

**THE INFLUENCE OF GOOGLE CLASSROOM TOWARDS THE STUDENTS'
WRITING ABILITY AT THE TENTH GRADE OF SMA
MUHAMMADIYAH 2 BANDAR LAMPUNG
IN 2022/2023**

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Abstract: This research aimed to know and to describe the significant influence of using Google Classroom to know and describe the average score students' writing ability. In conducting the research, the writer used quasi experimental method. The writer took two classes first class is X IPS 3 as experimental class and the second class is X IPS 2 as control class. The main technique in measuring students' writing comprehension was writing test. The students are asked to write a text based on the topic provided. The result showed that H_a was accepted. It was obtained that $t_{test} = 2.60$, t_{table} for $\alpha = 0.05$ was 1.67 and for $\alpha = 0.01$ was 2.39 ($2.60 > 1.67 < 2.39$). So H_a was accepted. It means that there was an influence of Google Classroom towards the students' writing ability at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in 2022/2023. Based on the result above, it is clear that Google Classroom is an media that influence to used in teaching writing by the teacher and can be used to improve students' writing ability.

Keyword: *Influence, Google Classroom, Writing.*

INTRODUCTION

Writing is an activity to record and to communicate the ideas, consisting of main idea and key details, to the readers by using letters, words, phrases, and clauses to form a series of related sentences with the purpose to make the readers think of something, or do something, or both. Writing as the communication of content for a purpose to an audience. Writing is a way to share your thoughts and ideas with others. Writing is also an important skill in learning English and requires a lot of investment on the part of the student. that many students don't enjoy writing because they feel that if they don't get it right the first time they will never get it, of course this is affected by poor vocabulary, difficulty in generating their ideas, poor grammar, and so on.

In writing the teacher should be able to teach the students how to write well. It includes how to arrange word to become sentence and paragraph, master vocabulary and know the correct spelling of all the words. The students also should find more references from outside school about how to be good writer and how to write well, because they cannot hand their life on teacher only. Because the research subject is still in high school, the researcher considers that many high school students are not able to write good writing, writing in English will make it easier for students to write paragraphs well. if students write well, then students can learn other English skills more effectively. Writing skills exercises also help students become accustomed to new writing styles and incorporate their writing skills. This can be done by introducing topics and good writing strategies, using Google Classroom.

Based on the researcher's experience when Based on the experience of researcher when carried out observation at SMA

Muhammadiyah 2 Bandar Lampung, teacher are using Google classroom as an e-learning tool in the current pandemic. Based on an interview with one of the English teacher "Mrs. Rehmalem, S.Pd", the reason they use Google classroom because it is easy to use in pandemic period, and using Google classroom can save paper also time and make it easier for teachers to give assignments via computers/Smartphone. Therefore, the researcher would apply Google classroom to learning writing. Google classroom is a learning management system that can be used to provide teaching materials, integrated test assessments. Google classroom is a Google product that is connected to Gmail and Google drive. The many facilities provided by Google classroom will facilitate teachers in carrying out learning activities. Learning is mean not only in the classroom, but also outside the classroom because students can learn anywhere and anytime by accessing Google classroom online.

The Objective of The Research

1. To know and to describe whether there is significant influence of Google classroom towards students' writing ability at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.
2. To know and describe whether the average score students' writing ability who learn writing through Google classroom is higher than those who learn writing through Conventional technique at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung

Frame of Theory

Definition of Writing

In general writing is a medium of human communication that involves the representation of a language with symbols.

Writing systems are not themselves human language (with the debatable exception of computer language); they are means of rendering a language into a form that can be reconstructed by other humans separated by time and/or space.

In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written. Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content (Berninger *et al.*, 2002).

Concept of Writing

Writing is very different with the other three language skills, writing gives students' time to shape what they want to say in expressing ideas, feeling, mind or information by written form. Writing is a way to share personal meanings. It means that writing is a way to communicate feelings and thoughts to others in a meaningful way. People can communicate more effectively when they write. As a result, when developing their points of view (ideas), people must ensure that they are understandable and acceptable to others. It means that writing is a way to produce language that comes from our thought. The idea, feeling or opinion produce based on writer activity was done. It is also an activity, both physically and mentally which helps the writers put their thought into words in meaningful form. The writer will show many things in the written language, such as the way of thinking, knowledge and word to be arranged to sentences form that can be easy to understand it by the reader so that both can

make a communication. For all statement above, the researcher concludes that writing is one of skill in English to transferred idea, feeling and thought of the writers' mind which arranged in words, sentences and paragraph using eyes, hand and brain, as information to the reader.

