

## The Effect of Google Classroom as Online Media in Students' Writing in the Post Pandemic Covid-19

Arri Kurniawan<sup>1\*</sup>, Erlik Widiyati Styati<sup>1</sup>

<sup>1</sup>Pendidikan Bahasa Inggris, Universitas PGRI Madiun, Indonesia

<sup>1</sup>arrikurniawan@unipma.ac.id, <sup>2</sup>erlikwidiyati@unipma.ac.id

\*) correspondence

### ABSTRACT

One of the learning tools that can be utilized as media is called Google Classroom. This study aims to determine whether using Google Classroom as online media in students' writing during the COVID-19 pandemic is workable. The researchers used only one group for the participants. There were 30 students involved in this study. An experimental research design, including a pretest and posttest, was used for this study. In collecting data, the researchers used writing test. The paired sample t-test was used in SPSS version 18 in analyzing the data. The results of this study indicate that students can motivate students to pay attention in learning. The application helps students memorize vocabulary lists in the examples they just learned. The usage of Google Classroom tools can help students to concentrate more on the writing training they get in class. The students can utilize the Google Classroom to write better on their vocabulary and affect student activity and student skills in writing based on local wisdom. Students can easily submit text writing using a variety of different images in it. Therefore, it is suggested that teachers can utilize this media to motivate students to write in class and therefore the students can enhance learning outcomes.

Keywords: media, google classroom, writing

### INTRODUCTION

Current learning is very challenging because learning becomes emergency during the post covid-19 pandemic. The pandemic's effects have had a significant influence everywhere, including Indonesia, and especially in education. As a result, online learning and teaching approaches have replaced conventional ones. The process of teaching and learning at all levels turns into learning online. Learning Online requires media that is capable and appropriate in learning. Thus, learning today requires technology that can be a good tool in learning. As a result, technology must be used as an effective helpful tool in current learning, which has already been widely supported by prior research done in classroom settings.

Many previous schoolars have applied a lot of technology in learning to help students better get the benefits of learning, especially in learning to write. (Styati) 2016 has reported on his study on the use of Youtube videos in writing classes. Then (Vendityaningtyas & Styati) 2018 applied computer mediated communication in learning to write and Vendityaningtyas, et al (2020) have used the application evernote in learning to write. The results of these studies indicate that learning online provides benefits to help students in writing. Teaching studies using online has been done by (Tukan, 2020) with a focus on use online in class with results that show creative ideas to improve student achievement in class.

In the face of the covid-19 pandemic, all learning has been diverted into learning online so all activities require media online. Teachers and students must also be able to apply it properly so that

they can follow the learning process well. There are many online learning platforms which have been implemented by teachers in the learning process. It can use social media, ICT, smartphone applications and others etc. One of the uses of learning media that is able to provide nuances of variation is application Google classroom. This media provides a variety of services so that it can be used in learning, including in writing essays for students during the Covid 19 pandemic.

Google offers a free tool called Google Classroom that is meant to make learning easier. Apart from that the application it is very easy to apply in the learning process provided students have an active google account. In relation to this, many previous investigations have looked at how Google Classroom applications are used in the context of the learning process. Ebener (2017) has used the Google classroom and Google tools to improve writing skills. It is a lot of experience in applying the application Google classroom and Google tools so that apart from the benefits in terms of their writing skill they can also improve their ability to use technology. In addition, Sudarsana et al (2019) also use google classroom which is part of the Google classroom used in the teaching process. It is used to be able to prepare a forum for communicating with students, giving announcements, instructions, sending feedback, and can increase students' ability to understand technology. Google classroom this is very useful for achieving learning objectives on students' writing skills Brown & Hocutt (2015). In addition to the role of the application can motivate students to study together online or virtual using presentation documents and projects included. So, application Google classroom can be applied in learning to write and help students in the process and activities of writing activities properly. As a result, many studies have established that Google Classroom is an appropriate option for integrating into the learning process during a pandemic (Alfina, 2020; Ratnawati, 2020; Yuliani & Saputri, 2021; and Ghulamudin & Habibi, 2020).

