

The Effectiveness of Using Google Classroom to Improve Students' Writing Skills of Narrative Text for Senior High School Students at SMAN 2 Kendal

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Abstract.

The purpose of this project is to enhance students' ability to write narrative prose through the usage of the Google Classroom platform. Writing is one of the most useful English skills that students may acquire. Good writing abilities involve an understanding of what to write, a large vocabulary, good grammar and spelling, and fluency with writing conventions. Then, once we've finished writing, we must review what we've written and make necessary revisions and corrections. As a result, writing is not a single act; it is a multi-step process. The sample for this study is made up of 71 students from class XI SMAN 2 Kendal. The researchers conducted quasi-experimental studies. There are two groups: the experimental group, which comprises 36 students, and the control group, which comprises 35 students. The research instrument consisted of a written examination (pre- and post-test) and a non-examination (questionnaire). Quantitative methods were used to acquire data. According to the examination of data from the experimental and control groups, the average pre-test score was 72.4 and 78, respectively. Meanwhile, the average score post-test was 87.4 and 86. The Simple Regression Test revealed that sig. is 0.000 0.005, indicating that there is a substantial relationship between students' capacity to compose narrative texts and their use of the Google Classroom platform. The findings of this study demonstrate that Google Classroom may be used effectively to help students enhance their narrative text writing skills.

Keywords: writing, narrative text, google classroom

Introduction

All humans, of course, really need knowledge, to help support human survival. Knowledge can be gained through learning processes that involve humans, and education is a process by which we can increase our talents. It can be concluded that education is a process in which one's knowledge is passed on to other individuals and then can affect their lives. A language is a system of words or sounds. Language plays an important role in human life. Language plays a very important role in the process of human interaction. Without language, not everyone can communicate with each other and live comfortably. One of them is English. English is a global language that is spoken in a large number of nations, including Indonesia. English is the predominant language of communication. Additionally, English requires a variety of skills, including listening, reading, writing, and speaking.

Writing is one of the most practical English proficiency for students to understand. Writing is also a means of communication, especially through writing. Good writing skills can allow students to gain broader knowledge and insight. In terms of writing ability, students need a lot of vocabulary, grammar, spelling and proper fluency in their writing rules. But for many high school students, writing can be just as important. Good writing requires students to be able to learn other skills more effectively in English, and students practicing writing skills can recognize new types of writing and enhance their writing.

The term "narrative" refers to a piece of writing that tells a tale and entertains or informs its readers or listeners (Anderson, 1997:8). A narrative text's objective is to entertain the reader by telling a story about the complications or problematic events that led to the crisis and how it was resolved. The narrative tenses are the ones we employ to discuss historical events and tell stories. The simple past is the most prevalent of these. The simple past tense used by Leech (2004:13) indicates that the event occurred prior to the present. Indeed, it applies only to completed occurrences. The simple past tense is used to describe events that occurred in the past. Additionally, the simple past tense is used when the event occurred entirely in the past and the time period has passed.

However, as the author now knows, the world's education system, including Indonesia, is being impacted by the Covid-19 pandemic. As a result, the majority of countries have shuttered educational institutions temporarily in order to prevent the spread of Covid19. This necessitates that all facets of education continue to practice teaching and learning. This is because the government has implemented a distance education system that makes use of online education. It is an efficient method of conducting training courses. There are numerous methods for conducting online education. Among these are video calls via WhatsApp, Zoom video calls, and Google Classroom, one of the most popular and conveniently accessible instructional tools.

Google Classroom is a free web tool that Google built for schools to facilitate the creation, distribution, and grading of assignments. Google Classroom's primary goal is to streamline the process of exchanging files between professors and students. Google Classroom enables teachers to construct an online classroom environment in which they may handle all of their students' required materials. Google Drive stores documents and allows users to edit them in Drive programs such as Google Docs and spreadsheets. However, what distinguishes Google Classroom from the standard Google Drive environment is the Google-designed teacher/student interface tailored to the way teachers and students think and operate. Google Classroom is a free tool for professors and students to collaborate. Teachers can build online classrooms, invite students, and create and manage assignments. Students and teachers can collaborate on Google Classroom assignments, and teachers can monitor student progress (Vangie, 2020). Google Classrooms are also utilized to facilitate student-to-student connection with professors and teachers in cyberspace (Liu & Chuang, 2016), as well as to facilitate the processes necessary to accomplish this (Liu & Chuang, 2016). I require linguistic assistance.

