

TEACHING WRITING USING GOOGLE CLASSROOM PLATFORM FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

The objective of this research is to prevent the usefulness of the Google Classroom platform in the teaching writing for students of vocational level. The type of the research that researchers used in this research was experimental research. The subjects in this research were the students of XI TI in SMK Parbina Nusantara, Pematangsiantar. This class consists of 37 students. To collect the data, researchers conducted pre-test and post-test. The pre-test was carried out in the learning process before the researchers applied the Google Classroom, while in the implementation of the post-test, the researchers applied the use of Google Classroom first, then evaluated students' writing skills. Based on the discovery results in this research, researchers found that Google Classroom is a useful media in teaching writing for vocational high school students.

Keywords : Teaching, Writing, Google Classroom, Students

1. INTRODUCTION

English is a language used throughout the world. In English learning, there are four basic skills that become a reference for someone for being able to use English well, such as listening, reading, speaking, and writing.

In this research, researchers focused scope to writing skill. The idea of creating a writing is likely to be different in each student based on their thinking skills and ability to use the correct grammar.

In writing, there are several processes that occur, such as brainstorming, outlining, drafting, and so on. But most of students have difficulties in passing through some activities, such as difficulties in the development of ideas, difficulties in writing with creativity, and the lack of using their critical thinking to write something (Harring-Smith, 1994).

When studying in the classroom, students sometimes have difficulties in expressing their ideas because of ignorance in the use of correct grammar, and due to student dislikes in following the learning process. Another problem in teaching writing in class is due to conventional use of media, so that the classroom atmosphere is boring. These problems can inhibit the success of teaching writing, and inhibit students to be able to master the writing skill.

Fortunately, nowadays, technology and the internet are increasingly sophisticated and used by all people in the world. With the internet in the teaching and learning process, students and teachers are made easier to meet indirectly, without reducing the effectiveness of the learning process.

As we know that currently the world is not fine caused by a pandemic that is increasingly lasts from year to year. All activities must be carried out in a limited scope. Thus, the use of technology and the internet are very influential in the implementation of the teaching and learning process online. By using the internet and technology, many parties get benefit, including students and teachers.

Acceleration of digital technology in the digital platform, foster the rate of interaction between humans. The better internet connection with technology infrastructure will facilitate personal interaction. The communication room becomes open, which only has a thin membrane between private spaces and public spaces. Masive interactions on digital platform, making residents in the digital domain can develop their creative ideas.

Nowadays, digital technology in education needs especially in the learning activity is raising up. The advantages of digital technology are not only in the circumstances of information, but it also has a big contribution in the educational world through online and offline learning. With technological advances, nowadays learning is no longer connected by space, distance and time.

Online learning is widely used as a media that supports education particularly in learning today. To bridge the both sides of both conventional face to face interaction and online learning, the blended learning is the brilliant method to support this issue. Garrison and Vaughn (2008) stated that the basic principle of mixed learning as a situation in which direct interaction and online writing interaction are optimally combined so that each ability is incorporated into a specific learning experience that is compatible with the context and intended educational purpose.

One of the platforms that used is Google Classroom from google.com. Google Classroom is a part of google suite for education and officially launched in 2014. As described in www.support.google.com, Google Classroom aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication.

2. THEORETICAL BASIS

2.1. Writing Skill

According to White (1986) writing is a proces to express ideas, information, experience, and knowledge in order to create a writing based on someone's knowledge. The writing can be shared as information for others.

Tarigan (2008) stated that writing is an activity in producing graphic symbols that represent language that is understood by readers, so that the readers can read the graphic symbols presented. It means that, if someone has good writing ability, the reader will understand his/her graphic symbols of his/her writing. In addition Ramelan (1992) stated that writing is representation of a language.

According to Muslim (2014), writing is a knowledge, which is knowing what is in the mind then poured into the form of writing. Knowledge here is not only in the form of words or phrases but also can be images, combined ideas and images, and everything contained in the mind.

