

TEACHING WRITING HISTORICAL RECOUNT TEXT USING GOOGLE CLASSROOM

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Abstract: Google Classroom is a tool that facilitates students and teacher collaboration also the teacher can make and distribute assignment for students in an online classroom for free. In this research, the researcher focuses on analyzing the way the teacher teaches recount text using Google classroom start from the teacher prepare the lesson plan until the teacher give the assignment. There are some steps that the researcher will observe and explain from the teacher prepares the lesson, the teacher makes and prepares Google Classroom, the teacher prepares the material about historical writing recount using Google classroom and the teacher gives the task and assignment. This research is conducted by using descriptive-qualitative method. The data in this research are analyzed in the form of world description and identification or analysis. By using descriptive-qualitative method, the researcher presents the data description of this research based on the result of the researcher's experience in doing teaching practice. Besides that, the researcher also presents data description based on observation and interview. Data in this research is qualitative data that are written through words by words, including statements or dialogue in the form of descriptive or narrative as the data are taken from interview transcript, observation sheet, and field note. Google classroom is proved by another researcher as the one of the most used platforms to bypasses the traditional learning activity be an alternative online learning platform to be used in the classroom.

Keywords: Google Classroom, Historical recount Text, Writing Skills

INTRODUCTION

English is one of foreign language in ASEAN country. Almost a part of countries in south east Asian use English as foreign language and adapt English used as a compulsory subject at school especially Indonesia. English is the first foreign language taught at every school. It is learned start from junior high school until university. It is also taught at kinder garden and elementary school as a local content because the Indonesia government realize how important English in our life.

In English learning process, writing skills are mechanistic skills. It requires regular practice and practice so

as to produce well-organized writing. Clarity of writing organization depends on the way of thinking, proper preparation, and good sentence structure (Hasani, 2016: 2). Writing well is a major cognitive challenge, since it is at once on test of memory, language, and thinking ability. It demands rapid retrieval of domain-specific knowledge about the topic of long term memory Kellog, (2001). Writing is a productive skill that focuses on how to produce language than receive. Harner (2012) find that writing is a continuing activity that comes from the writer's mind about what they want to say and how to say. The writer should read and correct their writing after write

the text. The development of the internet is increasingly rapid, it will be useful if the teacher can see the opportunities for learning English. Teachers can take advantage of the facilities found on the internet as teaching materials. Especially in this pandemic era, there is a Google classroom as the platform of teaching writing recount text. Google classroom is a part of Google suite for education and is officially launched in 2014. Google classroom aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication. It is also equipped with various features that enable the teacher to manage class more effectively through Google Mails, Google Docs, Google Drive and many ways in teaching writing recount text.

There are some previous studies which have related study with the researcher's study. the first is from yunus (2020) found some objectives study to help educators use social media to customize the classroom for all student and laili (2020) used Test and questionnaire as instrument to know the percentage between before doing research and after doing research and Dumanau (2018) used cluster random sampling and the data collected through written test and found that the use of zoom meeting gave a positive contribution to the student writing achievement of recount text. Meanwhile, this study does not only use one instrument. This study uses some different instruments to get the result and all of them found the same result that is the use of Google classroom is effective and help the student in learning process especially in teaching writing.

In this study, the researcher selects Google Classroom as the platform and choose Writing with recount text as the material while the researcher

observed and English teacher in implement a teaching process using Google Classroom because the English teacher becomes the model teacher of this research. Furthermore, the writer selects tenth grade students of MA AL KHOIRIYAH 1 and English teacher become the one who give the information to conduct a research about teaching recount text using Google classroom. It is started from the teacher prepare the lesson plan until the teacher give assignment.

Based on the explanation above, the researcher decides to conduct study entitled *Teaching Writing Historical Recount Text Using Google Classroom at Tenth Grade Student of MA AL KHOIRIYAH 1 In Academic Year 2020/2021*.

RESEARCH METHOD

This study is conducted by using descriptive-qualitative method. According to Sugiyono (2012) descriptive method is a method used to describe or analyze a research result but is not used to make broader conclusions. According to Sukmadinata (2011) qualitative descriptive research is aimed at describing and describing phenomena, both natural and human engineering, which pay more attention, to characteristics, quality, and interrelationships between activities. This study employs a descriptive qualitative method since it describes and analyses teaching writing historical recount text using Google classroom. It describes three points of this research, these are to describe English teacher's preparation in teaching writing historical recount text with Google classroom, to describe the English teacher in teaching writing historical recount text with Google classroom and to describe English teacher's assignment in teaching writing historical recount text with Google

Classroom. By using descriptive-qualitative method, the researcher presents the data description of this research based on the result of the researcher in doing research there. Furthermore, the researcher also presents data description based on observation and interview.

