASSROOM USAGE ON STUDENTS WRITING ABILITY FOR NARRATIVE TEXT MATERIALS

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| Article Info  | Abstract  |
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| <p><b>Received:</b> January 29, 2023<br/> <b>Revised:</b> March 09, 2023<br/> <b>Accepted:</b> April 25, 2023<br/> <b>Published:</b> December 28, 2023</p> <p><b>Keywords:</b><br/> <i>Google Classroom, Quasi-Experimental Research, SPSS.</i></p> | <p>The aim of this research is to find out whether the use of feature writing of Google Classroom is effective in improving students' writing ability for narrative text. the method in this research usage Quasi -experimental research which used two classes. This research method was used to process data using quantitative SPSS obtained from the results of the pre-test and post-test of the two sample classes. The participants in this study were students of Class X IPS at SMAN 6 BONE. Purposive sampling is used by the current researcher. The results of the study reveal that, it can be said that the use of writing features in the google classroom application can be used effectively to teach the competence of class X IPS students at SMAN 6 Bone.</p> |

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## INTRODUCTION

Writing skill is the ability to express ideas. One aspect of language skills is writing. Nurgiyantoro (2001: 298) states that writing is an activity to express ideas through language media. Writing is a process of creating notes, information or stories. Writing can be done on working media using tools such as pens or pencils. Writing is also a process of pouring creativity or ideas into the form of written language, which is usually called an essay. Because, the author expresses the contents of his thoughts, ideas, opinions or desires through the writing.

Writing skill is one of the most difficult skills for students, especially writing in English. Writing skills are language skills that are difficult to master because writing is an activity that requires practice and requires accuracy and intelligence (Susetyo & Noermanzah, 2020). Writing activities require broad knowledge and a logical mindset. Writing skills are used to, record, convince, report, inform, and influence readers (Amrolani et al. 2014).

Writing is one of the most important skills in English that must be mastered by students because this is a form of communication that must be developed. Writing is a process of pouring ideas into paragraphs and building language development. Writing is also a thought process that encourages students'

English skills. In writing, students not only learn how to write something on paper but also learn to write various genres such as descriptive, narrative, recount, and procedural writing based on the Ministry of Education and Culture syllabus.

Then, Narrative text is one of the texts that is learned in the process of writing English. According to Alice and Hogue said that "narrative is the kind of writing you do when you tell a story." In addition, Saehan stated, narrative text is a part of text that tells a story to entertain and inform readers and listeners. This means that narrative text is one of the texts in writing English subjects. Like stories that are often heard by readers or listeners, when someone tells his story to others. This text aims to entertain readers when they read and listeners when they hear stories.

Based on preliminary research at SMAN 6 BONE researchers found some data from students' tenth grade with interview. He said that, there are several things that make writing in English difficult. Namely some English vocabulary that is too complicated, and also the writing rules are not easy. The student I interviewed also said that writing lessons in English has so far been considered a less interesting subject for students at SMAN 6 BONE. Because students are always worried about grammatical errors, the inability to express ideas, and limited vocabulary to express their thoughts. It will always be a bad experience in their writing process, before they even start. Students' difficulties in mastering writing skills. Especially material regarding narrative text, is suspected to be the way the teacher teaches that is lecture/teacher centered, the competence and knowledge of the real teacher can be increased by the presence of models, methods, strategies and teaching materials (Mardiyah & Mustaji, 2019). Apparently, Google Classroom has an impact on teaching writing narrative texts in high school age ranges, especially vocational schools (Teladan, 2020). In another study, it was explained that Google Classroom was assumed to be able to help achieve learning goals and was full of meaning (Sabran & Sabara, 2020).

In addition, the use of this media can also reduce the psychological burden of students who are categorized as shy students or who are reluctant to express their ideas. When they do this activity, introverted students are able to produce written language in the form of ending narrative stories. Through this medium, improvements are also possible because they can edit the stories they write and then send them to a virtual class that has been created by the teacher. This will gradually increase the confidence in writing fluently among students, especially shy students (Harmer: 2001). So this technique can also accommodate students who are considered shy in class.

