

The Effectiveness of Google Classroom on the First Semester Students' Writing Skill at STKIP PGRI Tulungagung

Ika Rakhmawati

ikarakhmawati696@yahoo.co.id

STKIP PGRI Tulungagung

ABSTRACT

This research investigates whether the students achieve better Writing skill after being taught using google classroom or not. The design of this research is quantitative research, which is concerned with hypothesis, formulation, testing and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed.

Based on the statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value 0.000 was smaller than significant level 0.05, it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant effect after using Google classroom to teach writing. Thus, it can be concluded that by using Google classroom in teaching writing at the first semester at STKIP PGRI Tulungagung in the academic year of 2018/2019 is effective.

As the conclusion, teaching writing by using Google classroom is more effective and interesting for the first semester students at STKIP PGRI Tulungagung in the academic year 2018/2019. By using google classroom, students hopefully can increase their Writing skill. Teachers should give motivation to students so that they will be more interested in learning activity. The researcher hopes that this study will be useful for the further researchers to conduct the similar research that deals with the same media, and with the same or different research design to develop the teaching quality of writing skill by using Google classroom.

Keywords: Effectiveness, Writing, Google classroom

INTRODUCTION

Writing is the one importing skill in language to be mastered. According to Citravelu et al, (2005: 136), Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. The students do writing in order to inform, explain and entertain. Sometimes, the students feel hard to write their idea. According to Cohen and Riel, (1989:15) define writing as a communicative act, a

way of sharing information, observation, thoughts or ideas with ourselves and others.

In Indonesia, English is considered a foreign language because it is learned after the first language has been acquired. As a result, in the process of learning English, students usually face many problems that can be found in the form of mistakes they make. The error arises because the system differs between the native language of the student and the foreign language they are learning. It is realized that each language has its own system that is different from each other, so it is possible for students to make mistakes and find difficulties in learning a foreign language which is English.

During the preliminary study, the researcher found that the students of the first semester students got difficulties in learning writing. The students face difficulties in memorizing new vocabulary, and difficulty to write those words in correct spelling. They were hard to listen a new word and then memorize some vocabularies that have taught in previous meeting. The researcher found that the teaching and learning listening strategy was not innovative. The students were not interested in learning listening. They have not understood about importance of learning writing skill in English. The teaching and learning process was bored. They didn't have motivation to learn listening in English. Then, it became a big problem in learning to use English

Based on the problems found above, the teacher should be able to decide a good strategy and appropriate method in teaching and learning process on writing skill. The method should be suited with the situation of class. The lecturer must try to raise the students' attention and motivation in teaching and learning process, the lecturer should guide the students to learn the target language using good and meaningful writing skill using Google classroom.

REVIEW OF THE RELATED LITERATURE

Writing is According to Harmer (2004:31), writing as one of the four skills of listening, speaking, reading, and writing. We know that writing is English skill

that must be mastered by the student. We can express our ideas by using writing. So with writing the students can learn. In this writing section consist of definition of writing characteristics of writing as a language skill, aims of writing types of writing, teaching writing and testing writing. Fachrurrazy (1993:39) states that there are five purposes of writing, i.e. : writing in order to learn, writing in order to convey emotion or felling, writing in order to inform, writing in order to convince or persuade, and writing in order to entertain.

Chittravelu (1995: 136) states that we use writing in our daily lives for a number of reasons: to get things done; to inform; to persuade; to maintain relationships; to document occurrences, events; and to record feelings, experiences, observation, etc.

The Types of Writing

According to Brown (2004:221) there are two categories.

1. Personal writing

It is usually informal and less structured , and private. For example: notes, diaries, letters etc.

2. Transactional writing

It is well organized and pays attention to the information or message to be conveyed, as its main purpose is communication.

3. Creative writing is for self expression or leisure. The writer would usually be keen on the language.

According to Brown (2004:221) there are two categories of writing skills.

They are micro and macro skills.

a. Micro skills

- 1) Produce graphemes and orthographic pattern of English
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns
- 4) Use acceptable grammatical systems (e.g., tense, agreement, plural), patterns, and rule
- 5) Express a particular meaning in different grammatical forms
- 6) Use cohesive devices in written discourse.

b. Macro skills

- 1) The rhetorical forms and convention of written discourse.
- 2) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 3) Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 4) Distinguish between culturally specific references in the context of the written text.
- 5) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using paragraphs and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Google Classroom

Google Classroom is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within the Google Classroom students and teachers can have conversations about the assignments and teachers can track the student's progress. Schools must register for a free Google Apps for Education account to use Classroom.

<https://www.webopedia.com/TERM/G/google-classroom.html>

As the classroom is becoming more and more paperless, teachers have to start finding solutions to hand out assignments, manage their classroom, and communicate with students, and so on.