Based on previous research, Daud (2019) suggests implementing learning media especially on students' writing using Google classroom application. It can be further research include local wisdom. It is aimed that the students are able to write texts based on local wisdom values by upholding culture. There are many students initially still had difficulty using the application. Students find it difficult to download applications and use applications in learning. Finally, the researcher provides socialization and the stages in implementing this application. The students can quickly adapt because of usage of google classroom these can be accessed on their smartphones.

The aim of this research is to determine whether using the Google Classroom tool to teach writing based on local knowledge during the post-Covid-19 pandemic has a significant difference. Google classroom will be applied with the aim of encouraging the students' writing effective by using online learning and media becomes an alternative strategy for students in writing classes during the Post Covid-19 pandemic.

## METHODS

The aim of this study is to investigate whether using the Google Classroom tool to teach writing based on local knowledge during the post-Covid-19 pandemic has a significant difference. This research was experimental research with a hypothesis whether there is a difference in the student's writing skill in English writing lessons using google classroom or not. Thus, H0 if there is no difference and H1 if using the google classroom application there has significant difference on students' writing. The research used an experimental research design with a pretest and posttest. This was done because during the treatment that was used as a sample in the study, only one class. So, experiments with pretest and posttest were used in this study. Arya, et al. (2010) stated that the experimental design was used to determine causal (cause and effect) relationships. This research was conducted on second semester students of Department of English Education, Universitas PGRI Madiun. Its implementation starts from March 2023 to June 2023. The implementation of this research was preceded by a preliminary study, problem analysis, then research implementation and

the final activity of this process is the writing test given to the students. Writing tests were used in collecting data in this study. The test used has been developed based on blueprint that have been compiled and developed before being given to students. The test is a tool used to measure learning outcomes students after a certain teaching program (Arrikunto; 2010). The test used in the study was in the form of a written test using material at the same level as the study material for the students who were the research sample. In this study, the paired sample t-test in SPSS 18 was employed for data analysis. Since students have scores both before and after receiving treatment, a pair sample t-test is performed. Consequently, the information gathered for this study is information generated from pretest values, which are the starting point, and post-test values, which are the conclusion.

## RESULTS AND DISCUSSION

This section details the results of experimental research that looked into whether using the Google Classroom tool make a significant change in writing-based local wisdom during the post-Covid-19 epidemic. Pre-test and post-test versions of the results are shown. Prior to receiving treatment, students' writing abilities are assessed via a pre-test. The impact of using Google Classroom application as a teaching tool is assessed using a post-test. The pre-test and post-test mean findings are shown in Table 1 below.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	76.66	30	1.62	.29
	VAR00002	81.53	30	3.38	.61

The table above describes before use google classroom application and after use or treatment in the experimental class. The pre-test results showed 76.66 and the post-test results showed 81.53. The results of the pre-test and post-test were significantly different. Thus, the use google classroom applications has a positive impact in students' writing based on local wisdom on students. To find out about the correlation of student writing before and after treatment or experiment, it can be seen in table 2 below.

Table 2. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	VAR00001 & VAR00002	30	.284	.128

Table 2 above indicates the correlation between pre-test and post-test scores on the effect of using the Google Classroom tool on students' writing abilities. The correlation between the pretest- and post-tests for writing quality obtained a score of .284, according to the data. The students can easily understand the command to write an essay with the specified number of sentences, namely five sentences per paragraph. So, students can get used to writing 15 sentences divided into three paragraphs. This shows that before being given treatment with after treatment is different. In writing the students were also asked to write according to good criteria. Thus, the result of this correlation shows low correlation. However, the use of google classroom application can solve problems in writing.