In comparison to other forms of education, the advantage of Google Classroom is the issue of efficacy and efficiency in learning. Researchers use Google Classroom to teach students to write narrative texts in order to boost students' interest in creating narrative texts. The researchers used e-learning to pique students' enthusiasm in learning English, particularly in writing skills. As a result, the researcher conducted a study named "The Effectiveness of Using Google Classroom to Improve Students' Narrative Text Writing Skills for Senior High School Students at SMAN 2 Kendal." In view of the theoretical framework, the following list of difficulties motivates the current research: How were students' writing abilities prior to

utilizing Google Classroom? How are students' writing skills developing as a result of utilizing Google Classroom? How effective is Google Classroom in teaching students in class XI of SMAN 2 Kendal in producing narrative text?

Literature Review

Writing

Writing is both a production and an expression activity; it entails the creation of words and sentences and then the expression of those words and sentences with significant ideas; so, writing skill is the process of transferring thoughts through words and phrases so that the idea becomes an idea. Nunan (2015:78) contends that writing fulfills a variety of functions: 1) To maintain a near-permanent record of a certain occurrence. 2) To communicate via letters, postcards, or emails with someone who is physically and temporally distant. 3) To entertain and educate through the use of literary works such as short tales, novels, and poetry. 4) To present advanced arguments in the form of essays, journal articles, and other forms of writing that transcend the spoken word. 5) To serve as a reminder of unfinished tasks: grocery lists, notes in a weekly planner. Five components comprise writing. They include the following: 1) Content: the text's content must be clear enough for the reader to interpret its meanings and extract information. 2) Organization: writing organization refers to the writer's organization of thoughts. 3) Language use: the capacity of a writer to construct precise and exact sentences in accordance with structure or grammar is referred to as language use. 4) Vocabulary: a component of the writing process that is linguistic in nature. 5) Mechanics: mechanics refers to the proper use of capital letters, punctuation, and spelling in writing.

Writing is also critical in human existence, both academic and non-academic. Writing instruction comprises imparting, teaching, and spreading knowledge or information about how to write effectively and produce high-quality writing. There are several reasons why writing should be taught. The objective of instructional writing is as follows: Repetition, language development, learning style, and writing as a skill Harmer (2002:262) asserts that teachers play a vital role in the teaching-learning process of writing, specifically as a motivator, resource provider, and provider of feedback.

Narrative Text

A narrative text is one that recounts an event that occurred in a certain time and place with the intent of entertaining the reader. According to Pardyono (2007: 94), narrative text is a type of text that details past activities or occurrences, demonstrates problematic experience and resolution, and is frequently intended to teach readers a moral lesson. The following five steps outline the process of creating a narrative text: 1) Orientation: the narrator informs the reader, listener, or spectator about the characters in the story, the time period in which the story takes place, and the location of the story. 2) Complication: describes the beginning of the difficulty that results in the problem's peak, or what is generally referred to as the climax. This part is frequently devoted to the story's protagonist. 3) Timeline of events: the sequence of events in which the character reacts to a complication. 4) Resolution: the conclusion of the story or a resolution to the issue at hand. 5) Reorientation: contains the author's moral lessons, ideas, or teachings (optional).

Narrative text can be imaginary or factual. Types of narrative texts include: Fairy tale: Fairy tales are folk tales or children's stories that have magic in the stories told by their

authors. Science fiction: Science fiction is a story that tells about things related to science. Fables: stories about animals. Romance: a story that tells (generally) the love struggle of the main character or the love story of the characters. Horror: a type of narrative text that tells scary stories in general, such as ghosts or other astral beings. Myth: a myth/myth that develops in society and is generally considered a factual story or actually happened. Legend: a story that tells about the origin of a place. Folklore: a story that is passed down from generation to generation until it becomes part of the community's tradition. Slice of life: a story that contains activities or stories that occur in the daily life of the author or imaginative character. Personal experience: a narrative text that contains the author's personal experience. The writer will also explain the characteristics of narrative texts: narrative text tells about a story that happened in the past, using a noun or noun to replace the word animals, people, object in the story, narrative texts are usually stories that are already known by many people and developed in the community, the elements of narrative text consist of setting time, place, story theme, character, atmosphere, conflict and resolution.

Google Classroom

Google Classroom is a course management system that is accessible via the web (CMS). It provides a platform for instructional delivery and learning processes in which students acquire knowledge through communication, interaction, and discussion. Additionally, teachers may use this site to offer their courses; they can assign students to publish works and other assignments. Google Classroom is an excellent choice for online education because it is free, accessible to anybody with a smartphone or laptop, and is generally safer and more effective than other options. Google Classroom features are easily configurable. Lessons can be organized by teachers and students invited. They can share information about assignments, questions, and materials on the Assignments page. Google Classroom features are easily configurable. Lessons can be organized by teachers and students invited. They can share information about assignments, questions, and materials on the Assignments page.

