THE EFFECTIVENESS OF GOOGLE CLASSROOM AS LEARNING MEDIA IN TEACHING DESCRIPTIVE TEXT

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Abstract: Google Classroom is a costless platform that facilitates cooperation between educators and learners. Teachers have the ability to establish a virtual learning environment, extend invitations to students to join the class, and thereafter generate and disseminate assignments. Google Classroom facilitates communication between students and teachers, allowing them to engage in discussions over assignments, while also enabling teachers to monitor students' academic advancement. This study employs a quantitative research approach, utilizing a test instrument and following a pre-experimental design with a single group undergoing both pre-test and post-test assessments. A pre-test was administered prior to the treatment, while a post-test was given after the treatment. The pre-test and post-test were utilized to assess the students' proficiency in comprehending descriptive text through the usage of Google Classroom as a learning medium. The research revealed that a total of twenty students took part in the test. During the pre-test, a single student achieved the maximum score of 65, while two students obtained the lowest score of 30. One student achieved a perfect score of 100 on the post-test, while another student scored 75 or higher. The average pre-test (T1) score was 44, whereas the average post-test (T2) score was 87. The results of the pre-test indicate that the students' knowledge is still somewhat deficient. Subsequently, the post-test results indicated a noticeable improvement in the pupils' performance following the implementation of the researcher's remedy. Ultimately, The findings of this study indicate that Google Classroom is highly efficacious in facilitating the instructional process for students.

Keywords: **Google Classroom, Descriptive Text, Teaching, Media of Learning**.

INTRODUCTION

Language serves as a vital tool for human communication (Liando & Tatipang, 2022); (Liando et al., 2022). Language serves as a means of transmitting information from the speaker to the listener. Language is essential for individuals to articulate their ideas, thoughts, and emotions. Numerous languages are utilized by individuals worldwide, including English.

In the present era, the significance of English as a global language is increasing (Liando et al., 2023a). English is extensively utilized not only in countries where it is the native language, but also in other nations where it is adopted as a second or even foreign language, such as Indonesia. In Indonesia, English is offered as an elective topic in schools to equip students with the necessary skills to navigate a world that predominantly relies on English for various purposes.

Currently, we reside in an era characterized by globalization or perhaps even the era of modernization. Modernization, in the context of social science, refers to the process of transitioning from a less advanced or underdeveloped state to a more advanced and improved state, with the aim of achieving societal progress.

In the current period of modernity, mankind have become very reliant on technology (Liando & Tatipang, 2023). Thus, technology has become an essential requirement for every community. From parents to young people, particularly students. Recently, more students have turned to social media platforms as a means of accessing information and educational materials. In the realm of education, the teaching and learning process has evolved beyond the confines of traditional classrooms. Nowadays, educational endeavors must also adapt to the demands of social media, necessitating the use of virtual platforms.

Online learning refers to an educational procedure that utilizes electronic devices as a medium for learning (Lengkoan & Rombepajung, 2022); (Nur et al., 2023). Purbo, as described in Hariyati (2020), defines online learning as a use of information technology in the sphere of education, specifically in the form of virtual schools. We advocate for English teachers to incorporate pedagogical methodologies and strategies into the learning process, rather than solely emphasizing the English language itself, in order to enhance students' learning outcomes. Utilizing Indonesian, a language that is more familiar to learners, during the teaching and learning process may potentially mitigate their uncertainty when acquiring English proficiency (Liando et al., 2023b); (Kumayas & Lengkoan, 2023).

Given the aforementioned explanation, the researcher aims to assess the efficacy of online learning in instructing descriptive text. The research was centered on the XI IPA 1 students as the study's subjects. The objective of this study is to ascertain the pupils' comprehension of descriptive literature. Upon observation, the

writer discovered that the students had difficulty comprehending the provided descriptive material. They are unable to provide accurate responses to the provided questions regarding descriptive text. In order to resolve this issue, the instructor should employ the appropriate pedagogical approach. Can the use of Google Classroom improve students' understanding in descriptive text.

RESEARCH METHOD

This study employs a quantitative research approach, utilizing a test instrument inside a pre-experimental design. The design includes a single group, with a pre-test and post-test assessment. A pre-test is administered prior to therapy, while a post-test is performed following the treatment. The pre-test and post-test were utilized to assess the students' proficiency in comprehending descriptive text through the utilization of Google Classroom as a learning medium. The research focused on a group of 20 students from XI IPA 1 of SMP 1 Remboken during the academic year of 2022/2023. The research employed written tests as the primary instrument, both for the pre-test and post-test assessments. The purpose of a pre-test is to assess the students' proficiency prior to online learning instruction, whereas a post-test is used to evaluate their comprehension after receiving instruction through online learning. The teacher's Role in utilizing Google Classroom to teach descriptive writing include planning and executing lessons, facilitating class discussions, giving feedback, differentiating instruction, evaluating student progress, and creating a supportive learning environment. Teachers may improve the teaching and learning process by employing Google Classroom's capabilities, making descriptive writing interesting, interactive, and available to all students.