Process of Writing

The writing process about how the stages of writing applied by the writer as stated in the nature of writing .there are four stages in writing process. These are planning, drafting, editing, and final draft. The writer should think the topic that they want to write down on paper.

Hamer (2004 4-5) explain the some stages of the writing process. The stages are presented as follow.

1. Planning
2. Drafting
3. Editing
4. Final version

Purpose of Writing

Nunan (2015:78) argues that there are some of the reasons why writing systems may have evolved:

1. To provide a more-or-less permanent record of some event. Records come in many shapes and forms: from records of the weather for a particular city over the course of a year, to a personal diary kept by someone over the course of their life.
2. To communicate with someone else who is distant in time and space by means of letters, postcards, or emails.
3. To entertain or instruct through creative literature such as stories, novels, and poems.
4. To present complex arguments that would be beyond the spoken word in the form of essays, journal articles, and so on.

5. To remind ourselves of things we need to do: shopping lists, notes in a weekly planner.

Besides, there are three purposes of writing in everyday life according to Nunan (2015:84) as follows:

1. Primarily for action
2. Primarily for information
3. Primarily for entertainment

Aspect of Writing Ability

Writing is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper. According to journal by Harni, Mawardin, Anjar in Nurgiyantoro (2001:306) expresses that there are least five components of writing. They are:

1. Content : the substance of writing, the ideas expressed.
2. Form : the organization of the content.
3. Grammar : the employment of grammatical form and syntactic patterns.
4. Vocabulary : the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
5. Mechanic : the use of graphic conventions of the language.

In writing skill, we need to know and master the writing components. They must be mastered by the students before they write down what they want to express.

Writing as a productive skill is very important to be taught to the students especially in Senior High School. The students can express their ideas and feelings in written form by using English. To know the ability of the students in mastering the language is by looking their writing. However, there are many students still have low ability in writing.

Students' Writing Ability

Writing has long been linked to the capacity for critical thinking. In order to write well, students need to form intellectual habits and develop skills for inquiry that are both formed by writing and necessary for writing to be logical, coherent, and well-reasoned. In addition, writing appears to enhance learning by engaging students more actively in processing, interpreting, and evaluating information. The most important factor in writing is that students need to be personally involved in order to make the learning experience of lasting value. Encouraging students' participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach.

Writing can simply be described as the act of jotting down ideas on a piece of paper. Looking from a different angle, writing is actually a complex phenomenon. Hamp-Lyons and Kroll (2007:33) states that "Writing is largely affected by the cognitive domain or personal thought". However, Weigle (2002:19) argues that "Social and culture also have a big role in writing activity". The social domain has further implication in the genre (writing type or features) of writing. The culture domain, on the other hand, may establish the text pattern or the organization of ideas in writing.

Weigle (2002:10) generalizes three types of writing. The first type of writing (Type I) involves less cognitive burden as it only reproduces the information that is heard or read before, just like in dictation or when filling a form. The second type of writing (Type II) requires organization of known information like, for example, in laboratory report writing. The third type (Type III) demands higher cognitive process, that is, inventions of new ideas like, such as, in expository writing. This type of writing is considered as the highest priority in academic settings.

Teaching Writing

Teachers should be aware of and comprehend the best strategy to take when teaching writing so that students may readily generate quality work. The teacher should make sure that the pupils understand the aim of the activity in the class before beginning the lesson. He or she should provide a clear description of what the pupils will learn so that they can benefit from the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. The essence of teaching writing is guiding and facilitating students to work.

When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers' ability of how to teach writing effectively which can make students' ability improved.

Concept of Using Google Classroom in Teaching Writing

Definition of Google Classroom

Beal (2017) states that Google Classroom is a tool which facilitates students and teacher collaboration; and teacher can create and distribute assignments for students in an online classroom for free. It makes teachers simply build groups to share assignments and announcements. Google Classroom can be a tool that makes learners become active participants. Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students,

to give feedback to students, and personalized learning. It has a learning feature that makes teachers create and handle assignments actively and also provide feedback to students. So, Google Classroom makes it easier for teachers to handle students work.

