

Teaching Written Descriptive Text through Google Classroom Platform to the Eighth Grade at SMP Kesatrian 1 Semarang

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Abstract.

The aimed of this study were; 1) to describe the implementation of the process of teaching writing descriptive text through Google Classroom; 2) to identify the problems in teaching writing descriptive text through Google Classroom; and 3) to find out the way of the teachers overcome problems in teaching writing descriptive text through Google Classroom. The subject of this research was VIII A class as a sample. They were 28 students in VIII A class of SMP Kesatrian 1 Semarang. This study used descriptive qualitative research. The data of this study were collected from interview and questionnaire. The results of applying Google classroom were 1) applying a Google classroom during online learning made the teacher easier to teach, especially to teach writing descriptive text. 2) The teacher's problems were unstable networks, students who were late for class, and so on. Meanwhile, the students' problems are limited vocabulary (57%), the comprehension of language features in descriptive text (39%), a lack of comprehension of the topic (64%), and internet network (64%); and 3) the teacher tried to understand the students' challenges, and gave as much support as possible in the form of content that was easier to access and learn for the students to overcome the problems in teaching written descriptive text through Google Classroom. The conclusion determined that Google Classroom is an appropriate medium to be used as a learning tool in the classroom. Furthermore, both teachers and students must have a solid network to minimize problems throughout the learning process.

Keywords: writing, teaching strategies, google classroom, descriptive text.

Introduction

In this globalization era there are a lot of thing that used an English Language as a main language. It is as simple when we played a computer there are a lot of tools that using English Language. It will make us easier to use if we understand an English vocabulary. So, learning English is really necessary.

English is also a subject that students must comprehend and master in terms of education. Listening, speaking, reading, and writing are the four skills that must be taught in English. They are also of varying degrees of difficulty. Writing, on the other hand, is one of the most difficult talents to learn in English.

In this study, the researcher concentrated on writing because it is the most hardest to teach. In both teaching and learning, writing is seen as a challenging talent (Li dkk., 2019; Sulistyodkk., 2019; Widiati & Cahyono, 2016). Because they made the same mistakes, the pupils were uninterested in learning how to write. Based on the foregoing explanation, the researcher concluded that the major issue is that pupils require effective media to assist them in learning to write. There are a variety of media that may be used to teach writing, particularly descriptive text. We live in the millennial period, when the internet is becoming increasingly popular, and we're also dealing with the Covid-19 pandemic, where we solely learn online. Edmodo, Moodle, Google Classroom, Wikispaces, Schoology, Openstudy, Quora, and other e-learning systems are just a few examples.

One of the platforms that was used was Google Classroom from Google.com. As part of the Google Suite for Education, Google Classroom was initially introduced in 2014. According to Beal (2017), Google Classroom is a free online classroom platform that supports student and teacher collaboration as well as the teacher's capacity to design and distribute tasks for students. Teachers can also use Google Classroom to produce meaningful, student-centered, dynamic, and memorable courses, according to Nagele (2017), because it provides easy-to-use learning resources for students of all ages to contribute.

Written texts include descriptive, narrative, discussion, process, anecdote, recount, review, spoof, news item, exposition, explanation, and report. The researcher used Google Classroom as a platform for students to create descriptive writing to see how effectively they described a certain area, person, or thing in this study. A descriptive text is one that explains something, someone, or a location.

In this study, the researcher attempted to increase students' writing skills by using Google Classroom as a platform for teaching descriptive text. Based on the following description, the writer was interested in performing study on the "Google Classroom platform to increase student writing in descriptive text."

This study looks to have various issues based on the study's background. First, the process of teaching writing descriptive text through Google Classroom is implemented; second, problems with teaching writing descriptive text through Google Classroom are identified; and third, how do teachers overcome problems with teaching writing descriptive text through Google Classroom are discussed.

The research problems' objectives are to describe the process of teaching writing descriptive text through Google Classroom, to identify problems in teaching writing descriptive text through Google Classroom, and to discover how teachers can overcome problems in teaching writing descriptive text through Google Classroom.

Literature Review

a. Writing

Writing, according to Oshima in Marzulina (2018: 63), is a progressive activity. This indicates that you've already planned out what you're going to say and how you're going to say it before you start writing. Go back over what you've written when you've finished writing and make any necessary tweaks or revisions. As a result, writing is never a one-step process; rather, it is a series of steps. Writing, according to Byrne in Marzulina (2018: 74), is definitely more than the production of graphic symbols, just as speech is more than the production of sounds.

