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APPLICATION OF GOOGLE CLASSROOM ON MATERIALS REPRESENT ABILITY AND WILL TO IMPROVE ENGLISH WRITING SKILLS

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Abstract

As an effort to prevent the spread of the virus during the Covid-19 pandemic, the government issued a policy that schools ask their students to study at home. Starting March 16, 2020, the school implemented online learning to prioritize the health and safety of students, educators, education staff, families, and society in general, in order to fulfill educational services during the pandemic. With the advancement of internet technology as it is today, there are many alternative means and media that can be used to carry out online learning, so that we can choose which one is the most appropriate and applicable to our students. Unfortunately, WhatsApp as the most viral media application at that time still can not help to make nice learning activities. By Classroom Action Research (CAR) we do, we found some students can not access the materials (video or any files) well, with the reason of quota or even they do not have their own gadget. Then, online learning method asked us to find the appropriate way to make learning activities go on. Finally, we find Google Classroom which provides convenience in learning as well as providing freedom (free) for its users. Besides, Google Classroom is relatively easy and known by students. This is because most internet users in our country use Google accounts to access their browsers or access websites. Also, with Google Classroom, we can save time and paper. We can create classes, assign assignments, communicate, and do management, all in one place, Google Classroom. Here, the problem of quotas is the reason for



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students to take part in learning through Google Classroom in this distance learning activity.

Keywords: Covid19 pandemic, google classroom, writing skills, English

Abstrak

Sebagai upaya pencegahan penyebaran virus di masa pandemi Covid-19, pemerintah mengeluarkan kebijakan agar sekolah meminta siswanya belajar di rumah. Mulai 16 Maret 2020, sekolah menerapkan pembelajaran online dengan mengutamakan kesehatan dan keselamatan siswa, pendidik, tenaga kependidikan, keluarga, dan masyarakat pada umumnya, guna memenuhi layanan pendidikan di masa pandemi. Dengan kemajuan teknologi internet seperti sekarang ini, terdapat banyak alternatif sarana dan media yang dapat digunakan untuk melaksanakan pembelajaran online, sehingga kita dapat memilih mana yang paling tepat dan aplikatif untuk siswa kita. Sayangnya, WhatsApp sebagai aplikasi media paling viral saat itu masih belum bisa membantu untuk membuat kegiatan belajar yang menyenangkan. Dengan Penelitian Tindakan Kelas (PTK) yang kami lakukan, kami menemukan beberapa siswa tidak dapat mengakses materi (video atau file apa pun) dengan baik, dengan alasan kuota atau bahkan mereka tidak memiliki gadget sendiri. Kemudian, metode pembelajaran online meminta kami untuk menemukan cara yang tepat untuk membuat kegiatan belajar berlangsung. Terakhir, kami menemukan Google Classroom yang memberikan kemudahan dalam belajar sekaligus memberikan kebebasan (gratis) bagi penggunaannya. Selain itu, Google Classroom relatif mudah dan dikenal oleh siswa. Ini karena sebagian besar pengguna internet di negara kita menggunakan akun Google untuk mengakses browser atau mengakses situs web mereka. Selain itu, dengan Google Classroom, kita dapat menghemat waktu dan kertas. Kita bisa membuat kelas, memberikan tugas, berkomunikasi, dan melakukan pengelolaan, semuanya di satu tempat, Google Classroom. Di sini, masalah kuota menjadi alasan siswa mengikuti pembelajaran melalui Google Classroom dalam kegiatan pembelajaran jarak jauh ini.

Kata kunci: pandemi Covid19, google classroom, keterampilan menulis, bahasa Inggris

Introduction

The impact of COVID-19 pandemic in educational world of Indonesia which start from March 16, 2020 and according to Presidential Decree No. 12 of 2020 also Perbup of Jombang Regency No. 34 of 2020 concerning Determination of Non-Natural Disasters for the Spread of Corona Virus Disease 2019 (Covid19) as a National Disaster and Control of the 2019 Corona Virus Disease Pandemic (Covid19) in Jombang Regency, that teaching and learning activities suddenly must be carried out from home both by students, teachers, school supervisors and school principals. Then it had an impact also on the National Examination and School Examination which were finally abolished.

Responding to this national disaster situation, the teachers at SMP Negeri 2 Mojoagung agreed to use technology as a distance learning medium during this pandemic. One of the easy and affordable applications that can be used in distance learning is WhatsApp. One of the reasons for using WhatsApp is because this application is very familiar in the community and also saves internet quota. However, the obstacles that occur to students are not all students hold their own cellphones. Some of them still use their parents' or siblings' cellphones, and some even don't have cellphones. So that learning communication via WhatsApp has become a new obstacle or problem for some students at SMP Negeri 2 Mojoagung. In addition, the WhatsApp application is less able to store data safely. This is precisely because of the convenience offered so that the amount of data that can go in and out easily can make the memory of the cellphone (mobile) become overloaded or overloaded so that it is prone to making the cellphone hang or be damaged. Then I tried the Google Classroom application as another alternative as a medium in delivering material and assignments from me as an English teacher to class VIII students at SMP Negeri 2 Mojoagung. With Google Classroom, I can save time and paper. I can create classes, assign assignments, communicate, and do management, all in one place, Google Classroom. Here, the problem of quotas is the reason for students to take part in learning through Google Classroom in this distance learning activity.