From the definition above the researchers can conclude that writing is an activity to express ideas, events, feeling or thinking in written form that can be the tool to communicate with other people.

Writing skills include all the knowledge and abilities related to expressing ideas through the written word. The ability to clearly communicate ideas through writing is in high demand for employers in any industry. Well-written documents, emails and posts can persuade customers to purchase a product or convince investors to partner with a company.

Technical knowledge about writing conventions, style guides and formatting for different situations are also an important part of writing skills. Knowing what situations call for different styles of writing and being able to set an appropriate tone over text are both important writing skills that any person can use at work.

Writing ability is a complex process that requires action of planning, drafting, and editing. Thus, to become a good writer, one must have the ability to make concept and understand the language well.

Some fields that usually use writing are scientific or legal writing fields, which really need a person's knowledge and insight, creativity and innovation.

Several things are needed to make a writing, including :

a. Research

A research is conducted in order to obtain accurate information and practices based on facts, in accordance with the concepts used. In writing, a writer or researcher must be able to write research subjects, and the findings regularly.

b. Outlining

Outlining is the opposition of a writer in making a writing. A good writing requires a logic structure with the aim that the reader feels connected to the writing they read. The ability of a writer to make an outline can be seen from the ability to organize sentences and paragraph, so that the readers can understand the points in the writing.

c. Editing

Editing is an act in checking the spelling and the grammar. When a writer edited his/her writing, he/she must able to check the choice and tone of the words, repairing the error spelling, and removing any irrelevant words, sentences, or phrases.

d. Reading comprehension

Reading comprehension is a skill that help a writer be able to respond the direction, be able to reply the messages, and be able to learn a new content. People usually use their reang comprehension skills in accessing the tone and main idea of a piece of writing. With good ability in comprehending a writing, it will help the writers in editing their work so that it appropriate for the readers.

e. Time management

Time management is a key in writing. A good writer must be able to spend their time efficiently in writing and have an accurate plan for how long the writing process takes time. Many writers over-edit their work and end up wasting time without improving their writing qualities. Thus, a good writer must be able to recognize and understand how to manage time in finishing a piece of writing

2.2. Google Classroom Platform

One of the platforms that used in academic field is Google Classroom from Google.com. According to Beal (2017), Google Classroom is a tool that facilitates teacher and students in the learning process, and also help the teacher in distributing assignments for the students in online learning freely. It makes the teachers ease in constructing groups to share related things to the learning materials. Google Classroom can be used as a media to stimulate the students to be more active in following the lesson.

Nagele (2017) stated that in a learning process, a teacher can make effective lessons in a student-centered, interactive, and memorable by utilizing Google Classroom. Google Classroom is an easy-to-use learning tools that can be used by the students. As evidence, most of schools and universities in Indonesia used digital technology as their resources in providing teaching and learning in order to help the teachers and students in understanding technology in accordance with the times.

By using Google Classroom, the teachers or educators will be able to improve their productivity in teaching and make the teachers or educators be able to efficiently manage the assignments, improving the collaboration with the students, and improving communication with students. In order to conduct a learning process at Google Classroom, the teachers should create an account first at classroom.google.com, then sign up as a teacher. After that, the teacher obtains important role, and can control the class situation online.

There are many benefits of using Google Classroom in the teaching learning process. For example, for foreign learner, they do not use English in everyday conversation. Thus, Google Classroom can be used as a supporting media for them. The teacher can make communication with students via Google Classroom in unlimited time. Besides that, Google Classroom may provides students with English online communicative environment in practicing language skills and in developing their competences in linguistic.

Google Classroom is also a free application with no advertisements. Everyone can download it and use it in a simple way. It means that Google Classroom is suitable for students in learning process, due to the simplicity of it.

