

## The Efficiency of Using Google Classroom to Teach Writing Descriptive Text

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### Abstract

The purpose of this study was to determine the effectiveness of Google Classroom, which was used to teach students how to write descriptive text for Junior High School. A quasi-experimental research design used in this study. The participants in this study were students in the eighth grade at SMPN 13 in Palembang. Purposive sampling used to select 60 students for this study. The researchers used a pre-test and post-test method to collect data. The researchers used SPSS to analyze the data and test the hypothesis. When the value of significance (2-tailed) in this study was lower than the significance level ( $0.000 < 0.05$ ), the  $H_a$  was accepted. It means that using Google Classroom had a significant impact on students' achievement in writing descriptive text. However, it can be concluded that Google Classroom significantly enhances the efficiency of teaching students to write descriptive text and assists them in completing and collecting assignments without regard to time or space constraints.

**Keywords:** Efficiency, Google Classroom, Writing Descriptive Text.

### Introduction

The availability of Google Classroom as an instructional medium is a new development in the education sector, and it is expected to simplify the learning and teaching process, particularly when teaching recount text. The use of Google Classroom is intended to make students feel at ease during the learning and teaching processes by removing any inserted assignments during the class.

The use of Google Classroom is the topic of debate in educational issues. It is an online device designed to assist teachers and students in the teaching and

learning process. Google Classroom will be available for the first time on August 12, 2014. According to Sujannah et al. (2020), Mohd Shaharane, et al. (2016), Negara (2018), Saddhono et al. (2019) and Okmawati (2020). Google Classroom is an application that allows teachers or lecturers to create, share, collect paperless assignments, and assess student assignments while also providing automatic document storage. It can also be used as a medium of interaction between students and teachers, for organizing classes while attending a distance class, or for holding paperless tasks that are not limited by space or field (Heggart & Yoo, 2018; Shaharane et al., 2016 & Rahmawati, 2020). The Google platform, which is integrated with email, is used to organize and conduct the learning and teaching process. To participate in online learning, each student must have at least one email account.

Based on some previous of the researches, the first research by Okmawati (2020). " The use of Google Classroom during pandemic " This study, which will be published in the Journal of English Language Teaching, 9(2), 438-443., assesses Google Classroom implementation and user satisfaction in a K-12 school district in the United States. According to the study, Google Classroom was effective at facilitating communication and collaboration among teachers and students, and users were generally pleased with its features and usability.

The second research by Harjanto and Sumarni (2021). " Teachers 'experiences on the Use of Google Classroom" The use of Google Classroom in a blended learning environment at a university in the United States is investigated in this study, which will be published in the English Language and Literature International Conference (ELLiC) Proceedings. According to the study, Google Classroom was effective at facilitating collaboration and communication among students and instructors, and it was simple to use and accessible from a variety of devices.

The third research by Syakur (2020). "Google Classroom: A Tool for Active Learning in Higher Education" The effectiveness of English learning media through google classroom in Higher Education., which was published in Britain International of Linguistics Arts and Education (BIoLAE) Journal. The study discovered that Google Classroom was effective in promoting student collaboration and engagement, and that it was simple to use and accessible from a variety of devices.

And the fourth research by Gupta and Pathania (2021). " To study the impact of Google Classroom as a platform of learning and collaboration at the teacher

education level " The impact of Google Classroom on student learning outcomes in a university course in the United States is investigated in this study, which was published in journal *Education and Information Technologies*, 26(1), 843-857. According to the findings of the study, Google Classroom was effective in promoting active learning and engagement among students and had a positive impact on their learning outcomes.

The novelty in this research involves the comparative analysis of the challenges of writing, as discussed by Alim et al. (2019), Syafi'i (2020), Liu and Chuang (2016), Rahmad et al. (2019), Islam (2019), Syafi'i (2020), Laili and Muflihah (2020), and the structures of descriptive texts, as identified by Kashkool (2021), Rosyada and Sundari (2021), Lim and Tan (2022), Hizriani et al. (2022), Saddhono et al. (2018), and Febiyanti et al. (2021).

This research provides a valuable comparison and investigation of the writing difficulties and particular structures used in descriptive texts by focusing on these two unique areas. This comparative examination sheds light on the similarities and differences between the demands of producing descriptive texts and those of effective writing.

