Using Google Classroom in Teaching Recount Text at the Tenth Grade Students of Vocational School (SMK)

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Abstract

This research aimed to obtain the empirical evidence whether or not Google Classroom has good effect in improving students' writing Recount Text. This research belongs to quantitative research using quasi experimental design. The population of this research was the tenth grade students of SMK Batik Perbaik in the academic year 2021/2022. The samples of this research were OTKP 1 as a experimental group and OTKP 2 as a control group, The experimental group was treated by using Google Classroom and the control group was treated without Google Classroom. The writer took a pre-test that the classes have relatively the same background knowledge in the research variable and a post-test was to find out the growth of score as measurement of achievement. this research showed that the students progress experimental group in recount text was good. It could be seen score of experimental group was 78.96 and the mean score of control group was 61.28. the highest score of experimental group was 88 and the highest score of control group was 80. The both scores were categorized good. To see whether the hypothesis was accepted or rejected, the researcher used t-test. The result of t-test was higher than t-table that 4.104>2009, so there was a significant difference in students' achievement between those who were taught recount text using google classroom and the students who were taught recount text without using google classroom

Keywords: English writing, Recount text, Google Classroom

INTRODUCTION

The English is an international language spoken in most of the countries in the world. It is used as a means of communication. Many countries use English for many occasions such as diplomatic, social, educational, etc. English has four skills, namely: reading, listening, speaking, and writing. Nunan (2003) states that that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. According to Linse, (2005) writing is productive skills because the focus is on producing information. However, when they are writing, they clearly have more time to think about what they want to say than they are speaking. This is why their sentences need to be correct. It is supported by Oshima & Hogue, (1997), writing is a progressive activity. This means that when the students first write something down, they have already been thinking about what they are going to say and how they are going to say it.

Writing is one of the important skills that must be mastered by students. In writing, they need to express their feelings in a good way. They need to express their ideas and emotions creatively, so that readers can understand their writing. practicing writing skills will help students get acquainted with new types of writing and consolidate their writing skills

However, according to (Falihah et al., 2022) writing is regarded as a difficult skill due to the numerous aspects that it entails. Also, writing in English is not an easy task for students (Sasmita & Setyowati, 2021). In addition, writing is one of the most difficult skills in learning English as a Second Language (ESL) or English Foreign Language (EFL)(Budjalemba & Listyani, 2020).

Meanwhile, the Covid-19 pandemic has impacted educational systems globally, resulting in near-total school and college shut down. To slow the spread of Covid-19, most countries throughout the world have temporarily closed educational institutions. This condition demands that all aspects of education adapt and continue the teaching-learning process. The Indonesian government assigns a distance learning system that includes online or digital learning. There are so many digital classes aimed at teaching-learning processes such as Rumah Belajar, Kahoot, Edmodo, and one of the learning platforms that popular now is Google Classroom (Okmawati, 2020).

Google Classroom can be used by students in different levels of education(Ratnaningsih, 2019). Also, teachers and students go online to make it easier and more intelligent with Google Classroom (Hidayat, 2021). (Iftakhar, 2016)states Google Classroom helps teachers save time, keep classes organized, and improve communication with students. In the use of Google Classroom, a special application used for online learning that can be done long distance, making it easier for teachers to create, group and share assignments. In addition, teachers and students can carry out learning activities through Google Classroom at any time and students will also be able to study, listen, read, and send assignments long distance. In the Google Classroom application, teachers can send assignments in the form of documents, photos, and learning videos to students related to what material will be conveyed. Carry out every assessment of what assignments have been given by the teacher, smooth interaction between teachers and students in the comment's column, students can also take absences every time learning starts and students send assignments that have been completed and even then stored in Google Drive and arranged neatly.

METHOD

This research was a quantitative research with a quasi-experimental design. There were two classes for this research; one as a control group and one as an experiment group. The controlled class was not taught recount text using Google Classroom, meanwhile the experimental class was taught recount text using Google Classroom as the treatment. In this research, the researcher used pre-test and post-test test as the instrument.