In this post I'll explain what Google Classroom is, and what you can or can't do with it. Afterwards, you learn to set up your classroom and I'll give you some great apps you can use in combination with Google Classroom.

RESEARCH METHOD

Research design is a strategy to arrange the setting of the research in order to get valid data. First of all, it is better to know what research is before discussing

more about the topic. Creswell (2008: 3) states that “research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue.” From definition above, it is clear that research method is the way to conduct a research. So, research method can be defined as a method to look for and discover the scientific truth, which is done in valid and reliable work.

The design of this research is quantitative research, which is concerned with hypothesis, formulation, testing and analysis of the relationship between two variables; dependent variable and independent variable. Both of variables are selected and observed. They are indicated into the number of data. Ary (2002: 22) states that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena.

The design of this research is experimental research. According to Ary (2010: 265), an experimental is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable.

Campbell and Stanley, in Arikunto (2010: 123), divided the kinds of research based on the significance of experiments i.e. pre experimental design and true experimental design. Pre experimental design consists of one shot case study, one group pre-test post-test, static group comparison. And true experimental design consist of control group pretest-posttest, randomize to subject, matched group design, randomize pretest and posttest design, randomize subject with pretest group control posttest group experimental, three types of experimental group and control, four groups, group with three group control, time design.

Table 4.1. The Design of One Group Pre-test Post-test

Pretest	Independent variable	Posttest
Y1	X	Y2

(Adapted from Ary, et al. 2010: 304)

Note:

Y1 = Pre Test

X = Treatment

Y2 = Post test

Population, Sample, and Sampling

In Encyclopedia of Education Evaluation as quoted by Arikunto (2010: 173), population is set a set or collection of all elements possessing one or more attributes of interest. Creswell (2008: 151) states that population is a group of individuals who have the same the characteristic. In line with definition above, the population in this research is the first semester students at STKIP PGRI Tulungagung in the academic year 2018/2019. There are 20 students. Creswell (2008: 152) state that sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalization about the target population. From the statement above, this research takes one class that consists of 20 students, they are 6 males and 14 females.

Data Analysis Technique

In this research, the researcher used statistical data analysis to know the difference between the students' score in writing test before and after being taught by using google classroom in teaching writing process. There are many kinds of the formula of data analysis technique in quantitative research, i.e.: correlation product moment which is usually used to analyze the correlation between two interval, and the other is t-test (experiment research). T test is used to test for significance. T test is used to analyze experiment data which use pre-test and post-test.

According to Arikunto (2010: 349) to analyze experiment data, the result of experiment that used is pre-test and post-test one group design, so the researcher decided to use t- test as formulated below.

The formula as follows:

- T-test

$$t = \frac{MD}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Note:

T = test observation

MD = mean differences

$\sum X^2d$ = number of deviation

N = number of cases

$\sum D$ = total score.

RESEARCH FINDING AND DISCUSION

. The researcher concluded that the students mean score of pretest is 69.00 and the mean of posttest is 79.75. Pretest is given by the researcher in writing test.

To find out whether there was difference between before and after being taught using google classroom the researcher used percentage formula. The researcher shown percentage formula of pre-test and post-test in table below:

Table 5.3. The Percentages of students' Score of Writing Test before using Google Classroom

Interval/ Students Score	Frequency (f)	Percentages (p) %
90-100	0	0%
80-89	4	20%
70-79	9	45%
60-69	3	15%
50-59	4	20%
40-49	0	0%
	$\sum f = 20$	$\sum p = 100\%$

Based on the table above, it could be concluded that the students score in writing before being taught using google classroom, there are 20% the students get score range from 80-89. 45% the students get score range from 70-79, 15% the students get score range from 60-69, and 20% the students get score range from 50-59. It means that the students Writing skill needs to improve again.

Table 5.4. The Percentages of students' Score of writing test after using Google classroom

Interval/ Students Score	Frequency (f)	Percentages (p) %
90-100	5	25%
80-89	7	35%
70-79	6	30%
60-69	2	10%
50-59	0	0%
40-49	0	0%
	$\sum f = 20$	$\sum p = 100\%$

Based on the table above, it could be concluded that the students score in writing test after being taught using Google classroom, there are 25% the students get score range from 90-100, 35% the students get score range from 80-89, 30% the students get score range from 70-79, 10% the students get score range from 60-69. It means that the students' Writing skill increases.

