The effect of Google Classroom as online media in students' writing in the post pandemic Covid-19

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ABSTRACT

One of the learning tools that can be utilized as media is Google Classroom. This study aims at finding out whether there was any significant different before and after using Google Classroom as online media in students' writing during the COVID-19 pandemic. 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 result of the computation is .000 from the pair sample test which is less than the significance level .005. This result indicated that students could motivate students to pay attention in learning. The application helped students to memorize vocabulary lists in the examples they just learned. The usage of Google Classroom tools helped students to concentrate more on the writing training they get in class. The students utilized the Google Classroom to write better on their vocabulary and affect student activity and student skills in writing. Students easily submitted 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 online learning. Online learning 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 currect 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. The study have applied computer mediated communication in learning to write and Vendityaningtyas et al., (2020) has 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 Coman et al., (2020) with a focus on using online in class with results that show creative ideas to improve student achievement in class. It is an effective communication between students and teacher as a crucial factor in the success of online education. Ferri et al., (2020) also mentions that online learning includes encouraging teachers to be flexible and innovative, encouraging the use of technology in the classroom, and promoting adaptable teaching methods.

After facing of the Covid-19 pandemic, the usage of Google Classroom is still applicable to all learning which has been diverted into learning 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 (Febriansyah et al., 2021; Giatman et al., 2020; Adedoyin & Soykan, 2023; and Ng, 2022). 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 because it only needs the students to 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 promotes digital literacy, collaboration, and real-time feedback in secondary writing teaching. 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. It makes it possible to share presentations, documents, and other resources easily. Students can collaborate on group assignments, update shared papers, and give peer criticism, which promotes teamwork. It 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, Google classroom application 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 (Daud, 2019).

Based on previous research, Syafi'i & Yunus (2020) suggests implementing learning media especially on students' writing using Google classroom application. Teachers are able to share resources, tasks, and quizzes online without having to meet in students directly face-to-face. By encouraging collaboration and raising educational standards, this media improves the quality of both teaching and learning. Then, Abrams (2019) reports that the generalization of the study may also be impacted by the sample size, which included a small or unrepresentative sample of individuals. A brief research time might not be able to adequately document long-term effects on the quality of shared writing, which could also have an effect on the depth of the insights gained.

This study aims at finding out whether there is any significant different before and after using Google Classroom as online media in students' writing during the COVID-19 pandemic. Google classroom is 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

This study aimed at finding out whether there is any significant different before and after using Google Classroom as online media in students' writing during the COVID-19 pandemic. This research was experimental research with a hypothesis whether there is no difference in the student's writing skill in English writing lessons using google classroom and students who write without google classroom or not. 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. It was purposive sampling technique because it was used to know the difference the

students' writing before and after treatment using google classroom. There were thirty students. So, experiments with pretest and posttest were used in this study. Cohen & Manion (2007) state 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, Universtas PGRI Madiun. Its implementation started 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. The treatment activity was provided the explanation of the material and the instruction during the study. Then, the teachers arranged the materials uploaded into google classroom. The materials were about local wisdom. Fostering strong feelings of identification and belonging among community members is another benefit of local insight. It fosters unity and shared values by bonding people. It is crucial to preserve a sense of cultural continuity and provide a connection to the past through traditional customs and festivals that are based on local information. The students responded to write their product into google classroom and were analyzed by the interaraters.

This study employed test to collect the data. The test is a tool used to measure learning outcomes of the students after a certain teaching program (Keshavarz, 2011). 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. Writing test was 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 assessment guidelines for the essay writing include evaluating writing skills such as formulating a clear thesis statement and providing convincing evidence, ensuring logical arrangement and transitions, answering arguments to counter, and employing persuasive language effectively. The essay is formatted into an introduction with a clear thesis, body paragraphs with just one supporting point, a section on the opposing view, and a conclusion that summarizes the main arguments and restates the thesis. Writing test for pre-test and post-test were similar. The writing test was adopted from the standard test so it was not revalidated by the validator. The researchers employed the interraters to score the essays. The essay writing should be based on a good content, organization, vocabulary, grammar, and mechanics.

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 was the 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 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 applications 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

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out about the correlation of student writing before and after treatment or experiment, it can be seen in table 2 below.

Tabel 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 only understand the command to write an essay with the specified number of sentences, namely five sentences per paragraph. So, students only 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 weak correlation. However, the use of google classroom application might still solve problems in writing.

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

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. It can be seen from the average score of the students' writing that shows in pretest (76.66) and posttest (81.53). 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 are successful in writing if they take several steps in writing such as: prewriting, drafting, editing, revising, and publishing. In google classroom the students can do some steps on pursuing their essay. They can directly write in the specific wall that are provided by the teachers. 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. All the materials are uploaded into the google classroom wall and all the students know how to operate it. The teachers have been optimal in using innovative learning media so that students' skills and abilities in writing are maximized. It emphasizes how technology media have assisted in English language learning. These applications have been used in a variety of ways in both public and private settings (Solihat et al., 2023). Another supporting research is conducted by Taebenu & Katemba (2021) state 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. It demonstrates the beneficial effects of the techniques used because they successfully raise students' vocabulary levels. By using the application google classroom assisting in the teaching and learning process (Astuti & Indriani, 2020; Hizriani et al., 2022; Syafi'i & Yunus, 2020; Oktaria & Rahmayadevi, 2021; and Fonseca & Peralta, 2019).

Google classroom applications help students memorize vocabulary lists in the examples they just learned. The students can learn vocabulary produced by the other students. They can determine one another so that it can enrich their vocabulary. 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. Abrams (2019) states the results of the study in application google classroom applications that students are actively involved and contribute to the discussion. It has clear advantages for collaborative writing and data storage. There are restrictions on compiling user contributions, doing certain analyses (such word counts), and there may be issues with the platform's organizational structure and text importing. This helps positive developments in L2 learning in the given context (Fonseca & Peralta, 2019 and Brown & Hocutt, 2015).

Learning to write English using google classroom applications affect student activity and student skills in writing. It is 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. Sudarsana et al., (2019) presents the results of the study that media use google classroom applications can improve students' initial writing skills in terms of process and results. It has improved student collaboration and communication. To learn from their virtual peers, students can also engage in direct dialogues with them. This platform promotes social learning by allowing students to collaborate and connect whenever it is convenient. This is also in line with research by Metilia & Fitrawati (2018) writing using google docs very useful in collaborative writing. The usega of 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. Syafi'i & Yunus (2020) use google classroom in learning to write well. Due to the success of using media especially google classroom, it is a commonly used tool that covers traditional teaching techniques. The results show that it 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 (Ariana, 2016; Syafi'i & Yunus, 2020; Hizriani et al., 2022; and Ebener, 2017).

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CONCLUSION

Google Classroom helps students to write better. This study finds that it influences the Google Classroom application is effective way to help students write in writing classroom during covid-19 pandemic. 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. This sudy has limitations. First, it is conducted as pre-experimental research only using pre and post test. It might have weak result. Second, the theme about local wisdom is specific theme so it cann't encourage the student's writing creativity. 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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