Writing can be defined as an act, or a process, of producing a large unit of ideas, thinking, and feeling that conveys itself through graphic symbols to form words, phrases, and paragraphs, according to the argument.

b. Descriptive text is a type of text that is written with the intention of providing Emilia with information about something or someone (2011). Furthermore, according to Gerot and Wignel (2013:192), a description is a written English document in which a researcher explains an object. It doesn't matter if the object is concrete or abstract. It can be a person, a house, or a structure, and it can be on any subject. To summarize, descriptive text is a text that describes a certain person, place, or thing.

1) Generic Structure

The following are the generic structures of descriptive text:

a) Identification; this is usually the paragraph's core theme or a broad statement. The identification is frequently given in the first paragraph to introduce the reader to the information that will be discussed in the text paragraph.

b) Description; the explication of the basic statement or core idea, as well as any supporting facts.

2) Characteristics of descriptive text in terms of language

The use of simple present tense, action verbs, passive voice, noun phrases, adverbial phrases, technical terminology, general and abstract nouns, conjunction of time, and cause and effect are all language aspects of descriptive literature.

c. Teaching Media

Teaching and learning, according to Deny Silvia (2017:46), is a communication process. Message or knowledge can be absorbed and internalized by others through the process of communication. The use of media in the classroom has been criticized by certain professionals. Instructional media, according to Briggs in Aniqotunnisa (2013:10), is any physical form capable of communicating a message and motivating students to learn.

1) The Media's Role in Education

According to Mulyani in Dewi (2012:13), teaching media can be used as an auxiliary tool to establish an effective learning environment. 2) An essential component of every learning setting 3) to make an abstract topic concrete in order to improve verbal comprehension, and 4) to increase students' enthusiasm to learn.

2) Different types of educational media

According to Mahajan (2012:6-7), there are seven different types of media:

a) Graphic Media: any printed material. Books, images, photographs, maps, charts, posters, graphs, and diagrams are just a few examples.

b) Display Media: a board that is used to present information to a small group of people. Chalkboards, bulletin boards, flannel boards, and peg boards are examples.

c) Video Media: This type of media combines audio and visual elements. For instance, television, videocassettes, CDs, and computers.

a. E-Learning

E-Learning is a form of teaching and learning in which students use the internet, intranet, or other computer network media to provide teaching materials to students. (Nugroho, 2013:

25) (Rosenberg in Nugroho, 2013: 25). Additionally, Allan J. Henderson in Rahmasari et al. (2013: 79), stated E-Learning is distance learning that is conducted using computer technology or, more commonly, the internet.

1) Google Classroom

Google Classroom is an online learning medium or online class program designed to make it easier for teachers or instructors to create, share, and collect all assignments without the use of paper (Iftakhar, 2016). Google Classroom, according to Beal (2017), is a technology that allows student and teacher collaboration, as well as the teacher's ability to create and distribute assignments for students in an online classroom for free. It allows teachers to easily create groups with which they may share assignments and announcements.

2) How to Use Google Classroom in the Classroom to Teach Writing

- a) Go to the Google Class page on the company's website.
- b) Make sure you're a Google Apps for Education user. Create a Google Classroom account at classroom.google.com. Create or join a class after deciding whether you want to be a student or a teacher.
- c) The teacher can either manually add pupils or acquire codes from his students to input.
- d) Before students begin working on a task, the teacher must first provide an explanation and materials, or email students a sheet with an explanation and materials via the Google Classroom task page, which will be saved to the Google Drive folder automatically.
- e) On the task page, students may keep track of each assignment as it approaches its due and begin working with just one click.
- f) The teacher can readily observe who hasn't completed the task and can provide feedback and values to the students in the classroom.

3) Features of Google Classroom

There are a lot of features that we can use as activities when class is operated in Google classroom. First, we can start by making an announcement. In this part, the teacher can send out reminders about course updates. They can also upload files and teaching materials. Second, create an assignment. The teacher can be uploaded assignments for students to submit on time. To complete their work, the student can also download materials that the teacher has uploaded. Third, create a question. Students can create a problem to discuss with their teacher or other students in this section if the teacher allows it.

4) Benefits of Google Classroom

The following are some of the advantages of using Google Classroom, according to Janzen (2014):

a) User-friendly "Google Classroom's design purposely simplifies the instructional interface and options utilized for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, emails, and push notifications."

b) You will save time.

