**THE GOOGLE CLASSROOM ON STUDENT’S FREE WRITING TECHNIQUE: A CASE STUDY RESEARCH AT SMPN 1 KLAMPIS.**

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**ABSTRACT**

Since the first case of Corona virus was terrifically announced in Indonesia, all the teaching and learning process is still run through virtual way in these days. The policy of school from home makes teachers and students have to adjust with the new situations and new habits in conducting the learning process. Teachers need to find out different ways of teaching that could help students receive lessons well and easier. Writing known as the most difficult course to learn in English needs to be taught in a more fun and attractive way, especially during the online learning. The use of online platforms could be an alternative way to solve the problem and one of the suitable platforms to use in online class is Google Classroom. Therefore, this study focused on the use of Google Classroom in writing class during pandemic at SMPN 1Klampis. The way of how the teacher implements Google Classroom and students’ response to the use of this platform became the main concern in this research. This study was a case study used qualitative approach. The data was gained through document checklist and interview. Document checklist was used to know the implementation, while the interview was used to know students’ responses towards the utilization of Google Classroom in writing class. Then, the result showed that Google Classroom was well utilized by the teacher and suitable to use in writing class. Through its supporting and attractive features, it was so helpful for the teacher to organize an effective online teaching and learning process including the materials given to the students. Even though several students still faced several problems and did not get used in operating the platform, however, learning using Google Classroom could increase students’ enthusiasm and motivation to catch the material. It also help students to do the assignments and constantly increased their vocabulary mastery. In conclusion, through the implementation of Google Classroom in writing class brought many benefits for the teacher and students, especially in achieving the learning goals during the school from home policy.

***Keywords:*** *Online Learning, Google Classroom, Writing Skill.*

1. INTRODUCTION.

The covid-19 pandemic powers a social removing strategy, or in Indonesia it is more presented as physical separating (keeping actual separation) to limit the spread of covid-19. The arrangement is looked to hinder the pace of spread of the corona infection locally. The ministry of education and culture (kemendikbud) reacted with an arrangement of gaining from home, through web based learning. The school from home policy gives an extra challenge for teachers to maintain students’ attention and motivation in joining online class.

Online learning could be successfully conducted by using online platforms, like Google Classroom, Whatsapp, Schoology, Smart Class, Quipper, Zoom, or Google Meeting. The use of these online platforms could support online class and make students keep being active during the online class. As one of an appropriate platform, Google Classroom permits the production of study halls in the internet (Herman in Hammi, 2017). It is trusted that the use of Google Classroom in online learning can enact understudies in the learning interaction since this mode can show text, picture and recordings during the learning cycle. Moreover, this media can oblige and mastermind the ideal opportunity for gathering tasks by instructions which obviously will cultivate discipline for understudies in tackling task. This application can assist working with educators and students completing the learning interaction all the more profoundly. It could also enable two understudies and instructors gather tasks, disseminate task, and survey tasks at home or anyplace without being limited by time cut off points or class hours (Ninik Rahayu Ashadi1, 2020). In other words, this platform can be a good solution to complete learning process while the school is conducted from home.

The use of Google classroom on writing learning process is important because students can be guided to reflect themselves by using their own words (Awaludin, Abd Karim, & Mohd Saad, 2017). With its several attractive and helpful features, Google Classroom could attract students’ attention to be more focused in catching writing materials. It could also assist teachers to attach feedback and correction for students’ works so that students could reflect on their writing as soon as they see the results. This platform also makes students easily edit their writings without having to re-copy it on paper (Okmawati, 2020). It was in line with the statement by Yelland (2005) who finds out that digital media-based activities in the learning setting could engage students in collaborative learning, thinking, and problem-solving activities. By conducting online writing learning with digital media environment could facilitate students’ discussion without having face to face meeting. Both teachers and students could discuss easily to each other by utilizing comment feature in the discussion section. This makes the online teaching and learning process run more efficient, flexible, and effective.

This study is aimed to find out the achievement of students writing skill in studying at Ninth Grade Students of SMPN 1 Klampis in the academic year of 2020/2021 using Google Classroom. Google Classroom in this study can be used by the teacher to keep students motivated in studying writing from home, and it is expected to give significant result for the students’ learning achievement, especially in writing course.