FINDING AND DISCUSSION

The researcher interprets and explains more about the data analysis. The researcher also retells to the previous study and presents brief final point. Bellow is the explanation

1. The teacher's preparation in teaching writing historical recount text using Google Classroom

Preparation is the obligation for the teacher before teaching a class. The good preparation from the teacher influenced the quality of the class furthermore, the teacher must develop the teaching media in good preparation Komang & Astini (2020) argue that teachers are also satisfied with using the methods that have been implemented, without trying to develop methods that are currently developing. In preparing the teaching process of teaching writing historical recount text using Google Classroom, the teacher has prepared some parts of media and properties like lesson plan, Class in Google classroom, material slide and the frame of assignment. These preparations could help the students in learning process even in virtual learning but it still can be optimal like the data which the researcher got from the interview that teaching using Google classroom can increase student's experience and they also known more about internet. In the other hand because of teaching using Google Classroom, the teacher also can get new experience and always be innovative in developing teaching and learning model. There are some

preparations which the researcher had prepared, bellow is the more explanation.

1. Making lesson plan

The first preparation was making a lesson plan. In lesson plan was written about all of the core in teaching activity, teaching material, teaching purpose and the value of student. In education regulation, lesson plan is the most basically preparation for the researcher in teaching preparation. It becomes the necessity for the teacher in write their preparation in a lesson plan for make the teaching and learning process good. Teachers need to plan a simple and apprehensible learning activity from home and parents also need to assist their children Neuman & Wright (2010)

2. Making Material Slides in Power Point

The second preparation which the teacher prepared was making the material slide with power point. In giving the material the teacher give the students the power slide. The teacher sent the power point slide in Google Classroom then the students could open it every time for reviewing their understanding. The power point was shown by the teacher when they are doing live meeting in Google meet as the media in delivering the material. Looking from some theories about delivering material using power point or digital media, according to Dale (1969) Digital media learning is defined as the concept of delivering learning materials through electronic media. There are varieties of forms and types of media used to enable children to understand the materials easily such as radio, tape, power point, visual internet, and other media (Vaughan, 2011). Power point slide could be the literacy for the students. Because of learning online, every property like book, pen, even whiteboard in offline learning must be covered as simple as good to support online learning also to make the student

and teacher easier to use it. Teachers are required to plan online learning activities including literacy skills development, Norris et al (2012). From the good teacher's preparation in providing and delivering the material, the student's understanding and knowledge can develop especially about writing historical recount text even in online learning.

3. Making Classroom in Google Classroom

The next preparation which the teacher prepared was make a classroom in Google classroom. Because the condition was in pandemic where the condition was forbidden to gather and limited in doing activity so the alternative in doing a teaching learning process was online learning. According to Iras Aprilia (2020), the emergence of this Corona virus will force teachers to optimize online-based learning because face to face face-to-face is not recommended by the government. Here the teacher choose Google classroom become a platform of studying. Because Google classroom provided some platform which the teacher can be easy in doing online teaching like making live which can be connected by Google meet there, the teacher and the student can do a good communication, then giving material ,announcement and assignment.

2. The teacher's implementation in teaching writing historical recount text using Google Classroom

In this study, the researcher was doing an observation with engaging an English teacher in activity as the model teacher and informant with the student in teaching and learning process. The researcher held the observation in Google Classroom in three meeting and for giving the information the researcher use whatsapp like giving the way in access Google classroom. the researcher chose a Google classroom in teaching writing

historical recount text because the teachers can post supporting materials, assignment, and quizzes online without having face to face interaction. From observation there are some aspects which the researcher observed like attendance list aspects, student's responding in reading the material, student's understanding and student's active in giving question and answer. bellows are the discussion.

a. the student's attendance list in Google classroom

From the data observation above showed that the student's attendance list can be valued enough category because from all of students, there a half of them can join the meeting although they have known about Google classroom before. To know their attendance list. The teacher known from every meeting in Google meet. There, the teacher could know who joined the meeting and who never joined a meeting. To enter this meeting was very simple for the students. The teacher only shared the link for every meeting than the student can click the link, automatically the student can join in the meeting and the teacher can know who join or no and who comes late or no. in the other hand, from Google meet the students feel easy in using so they don't get difficulty in learning process. according to Iftakhar (2016) The other things that may contribute to the advantage of Google Classroom are spending time more saved. Next, the teachers can give the class instructions and share the paperless assignment, knowing the student's participant, comment, and scoring of students' work simultaneously.

b. Student' respond in reading the material.