Google Classroom was established with the intention of saving you time. It links and automates the use of other Google products, including as papers, slides, and spreadsheets, making document sharing, grading, formative assessment, and feedback easier and more efficient.

c) Mobile-friendly

It is simple to use on any mobile device. "In today's web-connected learning environments, mobile access to appealing and easy-to-interact instructional materials is vital." 2014 (Janzen).

Method

The descriptive qualitative method was used in this investigation. Descriptive research is a method of systematically describing a scenario, problem, or occurrence, or providing information on a community's living conditions, or describing views toward an issue (Kumar, 2011). Qualitative approaches are concerned with hypotheses that generate and develop understanding rather than statistical analysis.

The subject of this study subjects were English teacher and eighth graders in SMP Kesatrian 1 Semarang. There was the researcher used one class consisting of 28 students.

The research data were obtained from interviews with teacher and questionnaires with students by researchers. The data sources were students of class VIII SMP Kesatrian 1 Semarang.

For analyzing the data, the researcher categorized one by one according to the topic. Knowing how the learning process for writing descriptive text implemented at SMP Kesatrian 1 Semarang, the steps in analyzing the data were: 1) describe the implementation of the learning process of written descriptive text in class VIII SMP Kesatrian 1 Semarang 2) interview the English teacher who teaches in class VIII SMP Kesatrian 1 Semarang 3) provide a questionnaire or questionare to students via google form 4) discuss the results of the research 5) draw conclusions and provide suggestions from the research.

Finding and Discussion

Findings

Data collection through the distribution of questionnaires with grade VIII A students and interviews with English teachers at SMP Kestrian 1 Semarang was conducted on September 16, 2021. It is presented in 3 stages:

1. The implementation of the process of teaching written descriptive text through Google Classroom

a. Opening

The teacher provided information via Whatsapp because students do not always open Google Classroom so the notifications via Whatsapp are considered very effective. Then the teacher greeted students on Google Classroom before check their attendance. Bu Esti stated, *“Karena saya itu mengajar menggunakan beberapa media, biasanya saya menginformasikan terlebih dahulu pada siswa melalui whatsapp bahwa akan ada kelas melalui google classroom, kemudian saya biasanya menyapa dan memberi salam kepada siswa melalui postingan di google classroom sebelum mengabsen murid”*.

b. Main Activity

In main activity, the teacher uploaded the descriptive text material in class VIII A then the teacher explained the descriptive text material after the students read the material. The material uploaded in class was in the form of power point and learning videos that the teacher took from the internet about descriptive text. The teacher opened a discussion room and started with an apperception to the students, it was about the material to be taught. Then, continued with questions and answers about descriptive text in Google Classroom. Because this was online learning, the teacher made apperception after uploading the material and it was done in the discussion forum so that, the students can answer the questions the teacher asked for. From the discussion, the teacher found out how far students understood the material. Like Bu Esti Said *“Sebelum menjelaskan materi, saya biasanya membagikan materi deskriptif teks tersebut yang berupa powerpoint, dan video pembelajaran yang saya ambil dari internet di forum google classroom. Supaya siswa bisa mempelajari materi tersebut terlebih dahulu. Kemudian setelah itu saya menjelaskan materi tersebut dan melakukan tanya-jawab bersama siswa di forum tersebut. Bu Esti also said that “Biasanya saya melakukan apersepsi pada saat saya akan menggunakan forum diskusi di google classroom untuk memancing siswa agar tertarik dan bergabung dalam forum diskusi tersebut”*.

c. Closing

At the end of the lesson the teacher gave a conclusion, and say thank you to the students, and also gave an assignment to class VIII A, it was posted on Google Classroom. Then the teacher ended the lesson with saying goodbye.

Like Bu Esti stated before *“Yaa.. dengan memberikan kesimpulan dan saya mengucapkan terima kasih kepada siswa dan memberi salam kepada siswa melalui forum tersebut”*. Bu Esti also said *“Setelah pembelajaran biasanya saya memberikan tugas agar saya dapat mengevaluasi sejauh mana siswa memahami materi terutama deskriptif teks. Jadi saya memberikan tugas melalui google classroom dengan cara memposting di halaman classwork atau tugas kelas untuk siswa bisa mengerjakan. Pada materi deskriptif teks saya meminta siswa agar bisa mendeskripsikan sebuah bangunan terkenal seperti masjid, sekolah, museum, dll”*.