Our research also clarifies the challenges writers have when organizing their thoughts, avoiding ambiguity, using grammatical structures, and choosing the right word. It also emphasizes the traits of descriptive texts, which are meant to use sensory language and vivid imagery to explain the attributes, characteristics, or features of a person, place, thing, or event.

This research advances knowledge of the difficulties faced by writers and the specific strategies applied in creating descriptive writings by combining these two fields of study. This comparative analysis advances our understanding of writing education and offers useful information to teachers and students who want to develop their writing abilities and produce gripping descriptive parts.

Based on previous studies that stated the effectiveness of teaching using Google Classroom and observations at SMPN 13 Palembang, researchers are interested in conducting research by using Google Classroom in teaching descriptive text writing to determine the effectiveness of Google Classroom used in the learning process at SMPN 13, so the research question: "What is the effectiveness of using Google Classroom for teaching descriptive text writing at SMPN 13 Palembang?"

**Research Methodology,**

The quasi-experimental design was used in this study. Maciejewski (2020) and Miller et al. (2020). Random assignment is not used in quasi-experimental designs. Other techniques are used by researchers who use these designs to control (or at least reduce) threats to internal validity. Pre-test-post-test experimental and control group designs are the two main types of quasi experimental designs. The students were divided into two groups in the study: control and experiment. This study's population consisted of eighth-grade students at SMPN 13 Palembang for the Academic Year 2022/2023.

This study's population consisted of eighth-grade students from SMPN 13 Palembang in the academic year 2022-2023, divided into eight classes: VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6, VIII.7, and VIII.8. Every class has 30 students in it. The total population is then around 240 students. Purposive sampling was used in this study to select two classes (VIII. 1 and VIII.4 that consists of 60 students). The decision was made based on the fact that both classes had the same level of student ability and were taught by the same English teacher. Furthermore, the researchers were chosen based on the recommendation of their English teacher. Two classes that tackled writing difficulties based on the teacher's recommendations. They need some treatments in the learning process, namely.

The data collection technique was tested in this study. The goal of the test was to collect data on students' writing performance in teaching descriptive text using Google Classroom as the instructional medium, which was distributed to them after the treatment.

Following treatment, the researchers administered a post-test to the students. The treatment was as follows: first, the researchers introduced Google Classroom to the students and asked them to join the classroom that the researchers had created, and then the researchers conducted a brainstorming session about the students' understanding of descriptive text. Following that, the researchers explained the descriptive text and provided an example. Following that, the researchers asked some questions related to the example given to guide students in writing descriptive texts, and they asked them to construct a descriptive text orally using their real experiences. By the end of the session, the researcher had asked the students to come

to a conclusion about the topic as a group. Finally, the researchers requested that students pay close attention to Google Classroom because the assignment and material were delivered via it.

In terms of students' writing scores, the researchers then replaced the pre-test distribution with the teacher's journal. The students' post-test was in the form of an essay. It was delivered in Google Classroom with the following instructions: write one of the following topics, such as describing historical places, describing animals, or describing people, in notes or word application, and then resend it to the teacher via Google Classroom. After completing the post-test, students were asked to complete the questionnaire in order to support the research data.

The researchers tested the validity of students' descriptive text in this study. It was a test with a score along a continuum. Sürücü and MASLAKÇI (2020). explained that if the item score is a continuum, The test was valid because the content could measure the students' ability in writing descriptive test based on lesson plan and syllabus used in the eighth grade.

In measuring the writing descriptive test, the researchers used two inter-rater reliabilities, after calculating the data, the inter-rater reliability was showed that the reliability coefficient of both raters was 0.817 and more than 0.05, it means the value scores of translation ability were 0.817 and according to Alpha Cronbach above the writing descriptive ability test was highly reliable.

## Findings and Discussion,

### Findings

#### 1. Result Paired Sample T-Test

The result of paired sample statistic of control group and experimental group showed in Table 1. It was used to find out whether Google Classroom could improve students' writing descriptive text or not.