In analyzing data, the writer Had use mean score formula:

$$\overline{X} = \frac{\sum X}{N}$$

(Sukardi, 2003)

Where: $\overline{x}$ = mean score

$\sum x$ = total score

N = number of students

The data Had be presented in frequency distribution table computation of mean score ($\bar{x}$).

FINDINGS AND DISCUSSION

The researcher employed a pre-experimental study design featuring a single-group pre-test and post-test design. The study's sample consisted of a solitary eighth-grade class at SMP Negeri 4 TONDANO, with a total of ten pupils. The researcher performed pre- and post-tests to collect data and compare the findings before and after the treatment. Data was collected and evaluated using statistical methods. The data was organized into a frequency distribution table, and the results were calculated using the mean score algorithm.

Table 1. The Scores of Students' T_1 and T_2 and Gain

Students number	T1	T2	Gain
1	50	100	50
2	45	85	40
3	50	80	30
4	35	75	40
5	40	90	50
6	65	80	15
7	40	85	45
8	40	80	40
9	30	85	55
10	65	95	30

11	50	95	45
12	40	80	40
13	35	85	50
14	35	95	60
15	40	95	55
16	35	90	55
17	30	85	55
18	50	85	35
19	60	90	30
20	40	85	45

$$\text{X(pre-test)} = \frac{\sum x}{n} = \frac{875}{20} \qquad\qquad \text{X(post-test)} = \frac{\sum x}{n} = \frac{1741}{20}$$

$$= 44 \qquad\qquad\qquad\qquad\qquad \mathbf{= 87}$$

Twenty students took the test, as shown in table 1, and of those 20, 1 students scored (60 points), 4 students got (55 points), 2 students got (50 points), 2 students got (45 points), 4 students got (40 points), 1 students got (35 points) and 3 students got (30 points).

So it can be seen from the result of this research, the score of the post-test is higher than the score of the pre-test after the researcher gave the treatment to the students. In other word, The using of google classroom as a media is effective in teaching descriptive text.

Table 2. Frequency Distribution Matrix of Pre-Test (T₁)

Scores	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
65	II	2	10	20	0,10%	100
60	I	1	5	18	0,5%	90
50	IV	4	20	19	0,20%	85
45	I	1	5	15	0,5%	65
40	VI	6	30	14	0,30%	60
35	IV	4	20	8	0,20%	30
30	II	2	10	4	0,10%	10

Table 2 showed that out of twenty (20) students who participated in the pre test, the highest value was (60) achieved by only two student or (10%). Other students received the following results: one student received 65 or (5%), fourth students received 50 or (20%), one student received 45 or (5%), six students received 40 or (30%), four students received 35 or (20%), and two students received 30 or (10%).

Table 3. Frequency Distribution Matrix of Post-test (T₂)

Scores	Tally	Frequency	Frequency %	Cumulative Frequency	Cumulative Proportion	Cumulative Percentage
100	I	1	5	20	0.5%	100
95	IV	4	20	19	0.20%	95
90	III	3	15	15	0.15%	75
85	VII	7	35	12	0.35%	60
80	IV	4	20	5	0.20%	40
75	I	1	5	1	0.5%	25

Table 3 showed that between the twenty students who took part in the post-test, one student got 100 or (10%), four students got 95 or (20%), three students got 90 or (15%), seven students got 85 or (35%),four students got 80 or (20%) and one student got 75 (5%).

Table 4, Computation of Mean (X) and Standard Deviation (S) of pre-test

Students Number	Score (X)	$(\bar{X})$	$(X-\bar{X})$	$(X-\bar{X})^2$
1	50	44	6	36
2	45	44	1	1
3	50	44	6	36
4	35	44	-9	81
5	40	44	-4	16
6	65	44	21	441
7	40	44	-4	16
8	40	44	-4	16
9	30	44	-14	196
10	65	44	21	441
11	50	44	6	36
12	40	44	-4	16
13	35	44	-9	81
14	35	44	-9	81
15	40	44	-4	16
16	35	44	-9	81
17	30	44	-14	196
18	50	44	6	36
19	60	44	16	256
20	40	44	-4	16
	875			2.095

$$\bar{X} = \frac{\sum x}{n}$$

$\sum X = 875$

$$\bar{X} \text{ (Mean)} = \frac{875}{20}$$

$= 44$

$$S = \frac{\sqrt{\sum x(x - x)2}}{n - 1}$$

$$= \frac{\sqrt{2095}}{20 - 1}$$

$$= \frac{\sqrt{2095}}{19}$$

$$= \sqrt{110,2}$$

$$= 10,49$$

Table 5. Computation of Mean (X) and Standard Deviation (S) of Post-test

Students Number	Score (X)	_(X)	(X-X)	(X-X)²
1	100	87	13	169
2	85	87	-2	4
3	80	87	-7	49
4	75	87	-12	144
5	90	87	3	9
6	80	87	-7	49
7	85	87	-2	4
8	80	87	-7	49
9	85	87	-2	4
10	95	87	8	64