According to Janzen, M. (2014), the following are the benefits of using Google Classroom: 1) Convenient to Use: Google Classroom's design purposefully simplifies the instructional interface and assignment delivery and tracking choices. 2) Time Savings: Google Classroom was created to assist students in saving time. By integrating and automating the use of other Google products such as documents, slides, and spreadsheets, it simplifies the process of document sharing, evaluation, formative assessment, and feedback. 3) Cloud-based: Google Classroom adds more professional and authentic technology to educational settings, since Google apps account for the bulk of cloud-based enterprise communication tools utilized by the professional workforce. 4) Versatile: the software is simple for teachers and students to access and utilize in both face-to-face and completely online learning situations. 5) No cost: no cost Google Classroom is not always accessible to students who do not have access to an educational institution merely by creating a Google account. 6) Responsive and simple to use on mobile devices: Google Classroom is meant to be responsive and simple to use on any mobile device. Meanwhile, Setyoko (2018:9) stated that Google Classroom's shortcomings in blended learning include the number of online media that require supporting facilities and infrastructure, the uneven distribution of student-owned resources such as android, computers, and internet access, and a lack of knowledge or stuttering technology.

Method

The researcher employs a quantitative methodology with a pre-experimental design, which is frequently referred to as quasi-experimental research. According to Creswell (2002:309), a quasi-experimental setting is one in which the researcher allocates, but not randomly, and divides students into groups due to the experimenter's inability to form groups artificially. The researcher employs a quasi-experimental approach, including a nonrandomized control group pre- and post-test. The following is a description of the experimental design:

Table 1. Research Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O ₁	X	O ₂
Control	O ₁	Y	O ₂

In this section, the researcher describes the sample, population, instrument, and technique of data analysis of the research:

According to Sugiyono (2014:148), population is a broad category of objects/subjects that have been assigned certain numbers and features by researchers in order to examine and subsequently draw conclusions. This research will focus on class XI students at SMAN 2 Kendal for the academic year 2021/2022. There are eleven classes (six for class XI.MIPA and five for class XI.IPS) with a total of 389 students. The sample is drawn from or representative of the population under investigation (Trianto, 2010: 256). The researchers employed random sampling and sampled two classes: XI. MIPA 2 and XI. IPS 1. XI. IPS 1 served as the experimental group, while XI. MIPA 2 served as the control group. Comprises 71 students who provided responses for analysis.

In this study, the data collection techniques used were tests and questionnaires. The pre-test consists of making a narrative text, which aims to find out how far students know about narrative text. Then the researcher submitted the students in the form of a post-test after being given treatment. The Pre-Test and Post-Test each contain commands to rewrite the story that has been selected from the three available story themes.

Table 2. Scoring Rubric of Writing Test

No	Scoring Rubrics: Paragraph	Maximum Score
Parts of Paragraph		
1.	Format	5 points
2.	Mechanics	5 points
3.	Contents	20 points
4.	Organizations	35 points
5.	Grammar and Sentence Structure	35 points
Total		100 points

The questionnaire was designed to get detailed information about the use of Google Classroom as a medium for learning to produce narrative texts. Following the researcher's post-test, students were asked to complete a questionnaire to corroborate the research findings. Consists of twenty multiple-choice questions. The questionnaire items will be stated in two ways: positively and negatively. The positive statement denotes the platform's performance during the teaching and learning process, whilst the negative statement implies the absence of a student during the learning process using the Google Classroom platform.

Students can choose one of four prepared response options when completing out one of the statements. The rating scale's phrases and the grid for the Google Classroom platform's performance questionnaire. This questionnaire was distributed to students to gauge the platform's performance during the teaching and learning process. Its purpose is to ascertain student attitudes around the utilization of Google Classroom.

Table 3. Platform Performance Questionnaire Rating Scale

Statement Items	Answer Options			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Positive	4	3	2	1
Negative	1	2	3	4

The descriptive analysis, classical assumption test, and simple regression test were utilized to analyze the data in this study. The term "descriptive analysis" refers to the process of describing the data results in terms of the concentration and location of the mean, median, and mode, as well as the standard deviation's size. The classical assumption test is a prerequisite test that includes the normality, homogeneity, KKM, and classical completeness tests, as well as tests for the influence of the difference between two averages, the N-Gain, and basic regression tests. The simple regression test is used to forecast the amount of influence the independent variable has on the dependent variable concurrently. The SPSS 26.00 software was utilized to test the data in this investigation.