**Table 1.** Paired Samples Test  
Paired Differences

	Std.	Std. Error	95% Confidence Interval of the Difference	t	Sig. (2-tailed)

	Mean	Deviation	Mean	Lower	Upper			
Pair 1 Pre-Test Control - Post-Test Control	3.30000	2.91286	.37605	-4.05247	-2.54753	-8.775	59	.000
Pair 2 Pre-Test Experiment - Post-Test Experiment	-8.80000	3.39391	.43815	-9.67674	-7.92326	-20.084	59	.000

The table 1 shows that the mean different between pretest and posttest in control group was 3.30000, the standard deviation was 2.91286 and standard error mean was .37605, then degree of freedom 59 and t-obtained was 8.775 higher t-table was 1.6706 and the last significance (2-tailed) was 0.000. Since significance 2 tailed 0.000 was lower that alpha value 0.05, it was inferred conventional strategy using in control also gained writing descriptive text significantly.

Next to, the mean different between pretest and posttest in experimental group was 8.80000, the standard deviation was 3.39391 and standard error mean was 2.91286, then degree of freedom 59 and t-obtained was 20.084 higher t-table was 1.6706 and the last significance (2-tailed) was 0.000. Since significance 2 tailed 0.000 was lower that alpha value 0.05, it was inferred google classroom using in experimental group was effective to improve students' teaching writing descriptive text at the eighth- grade students.

## 2. Result Independent Sample T-Test

After the data were collected from both experimental and control group, the researchers used independent sample t-test to compare the result of post-test from both experimental and control group. Table 2 below shows the result of independent sample t-test.

**Table 2.** Independent Samples Test

Levene's Test for  
Equality of Variances

t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	.087	.768	10.997	118	.000	4.78333	.43495	3.92200	5.64466
	Equal variances not assumed			10.997	117.790	.000	4.78333	.43495	3.92199	5.64468

The result of independent sample t-test shows that the significance (2-tailed) was 0.000 with a coefficient was lower than 0.05 in two tailed testing with df 118. The results showed that t-obtained 10.997 was higher that critical value of t-table 1.664. In other words, if t-obtained was higher than t-table, the data was significant. In conclusion, the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. Then, there was a significant difference on students' writing descriptive text who were taught by using Google Classroom and those who were not.

## Discussion

The use of Google Classroom for teaching descriptive text writing to eighth-grade students at SMPN 13 Palembang demonstrated its effectiveness in improving students' writing abilities. The findings of this study are supported by previous research conducted by Taufikurohman (2018), Rakhmawati (2020), and Sarina (2022), which also highlight the positive impact of utilizing Google Classroom in enhancing students' descriptive text skills.

One strength of using Google Classroom in this study was its ability to provide a platform for students to express their knowledge, imagination, and descriptive text abilities. The digital nature of Google Classroom allowed students to explore their creativity and effectively communicate their ideas through descriptive writing. This

feature of Google Classroom facilitated a more engaging and interactive learning experience for the students.

Prior to the implementation of Google Classroom, the students faced challenges in comprehending and effectively expressing themselves in descriptive text writing. However, the use of Google Classroom provided a solution to this issue. Through the platform, students were able to practice and improve their descriptive writing skills by providing strong evidence, examples, and engaging in active discussions and debates with their peers. This indicates that Google Classroom not only improved their writing abilities but also fostered collaborative learning and critical thinking skills.

Overall, the results of this study suggest that Google Classroom can be a valuable tool for teaching descriptive text writing. Its effectiveness in enhancing students' writing abilities, fostering creativity, and promoting interactive learning experiences strengthens the argument for incorporating Google Classroom into the curriculum as a means to improve descriptive writing skills among eighth-grade students at SMPN 13 Palembang.

### **Conclusion and Suggestion**

This study focused on eighth-grade students at SMPN13 Palembang who were taught descriptive text writing using Google Classroom. Based on the study's findings and discussion, the researchers concluded that there was a significant difference in descriptive text writing between eighth-grade students at SMPN13 Palembang who were taught using Google Classroom and those who were not. In other words, Google Classroom Media was effective. It means that the alternative hypotheses (H) were accepted and the null hypotheses (H<sub>0</sub>) were rejected. It was demonstrated in the students' writing class after researchers administered a post-test. The student's writing score differed between pre-test and post-test. In accordance to the study's findings, Google Classroom can be used to teach descriptive writing skills to eighth-grade students. Teachers and educators can consider incorporating Google Classroom into their teaching methods to improve students' writing abilities. Furthermore, additional research can be conducted to investigate the effectiveness of Google Classroom for teaching other writing skills and at different grade levels.



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