1. RESEARCH METHOD.

This study refers to a qualitative and a case study research. Qualitative research assumes that all knowledge is relative, that there is a subjective element to all knowledge and research, and that holistic, ungeneralisable studies are justifiable (an ungeneralisable study is one in which the insights and outcomes generated by the research cannot be applied to context or situations beyond those in which data were collected). Qualitative research aims to describe, study, and explain the phenomenon. Then, a case study is a unique way of observing any natural phenomenon which exists in a set of data (Yin, 2007). In case studies, an in-depth longitudinal examination of a single case or event were used. The longitudinal examination provides a systematic way of observing the events, collecting data, analysing information, and reporting the results over a long period of time.

Moreover, descriptive method is a form of research to describe the phenomena that happened like natural phenomena or fictive phenomena. The writer wanted to describe the teaching and learning activities at the SMPN 1 Klampis using Google Classroom. This research was field research that was intended for getting primary data from participants directly. Therefore, the researcher visual and visited to the setting to do an observation.

1. RESULT AND DISCUSSION.

From the check list result that the researcher done, where students of 9A Class at SMPN 1 Klampis checked yes or no option in the checklist table, it had been found that the teacher and students were prepared of using Google Classroom platform. The teacher and students downloaded and logged in to Google Classroom platform. Then the teacher shared the class code to students and joined the class to follow and discuss material about descriptive text. The teacher also provided the assignment that students should do at the end of the meeting namely free writing about descriptive text with free topic. It can be said that the teacher could make the learning process more variable. This was supported by Iftakhar (2016) who stated that teacher can make effective lesson that are students centered and remember through Google Classroom. Warnock (in Akmar: 2017), also added that it is important to teach online writing because students can be guided to reflect themselves by using their own words. Besides, online environment gave opportunities to teachers interact with students outside the school and of course the teacher could also motivate students to connect socially and professionally to others. One of the factors that support online learning process was by involving digital platforms in it. It was supported by Patel (2013) who claims that the application of technology could create productive and interesting teaching and learning process. Shortly, the teacher could stimulate students’ motivation and interest of the material by collaborating the learning process with technology.

Then, according to the interview result with students that was aimed to get students’ experiences about the use of Google Classroom on teaching writing. The interview consisted of 5 questions which was given to the teacher and students, Google Classroom made the students easier in writing learning and motivated them in understanding the materials and making the assignments. It brought positive perceptions from the students. It was appropriate with Sudarsana (2019) who argued that there are many kinds of advantages of using Google Classroom in the learning process, such as easy to access during the learning, could manage the learning, and become an effective communication platform that facilities paperless online classrooms. For the first question, the researcher asked about “do you find it very easy to use Google classroom?” and students simultaneously said that using Google Classroom was more difficult because they preferred learning via WhatsApp. However, the teacher stated that using Google Classroom was very easy because it was faster and more practical. The second question of the interview section was about “do you like learning to use Google classroom, if you like why and if you don’t like why, give a reason”. Then one of the student (Rania) chose “yes” because it was more convenient and practical. Meanwhile, (Alif) said “no” because it was so complicated. Next the third question was “did the teacher give a complete and detailed explanation, if not why the reason”. (Fitri), one of the student mentioned that the teacher delivered the material in such a complete way. Then, the teacher and students were asked about “do you find it very helpful to use Google classroom?”. The teacher argued that using Google Classroom in English writing lessons was very easy, besides it shortened the process of giving assignments and the material was also more practical. And the last question from the researcher was “do you really like writing lessons using Google Classroom if yes, give the reason”. (Ms.Dian), the English teacher of SMPN 1 Klampis, mentioned the reason she liked writing lesson using Google Classroom was because the Google classroom platform was provided by various beneficial features so it made it easier for the teacher to deliver the materials and gave assignments to students. On the other hand (Ari) who was one of the students of SMPN 1 Klampis said that he did not really like the writing lesson using Google Classroom because so far he was still confused about using Google Classroom.

From the interview result showed that Google Classroom was a beneficial and helpful platform for teaching English writing. Even though there were several students who did not really enjoy using Google Classroom in the writing class, but it did not have deal with the platform, it was because there were some students who still did not get used to the platform instead. Overall, while conducting online learning through Google Classroom, students already understand in operating Google Classroom and it was very easy to use, so students enjoyed learning by using Google Classroom. During the teaching and learning activities using Google Classroom, it was found that the teacher preferred to use the platform because it was practical and did not require much time, especially in writing lessons. It was very helpful for the teacher to deliver the materials and gave assignments to students through Google Classroom. The teacher gave a complete and detailed explanation as mentioned in the interview result and students answered “yes” because the teacher already provided detail materials and homework in Google Classroom. In other words, it helped the learning process run more effectively.