Firstly, the researcher gave a pre-test to the students at the first meeting to determine the student's competency capacity between the experimental class and the control class. In the pre-test, the researcher administered a writing test task with the topic "my holiday". Secondly, the researcher gave treatment to students by explaining the function, generic structure, and language features of recount text. and the last, Post-test was given to students after giving treatment, to find out the increase in writing recount text of students.

This research used sample t-test as a data analysis technique and the data analysis the statistic used are mean analysis and standard deviation analysis. Additionally, the

researcher used the mean, mode, median, standard deviation, the lowest score and the highest score are also used to analysis the data.

FINDINGS AND DISCUSSION

The findings of some data from this research included determining the mean of each group, calculating the median, mode, and range, finding the results of variance and standard deviation, normality test, homogeneity test, and hypothesis testing.

a. Mean

Determining the mean of each group with the following results.

1) Pre-test control group

$$M = \frac{\sum xi}{n} = \frac{1640}{26} = 63,08$$

2) Post-test control group

$$M = \frac{\sum xi}{n} = \frac{1874}{26} = 72,08$$

3) Pre-test experimental group

$$M = \frac{\sum xi}{n} = \frac{1532}{25} = 61,28$$

4) Post-test experimental group

$$M = \frac{\sum xi}{n} = \frac{1974}{25} = 78,96$$

b. Median, Mode, Range

Table 1. The results of the calculation of the median, mode, and range using Microsoft Excel

	Pre-test Control	Post-test Control	Pre-test Experimental	Post-test Experimental
Median	64	72	60	80
Modus	52	72	60	80
Range	24	20	26	24

Based on the table above, the median of the control group pre-test, control group post-test, Experimental Pre-test, Experimental post-test respectively 64, 72, 60, 80. Then the control group's pre-test mode is 52, Control Post-test is 72, Experimental Pre-test is 60, and Experimental Post-test is 80. Then the range of the Control group Pre-test is 24, post-test is 20, for the Experimental class pre-test is 26 and Post-test is 24.

c. Variance and Standard Deviation

Table 2. Test Variance and Standard Deviation

	Pre-test Kontrol	Post-test Kontrol	Pre-test Eksperimen	Post-test Eksperimen
Variansi	64	72	60	80
Std. Dev	5,89	7,94	6,43	6,09

Based on the table above, the Pre-test Control group has a variance of 64, the standard deviation is 5.89. In the post-test control group the variance is 72 and the standard deviation is 7.94. In the Pre-test Experiment group the variance is 60, the standard deviation is 6.43. Then in the Post-test Experiment group is 6.09.

   d. Test Normality
      1) Control group pre-test

Table 3. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
PreKon	0.155	26	0.107	0.92	26	0.45

Based on the table above, the results of Kolmogorov Smirnov's analysis with DF 26 in the control group pre-test obtained a significance level of 0.107 or > 0.05, then the data is normally distributed.

      2) Control group post-test

Table 4. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
PreKon	0.155	26	0.112	0.936	26	0.11

Based from the table above, the results of Kolmogorov Smirnov's analysis with DF 26 in the control group post-test obtained a significance level of 0.112 or > 0.05, then the data is normally distributed.

3) Experimental group pre-test

Table 5. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
PreKon	0.154	25	0.127	0.942	25	0.16

Based from the table above, the results of Kolmogorov Smirnov's analysis with a DF of 25 in the experimental group pre-test obtained a significance level of 0.127 or > 0.05, so the data is normally distributed.

4) Experimental group post-test

Table 6. Test of Normality

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig
PreKon	0.161	25	0.94	0.923	25	0.059

Based from the table above, the results of Kolmogorov Smirnov's analysis with DF 25 in the post-test experimental class get a significance level of 0.094 or > 0.05, then the data is normally distributed.

e. Test of homogeneity

The normality test used the F test method assisted by SPSS version 23. The researcher used SPSS to analyze the homogeneity of variance. The data come from population with the same variant or a variant of the same if the probability >0.05 (Widiyanto: 2010).