2. The problems in teaching written descriptive text through Google Classroom

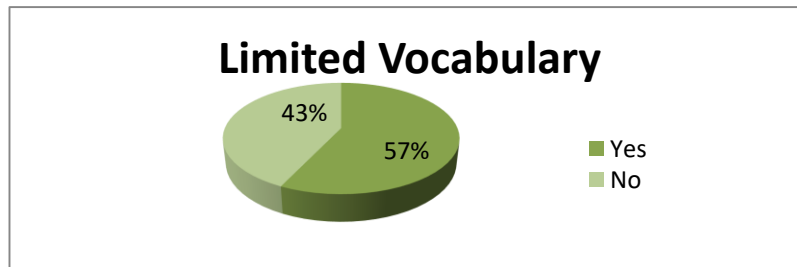
a. The problems of the teacher

From the data collection through the interview with the teacher, it has a number of challenges when teaching written descriptive text in class VIII A of SMP Kesatrian 1 Semarang, included unstable networks, students who were late for class, and complaints from students who do not have internet data. Like Bu Esti stated *“Kalau kendala pasti ada, cenderung banyak. Apalagi ini online ya. Kadang siswa terlambat*

hadir di kelas terkadang juga ada masalah pada jaringan atau bahkan siswa sering mengeluh tentang kuota”.

- b. The problems of the students
 1. Limited Vocabulary

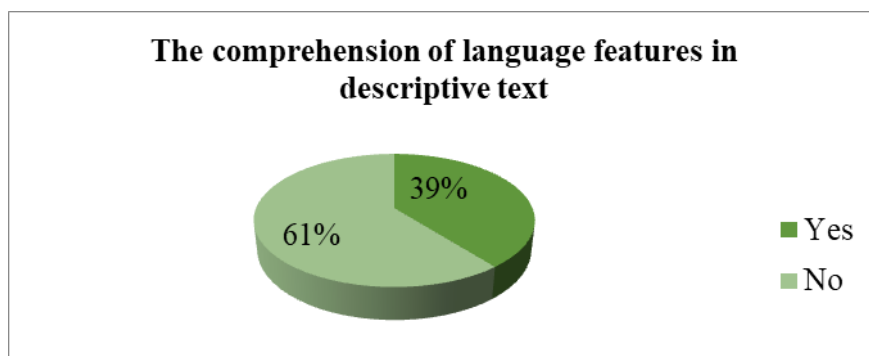
Chart 4.1. Frequency of students' limited vocabulary



Based on chart 4.1, from 28 students there were 16 students (57 %) felt limited vocabulary was a factor of difficulty in writing descriptive text, whereas 12 students (43%) did not really feel limited vocabulary was a factor of difficulty in writing descriptive text.

2. The Comprehension of Language Features in Descriptive Text

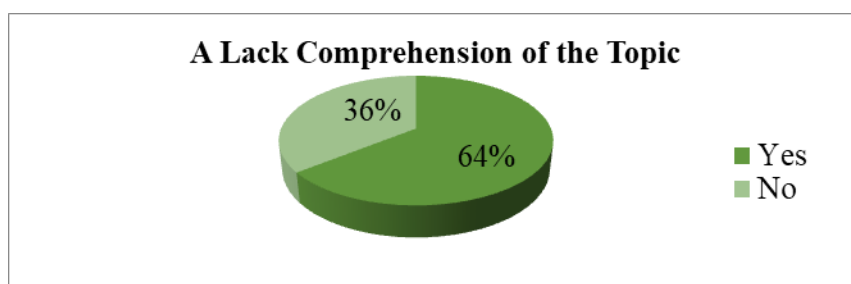
Chart 4.2. Frequency of student's comprehension of language features



Based on chart 4.2, from 28 students, there were 11 students (39%) felt a lack comprehension of language features was a factor of difficulty in writing descriptive text, whereas 17 students (61%) did not really feel that lack comprehension of language features was a factor of difficulty in writing descriptive text.