Table 4. Category Interpretation of N-Gain Effectiveness

Percentage (%)	Interpretation
< 40	Ineffective
40 – 55	Less effective
56 – 75	Effective enough
> 76	Effective

Finding and Discussion

The researcher concluded by giving a test to the eleventh graders at SMAN 2 Kendal. From a population of 389 students, 71 students were taken as respondents. The research data were taken from the results of the pre-test and post-test of written narrative texts, and questionnaires. The questionnaire items consist of 20 statements consisting of 14 positive statements and 6 negative statements. Ideal Score = 100.

Table 5. Improved Learning Outcomes of Students' Narrative Text Writing Ability

No	Information	Before Action (Pre-Test)		After Action (Post-Test)	
		Experiment Class	Control Class	Experiment Class	Control Class
1	Mean	72,4	78	87,4	86
2	Students who reach KKM	19 Siswa (36 Siswa) 53%	26 (35 Siswa) 74%	36 Siswa 100%	35 Siswa 100%

3	Students who do not reach the KKM	17 (36 Siswa) 47%	9 (35 Siswa) 26%	-	-
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Based on the results of the experimental group, researchers can find out the lowest score, highest score, mean, and standard deviation. In the pre-test, the lowest score of 54 was obtained by one student. The highest score of 90 was obtained by one student. The mean of the pre-test was 72.39. The standard deviation is 9.363. In the post-test, the lowest score was 76 which was obtained by one student. The highest score was 100 which was obtained by three students. The average was 87.39. The standard deviation is 6.707.

After the descriptive analysis, the researcher conducted a normality test. This test was conducted to determine the research sample data with a sample of 71 students with normal distribution or not. The results of calculations and tests are carried out using SPSS 26.0 as indicated by the test of normality table or in the Sig column. The normality criterion in this technique is if the Sig value > 0.05 then the data is said to be normally distributed, if the Sig value < 0.05 then the data is not normally distributed.

Table 6. Experiment Class Normality Test

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Outcomes	Pre-Test	.138	36	.082	.965	36	.306
	Post-Test	.095	36	.200*	.961	36	.236

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction.

Based on the output above, it can be seen that the pre-test in the experimental class and control class was significant (Sig.) of 0.306 and 0.283. While significant (Sig.) post-test in the experimental class and control class were 0.236 and 0.084. The basis for decision making in the Shapiro-Wilk normality test, H_0 is accepted if the value of Sig. > 0.05 . Because the significance value of both classes was more than 0.05, it was concluded that the data came from a normally distributed population.

After that, it was continued with the homogeneity test. The purpose of this homogeneity test is to show that the sample taken comes from a population with the same variance. After the homogeneity test was carried out using Levene's test assisted by SPSS, the following output was obtained.

Table 7. Experimental Class Variance Homogeneity Test

		Levene Statistic	df2	df1	Sig.
Student's Learning Outcomes	Based on Mean	3.313	1	70	.073
	Based on Median	2.330	1	70	.131
	Based on Median and with adjusted df	2.330	1	56.714	.132
	Based on trimmed mean	3.301	1	70	.074

The table above shows the results of the homogeneity test of the experimental class and the control class using Levene's test method. Levene's value is shown in the row. The value-based on Mean in the experimental class is 3,313 and 1,727 in the control class, which is greater than 0.05. H_0 is accepted if the value of Sig. > 0.05 . This means it can be concluded that there is a similarity of variance between the two samples or which means homogeneous.

The KKM completeness test in this study uses a one-sided average test, with SPSS software tools. The hypothesis of the KKM completeness test is as follows.

$H_0: \mu \leq 75$ (The average pre-test and post-test scores of students who have been given learning using Google Classroom cannot achieve KKM completeness).

$H_1: \mu > 75$ (The average pre-test and post-test scores of students who have been given learning using Google Classroom can achieve KKM completeness).

Table 8. Completeness of KKM Experiment Class

		95% Confidence Interval of the Difference					
		t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Student Outcomes	Learning	11.803	35	.000	12.389	10.12	14.66

Based on the experimental class completeness table above, the value of $t\text{-count} = 11,083$ and the value of $\text{Sig. (2-tailed)} = 0.000$. The basis for decision making in the one-party average test is to reject H_0 if the value of $t_{count} > t_{table}$ or the value of $\text{Sig.} < 0.05$. Because $df = 35$ and $\alpha = 0.05$, so $t_{table} = t_{1-\alpha, df} = t_{0.95;35}$. Based on the t distribution table list, it is obtained $t_{0.95;35} = 1.689$. Because $11.083 > 1.689$, so H_0 is rejected, so it can be concluded that the average pre-test and post-test scores of students who have been given learning using Google Classroom can achieve KKM completeness.