Table 3. Paired Samples Test

Paired Differences									
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)		
			Lower	Upper					



Pair	VAR00001	-4.86	3.30	.60	-6.10	-3.63	-8.05	29	.000
1	VAR00002								

The analyzing paired sample t-test results are shown in Table 3. There are two writing scores for each student, according to the paired samples t-test. The importance of writing both before and after teaching students how to use the Google Classroom tool. The significance level was determined to be .000 by looking at the results of the table above. The significance level for these findings is less than .05. As a result, the writing outcomes of the students using Google Classroom applications are successful.

Based on the analyzing previous results, it can be depicted that the usage of Google Classroom application significantly differs and helps students with their writing skills in English-based local wisdom. It also illustrates that the treatment using google classroom applications can encourage the students to write in English. Students who are previously not interested in the material provided by the teacher after being given treatment by using google classroom applications are interested in writing a lot well. The way of submission and presentation of material is given effectively because the use of the application can still provide good explanations. The students as learners will be successful in writing if they take several steps in writing such as: prewriting, drafting, editing, revising, and publishing. In writing essays, it is necessary to pay attention to good criteria in writing so that the results are maximized. The criteria that make the guide can be in the form of good content, coherent arrangement, correct grammar, use of the right words and correct punctuation (Styati & Latief, 2018)

The result attests that Google classroom applications can motivate students to pay attention in learning. For example, in the learning process that presents various pictures that explain English grammar in good language, accompanied by animations and explanations in the material presented, it gives the experience of writing well in grammar. Many students no longer experience confusion in writing using vocabulary in English even though their writing is still experiencing errors in determining the time of use of tenses. The teachers have been optimal in using innovative learning media so that students' skills and abilities in writing are maximized (Yugafiati et al. 2022). Another supporting research is conducted by Gumita (2018) who states that in according to a study, using Google Classroom applications to learn English has significant effects on how students learn the language and how their vocabulary grows. Its application is very suitable to be used as one of the children's learning media in order to smooth and stimulate the development of thinking and remembering processes in students. By using the application google classroom assisting in the teaching and learning process (Auwah, 2015; Zhou et al, 2012 Eben, 2017; and Abrams, 2019)

Google classroom applications help students memorize vocabulary lists in the examples they just learned. Students access more words that are rarely used in the text. Google classroom application makes the learning process for students writing understand the text with the help of various pictures. Yaacob and Pinter (2008) state the results of the study in application google classroom applications that students are actively involved and contribute to the discussion. This helps positive developments in L2 learning in the given context (Wulandari, 2021; Setyaningsih & Hidayat 2021)

Learning to write English using google classroom applications affect student activity and student skills in writing based on local wisdom. Students write more vocabulary properly and correctly in English because students can apply it according to the culture they understand and the teacher also gives clear examples based on local wisdom. The students become more fluent in writing and are further improved in terms of several aspects of their initial writing skills using the media google classroom application. Yuniati (2014) presents the results of her study that media use google classroom applications can improve students' initial writing skills in terms of process and results.

This is also in line with research by Zhou et al (2012) writing using google docs very useful in collaborative writing. Metilia & Fitriawati (2018) use google docs in writing collaboration can help develop ideas in writing because they provide feedback and input to each other. Collaborative writing using Google Docs provides a good environmental atmosphere in developing writing and provides opportunities for collaborators to provide feedback and input ideas in writing. Yunus & Syafi'i (2020) use google classroom in learning to write well. The results show that Google Classroom facilitates the learning process well in writing according to the student's context. By using Google Classroom teachers can announce information, provide explanations activities, and exercises in writing (Diantari et al., 2021 & Nugroho et al. 2021).

## CONCLUSION

Google classroom Application help students to write better. This study finds that it influences the that google classroom application is effective way to help students write and help them find solutions to their problems in writing English well. Students can solve their problems in writing well. This also helps students in creating good relationships or interactions between students using the application google classroom. There are some suggestions for future researchers that future research might be continued with google classroom applications, a discussion or mentoring one another to find more practical evidence. It is also possible to find benefits for students who learn a second (L2) language by applying critical thinking.

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