In teaching and learning writing historical recount text, reading and drilling is the one method from the teacher to teach the material although in

Google classroom but it can be connected with Google meet. There, between teacher and student can show up their face and communicate each other. it suitable for the teacher to ask the student in read and drill the material. The purpose of this method can help the all students to be active and automatically the student can try their pronunciation because of reading the material.

c. Student's understanding about material in Google classroom

During the observation, the students of observation class seem interested to the lesson. It is clarified by Harmer (2001: 282) who says that most students show an increased level of interest when they have a chance to see language in use as well as hear it. Teaching writing by using Google classroom can avoid students feeling bored. By Google classroom, students will have more mastering about writing which they are hearing..

d. Student's respond in giving question and answer.

To make the students are active in giving question and answer need process. Based on the observation in two classes (X MIA and IIS), the researcher got information from the Teacher model found that problems commonly face students' writing as following, they feel hard to obtain an idea to write because they dislike reading. Another thing that may contribute to the difficulty is to compose writing because of a lack of vocabulary. Next, they frequently are nervous in their English.

The second technique which the researcher had done is interview. From the interview the researcher has known the respond and the feed back that the students get from teaching learning writing process using Google Classroom. From 4 students said that the first about (1) the opinion in teaching learning using Google classroom. They got some experience from Google classroom

beside that they can study well even in pandemic era without going to the school. During. pandemic almost activities run online, this aims to prevent the spread of COVID 19. The next conclusion which the researcher can conclude from interview is about the advantage and disadvantage of teaching learning using Google Classroom. Many advantages can be obtained by applying Google Classroom for teaching writing historical recount text. In EFL environment where English is not used for everyday conversation, having Google Classroom as a supporting media to learn is very useful. Teacher can have conversation by using English at Google Classroom with students even they are not a school. Robertson (2008) stated that Google Classroom provides students with an English online communicative environment to practice language skills and to develop their linguistic competence. From this observation the students find some advantages too like the can know about the developing of internet and they can study while explore their experience. For a while, the student's impression about Google Classroom is good. The the disadvantage is only about the signal and the way in access Google Classroom. it can be the evaluation from the teacher and school to introduce Google Classroom in their school to support online learning moreover in pandemic era.

Based on the result Google Classroom can be used as the preferred online learning approach where classrooms, educators, students and parents collaborate together to meet learning goal. According to Iftakhar (2016) Google Classroom is the best feature provided by the Google platform that can be used by the scholar to get information about the class material with the use of many times saved. It can be accessed by everyone on their smartphone, tablet,

laptop, and personal computer. It is available for every electronic with Google Application for education, free installation of productivity devices, including Gmail, Drive, and Documents.

3. The teacher's implementation in giving assignment

This study is the final of the observation, the researcher held a observation with engaging the English teacher as the model teacher and informan in doing assignment with Google classroom platform. In submitting the assignment, the students usually submit them individually or collectively. It is usually in form of paper assignment where it can be handwritten or typewritten. However, collecting paper assignments has several problems. First, for handwritten paper assignment, the students should give them to the teacher directly. Some students may do the assignment just a moment before the assignment will be collected. It gives the students a chance to copy their friends' assignment. Second, most of papers used to write the assignment are not used anymore. It will become wasteful even if the assignments give back to the students after get marking. In addition, not all of the students appreciate what they have done. When they got bad mark, they may throw away their assignment. For the further problem, it is related to environment problem. So, students' assignment which is usually collected manually takes several problems. These problems can be solved by using Google Classroom as media that help the teacher to organize the assessment well. It also let the students to submit the assignment earlier. In giving assignment, the teacher can give the assignment through attaching the link or files for the students. This application also let the users to take photo or record video lively when it is needed as part of the assignment. There is a due date where the lecturer can give a

limit time for the students in submitting their assignment. When the assignment has been created, the students will receive the notification about the assignment. from there, Google Classroom is a helpful application that can help both of the teaching and students in doing and collecting assignment. It does not need any special ability to open and manage a class in this application. Moreover, it can be accessed anytime as long as the lecturer and students have account to enter the application. Pappas (2015) mentioned that students can use Google Classroom regularly and log in easily, as well as obtain and collect their assignments. It means that Google Classroom is easy to be used as supporting learning tool. looking at the reality, there are some weakness In doing assignment using Google Classroom like the for student who lives in the home which is difficult in getting signal and also the students have known before about using Google classroom. But from the problems above can be found the solutions that the student who is difficult in getting signal, they can use wifi corner or hotspot in their friend and the students who do not know about how to use Google classroom in doing assignment it has been guided by the researcher in whatsapp or the student can browse the tutorial because using Google Classroom is easy like statement from papas above that the using of Google classroom is easy.