Features of Google Classroom

Google Classroom ties Google Drive, Google Docs, Google Sheets, Google Slides, Google Forms, Google Sites, Gmail, and more together to help educational institutions go to a paperless system.¹ Google Calendar was later integrated to help with assignment due dates, field trips, and class speakers. Students can be invited to classrooms through the institution's database, through a private code that can then be added in the student's user interface or automatically imported from a school domain. Each class created with Google Classroom creates a separate folder in the respective user's Google Drive, where the student can submit work to be graded by a teacher.

Google Docs as Google Classroom Feature in Teaching Writing

Google Classroom has a Google Docs feature that can help students improve their ability to write student text narratives. Google Docs in Google Classroom has a unique feature in the form of live chat where students work on teacher-assigned assignments. Teachers become commentators on what students do in Google Docs. Students can also provide feedback in the form of chat to the teacher. Google Classroom simplifies the distribution and collection of student work, so when teaching writing with Google Classroom, students are encouraged to complete their writing in stages, which can be changed for complete teacher feedback, then re-use the

Google Classroom to be changed and further polished. This allows for feedback during the writing process, rather than waiting until the end of the writing assignment. Students can write in sections and then paste everything together for the final draft, or they can keep adding to documents that grow with each stage of the process.

Procedure of using Google Classroom in Teaching Writing

According to Ela Nur Laili (2020) in JOLLT Journal of language and language teaching (October 2020. vol 8, vol 4)

1. First, the teacher introduces Google Classroom to students and invites students to take classes made by the teacher, then the teacher brainstorms about students' understanding of the material.
2. After that, the teacher explains the material provided and gives examples.
3. Next, the teacher gives several questions related to the material given to guide students in writing text from the material, and the teacher asks them to create a text using their real experience.
4. At the end of the session, the teacher asks students to make conclusions together according to the topic to find out the influence of the Google classroom in writing.
5. Finally, he asks students to pay attention to Google Classroom because assignments and materials are conveyed through Google classrooms and collect in-depth data about the influence of using Google Classroom.

How to Use Google Classroom in Teaching Writing

- 1.) First, login using classroom.google.com and log in using Google Apps for Education account with institution e-mail address. To create the very

first class, click on the “+” button next to the e-mail address.

2.) “Create class” will appear and then press on it.

3.) After that, add a class name. Teacher can add the details about the class, such as, description and instructions for students in the “about” tab, and also Google Drive folder for classroom materials and can attach outline course and lesson plan. Finally, the class is ready and students can freely join if they have institutional Google accounts and they should find class code in the “stream” tab. Students can be invited to class through the licensing database, through a personal code, or automatically transferring from the school domain. Each class creates a separate folder in each Drive, where students can submit work for approval by a teacher.

Advantages of using Google Classroom

Benefits of Google Classroom Janzen, M. (2014), points out the following benefits of using Google Classroom.

1. Easy to use
2. Saves time
3. Cloud-based
4. Flexible
5. Free
6. Mobile-friendly

METHOD OF THE RESEARCH

The research method uses in this research is quantitative research. This study aims to determine the influence of using Google classroom through students' writing ability. So, this is based on the experimental method, especially quasi experimental design. it means that the writer involved herself in learning and teaching process. In this case, the writer uses two classes. One class as experimental class and the other class is the control class. The classes are from the first semester of the tenth grade of SMA Muhammadiyah 2 Bandar Lampung, the first as an experimental class that will be

taught by using Google classroom and the second class as a control class that will be taught by using Conventional technique.

The writer will take two classes as the sample of the research. One class as the experimental class X IPS 3 where the writer teaches writing text through Google classroom. And the other class as the control class X IPS 2 where the writer teaches writing through Conventional technique. The writer uses Cluster Random Sampling Technique because the classes are homogeneous. To determine which class would be the experimental class or control class, the writer will take the class randomly just like a lottery. In conducting of research, the writer uses some techniques to collect some data in order to measure the students' ability in writing. The following are the research steps. The researcher begins by preparing the instrument. The researcher then uses the teacher's journal as a pre-test to assess students' writing abilities. Second, she will give treatment designed to assess the influence of using Google Classroom on the performance of writing texts.

The researcher gave readability test at X IPS 1 which consisted of 34 students. Based on the table above, it shows that from question A, there are 97% who give YES answer. From question B, there are 100% who give YES answer. From question C, there are 88% who give YES answer. From question D, there are 82% who give YES answer. From question E, there are 100% who give YES answer. So, it can be concluded that the test items are readable.