Improving teachers' skills in using media is asked to answer the problem and also to improve the quality of the learning process though it is carried out by distance. One way to realize these expectations is to apply the Google Classroom as a learning medium which is expected to create a more interesting learning atmosphere and be able to foster creativity and interest in student learning and

not burdensome in accepting learning on the other hand in this distance learning process.

Google Classroom is an online platform for mixed learning applications that can be used for free. Educators can create their own class and share the class code or invite students. Google Classroom is intended to help all areas of education that help students to find or overcome learning difficulties, share lessons and create assignments without having to attend class. Apa itu Google Classroom. Diakses pada 15 Oktober 2021;20:19 , dari <https://idcloudhost.com/mengenal-apa-itu-google-classroom-fitur-fungsi-dan-keunggulannya>.

Google Classroom is also an internet-based service provided by Google as a system *e-learning* (Abdul, 2016). This application also makes it easier for teachers to evaluate each activity that has been carried out by students. In addition, *Google Classroom* also has many practical, efficient and secure features. Teachers and students can also teach and learn via Android or iOS mobile devices.

In a study conducted by Najila Indah Nurani who analyzed the online-based mathematics learning process using the *Google Classroom* in class IVB, Aisyiyah Elementary School, Sukabumi City, that use a qualitative descriptive method, indicates that the *google classroom* can help and facilitate teachers and students in carrying out the distance learning process. The use *google classroom* can be accepted and developed further although it still needs improvement in terms of the availability of supporting resources. Nurani dkk.(2020). Analisis Proses Pembelajaran Matematika Berbasis Daring Menggunakan Aplikasi Google Classroom pada Masa Pandemi COVID-19. GARUDA : Garba Rujukan Digital, 6 (1), 1-7. Diakses pada 16 Juni 2022 dari <https://e-journal.umc.ac.id/index.php/JPS>.

Training on the Use of Google Classroom Applications for English Learning Management at Al Munadi Integrated Islamic Junior High School during the Covid 19 Pandemic, conducted by Rivalri Kristianto Hondro et al succeeded in making the Al Munadi Integrated Islamic Junior High School teacher master and understand the use of the Google Classroom application in learning management and in particular the English subject teacher more easily conveyed the material. So that the continuity of the learning process is carried out online which is more effective and efficient. Hondro dkk.(2021).Pemanfaatan Aplikasi Google Classroom untuk Manajemen Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama Islam Terpadu Al Munadi di Masa Pandemi Covid 19. GARUDA : Garba Rujukan Digital, 1 (2)

And also in research conducted by Murnia Suri and Nelliraharti (2020) on conducting English language lectures at the University of Ubudiyah Indonesia online using Google Classroom which aims to find out how to use the application in online classrooms, what are the advantages that exists in the application in relation to English courses and what obstacles are felt by students and lecturers in using Google Classroom. And from the data collected from 57 students obtained from test instruments and questionnaires. The results show the use of this online platform able to motivate students in learning English. This can be seen by the increase in their language skills. In addition, students feel happy learning with the application because the available features are easy to understand and efficient in using time. However, Google Classroom also has weaknesses like i unattractive display, sending files that must be monitored and timings that can still be changed. However, in general the use of these applications can be a good choice as an online learning medium. Suri, Murnia & Nelliraharti.(2020). Aplikasi Google Classroom dalam Pembelajaran Mata Kuliah Bahasa Inggris di Masa Pandemi COVID-19. JES: Journal of Education Science, 6 (2), 1-9.

This learning strategy using the *Google Classroom* I chose as an alternative with the hope that students can receive/access their materials or assignments with more enthusiasm, enthusiasm and interest in completing their assignments through their English class on Google. Students can learn knowledge related to their assignments or problems at the same time flexibly through learning videos that I make or from you tube, as well as from google documents that I share while still providing rules/limitations in their Google class activities. Encouraging students' skills and creativity in completing their assignments/problems through google form, creating a more active and interesting learning atmosphere and being able to foster student interest in learning and creativity so that they are still able to get good learning outcomes (English) even though the learning is distanced at SMPN 2 Mojoagung .

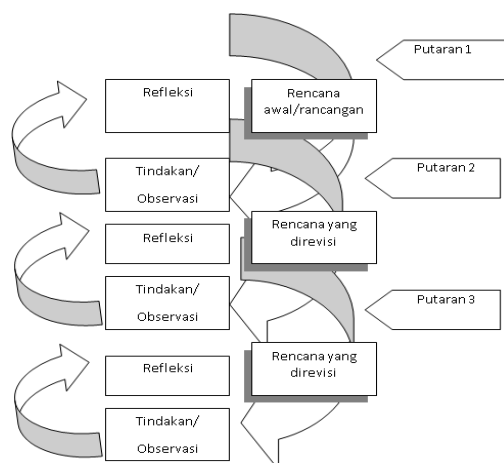
The impact of this learning on student learning outcomes requires a testing process, especially for class VIII B students of SMP Negeri 2 Mojoagung in the 2021/2022 academic year in English subjects. Therefore, a classroom action research was conducted which refers to the application of the Google Classroom application in English distance learning activities.

