



## The Effectiveness of Using Google Classroom in Improving the Ability to Write Historical Story Texts

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**Abstract:** This study aims to describe the effectiveness of Google Classroom in improving the skills of writing historical narrative texts for grade XII IIS-1 students of SMAN 1 Terusan Nunyai. The type of this research is Classroom Action Research (CAR). The research design used is the Kemmis and Mc.Taggart model which consists of four components, namely: planning, action, observation, and reflection. The research location is in SMAN 1 Terusan Nunyai, Central Lampung. The research subjects were students of grade XII IIS 1, totally 30 students. The success criteria achieved by students in this study were seen from the changes for the better and the increase in learning acts and results in the practice of writing historical narrative texts. The results of the study show the following. First, the use of Google Classroom can improve the quality of the learning process for writing historical narrative texts. There is an increase in the process in aspects of the learning situation, student focus, and activity, making positive changes so that learning to write historical story texts is more interesting and fun. Second, learning to write Historical Story Texts with Google Classroom can improve the results of historical story writing skills. This can be figured out from the average score of writing historical narrative text skills in the first cycle is 73.7 while after being given an action in the second cycle the average score becomes 78.8. This shows an increase of 5.1. Overall, at the end of cycle II, all aspects and criteria for writing historical narrative texts experienced a significant increase.

**Keywords:** Google Classroom, historical story text, high school students

### INTRODUCTION

Currently, the pandemic is a challenge in developing creativity in using technology, not only transmitting knowledge, but also how to ensure that learning is conveyed properly. This challenge is also an opportunity for everyone to use technology to help bring students and students to become competent for the 21st century. The most important skill in the 21st century is self-directed learning or independent learning as an outcome of education (Bali & Liu, 2018).

In simple terms, online or distance learning is education that is taught remotely, without a physical classroom. Basically distance education is a method where students and teachers are in different locations, so an interactive telecommunications system is needed to be able to connect with one another. In distance learning, the role of technology is needed, considering that learning is done online. At the present time, in the field of learning Indonesian, in the online era, many students complain of difficulties in writing historical story texts. So that innovative learning breakthroughs are needed. Even though this material has been presented starting from the elementary school level, there are still many student writings that are still not good (Sari & Lim, 2014).

Learning to write needs to be improved especially in practice. Writing trains students to be creative in processing words from the reality they see. Writing that is organized will bring the reader to understand the intent conveyed by the author. One of the basic competencies carried out in the 2013 curriculum for senior high schools is about producing historical story texts orally and in writing by taking the specifications of writing historical story texts. In the curriculum it is stated that historical stories aim to tell an unusual and funny incident. Meanwhile, the emergence of Historical Story Texts as texts taught in Indonesian subjects was only conveyed explicitly in the 2013 curriculum. Writing skills are mechanistic skills. Writing skills cannot be mastered only through theory, but are carried out through regular practice and practice so as to produce well-organized writing. Writing skills require mastery of various linguistic elements and elements outside the language itself which will become the content of the essay. For most people, writing is an enjoyable activity (Palloff & Pratt, 2010).

Distance learning methods actually existed long before the Covid 19 pandemic hit. For example, in the United States, which has been using this method since 1892, at that time the University of Chicago launched the first distance learning system. Since then the PJJ method has been continuously developed using a variety of technologies, from radio, television to internet technology. Distance learning methods continue to develop using a variety of information and communication technologies including radio, television, satellite and the internet. With the widespread use of the internet by the public in various countries in 1996 it became a growing phenomenon and was followed by the emergence of various digital content in it. In the same year, John Bourne developed the Asynchronous Learning Network Web which refers to the ability to provide education anytime and anywhere via the internet (Gray & DiLoreto, 2016).

In Indonesia itself, distance learning has been around for a long time and has been carried out by several campuses, the Open University is one of

the pioneers of distance education in Indonesia. On the other hand, there is Hybrid learning, which is a learning model that will be implemented in schools or campuses by utilizing technology. As has been the case for some time now, the education system in Indonesia has undergone significant changes, from initially using a conventional system to now switching to an all-digital system. Hybrid can be used during a pandemic or when learning makes the teacher unable to be present in real class because there are external services, training or other matters that prevent the teacher from being able to be present in real class (Nguyen, 2015).

Hybrid learning is a learning method that combines face-to-face and distance learning. You could say that hybrid learning is a solution to reduce the psychosocial impact on students due to the Covid-19 pandemic. In hybrid learning, students who are allowed to attend classes must meet a maximum quota of 50 percent. So, for example in one class there are 20 students, only 10 students are allowed to attend. Meanwhile, 10 other students took part in online learning. Later students who study online will use the video conferencing application that has been prepared by the teacher or lecturer. For children who have had difficulty absorbing lessons from online learning, the hybrid method is a good opportunity for them to learn as effectively as possible. In addition, the purpose of hybrid learning is also to make it easier for students who have limited devices and internet networks. Even so, this method still raises pros and cons for parents of students (Ding et al, 2018).