3. A Lack of Comprehension of the Topic

Chart 4.3. Frequency of students' comprehension of the topic

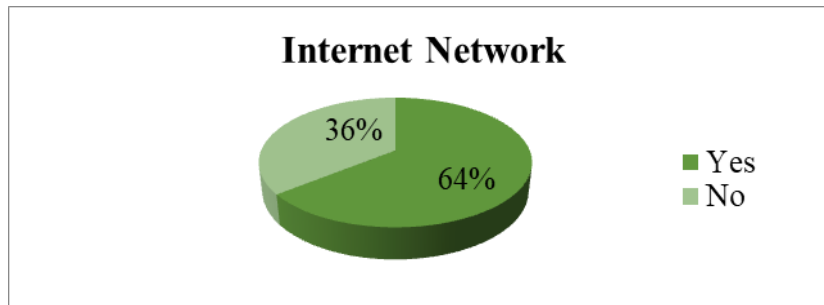


Based to chart 4.3, from 28 students there were 18 students (64%) a lack comprehension of the topic was a factor of difficulty in writing descriptive text,

whereas 10 students (36%) did not really felt a lack comprehension of the topic was a factor of difficulty in writing descriptive text.

4. Internet Network

Chart 4.4. Frequency of students' unstable internet connection



Based on chart 4.4, from 28 students there were 10 students (64%) felt unstable internet network was a factor of difficulty in writing descriptive text, whereas 18 students (36%) did not really feel unstable internet network was a factor of difficulty in writing descriptive text.

3. The teacher overcome problems in teaching written descriptive text through Google Classroom

From the data collection through the interview with the teacher, it can be concluded that the teacher tried to understand students who have challenged such as unstable signals and no internet connectivity when teaching writing descriptive text through Google classroom, and the teacher provided as much helped as possible in the form of material that was easier for students to access and learn. Like Bu Esti said on the interview, *“Kalau sudah ada kendala seperti itu saya hanya bisa memaklumi dan semaksimal mungkin memberikan bantuan berupa pemberian materi yang mudah diakses dan dipelajari”*. Materials can also be sent using WhatsApp, which uses far less internet data than Google Classroom.

There are 3 section of discussion about teaching written descriptive text through Google Classroom platform; the first is the Implementation of the process of teaching written descriptive text through Google Classroom. According to the findings of this implementation study, the teacher supplied information via Whatsapp at the beginning. The teacher then checked students' attendance before greeting them on Google Classroom. The teacher then posted the descriptive text material at the main activity in class VIII A. The teacher presented the descriptive text material to the students after they had read it. The teacher came into a discussion room and opened by giving the students an overview of the material to be covered. Then continue with questions and responses about the descriptive text in Google Classroom. The teacher then made a conclusion to the lesson and thanked the students, as well as giving an assignment to class VIII A, which was placed on Google Classroom. The teacher then said her goodbyes at the end of the class. This research finding in line with theory of Mulyadi (2015:12), he stated that all actions taken to realize the aims set forth in a decision are referred to as implementation. The research findings also supported the previous study by Handayani (2020) which this main objective of this research was to study whether writing descriptive text. This research used qualitative descriptive method. The subject of this research was a class as a sample. They are 28 students of Eighth Grade of MTs Fatahillah Rejosari Karangawen Demak. There were several steps that the researcher used in the data; observation, questionnaire, and the researcher conducting interviews with students. The

researcher only used one class because the researcher only wanted to take information from students who received what is used. This finding has similarity, but it also has different in the result. The research only described the implementation the teaching writing descriptive text, and the problems that faced in teaching writing descriptive text without overcome the problems that faced in teaching writing descriptive text.

The second issue is with using Google Classroom to teach written descriptive language. There are two issues that arise from data collecting by interview and questionnaire in teaching written descriptive text. The teacher was the source of the initial issue. Unstable networks, pupils who were late for class, and concerns from students who did not have internet data were among the issues that the teacher experienced. The pupils were the source of the second issue. Limited vocabulary, comprehension of linguistic elements in descriptive text, a lack of comprehension of the topic, and an internet network were among the issues that students encountered when teaching written descriptive text through Google Classroom, according to the students. According to the findings of this study, which are in line with theory presented by Ariyanti (2016) in her research titled "The Teaching of EFL Writing in Indonesia," which states that "the majority of Indonesian students are still unable to solve their grammatical problems," the majority of Indonesian students are still unable to solve their grammatical problems. This research supports the findings of Shalihah(2019), whose purpose was to determine how students felt about utilizing Google Classroom as a learning tool in a blended learning context to teach writing. This study used a case study design and took a qualitative approach. This research involved a total of 20 students from SMAN 3 Mataram, Indonesia. Information was gathered through tests, questionnaires, interviews, and documentation. Students' abilities improved when they were taught to write, according to the research. The use of Google Classroom for blended learning elicited a wide range of responses from the students. It also aligns with Saputri's (2019) study, which sought to determine how students at SMA N 1 Banjarnegara felt about utilizing Google Classroom in the teaching and learning process. In this study, 34 students from Banjarnegara's XII science 2 SMA N 1 school took part. For my final project, I conducted a descriptive qualitative study. Information was gathered through questionnaires and interviews. The students in this study were given 20 closed-ended questionnaires as well as two interview questions. The data was analyzed using the Technology Acceptance Model (TAM). TAM is a fundamental concept derived from AlKhatiri (2015). All criteria were reviewed, including students' reported ease of access, perceived usefulness, feelings when using Google Classroom, and contentment with Google Classroom in the teaching and learning process. According to the research, students believe Google Classroom is useful and are satisfied with its use as an online tool in the teaching and learning process. Google Classroom, it may be concluded, is an excellent medium for use as a teaching and learning tool. This finding is similar to collecting data from students' challenges in teaching writing using Google Classroom, although the study only looked at students' perspectives. On the other side, teacher perceptions were also used in this study.