Research Methods

This research is a Classroom Action Research (CAR), which is realistic and the results are not to be generalized but to improve performance. The results of

this study can be applied by other people who have the same context as the researcher. This study uses the method of observation. Observation of teachers and students to find out and observe the activities of teachers and students in the process of implementing learning using the media / google classroom application and its effectiveness in stating and asking questions about abilities and willingness through the application of the *Google Classroom* in class VIIIB SMP Negeri 2 Mojoagung in the academic year 2021/ 2022.

The plan for implementing this research is n cycles until the research objectives are achieved. **Kemmis and McTaggart** say that action research is a spiral cycle consisting of planning, implementing action, observing, and reflecting, and planning again which is the basis for a problem-solving approach, which may then be followed by the next spiral cycle.



Indicators of success in this study using the following reference:

1. The results of observations of teacher activities obtained an activity value of at least 80% with good criteria.
2. The results of student activity observations obtained classical activity values of at least 76% with good criteria.

Results and Discussion

This research was conducted in 2 cycles. Data on teacher activity in learning in the first cycle is based on observations carried out by the observer, namely observing all teacher activities in the implementation of learning as stated in the teacher activity observation sheet. And based on observations showed that the most dominant teacher activity in the first cycle was during the initial and final activities, where each item reached a percentage of 10% (GOOD).

Another activity with a fairly large presentation is the teacher guiding the delivery of material individually and in groups and motivating students to develop and present students' writings, each of which is 10% (GOOD). Meanwhile, the teacher's activity which is considered lacking is when conducting student organizations, which is 5% (LESS GOOD). Based on the description above, the percentage of teacher activity in the first cycle shows the number 82.5% (SUCCESS). This shows that in cycle I, in general, teaching and learning activities that apply the *Google Classroom* been carried out quite well, with the teacher's role still being dominant enough to provide explanations and directions, because distance learning using the Google Classroom application media is still considered sufficient.

The results of observing student activities during the learning process in cycle I are the most dominant student activities with fairly good criteria, namely students asking questions/answering questions given by the teacher and understanding the teacher's explanations/instructions, each of which shows a percentage of 15% (GOOD ENOUGH) . While doing the final task (writing) it shows only 10% percentage (LESS GOOD). The aspect that shows student activity with good criteria is that students do the exercises given by the teacher with a presentation of 20% (GOOD). So the percentage of student activity in the first cycle showed a percentage of 60%. Means that the usage of media *Google Classroom* is still low.

Seeing the result in cycle I that the percentage of student activity in the first cycle showed a percentage of 60%. Means that the usage of media *Google Classroom* is still low. So, the teacher decides to go to cycle II, though on teacher activity observing has been succeed.

Then cycle II was carried out which showed the results that the most dominant teacher activity in cycle II was during the initial activity and final activity, where each item reached a percentage. ie 10% (GOOD). Another activity with a fairly large presentation is that the teacher guides individual and group investigations and motivates students to develop and present students' writings, which are 10% each (GOOD). The rest of the teacher's activities are quite good, namely 7.5%. So, based on the description above, the percentage of teacher activity in cycle II shows the number 92.5% (SUCCESS). This shows that in cycle II, in general, teaching and learning activities that apply the *Google Classroom* been carried out well, with the teacher's role still being dominant enough to provide explanations and directions, because distance learning using the Google Classroom application media has begun to be known. by students.

Furthermore, the data on student activity in learning in cycle II based on observations carried out by the observer was observing all student activities in the implementation of learning as stated in the student activity observation sheet showing that the average student activity was good. Both in activities, students ask questions / answer questions given by the teacher, understand the teacher's explanation / instructions, do the final task (writing) showing a percentage of 20% (GOOD). The aspect that shows student activity with very good criteria is that students do the exercises given by the teacher with a presentation of 25% (VERY GOOD). So the percentage of student activity in the second cycle shows the percentage of 85% (SUCCESS). Which means that students' activities towards English lessons that apply the *Google Classroom* in cycle II show an increase and are included in the indicators of success.

Conclusion

Based on the results of the exposure and data analysis described in Chapter IV, it can be concluded that:

1. Application media Google Classroom can increase teacher activity in learning from cycle I by 82.5% to cycle II by 92.5% in class VIIIB students. SMP Negeri 2 Mojoagung Academic Year 2021-2022
2. Application media Google Classroom can increase student activity in learning from cycle I to cycle II by 60% to 85% in class VIIIB students of SMP Negeri 2 Mojoagung in the academic year 2021-2022

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