In online learning, the homeroom teacher's WA group is directly controlled by the homeroom teacher who functions as an information agent, that way, the homeroom teacher also becomes the uploader of the main information. All information from the school, both school policies and class policies, is the responsibility of the homeroom teacher in reporting through the WA group. With the WA homeroom group, the flow of information related to learning activities at school to parents of students is fast and accurate. It is certain that the implementation of learning is often not perfect (Tusch, 2016).

If such a learning process is repeated with improvement after improvement it can be ascertained, the child's ability to catch the teacher's explanation will also increase. In fact, it is not impossible that in the end students are able to carry out and realize learning objectives both in the form of learning products and in the form of attitudes and life behavior. Apart from the WhatsApps Group, online learning media that is currently being developed and starting to be used is Google Classroom. Google Classroom is a special application that is used for online learning by being carried out remotely and can be used anywhere. The use of the Google Classroom application contains services for users such as being able to send assignments in the form of documents, photos and learning videos (Kulsum, Kustono & Purnomo, 2017).

Based on initial observations in the field, it is known that the use of ICT for learning is considered the most effective and the prima donna during PJJ, there are 2 namely Google Classroom and WhatApps Group. Therefore, this study aimed to investigate "The Effectiveness of Using Google Classroom in Improving the Ability to Write Historical Story Texts".

## **METHOD**

The background of this research is SMAN 1 Terusan Nunyai. The type of research used in this study is Classroom Action Research (CAR). So that the source of data from this study were teachers and students in class XII at SMAN 1 Terusan Nunyai. The instruments used in this study are test and non-test instruments. The test instrument is used to reveal data on improving writing skills quantitatively. Meanwhile, non-test instruments are used to determine the learning process and changes in student behavior, namely the attitude of critical and creative thinking qualitatively.

Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units so that themes can be found and working hypotheses can be formulated as suggested by the data. In this study, researchers used a qualitative data analysis model flowing from Miles and Huberman consisting of data reduction, data presentation, and conclusion drawing.

## **RESULT AND DISCUSSION**

This research was conducted in two cycles. Classroom Action Research (CAR) was conducted by teaching researchers in collaboration with Indonesian language teachers in class XII MIA who acted as observers. The number of students in class XII IS 1 SMA Negeri 1 Terusan Nunyai is 30 people. Consists of 9 men and 21 women. The implementation of PTK is carried out through 2 cycles. The first cycle was carried out in 2 meetings. The competency studied is the Skills of Writing Historical Texts.

### **CYCLE 1**

The learning process carried out greatly influences the final results of students, namely the ability to write historical story texts. The results of the value in cycle 1 obtained an average value of 73.7 and classical learning mastery of 66.7. Based on these results, it can be said that the grades of class XII iis 1 students of SMAN 1 Terusan Nunyai have not been completed and are not sufficient for the KKM of 75. Based on the data from the assessment results in cycle I, out of 30 students who took part in the lesson, only 20 people were able to achieve a score (75-100) and the remaining 10 students who have not succeeded in achieving a score (less than 75).

**Table 1. Qualification Value of Writing Cycle 1**

No.	Qualification	Frequency	Percentage	Category
1.	85-100	4	11,4	Excellent
2.	75-84	16	45,71	Good
3.	60-74	6	17,14	Fair
4.	40-59	2	5,71	Poor
5.	0-39	2	5,71	Very Poor

In the table above, students who have very good abilities with grades (85-100) in writing historical story texts are 4 students (11.4%), who have good abilities with grades (75-84) total 16 students (45, 71%), those who have sufficient ability with scores (60-74) are 6 students (17.14%), those who have less ability with scores (40-59) are 2 students (5.71%), and those who have good abilities very less with a value (0-39) totaling 2 students (5.71%). Students who have very low scores because they do not master the learning material, besides that they are less able to express their ideas on the problems given properly. The final score obtained by individual students is said to have increased if the students' ability to write historical story texts has obtained very good scores. Classically students have achieved scores above 75% and above. However, from the data analysis the values in cycle I classically have not reached 75%.

**Table 2. Average Value, Absorption and Completeness of Student Learning Cycle I**

No	Cycle	Average Value	Absorption	Completeness
1	I	73,7	73,7%	66,7 %

According to table 2, the learning objectives have not been achieved and fulfilled. The following is the percentage of grades, average scores, absorption, and classical learning completeness. These data can explain that the skills of writing historical story texts of students are still low and have not reached the competency standard of the KKM set at school, namely 75%. Research in this cycle 1, there are still many students who have not been able to express their ideas regarding the topic of the problems discussed.