Data Analysis

Data analysis was done to know the different score of the students writing test before and after being taught by using google classroom. In this research, the researcher used statistical test using paired sample t-test stated by SPSS 16.0 to ensure the effectiveness of using Google Classroom to teach Writing Skill. The test result is as follows:

Table 4.5 of Paired Sample Statistic Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	69.00	20	9.814	2.194
POSTTEST	79.75	20	9.797	2.191

Based on the table above, output paired sample statistic shows mean of pretest (69.00) and mean of posttest (79.75), while N for cell there are 20. Meanwhile, standard deviation for pretest (9.814), while standard deviation for posttest (9.797). Mean standard error for pretest (2.194), while posttest (2.191).

Table 4.6 Paired Samples Test Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRETEST - POSTTEST	-10.750	6.742	1.508	-13.906	-7.594	-7.130	19	.000

Based on the table above, output paired sample test shows the result of compare analysis with using t test. Output shows mean pretest and posttest is (-10.750), standard deviation (6.742), standard error mean (1.506). The lower different is (-13.906), while upper different (-7.594). The result of t test = (-7.130) with df=19 and significance 0.000.

With numeral of significance 0.000, it means that smaller than 0.05, then the hypothesis null clarify that there is no significant different score using Google classroom to tech writing of first semester students at STKIP PGRI Tulungagung is rejected.

Hypothesis Testing

From data analysis above, it could be identify that:

1. The Alternative Hypothesis (Ha): There is significant effect of Google classroom to teach writing .
2. The Null Hypothesis (Ho): There is no significant effect of Google classroom to teach writing .

Based on the hypothesis above, the significant value of the research is 0.000 and significant level 0.05. When the significant value 0.000 < significant level 0.05 the alternative hypothesis was accepted and the null hypothesis is rejected. While significant value 0.000 > significant level 0.05 the null hypothesis was accepted and the alternative hypothesis was rejected.

Based on the statistical calculation using SPSS 16.0, the researcher gave interpretation to significant value. Because significant value 0.000 was smaller than significant level 0.05, it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant effect after using google classroom to teach writing . Thus, it can be concluded that by using google classroom in teaching writing at the first semester at STKIP PGRI Tulungagung in the academic year of 2018/2019 is effective.

DISCUSSION

During the treatment, the students of experimental group seem interested to the lesson. It is clarified by Harmer (2001: 282) who says that most students show an increased level of interest when they have a chance to see language in use as well as hear it. Teaching writing by using Google classroom can avoid students feeling bored. By Google classroom, students will have more mastering about writing which they are hearing. So that when students are writing, they will not only write but also understand and remember if they were as what they write.

According to the calculation of the independent sample t-test by using SPSS 16.0, the researcher found that significance value was less than significance level or it can be written $0.000 < 0.05$. It means that null hypotheses (H_0) is rejected and alternative hypothesis (H_a) is accepted.

In other words, the t-test statistical analysis of the research shows that there was any significant difference in teaching Writing skill using google classroom. So that, teaching writing by using google classroom is effective to the first semester students at STKIP PGRI Tulungagung in the academic year 2018/2019.

CONCLUSION AND SUGGESTION

The researcher has explained about the result of the study in the previous chapter. In chapter IV, the researcher found that there was significant difference of students' score in writing test before and after being taught by using google classroom. By google classroom, students can practice writing in a very natural,

fluid way. It's also a great way to check their understanding of writing. It's a great opportunity to observe, and immediately comment on, the student's grasp of writing. The researcher concludes that teaching writing by using google classroom is more effective and interesting for the first semester students at STKIP PGRI Tulungagung in the academic year 2018/2019.

In this research, the effectiveness of spot can also be seen from students' writing scores. The statistical analysis showed that mean of the pre-test is 69.00 and mean of post-test is 79.75. It means that mean from the post-test was higher than pre-test. Besides that, the significance value was less than significance level or it could be written $0.000 < 0.05$.

It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. So, there was any significant difference between the writing achievement of the students before and after being taught using google classroom of the first semester students at STKIP PGRI Tulungagung in the academic year 2018/2019. So, using google classroom was very effective in teaching writing .

Based on the conclusions, the researcher gives suggestions For the students By using Google classroom, students hopefully can increase their Writing skill. Students are expected to be more interested in teaching learning activity by Google classroom. So that they will be more active in the class and they will be easier to explore their idea to the written form. For the teachers, the researcher suggested to the English teacher. Teachers should give motivation to students so that they will be more interested in learning activity. Teacher should be able to use various media to teach English to avoid students feeling bored in class. Teacher also should give more chance to the students to express their ideas. For the next researchers , The researcher hopes that this study will be useful for the further researchers to conduct the similar research that deals with the same media, and with the same or different research design to develop the teaching quality of Writing skill by using Google classroom. Furthermore, it is also recommended for the future researchers to use this finding as an additional reference and as a consideration in conducting the next research.

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