In addition, students are not eager to bring their dictionaries with them in English class. They only ask their teacher when they don't know the meaning of some English words or the English of some Indonesian words. Learning foreign languages in Indonesia such as English aims to develop communication competence in spoken and written forms to reach the level of information literacy, increase awareness of the nature and importance of English to increase the nation's competitiveness in a global society and develop students' understanding of the relationship between languages. Therefore, English has an important role in the intellectual, social and emotional development of students.

Based on the problems and reasons above, the researcher is interested in conducting research with the title "the effect of using the writing feature on the Google Classroom application on students' writing abilities". Why did the researchers choose SMAN 6 Bone because in this school, according to information from several students, writing lessons in English at this school have been considered a less attractive subject for students, so researchers are interested in trying to research in this school by using the Google Classroom application as a media, to find out how effective the use of Google classroom media is in the process of improving students' writing skills.

## LITERATURE REVIEW

Google Classroom was introduced in August 2014 as a tool in assisting the implementation of learning, helping teachers to organize and make class assignments easily and quickly, the communication process between students and teachers without being limited by space and time. Google Classroom is an application that creates the creation of classrooms in cyberspace. (Kasih Lindung Sari 2021:6)

(Herman 2014) explains that the application uses classes available to anyone who has Google Apps for Education, a free set of productivity tools including Gmail, documents and drives (Garczynski, 2014). Google Classroom is a media-friendly environment because it does not require paper in the learning process and the process of submitting assignments. The technique of using Google Classroom is quite easy because besides this application, it can be accessed via computers and laptops as well as through Android-based smartphones.

it can be concluded that Google Classroom is a platform that was founded by Google as a means of learning media that is quite easy to use. Teachers can create, share and classify each paperless assignment (paperless). With the Google classroom, the learning process can be done anywhere and anytime, because this learning media is an e-learning based on distance learning using the internet network.

## METHODS

This research method uses a quasi-experimental design to see the effect of writing features on the Google Classroom application in improving students' writing skills in writing narrative texts. Quantitative data obtained related to the experimental results of the subject of a population, research was conducted to see the effect of the existing writing features on Google Classroom in improving students' writing skills in class, especially the Experimental class.

Participants in this study were students of SMAN 6Bone Class X IPS. A total of 60 students were selected as research subjects by researchers. and two samples of Control Class X IPS 2 as a comparison class and Experimental Class X IPS1. The control group underwent pretest and posttest without being given the Google classroom treatment, while the experimental group underwent pretest, treatment and posttest. The author proposes Google classroom and learning style to see the effect of writing features on the Google

classroom application in improving students' writing skills towards narrative text writing, students need to present their appearance supported by Google classroom and learning styles.

## RESULT AND DISCUSSION

Findings, The purpose of this study is to determine whether there is a significant difference between students who use the Google Classroom's available writing tools and those who do not when it comes to their use of those tools when writing assignments for class. The following is the explanation for this:

### Results of the pre-test for the experimentation and control group.

#### a. The results of the test include the participants for experimentation and control.

Prior to giving out instructions, the pre-test had the purpose of determining how both teams performed. 30 employees made up Class X IPS 1's experimentation group, while 30 employees made up Class X IPS 2's control group. This study assessed three aspects of writing namely, vocabulary, content, and grammar, in assessing students' writing abilities.