The score percentage of students that given by the teacher also showed that only 15% of the students got score between 60-70 that categorized as the lowest score, 35% of the 9A students got score between 75-85 that categorized as the average score, while 50% of them got score between 90-100 and became the highest score in writing descriptive text. From the percentage, it could be concluded that most of the students in 9A class at SMP N 1 Klampis were already able to write good descriptive text by their own by following the characteristic and structures of the descriptive text. Below is the final percentage of students’ writing score in 9A Class at SMP N 1 Klampis.

**Chart 1.1 Students’ Score Percentage**

Google Classroom was one of the online platform that needed to be used more in teaching and learning. Google Classroom was the virtual class platform that was developed to make English learning was not only done inside the classroom but also out of the classroom. Students could use this platform to learn anywhere and anytime they wanted. Google Classroom could be developed by teachers by presenting any kind of learning contents. Google Classroom had supported the success of learning as supported by Sunarman (2018) who had conducted a research related to Google Classroom. Google Classroom was a free collaboration tool for teachers and students. Teachers could create an online classroom, invite students to the class then create, and distribute assignments. Within the Google Classroom, students and teachers could have conversations about the assignments and teachers could track the students’ progress. Schools must register for a free Google Apps for Education account to use Classroom as stated by (Ika Rakhmawati).

Thus, based on the interview, and document checklist, the researcher had found that Google Classroom could enrich students’ references of descriptive text which was appropriate with Ratna & Jufri (2019) who argues that Google Classroom promotes students’ new knowledge. It meant that Google Classroom enabled students to encourage their understanding of descriptive text’s contents from various resources easily and enhanced more vocabularies in making their own descriptive text. Last, by using Google Classroom platform in the online learning could help teacher to improve students’ writing ability because it was provided with several features that let teacher to input complete explanations of the material as references as well as assignments that students should do.

1. CONCLUSION AND SUGGESTION

Based on the result of the research which was gained through checklist and interview, the researcher can be concluded that Google Classroom was used in the writing class at 9A class of SMP N 1 Klampis to support students’ writing skill during the online learning. The process of using Google Classroom was described in detail through the document checklist which filled by the teacher and students. Both the teacher and students stated that they logged in to Google Classroom using their email account. Then, the teacher created class section in it and shared the class link to students. When the students already joined the class, in the platform was provided the materials that would be taught which was about descriptive text, as well as the assignment that students should do, namely free writing about descriptive text with free topic. It also showed that during the assignment section, students were given for about ten minutes to write anything that came in their mind constantly in the form of descriptive text. As final result, all students could write the text well without being concerned about spelling, punctuation, or grammar. The students’ score percentage showed most of the students got very high score in writing after learning with Google Classroom. As an addition, both the teacher and students liked to use Google Classroom in which the teacher was helped in delivering the materials, while the students were more motivated in joining the online class. Google Classroom was really helpful and easy to use. Although there were some students thought that Google Classroom was harder to use than WhatsApp because they did not get used to it yet, but Google Classroom was ways too good to be used during the online learning to help students improving their writing ability. It was also found that the teacher could manage the class well and could be more communicative with the students that could encourage students’ new desires, interests, motivations, and stimulation of students’ learning activity during the use of Google Classroom. Furthermore, by using Google Classroom platform, the teacher drilled students’ writing ability in a more paperless ways.

Based on the explanation above, the researcher would like to suggest English teachers to use Google Classroom as an alternative platform because students need more variation in learning English during the study from home to avoid students being bored and to motivate them improving their writing ability. The teacher is also really suggested to join training of operating Google Classroom and other platform or media so that the online learning process could be run more fun. For the other researchers, it is suggested to carry on this study since the study might need further improvement. Moreover, this research focuses only on one subject (English) and specifically focuses on improving students’ writing skill of SMP N 1 Klampis only. Therefore, it is also suggested to the other researchers to continue this study by testing the platform in a different subject in other schools and with more various types of activities. Then, for SMP N 1 Klampis, hopefully the school support teachers for Google Classroom training and other interesting platforms or media, then improve the internet connection support for students to encourage them learning via online through Google Classroom because during the pandemic both the teacher and students need more internet connection to access the learning. Meanwhile for the students, it would be better if students find some additional information maximally from different resources to make them easily understand the teaching learning process using Google Classroom.

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