1) Pre-test

Table 7. Test of Homogeneity of Variances
Data

Lavene Statistics	df1	df2	Sig.
3.392	1	49	0.72

Based from the table above, the results of the homogeneity analysis of the significance column are 0.072 or > 0.05, then the data is homogeneous (same variance).

2) post-test

Table 8. Test of Homegeneity of Variances

Data

Lavene Statistics	df1	df2	Sig.
0.013	1	49	0.911

Based from the table above, the results of the homogeneity analysis of the significance column are 0.911 or > 0.05, then the data is homogeneous (same variance).

f. Hypothesis testing

In this section, the researcher will discuss about the hypothesis testing result. This test was used to know whether it was effective or not using Google Classroom in teaching recount text at the tenth grade students of SMK Batik Perbaik in the academic year of 2021/2022. To decide which hypothesis that will be accepted or rejected, the t-test formula was used to compare paired samples.

a) Level of Significance

In testing hypothesis, the researcher used the level of significance to minimize the false conclusion of the research. It was applied to reject the hypothesis in order to   gain   the objective conclusion; generally, the level significance that used in any   research   was 5% or1% level. By using the level of significance of the 5% level, it   means   that   the falseness of conclusion was 5%, and the truth of conclusion was   95%.

b) The Null Hypothesis

In testing hypothesis, the researcher commonly faced with the null hypothesis. The null hypothesis was negation of researcher hypothesis. By using the null hypothesis, the hypothesis statement will be easier to be proved. The hypothesis of this research (Ha) says that there is effectiveness of using Google Classroom to inhancing the students' recount text writing skill at the tenth grade students of SMK Batik Perbaik in the academic year 2021/2022. To prove whether the hypothesis is rejected or accepted, the researcher changed the research hypothesis into the null hypothesis. Therefore, the null hypothesis (Ho) says that there is no effectiveness using Google Classroom to inchancing students' recount text writing skill at the tenth grade students of SMK Batik Perbaik in the academic year 2021/2022.

c) Test of experimental significance

The previous analysis shows that the result of computation of the t-value was 4.104. Then, the t-value is consulted to the t-table at 0.05 significance levels. With degree of freedom (df) 50, the result of computation of t-value was 4.104. based on the value in the table were 2.009. the computation showed that t-value was higher than t-table that was 4.104.>2.009 and sig (2-tailed) was less than significance level that was 0.00<0.05.Therefore, the null hypothesis was rejected and the research of hypothesis was accepted.

There is an effective use of google classroom in teaching recount text to tenth graders of SMK Batik Perbaik academic year 2021/2022 by comparing the post-test scores between the control and experimental groups. The calculation shows the number of samples number (N1=26 and N2 = 25), and the level of significance is 5%; the results of the calculation of the t value are 4.104, and based on the values in the table for N1 = 26 and N2 = 25 and the significance level is 5% then, the t-table value is 2.009. The calculation results show that if the t-count value is more than the value of the t-table is 4.104 > 2.009. The value of student learning outcomes in the experimental group is significantly different from the value of student learning outcomes in the control group. The mean score of the experimental group was higher (72.08>63.08)than the mean score of the control group (78.96>61.28). Therefore, it can be revealed that the experimental group's score increased significantly. It can be concluded that the use of google classroom is effective in learning to write recount texts for class X students of SMK Batik Perbaik for the academic year of 2021/2022. The result are in line with (Andewi & Pujiastuti, 2021), (Laili & Muflihah, 2020), (Yunus & Syafi'i, 2020), and (Daulay et al., 2021). The result of those four articles showed that the use of Google Classroom t in teaching writing can improve students'writing skill.

CONCLUSION

Based on the result and discussion of the data analysis, the researcher concluded that there is an effective use of google classroom in teaching recount text to tenth graders of SMK Batik Perbaik academic year 2021/2022.

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