Some learning activities that can be done with the help of Google Classroom, including :

1. Teachers or educators can provide notifications regarding lessons, such as files and materials to students on the group's porch on Google Classroom.
2. Teachers or educators can schedule and provide assignments to students. This is one of the significant functions of Google Classroom.
3. Students gain global access to download the material provided by the teacher or educator.
4. Students can provide opinions and give questions to the teacher during a discussion on the Google Classroom forum.
5. The teacher can post notifications about learning schedules, and students can follow it, so that collaborative learning is created between teacher and students.

Google Classroom is an online platform that support its users. The advantages of Google Classroom are user-friendly, cost-free, securing smartphone, and time-saving. The google classroom's design purposely simplifies the instructional interface and options in

delivering assignments, communication with entire students, and also simplified in posting announcements. For the use, students and teachers can access Google Classroom by using various technology devices with the help of internet. The devices can be smartphone, computer, tablet, and laptop. Thus, Google Classroom is compatible with technology devices.

2.3. Teaching Writing using Google Classroom

In teaching writing, Google Classroom can help teachers and students to carry out distance learning. Not only provides access to long-distance writing learning, Google Classroom also maintains a relationship between teacher and students during the learning process.

Google Classroom can be used by teacher to maximize the learning process by applying several tips and teaching tricks. Teaching writing is something that is quite complex, but with the help of Google Classroom, the teaching process can be easier to do. Some tips for teaching writing to students by utilizing Google Classroom, including :

1. Monitor students progress

Teachers can use Google Classroom to control students' progress in learning writing. When the teacher wants to give a task in the form of an essay, the teacher can make a template for the writing assignment using the "type here" instruction.

In addition, the teacher can also make the format according based on the teacher's desire. To provide access to write to the students, the teacher can choose the option "make a copy for each student". Through this access, the teacher will be able to monitor progress of students in writing directly. When students collect their assignments, the teacher can open the file and see students write directly. Google Classroom provides structured access to the teacher and students. When students have finished writing, the teacher can comment on the feature chat, so students can see the results of the evaluation of their writing.

2. Providing feedback

As a good teacher, a teacher must provide feedback on the result of writing made by students. The more feedback provided by the teacher during the process of teaching writing, will also develop students' writing abilities. When students see feedback from their teacher, they will be able to revise and improve their writing qualities.

Some benefits of providing feedback during teaching writing, including :

- a. Help students improve their writing skills.
- b. Give access to teacher to help students learn to write step by step.
- c. Help teacher in providing additional material about writing to students in each step of students' writing progress.

3. Assign checkpoints

Some things that need to be considered by educators or teachers to checkpoint the writing process are as follows :

a. Topic proposal

Students are asked to write their proposal topics through Google Classroom. Then the teacher gives feedback and gives approval to their collection.

b. Essay

After the teacher approves the topic of students' writing, the teacher asks students to write their essays in the Google Classroom column. Again, the teacher gives feedback and comment related to students' writing. After giving feedback, the teacher asks students to revise their essays, and then collect it again.

c. Outline

After the students revise their essays on Google Classroom, the teacher can ask students to collect the final results of their writing, and then the teacher provides a value based on the results of the evaluation carried out.

4. Sharing students' writing

When the teacher evaluates students' writing, he/she definitely found interesting and good writings. Thus, the teacher can share the results of students' writings to his/her friends as a reference to write a writing. Not only that, the teacher can also share the writing of his students to certain publishers, or share the students' writings to the school to be published on the school website.

In addition, the teacher can collect the whole student's writing, then unites their writings in a PDF-shaped document, then share the writings to their class, in order to add their insight about writing in English.

3. RESEARCH METHOD

In this research, researchers implemented pre-experimental research with a quantitative approach. Researchers used pre-experimental research to see the ability of students in writing using English on the Google Classroom platform. There are two variables in this research, namely independent variable and dependent variable. The independent variable in this research is Google Classroom, while the dependent variable is the students' writing skills.

To collect research data for experimental research, researchers conducted pre-test and post-test for the students. Pre-test is done by asking students in writing an analytical exposition text and collected students' writing when the teaching process end. To carry out the post-test, one of the researchers played a role as a teacher by asking students to write a different analytical exposition text from their previous topic in the Google Classroom platform.