Table 1. Results of the students' pre-test writing accuracy for the experimental group and control group are shown in

| Writing Accuracy | Mean Score in Pre- test |               |
|------------------|-------------------------|---------------|
|                  | Experimental Group      | Control Group |
| Vocabulary       | 50,43                   | 52,14         |
| Contents         | 51,7                    | 56,78         |
| Grammar          | 44,7                    | 47,85         |

The results of students' vocabulary in the pretest showed that the average score of students' vocabulary in the experimental group was 50.43 and the average score in the control group was 52.14. The mean score of the students' content test in the experimental group was 51.7 and the average score in the control group was 56.78. The average score of the control group's grammar was 47.85

#### b. The average score of students' writing abilities on the pre-test for experimental and control groups.

Table 2 shows the average pre-test score.

| Mean Score |                     |               |
|------------|---------------------|---------------|
| Students   | Eksperimental Group | Control Group |
| N=30       | 48,94               | 52,25         |

The average results of the writing skills pre-test are shown in Table 4.2 along with the overall accuracy score for the students. It indicates that the average score in the control group was 52.25 while the score in the experimental group was 48.94. According to the above table, the experimental group's mean score was higher than the control group's before treatment was administered.

**c. The results of the significance of the pre-test t-test in the experimental group and the control group.**

Basis for decision making:

1. If the value of Sig (2-tailed)  $< 0.05$ , then there is a significant difference between the learning outcomes of class A and class B
2. If the value of Sig (2-tailed)  $> 0.05$ , then there is no significant difference between the learning outcomes of class A and class B

The table above shows the results of the significance of the pre-test in the experimental group and the control group:

*Table 3 shows the pre-noteworthy test's findings for the experimental group and the control group.*

| Students | Pre-test Eksperimental Group and Control Group Sig. (2-tailed) | Significance |
|----------|--|--------------|
| N=30     | 0,969  | Significant  |

Based on the output of "Statistics Test" it is known that the Sig (2-tailed) value is  $0.969 > 0.05$ , it can be concluded "**no significant effect**". Thus it can be said that there is no difference in the learning outcomes of writing narratives in English between the experimental class and the control class which were not subjected to treatment or pre-test.

**2. Post-test findings for the experimental group and the control group**

**a. The outcome of the students' post-test writing accuracy for the experimental and control groups.**

The post-test serves as an evaluation tool to ascertain the degree to which students comprehend the material that has just been given, or in other words, to assess the effectiveness of the student learning process. The experimental group received a different course of treatment than the control group, which received CTL. SMAN 6 Bone performed on two classes of X IPS students. Sixty students, divided into two classes, took the post-test. X IPS 2 was the control group, while Class X IPS 1 was the experimental group. There are 30 pupils in each group. This study evaluated students' abilities to compose narrative texts in three areas: vocabulary, text content, and grammar. The results of the pupils are shown in the table below.

*Table 4. Results of the students' post-test writing accuracy for the experimental group and control group*

| Writing Accuracy | Mean Skor in Post- test |               |
|------------------|-------------------------|---------------|
|                  | Experimental Class      | Control Class |
| Vocabulary       | 72,93                   | 68,2          |
| Contents         | 76,4                    | 72,06         |
| Grammar          | 69,53                   | 63,8          |

According to table, which displays the findings of the post-test on students' capacity to produce narrative texts, the average score for student text content in the experiment was 76.4, whereas the average score for student text content among the students in the control group was 72.06. The results of the students' grammar in the post-test revealed that the experimental group's average grammar score was 69.53, whereas the control group's average grammar score was 63.

#### b. The post-test mean scores for the experimental and control groups

Table 5 The mean score in post-test

| Mean Score |                     |               |
|------------|---------------------|---------------|
| Students   | Eksperimental Group | Control Group |
| N=30       | 72,95               | 68,02         |

Based on table 5, the average value of students' post-test narrative writing skills is derived from the total value of the accuracy held by the students. The experimental group's average score was 72.95, while the control group's average score was 68.02. Conclusion: There is a substantial difference or impact between the experimental group and the control group. The experimental group's average after receiving treatment through the Google Classroom application technique was greater than the control group's average after receiving CTL treatment.