## CYCLE 2

The results of the scores in cycle II obtained an average value of 78.8 and classical learning completeness of 80. Based on these results, it can be said that the grades of class XII IIS 1 SMA N 1 Terusan Nunyai have been successful and have sufficient KKM of 75. Based on data on the results of the assessment in cycle II, of the 30 students who took part in the study there were 24 students who achieved a complete score (75-100). The remaining 6 students have not achieved a complete score (less than 75). The results of cycle II have achieved a learning completeness percentage of 80.

**Table 3. Qualification Value of Writing Cycle 2**

No.	Qualification	Frequency	Percentage	Category
1.	85-100	8	26,7	Excellent
2.	75-84	12	40,0	Good
3.	60-74	4	6,6	Fair
4.	40-59	2	5,71	Poor
5.	0-39	0	00	Very Poor

In the table above students who have very good abilities with grades (85-100) in writing historical story texts total 8 students (26.7%), who have good abilities with grades (75-84) total 12 students (40.0 %), those who had sufficient ability with scores (60-74) totaled 4 students (6.6%), those who had less ability with scores (40-59) totaled 2 students (5.71%), and no students who have very less ability with a score (0-39). Students who have less value because they cannot express their ideas properly in accordance with the topic of the problem discussed, in paragraph structuring there are still many unorganized paragraphs such as unclear introduction, content, closing, and no conclusions, and there are still many inappropriate word choices .

The ability to write historical story texts for students individually is said to increase if they have achieved a value above enough. The learning objectives have been achieved if classically students who achieve the above scores are sufficient to achieve a score of 75%. The following is the percentage of the average value, absorption, and completeness of students' classical learning.

**Table 4. Average Value, Absorption and Completeness of Student Learning Cycle I**

No	Cycle	Average Value	Absorption	Completeness
1	II	78,8	78,8%	80 %

It means that the learning objectives are achieved and fulfilled. The following is the percentage of grades, average scores, absorption, and classical learning completeness. These data can explain that the skill of writing argumentation paragraphs has increased and has reached the competency standards of the KKM set at 75% in schools. In this second cycle of research, students are classically able to write argumentative paragraphs properly and correctly and have met the criteria for aspects in the activity of writing argumentation paragraphs.

## DISCUSSION

Based on the assessment results from observations in cycle II, the results of assessment and observation in cycle II in learning to write historical story texts in class XII IIS 1 SMAN 1 Terusan Nunyai have experienced a very good improvement. The attitude of students in participating in learning activities to write historical story texts through Google Classroom has changed in a positive direction. This is because the teacher succeeded in arousing student learning enthusiasm, so that students are motivated to learn. In addition, in cycle II the active teacher in the virtual class made students more clearly express arguments about their difficulties in writing historical story texts. This shows that learning to write historical story texts through Google

Classroom is an excellent way to improve the skills of writing historical story texts. The increase in the results of the writing test for writing historical story texts can be seen in the following table:

**Table 5. Writing Results in Cycle I and Cycle II**

No	Cycle	Average Value	Absorption	Completeness
1	I	73,7	73,7%	66,6 %
2	II	78,8	78,8	80%

From the table it can be seen that the average student test score in cycle 1 was 73.7%. In cycle 1, the student who obtained the highest score out of 30 students who took the test scored 89, while the lowest score was 35. In cycle II, the average student test score was 78.8. In cycle II the student who obtained the highest score out of the 30 students who took the test scored 93, while the lowest score was 44. The results of this test were satisfactory, because there was an increase in cycle II (78.8). Total absorption percentage in cycle 1 73.7%.

In cycle II, the percentage of students' absorption increased by 5.1% to 78.8%. That is, students already understand well the subject matter being taught and students can write historical story texts well. The data shows that there is an increase in each cycle. Learning completeness is obtained according to the criteria and can even be categorized as satisfactory, because classically the minimum completeness criteria (KKM) for SMA Negeri 1 Terusan Nunyai is 75% and what is achieved in cycle II exceeds the minimum standard of 80%. Even though in cycle 1 the students' learning completeness was classically not satisfactory, in cycle II the classical learning completeness was quite satisfying, because it had reached the set target of 75% of students getting a score of 75 and above.

These quite good improvements were due to the weaknesses in cycle I which were successfully repaired in cycle II. The increase in student activity is of course influenced by the teacher's ability to explain and guide the teaching and learning process in writing historical story texts through Google Classroom.

## **CONCLUSION**

Based on the results of research from cycles I and II, it can be concluded that learning to write historical story texts through Google Classroom can improve the ability to write historical story texts for class XII IIS 1 SMA N 1 Terusan Nunyai. Learning by using ICT, namely Google Classroom, can improve the ability to write historical stories. This can be seen from the average score of writing historical stories after being given action. Overall, at the end of cycle II, all aspects and criteria for writing historical stories experienced a significant increase. From the results of the research above it is evident that the use of ICT, namely Google Classroom, is considered successful and can improve the ability to write historical stories for class XII IIS 1 students at SMAN 1 Terusan Nunyai.

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