The subject in this study were 37 of students of class XI-IT of SMK Parbina Nusantara. There were 11 female students and there were 26 male students.

After carrying out the pre-test and post-test, researchers evaluated the results of students' tests to find out whether there are significant changes.

4. RESULT AND DISCUSSION

In this section, researchers will show students' pre-test and post-test results in a table. Based on the regulation of SMK Parbina Nusantara, the students have to achieve value of 78 to be interpreted as success. Here is the table of students' pre-test and post-test.

**REVIEW OF MULTIDISCIPLINARY EDUCATION, CULTURE
AND PEDAGOGY
(ROMEO)
VOLUME 1 ISSUE 2 (2022)**

No.	Students' Initial Name	Pre-test score	Post-test score
1	AUD	50	70
2	AR	85	88
3	ASH	60	75
4	AS	78	80
5	AA	65	80
6	AS	65	82
7	CE	80	85
8	CG	70	80
9	DS	85	90
10	DRG	78	80
11	DW	55	65
12	DM	60	75
13	EJS	78	85
14	EK	65	72
15	ENS	78	85
16	AFS	85	95
17	FR	80	88
18	GS	78	85
19	HN	65	75
20	HN	45	60
21	IS	78	80
22	IH	55	78
23	JA	65	80
24	JR	60	80
25	LV	78	88
26	MF	65	80
27	NS	65	82
28	RA	85	90
29	RIS	80	90
30	RPM	78	85
31	RSR	78	85
32	SBP	85	95
33	SR	75	80
34	SRN	80	95
35	SEG	78	80
36	UAH	80	80
37	IAS	65	75

Table 1. Students' pre test and post test.

The table above shows the students' scores of their pre-test and post-test. We can actually see the improvement of students' scores above. Therefore, for the detail analyzing,

researchers put the data in a diagram. Here is the diagram for the comprehension of students' pre-test and post-test.