#### c. The results of the significance of the post-test in the experimental group and the control group

Basis for decision making:

1. If the value of Sig (2-tailed)  $< 0.05$ , then there is a significant difference between the learning outcomes of class A and class B.
2. If the value of Sig (2-tailed)  $> 0.05$ , then there is no significant difference between the learning outcomes of class A and class B.

The table below shows the results of the significance of the post-test in the experimental group and the control group:

Table 6 shows the post-test t-significant test's findings for the experimental group and the control group.

| Students | Post-test Eksperimental Group and Control Group Sig. (2-tailed) | Significance |
|----------|---|--------------|
| N=30     | 0,003   | Significant  |

It can be inferred from the "Test Statistics" output that "there is a significant effect" because the Sig (2-tailed) value is 0.003  $< 0.05$ . Thus, it may be concluded that the experimental class and the control class achieved different levels of proficiency in English. The usage of the writing feature in the Google Classroom application on the learning outcomes of students' narrative writing in English subjects class X IPS 1 and X IPS 2 can be deemed to have "an effect" because there is a sizable difference.

**3. The test of significance between the taught pre-test and post-test through the CTL method and using the writing feature on the Google Classroom application.**

The difference in significance will be shown by comparing the results sig (2-tailed) in the pre-test and post-test in the experimental and control groups with explained in the table below:

*Table 7: The t-significance test's testing*

|           | Post-test Eksperimental Group and Control Group Sig. (2-tailed) | Significance   |
|-----------|---|----------------|
| Pre-test  | 0,969   | No Significant |
| Post-test | 0,003   | Significant    |

**Hypothesis:**

- Alternative hypothesis (H1): The ability of pupils to write narratives has significantly improved as a result of using the Google Classroom application's writing feature,
- Null hypothesis (H0): Using the Google Classroom application's writing feature to teach narrative writing does not significantly improve students' ability to compose narratives.

**Testing Requisite Hypothesis :**

- ♣ If  $t_{value} > t_{table}$ , H0 rejected and H1 accepted
- ♣ If  $t_{value} < t_{table}$ , H0 rejected and H1 accepted

The experimental class was treated using the writing feature of the Google Classroom program, and the control class was treated using the CTL approach. The findings of the statistical analysis of the independent sample test revealed a significant difference between the two classes. The fact that the value of Sig. (2-tailed) on the post-test (0.003) is less than the 0.05 significance limit supports this claim. As a result, the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted.

**Discussion**

When compared to other language abilities, some experts believe that writing proficiency is the most challenging for kids to achieve. The development of writing ability involves lots of practice. The ability to write well is one that everyone should possess. Anyone who is proficient in writing may communicate any thought or idea through written language. A useful skill is writing ability. Writing aids in verbal expression of thoughts and ideas. Vocabulary, content, and grammar are the three components that make up writing accuracy; they compliment one another and cannot be separated.

Students are instructed to use the writing feature of the Google Classroom program to communicate their thoughts, ideas, and feelings in a more active and engaged manner. As stated by Tarigan (2008), that writing is an activity productive. One skill This language can be used to communicate indirectly, not face to face with other people. Tarigan provides a limit writing, that is, as painting pictures graphics that can describe a language that able to understand someone so that someone able to read symbols and charts the. With the distance learning media far, namely Google Classroom who get percentage of "good" of the respondents, the teacher can maximizing the process to train students write useful posts communicate ideas. Google Classroom as one of the

proven asynchronous learning modes Facilitate distance learning students. This matter reinforced by research from Siswanto, et al (2021) that there is a positive and significant influence application of asynchronous learning and motivation learning on student learning outcomes.

In research conducted by Prawitasari (2021) explained that use application from Google's Learning Management System This Classroom has been optimized in several ways school, but the use of features on This application is still limited to sharing files learning (ppt, module, etc.), videos learning, giving assignments, and interaction or discussion by sending messages (chat) which according to students tend to be monotonous. These results can be linked according to the indicators in researcher survey, namely less than 50% of students who respond that Google Classroom can increase productivity in learning Indonesian especially writing skills. Perhaps one reason is the monotony learning process.