From the result it can be concluded that Google Classroom is a useful application that help teacher in conducting a blended learning. The use of this application as supporting media gives some advantages in teaching and learning process. Especially in collecting students' assignment, it is really helpful for the teacher and students.

Based on the finding and discussion, it can be said that teaching writing

historical recount text using Google Classroom for tenth grade is suitable and helpful students of senior high school whereas the teaching and learning process is limited and no gathering because in pandemic era. Teaching writing using Google Classroom can help teacher and student in doing activity in the teaching learning process then they can complete each other. as the researcher's previous statement, the final result of this study is result based observation and interview. Based on the result, the researcher assumes that the teaching writing historical recount text using Google Classroom is appropriate more ever in pandemic furthermore the student and the teacher can communicate well the teacher also can give the material maximally beside that the students are not less in getting the motivation

Based on the result study above, it can be concluded that the Google Classroom makes it easy for teacher in the learning process as explained in previous study that conducted by Yunus (2020). He found some advantages to help educators use social media to customize the classroom for all student. Thus, there is an increase in student motivation and learning value. In addition, students welcomed the use of Google Classroom because they could feel safe and comfortable in the learning process. It means this research supported the research before. Teacher can be easier in doing teaching process Based on Janzen (2014), "The design of Google Classroom purposely simplifies the instructional interface and the options used to deliver and track assignments; communication with the entire course or individuals is also simplified by announcements, email and push notifications". The usability of Google Classroom is that it is easy to use.. In addition, students can get information

about the class through the announcement feature in Google Classroom. in order that teaching writing historical recount text using Google classroom is appropriate for tenth grade student in supporting online learning.

CONCLUSION AND SUGGESTION

1. The teacher's preparation in teaching writing historical recount text using Google Classroom

For the first step before doing the next observation, the researcher was helped by the English teacher with engaged English teacher in teaching activity as the teacher model and informan while the researcher observed them. The teacher prepared some preparation in teaching writing historical recount text using Google Classroom. Those preparations are good preparation for the teacher in doing a teaching process even in online learning because preparation in learning online can be supported by the media which can make the teacher easier in getting material and providing some properties.

2. The teacher's implementation in teaching writing historical recount text using Google Classroom

In this study, the researcher has done two techniques to collecting the data. these are observation and interview. From observation consist of some aspect in students activity like attendance list, student's respond in reading the material, student's understanding and student's respond in active giving answer and question and the teacher's implementation in teaching writing historical recount text. Some of the aspects can be percentage that 50% students are good in responding and accepting Google classroom as the platform or media in teaching writing historical recount text. From interview, the researcher gave some questions like student's opinion about Google

Classroom, Student's experience, advantage and disadvantage and student's impression about Google Classroom. From the student's answer showed that teaching historical recount text using Google classroom is appropriate in online learning. By utilizing Google Classroom, teachers can post supporting materials, assignment, and quizzes online without having face to face interaction. Both programs will help to improve the quality of education both for teachers and students because in Google classroom provides some menu to support learning process like announcement, giving comments. Giving assignment, giving material by pictures, videos or slides. These platforms can make easier the teacher in delivering the material. Furthermore, the student can improve their mind.

3. The teacher's implementation in giving assignment

This study is as the last part of observation. It is about giving assignment using Google Classroom. The teacher only send the assignment in Google classroom platform automatically the student can see and access that from their phone. Although there are some weakness like about the signal and the students have not known about Google classroom before but it has a solution too like the student can join a wifi or hotspot and the teacher has guided the student in whatsapp. Google Classroom is a useful application that help lecturer in conducting a blended learning. The use of this application as supporting media gives some advantages in teaching and learning process. Especially in collecting students' assignment, it is really helpful for the lecturer and students. It also makes the teaching and learning process that usually conducted conventionally run better because the teacher can give the assignment while giving the score and the students also can do the assignment

although they are in the home. Teaching writing using Google Classroom can help teacher and student in doing activity in the teaching learning process then Teaching writing using Google classroom can support the learning media before which only using whatsapp .

Suggestion

After concluding the result based on the finding and discussion, the researcher presents some suggestions pedagogically, theoretically, and practically.

Theoretically, this study may enlarge some theories about how do teaching writing historical recount text using Google classroom and how is the English teacher preparation and implantation in teaching historical recount text using Google classroom for the teacher to develop teaching writing using Google Classroom.

Practically, this study may help teachers to provide such a sample in teaching writing historical recount text using Google classroom , therefore the students are able to study with good feedback and communication with the teacher and also enrich the student's motivation even in online learning.

Pedagogically, this study will help the English teachers to apply some purposes in teaching. Such as the feedback on their teaching activities. The teacher also improve their knowledge and experience about technology and more innovative particularly by using Google classroom.

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