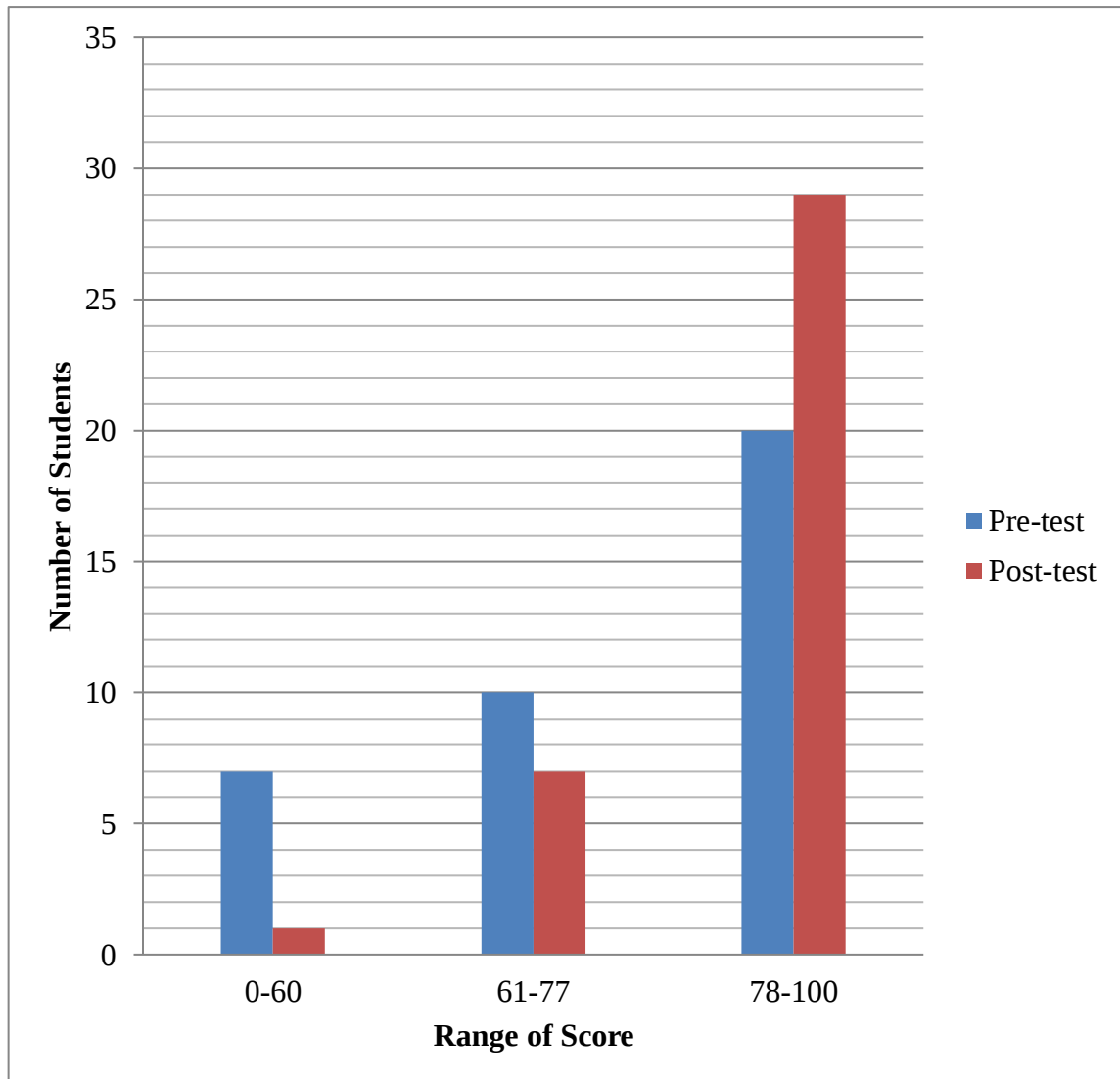


Diagram 1. Students' Pre-test and Post-test.

Based on the table above, researchers found a significant change of students' writing skills from their test results. Pre-test data are characterized by a blue rod diagram, while post-test data are marked with a dark red rod diagram.

In addition as information, in the pre-test results of students, 7 students obtained score in the range of 0-60, then 10 students got score in the range of 61-77, and 20 students got score in the range 78-100. Thus, as many as 20 students reached the minimum value and beyond, while 17 other students did not reach the minimum value. Thus, from the average of students' values, it can be concluded that many students still bad in writing.

Then in the results of the post test of students, as many as 1 student obtained score in the range of 0-60, then 7 students obtained score in the range of 61-77, and as many as 29 students reached score in range of 78- 100. Thus, only 8 students did not reach the minimum value. It can be concluded that most students have been able to write well in English with the help of Google Classroom.

The percentage of students' success based on pre-test results is 54%, while the percentage of students' success based on the post-test results is 78%. Thus, there is an improvement of 24% from the average of students' pre-test to the average of students' post-test.

Based on the findings and discussion above, researchers can conclude that the use of Google Classroom to teach writing, especially for the vocational high school students brings positive impacts. One of the most significant impacts is the improvement of students' writing skills. In addition, researchers also found that by using Google Classroom in teaching writing, students become more interested in learning, and they are also given free access to learning without place and time restrictions, considering that Google Classroom can be accessed anywhere and anytime, with the support of technology tools and Internet that available.

5. CONCLUSION

The use of technology can prepare students to collaborate and work together so that they have ability in competing in global era. One of the technology that can be used to improve students' writing skill is by using the Google Classroom. Google Classroom is one of online platform that can be used as a new innovation in teaching writing skill, especially for students of vocational high school. Google Classroom enables teachers to create lessons, to distribute assignment, and give feedback quickly. Google Classroom also enables students to learn in an enjoyable situation and help students in improving their writing abilities. Thus, can be concluded that Google Classroom is an effective platform in the education field that can be used to support students' learning process in their writing skills.

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