Observing this phenomenon, can be understood that it still needs more innovation so that it can be used Google Classroom is able to present material learning according to student characteristics (adaptive learning). In addition, this e-Learning needs to be completed with a variety of interesting and interactive activities to encourage active and collaborative students, especially to improve the ability to write narrative text. However, before upgrading this skill, Students must understand and master enough first other language skills, among others listen, speak, read, then move on with writing skills.

### **1. The Result of Pre-test**

Based on Table 4.1, the experimental group's pre-test results for the students' narrative texts revealed that there were 1551 total narrative texts in the experimental group, with an average score of 51.7. and the average score for the 1590 students who took the control group's narrative text content exam was 56.78.

The total number of words used by the students in the experimental group's pre-test was 1513, and their average score was 50.43; in contrast, the total number of words used by the students in the control group was 1460, and their average score was 52.14.

The pre-test average for the experimental group, which consisted of 1513 students, was 50.43. Additionally, the total number of students' grammar scores on the pre-test for the experimental group was 1341, with an average score of 44.7, while the average score for the control group was 47.85 and was based on 1340 students. Accordingly, the findings of Sig. (2-tailed)  $> 0.05$ , or  $0.969 > 0.05$ , based on the average score of the experimental and control groups that have been calculated, show that there is no significant difference between the two groups.

### **2. The Result of Post-test**

The experimental group's post-test vocabulary total was 2188 students; the average score was 72.93; the control group's total was 2046 students; the average score was 68.2. According to Table 4.5, the experimental group's average value was 72.95, while the control group's average value was 68.02. This means that after receiving therapy, the experimental group's average score was higher than the control group's. The findings of Sig. (2-tailed) are therefore 0.003 based on the average score of the experimental and control groups that have been calculated, indicating that there is a significant difference after receiving treatment due to the results of Sig. (2-tailed) of  $0.003 < 0.05$ .



3. The significance of the different results between the pre-test and the post-test taught through Google Classroom and those taught through CTL.

Based on Table 4.7, the results of Sig. The independent sample test result on the pre-test was 0.969, and the independent sample test result on the post-test was 0.003.  $> 0.005$ , meaning that the hypothesis is not rejected, there is a significant difference between the two groups. In the pre-test results there was no significant difference between the two groups, whereas after being given treatment there was a significant effect between the experimental class and the control class.

There was no discernible difference between the two groups in the pre-test findings because sig. The final test results, however, were presented following the administration of the therapy. As a result, there is a big gap between the writing skills or capacities of students who use the Google Classroom application's writing component vs those of students who use CTL.