The third is the teachers' overcome the problems in teaching written descriptive text through Google Classroom. There were 2 problems that can be overcome from the teacher in teaching written descriptive text via Google Classroom. The first was the teacher tried to understand their challenged, such as inconsistent signal and no internet connectivity. The second was the teacher gave as much supported as possible in the form of content that was easier to access and learn for the students. This research finding in line with theory by Arends (2012, p.22), according to Arends, professionals (teachers) have control over information (the knowledge base) that allows them to deal with particular issues more insightfully and effectively than the average individual. This research finding compared with study by

Sulistiyawati(2020) which the goals of this study were to explore at how Google Classroom can help students improved their reading comprehension, how students' perceptions changed when they use it in the classroom, and what problems they have while implementing it in action. This study was conducted with 27 students in grade XI at Madrasah Aliyah Negeri (MAN) 4 Jakarta, using a mixed-method approach that comprised both quantitative and qualitative methods. Students' perceptions of Google Classroom were gathered through reading comprehension exams, interviews with students, and the completion of a questionnaire. According to the findings, students' reading comprehension skills improved after using Google Classroom, as seen by the comparison of pre- and post-test scores. When it came to student thoughts on Google Classroom, it was observed that some students still preferred to learn in the classroom because they could directly and easily interact with the teacher. Some of them, on the other hand, would prefer to learn with Google Classroom because it is more engaging and accessible whenever and wherever they are. An unreliable internet connection in the classroom and inexperienced teachers using the application had an impact on the learning activities. As a result, it is vital to study devices and modern equipment when employing technology in order to develop a better learning system. Furthermore, in order for the learning process to be successful, the individuals who will operate the system must be well-trained. It is comparable to analyzing difficulties, but it is distinct in that it just describes the challenges that pupils confront without describing how to overcome those problems.

Conclusion

Google Classroom was used to implement the method of teaching written descriptive text.

To begin, the teacher sent information over Whatsapp. The teacher then used Google Classroom to greet pupils before checking their attendance. The teacher then put the descriptive text material at the main activity in class VIII A. The teacher conveyed the descriptive text material to the students after they had read it. The teacher walked into a discussion room and began by giving the students an overview of the material to be covered. Then continue with questions and responses about descriptive text in Google Classroom. The teacher then offered a conclusion to the session and thanked the students, as well as giving an assignment to class VIII A, which was placed on Google Classroom. The teacher then said his goodbyes at the end of the class.

There are two challenges that can be described in teaching written descriptive text based on the data collected through interviews and questionnaires.

The Unstable networks, pupils who were late for class, and complaints from students who did not have internet data were among the teacher's concerns. Meanwhile, the students' issues included a restricted vocabulary, comprehension of linguistic elements in descriptive texts, a lack of understanding of the topic, and access to the internet.

Teachers were given as much support as possible in the form of content that was easier to access and learn for the students in order to overcome problems in teaching written descriptive text via Google Classroom. In teaching written descriptive text via Google Classroom, the teacher tried to understand their challenges, such as inconsistent signals and no internet connectivity, and the teacher was given as much support as possible in the form of content that was easier to access and learn for the students.

Based on the data, the researcher would like to make some recommendations for using Google Classroom to teach written descriptive language. First and foremost, students must be motivated and have a plan in place for asking questions about things they do not fully comprehend. Second, teachers can use Google Classroom as an online media to instruct their students.

Third, the future researchers should give students more time to try the online platform so that they are more familiar with it and the technical problems are minimized. The last, the readers get new experience teaching writing descriptive text.

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