Experimental Class Classical Completeness

Based on the calculation of the one-party proportion test, the value of $z\text{count} = 3.464$ is obtained. The basis for decision-making in the one-sided proportion test is to accept H_0 if the value of $z\text{count} > -z\text{table}$. Since $\alpha = 0.05$, so $z\text{table} = z_{0.5-0.05} = z_{0.45}$. Based on the z distribution table list, we get $z_{0.45} = -1.64$. Because $3.464 > -1.64$, so H_0 is accepted, so it can be concluded that the average pre-test and post-test scores of students taught with Google Classroom learning achieved classical completeness of 75%. After that, Based on the output table "Group Statistics Independent Sample T-Test" above, it is known that the number of students' writing results for the experimental group was 36 students, while for the control group there were 35 students. The average value of students' learning outcomes to write narrative texts or the Mean for the experimental group and the control group was 87.39 and 86.43, respectively. Thus, statistically descriptive, it can be concluded that there is a difference in the average student learning outcomes between the experimental group and the control group.

N-Gain Test

Based on the results of the N-Gain score test calculation above, it shows that the average N-Gain score for the experimental class (using Google Classroom) is 49.1799 or 49.2% is included in the effective category. With a minimum N-Gain score of -25% and a maximum of 100%. Thus, it can be concluded that the use of Google Classroom is effective for improving students' writing skills in English subjects with Narrative Text material for 11th grade students of SMAN 2 Kendal in the 2021/2022 academic year. Meanwhile, the use of

conventional learning methods is not effective in improving students' writing skills in English subjects with Narrative Text material for 11th grade students of SMAN 2 Kendal in the 2021/2022 academic year.

Simple Regression Test

Table 9. Simple Linear Regression Anova

Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	1492.649	1	1492.649	15.371	.000 ^b
	Residual	3301.656	34	97.108		
	Total	4794.306	35			

Table 10. Coefficients ^a of Simple Linear Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-21.947	21.764		-2.008	.320
	Student Learning Outcomes	.974	.248	.558	3.921	.000

Table 11. Model Summary Simple Linear Regression Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.558 ^a	.311	.291	.9854

The increase in each class can be seen based on the results of a simple linear regression test, which produces the Anova table output by obtaining the Sig value. of $0.000 < 0.05$, then H_0 is rejected. So, the researcher can conclude that there is a significant effect between the use of Google Classroom and the students' narrative text writing skills. It can also be seen in the Model Summary table that the correlation value (R) is 0.558 which indicates a strong and positive relationship between the two. From the output, the coefficient of determination (R Square) is 0.311. This value means that the influence of the variable using Google Classroom (X) and the variable of students' narrative text writing skills (Y) is 31.1% and the rest is caused by other factors.

Conclusion

The ability of class XI SMAN 2 Kendal students who were taught prior to utilizing Google Classroom to create narrative texts was lower than students who were taught using Google Classroom. This is demonstrated by the fact that the average score attained through the Google Classroom platform is just 72.4, while the average post-test score is 87.4. Additionally, it is known that the average value (Mean) of N-Gain Percent is 32.8097, or 32.8 percent when rounded up. According to the category table for interpreting the efficacy of the N-Gain value (percent), it can be determined that traditional learning techniques (without the usage of Google Classroom) result in ineffective achievement.

Based on the findings and discussion of the research, it can be concluded that students composing narrative texts using Google Classroom has substantial value for Class XI students at SMAN 2 Kendal. This is demonstrated by the fact that the average pre-test score is 72.39, whereas the average post-test score is 87.39. Then the average (Mean) value of N-Gain Percent is 49.1799 or 49.2 percent rounded up. Based on the category table for interpreting the effectiveness of the N-Gain value (percent), it can be concluded that the use of Google Classroom can result in positive and effective outcomes for 11th grade students of SMAN 2 Kendal academic year 2021/2022 in terms of improving writing skills in English subjects through narrative text material.

Additionally, the findings of the questionnaire indicate that pupils responded pretty evenly to the adoption of Google Classroom. This means that kids will have no trouble utilizing Google Classroom. The growth in each class can be seen by performing a simple linear regression test and obtaining the Sig value. If 0.000 < 0.05, H₀ is rejected. Additionally, the Model Summary table indicates that the correlation coefficient (R) is 0.558, indicating a significant and positive association between the two. The coefficient of determination (R Square) obtained from the output is 0.311. This number indicates that the variables employing Google Classroom (X) and students' narrative text writing skills (Y) have a combined influence of 31.1 percent, with the remainder due to other factors.

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