4. The Process Of Giving Writing Assignments In Google Classroom

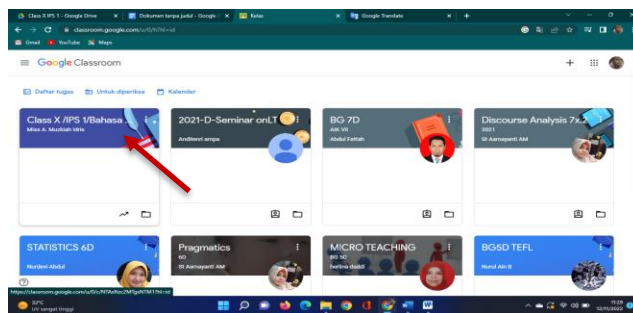


Figure 1 Open a google classroom account select the class being taught

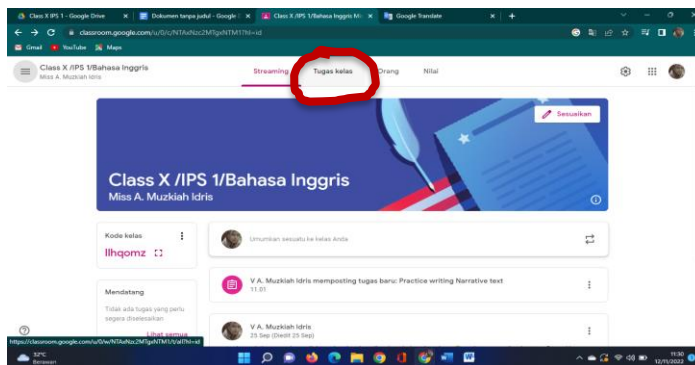


Figure 2 after open class click New assignment

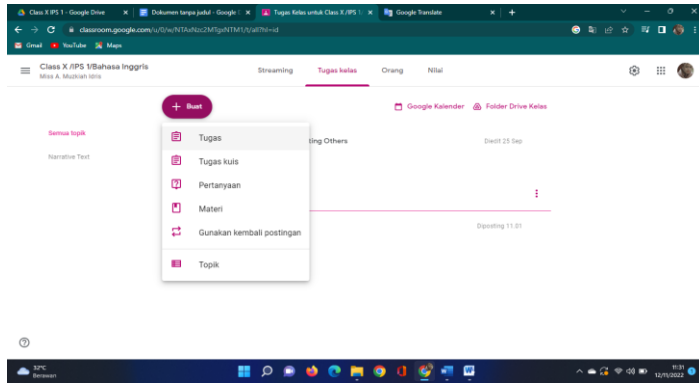


Figure 3 after that click create and select task

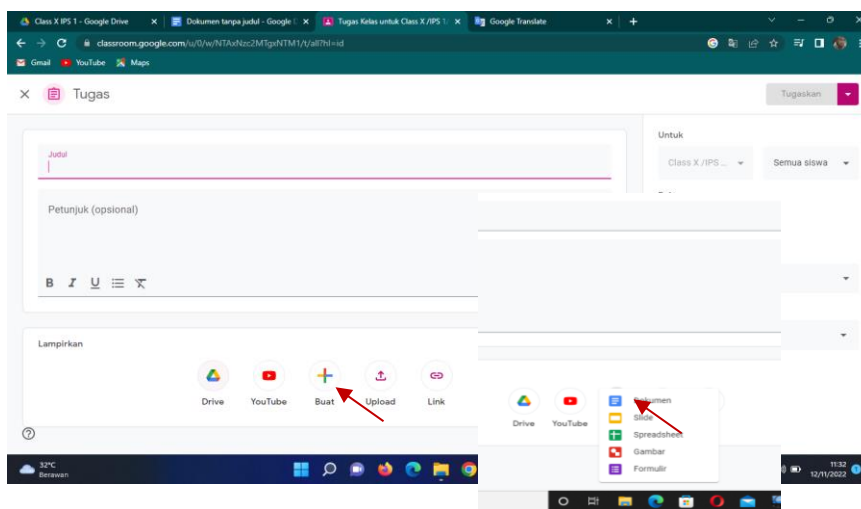


Figure 4. After the place for creating the task has opened, click create if the task was not previously created and click document to create a task file via Google Drive