REPORT AND DISCUSSION

Report

In conduct the research, the writer took two classes to do the research, X IPS 2 as a control class and X IPS 3 as the experiment

class. After conducting the experiment and all the activity, the writer gave the test of writing to test the students' writing ability. The students' scores are distributed into 2 categories; (1) The scores of the students who are taught by using Conventional technique; (2) The scores of the students who are taught by Google Classroom

Data Normality Test of Experimental Class

The writer used test on experimental class in order to see students' ability in writing. After presenting whole materials using Google Classroom media on experimental class and gave the test.

From the result on table, it shows that the highest score was 90 and the lowest score was 55 with (n) = 30 students in X IPS 3.

The writer got the result:

$$N_1 = 30$$

$$f_1 x_1 = 2215$$

$$f_1 x_1^2 = 165984$$

The average score:

$$\bar{X} = 73.83$$

Standard deviation

$$S_1^2 = \sqrt{84.25}$$

$$S_1 = 9.18$$

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that $x^2_{ratio} < x^2_{table}$ ($2.85 < 7.81$). Since $x^2_{ratio} < x^2_{table}$ therefore, the criterion H_1 was accepted. It means that the data have normal distribution.

Data Normality Test of Control Class

The writer used test in control class in order to see the students' achievement in writing ability. After presenting whole material using Conventional technique in control class and gave the test.

From the result above it shows that the highest score is 76 and the lowest score is 41 with (n) = 32 students in X IPS 2.

The writer got the result as follow:

$$N_1 = 32$$

$$f_{1x_1} = 2177$$

$$f_{1x_{1,2}} = 151038$$

The average:

$$\bar{X} = 68.03$$

Standard deviation:

$$S_1 = \sqrt{94.64}$$

$$S_1 = 9.72$$

Based on the calculating above, it was obtained at significant level of 0.05 and also 0.01 that $\chi^2_{ratio} < \chi^2_{table}$ (2.87 < 7.81). Since $\chi^2_{ratio} < \chi^2_{table}$ therefore, the criterion H_1 was accepted. It means that the data have normal distribution.

The Homogeneity Test of Variance

Based on the data above, F_{ratio} was 0.89. F_{table} at significant level of 0.05 was 1.85. Since $F_{ratio} < F_{table}$, therefore H_0 was accepted (0.89 < 1.85). It means that the variance of the data in experimental class and control class are homogeneous.

Hypothesis Test

$$t_{test} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

It was obtained: $S = 9.28$ and $t_{test} = 2.60$

The Difference Hypothesis of Two Averages

Based on the calculating above, t_{test} was higher than t_{table} $2.60 > 2.00$. Therefore, H_a was accepted. It means that the average

score of writing ability which was taught through using Google Classroom is higher than which taught through Conventional technique at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in 2022/2023).

Discussion

The result as the writer expected, it was proved by score of students. In experimental class, there was 4 students who got low score while in control class there were 4 students who got low score. They got low score because they have inadequate vocabulary, used uncorrected grammar, and some content that were not relevant to the topic. They wasted improved their vocabulary by find the meaning of difficult word in the next and also use new vocabulary in writing their story or other. Besides that, the teacher use Google Classroom to stimulate the students to be more active and also less their anxiety in learning writing process.

Google Classroom is an active platform where teachers can improve students' written skills in utilizing technology. On the other hand, students have many options to manage them through all the writing stages process. During the process of writing, the students get different types of feedback, which are anticipated to improve their writing skills.

Google Classroom is helpful to all of learner categories and including adult learners. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between teachers and students, to give feedback to students, and personalized learning.

Based on the data analysis by using t-test and testing of hypotheses. The writer got the result that H_a was accepted. It showed by t_{test} was higher than t_{table} with significance

level 5% ($2.60 > 2.00$). It means that there is significant influence of Google Classroom towards the Students' Writing Ability. The average score of students' writing ability who learn writing through Google Classroom (73.83) was higher than those who learn writing through Conventional technique (68.03), it means that Google Classroom is good media in teaching writing.

The writer concluded that Google Classroom is one of alternative media in teaching writing. It makes the students are easier to give their opinion or ask the ideas to each member whenever they are. By Google Classroom the students can save the material, less paper, the students get different types of feedback, which are anticipated to improve their writing skills. So, using Google Classroom in teaching writing it will be very helpful for teacher and students.

Conclusion

After finishing the research and analyzing the data gained, the writer concluded as follow:

1. There was influence of Google classroom towards students' writing ability at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung in the academic year of 2022/2023.
2. The average score of the students' writing ability that were taught by using Google Classroom was higher than the students' writing ability that were taught by using Conventional technique.

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