11	95	87	8	64
12	80	87	-7	49
13	85	87	-2	4
14	95	87	8	64
15	95	87	8	64
16	90	87	3	9
17	85	87	-2	4
18	85	87	-2	4
19	90	87	3	9
20	85	87	-2	4
	1740			820

$$\overline{X} = \frac{\sum x}{n}$$

$$\sum X = 1740$$

$$\overline{X} \ (Mean) = \frac{1740}{20}$$

$$= 87$$

$$S = \frac{\sqrt{\sum x(x-x)2}}{n-1}$$

$$= \frac{\sqrt{820}}{20-1}$$

$$= \frac{\sqrt{820}}{19}$$

$$= \sqrt{43,15}$$

$$= 6{,}56$$

Table 6. Result of mean score

Pre-test		Post-test	
$\sum x$ **(T1)**	**875**	$\sum x$ **(T2)**	**1740**
N	**20**	**N**	**20**
Mean score	**44**	**Mean score**	**87**

The research revealed that a total of twenty students took part in the test. During the pre-test, a single student achieved the maximum score of 65, while two students obtained the lowest score of 30. One student achieved a perfect score of 100 on the post-test, while another student scored 75 or higher. The average pre-test (T1) score was 44, whereas the average post-test (T2) score was 87.This section provides an analysis and interpretation of the research results. According to the data analysis and research findings, using Google Classroom as a teaching medium is effective for teaching descriptive subjects. In the pre-test, it was observed that out of 20 students, 11 students scored below 50. This indicates that the children still require further development in their ability to analyze descriptive text accurately. Thus, Google Classroom aids them in analyzing the descriptive text.

In the first meeting, an experimental pre-test was conducted. The aim of doing pre-test is to find out the students' knowledge in analyze the descriptive text before the treatment was given. And on the second meeting, the researcher gave treatment and conducted a post-test. It was conducted to measure the improving of students in learning process and after the treatment given.

The researcher evaluated the student's progress following treatment using a fill-in-the-blank exam. The proportion of the lowest score (35) earned by four student, and the highest score (65) acquired by two students, respectively, on the pre-test. After receiving therapy, one student or 10% of the class received a score of 75 on the post-test, and one student or 10% of the class received a score of 100. It might

be said that the post test result was superior to the before test. Google Classroom provides a digital platform where teachers can organize and streamline their instructional materials, assignments, and resources. This helps students easily access and manage their learning materials, reducing the chances of misplaced or lost assignments. It facilitates efficient communication between teachers and students. It allows teachers to share announcements, instructions, and feedback in real-time, making it easier for students to ask questions, seek clarification, and engage in discussion threads. This improves collaboration and promotes active learning. it also offers various tools and features that promote student engagement. Teachers can incorporate multimedia elements like videos and interactive quizzes into their lessons, creating interactive and dynamic learning experiences. Additionally, the platform allows for personalized learning by providing differentiated assignments and resources tailored to individual student needs. However, Google Classroom simplifies the workflow in terms of assignment submission and grading. Students can submit their work digitally, eliminating the need for physical papers. Teachers can grade and provide feedback online, allowing for timely and constructive comments. This streamlines the grading process and saves time for both teachers and students. It fosters collaboration among students. It enables group work and facilitates the sharing of documents and resources, allowing students to collaborate on projects and assignments. The platform's comment and editing features provide opportunities for peer feedback and co-creation, enhancing teamwork skills and provides a flexible learning environment that can be accessed from anywhere with an internet connection. This allows for learning to continue outside of the classroom and accommodates different learning styles or situations, such as remote learning, absent students, or students with special needs. Google Classroom offers opportunities for data tracking and analysis. Teachers can monitor student progress, track assignment completion, and analyze assessment data through built-in analytics features. This helps identify areas of student strength and areas in need of additional support, allowing for targeted instruction and intervention. While Google Classroom has demonstrated effectiveness in supporting teaching and learning, it is important to note that successful implementation depends on various factors, such as teacher training, student access to technology, and the specific learning context. Additionally,

it is crucial to regularly assess and adapt instructional strategies to ensure the effective use of any educational technology tool, including Google Classroom.

Finally, the result of this research is Google classroom effective in helping the students in teaching process. This study sought to ascertain whether Google classroom effective in helping the students in teaching process. Google classroom is one of the methods the instructor could use in English class to help students in teaching process. Google Classroom provides a digital platform where teachers can organize and streamline their instructional materials, assignments, and resources. This helps students easily access and manage their learning materials, reducing the chances of misplaced or lost assignments. It facilitates efficient communication between teachers and students. It allows teachers to share announcements, instructions, and feedback in real-time, making it easier for students to ask questions, seek clarification, and engage in discussion threads. This improves collaboration and promotes active learning. it also offers various tools and features that promote student engagement.

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