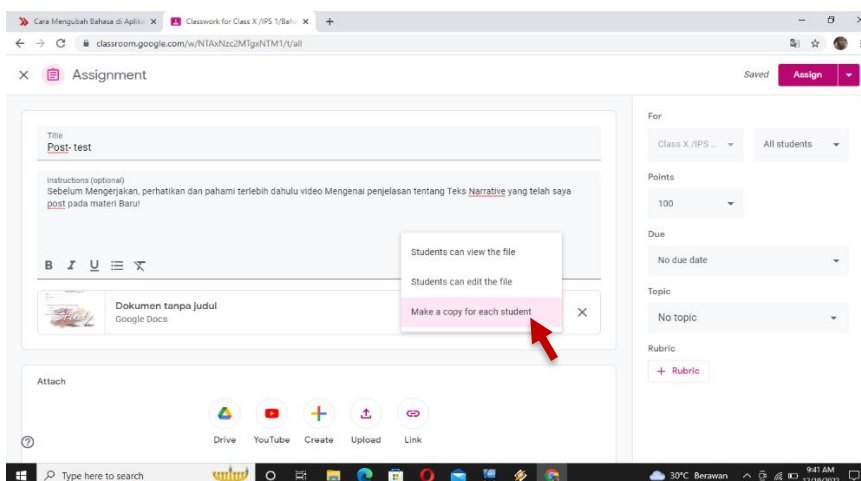
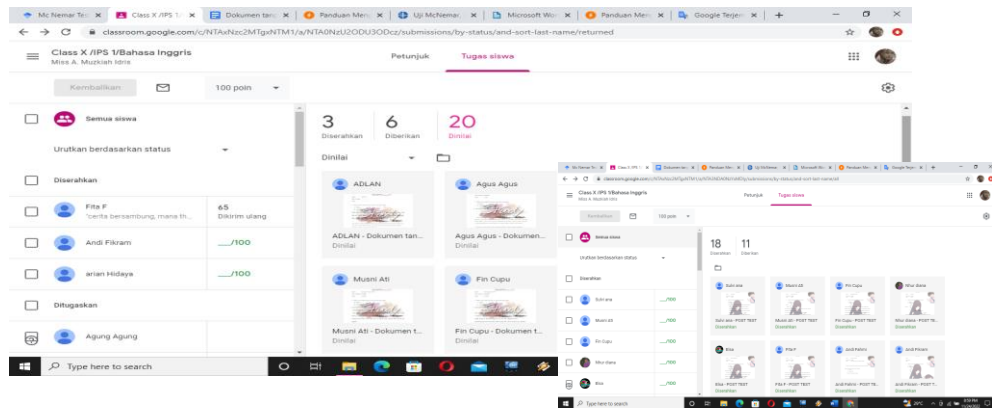


Figure 5 click on the lower left side and select make a copy for each student so that each student gets the same assignment sheet.



**Figur 6** Each student writes on a sheet that has been sent by the teacher, after the student has done the writing on the file sheet, the file sheet that the student has worked on will automatically appear in the teacher's assignment column, and the teacher will see students who turned in their assignments and those who did not.

#### 5. Explanation Of Features that Influence the Improvement Of Writing Skills.

Based on several features in Google Classroom that can influence students' narrative writing skills, namely the first is an assignment feature in which students can load writing assignments given by the teacher, on the file drive site the file drive is already set to make a copy for each students, where each student gets a copy of the file, so students can write on the file sent by the teacher. on the Writing Drive slide there is an auto-correction feature which is useful for detecting words, or writing wrong sentences , this can make it easier for students to choose the right words in their writing, this has an effect on improving student grammar,

the second is the Communication feature where in this feature the teacher can make announcements to students regarding interesting teaching material regarding writing, especially writing narrative text in the form of video links that students can open, this can make students understand more about writing narrative text so students can choose the right content in the type of writing Narrative text, this is also the reason the hypothesis is accepted other than the existing SPSS test.

#### CONCLUSION

Based on the findings and analysis, it can be said that: Prior to receiving treatment, the experimental group's average score was lower than that of the control group. larger than the criterion of significance, indicating that there is no discernible difference between the two groups. because the experimental group's average value increased and its average outcomes outperformed those of the control group. less than the significance level, indicating a substantial difference or impact between the two groups following treatment.

The findings of the pre-test between the two groups, the experimental class and the control class, did not differ significantly before the treatment, indicating that the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) accepted. The fact that there is a significant effect after receiving treatment in the post test indicates that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. Therefore, our study has shown that using current technology, such the writing tools in the Google Classroom app, can

effectively increase students' narrative text writing skills in three different ways. The average value of the control group and the two experimental classes group demonstrates this.

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