

INVESTIGATING THE EFFECTS OF USING GOOGLE CLASSROOM ON THE STUDENT'S ENGAGEMENT IN WRITING INSTRUCTION DURING COVID-19 OUTBREAK

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APA Citation: Annisa, N.N., & Friatin, L.Y. (2024). Investigating the Effects of Using Google Classroom on the Student's Engagement in Writing Instruction During Covid-19 Outbreak. *Journal of English Education Program*, 11(2), 159-166. doi: [http://dx.doi.org/10.25157/\(jeep\).v11i2.15563](http://dx.doi.org/10.25157/(jeep).v11i2.15563)

Received: 10 September 2021 Accepted: 20 January 2024 Published: 31th July 2024

Abstract: English is a foreign language that has been taught from elementary school to tertiary level. The aim of teaching English in junior high school is to help recognizing word structures well. The present study were focused on 1) examining the student's engagement in the online classroom during a pandemic situation and more specifically on descriptive text lessons; 2) investigating how teachers use Google Classroom in teaching and how the students learning activity use Google Classroom as an online platform. This study aimed to investigate the effect of using Google Classroom on student engagement in learning during this pandemic. The participant in this study is one English teacher and thirty students in one of junior high schools in Ciamis. This research approach is qualitative with the type of case study. The present study employs observation and in-depth interviews to collect the data. This study used a qualitative descriptive analysis methodology consisting of data reduction, data display, conclusion, and verification. Completed data is obtained by the data collection process then the data must be analysed and interpreted. Based on the research that has been done, the effect of using Google Classroom in this junior high school is not too influential on the learning process. The reason is that many students cannot access the internet because of the network conditions where they live. So, the English teachers use other learning apps as a tool to help the teaching and learning process of their students so that they can continue to follow the lesson.

Keywords: Covid-19 Pandemic; descriptive text; English language; Google Classroom; student's engagement

INTRODUCTION

Student engagement can be defined as an active student as such a participant during the teaching and learning process. Student engagement is also interpreted as participation in educational practices effectively, either inside or outside the classroom, that generates diverse measurable (Kuh, 2007). Student involvement can only be possible if students participate or be involved in the learning process. The cognitive aspect demonstrates the quality of cognitive processes as well as students' homework learning techniques, such as willingness and persistence to study, self-regulation, and similar problems. This study aims to investigate the effects of using Google Classroom on student engagement.

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they learn or are taught, which extends to the level of motivation they need to learn and progress in their education. Student engagement is the quality and quantity of students' psychological, cognitive, emotional, and behavioral reactions to the learning process as well as to in class or out of class academic and social activities to achieve successful learning outcomes (Güntüç & Kuzu, 2014). The research shows that student engagement and student curiosity are very important in the classroom. This will increase the success of teaching and learning in the class. There are three dimensions of student engagement that will be discussed in the next paragraphs.

The first type of student involvement is behavioral participation. Participation in academic, social, or extracurricular activities is closely related to this type of participation. Examples of positive behaviors are rules, adhering to class norms, and avoiding disruptive behavior are required for behavioral participation. Hard work, perseverance, concentration, attention, questioning, and participation in class discussions are examples of such behaviors (Fredricks et al., 2004). Student participation is considered important to generate a teaching and learning process that is in related with the learning implementation plan that has been prepared by the respective subject teachers. Emotional participation is the second type of student participation. This type of participation includes students' emotional responses to the lesson, which include interest, boredom, happiness, sadness, and fear (Connell & Wellborn, 2009). It also includes their reactions to teachers and peers, as well as their acknowledgment of school preferences and grades. Cognitive participation is the final type of student participation. Cognitive involvement is frequently referred to as an academic investment in the learning process. This includes thinking about and being determined to try to understand detailed ideas and learn difficult skills (Mandinach, 1987).

The appropriate use of learning media can ignite students' engagement during teaching and learning process. The modern learning media is preferable nowadays because it can lead to borderless teaching and learning process, i.e. the emergence of learning from distant (Lu & Liu, 2013). One of the applications that support teaching-learning from home is Google Classroom. Google Classroom assists the teachers and students to communicate more efficiently and effectively. Teachers can deliver successful, student-centered, communicative, and interesting lessons through Google Classroom, as it provides applicable learning resources for students of all categories of group work. It also aims to make students more aware of the technology.

Technology is critical to the advancement of education in the modern era. It is the use of Google Classroom as a medium for teaching and learning during the pandemic. In this case, Google Classroom is a learning tool that enables students to create effective learning environments and facilitate interaction between the message giver (teacher) and the message recipient (student). Martínez-Monés et al. (2017) define Google Classroom as an e-learning platform based on internet service provided by Google. This platform can be used by teachers to distribute materials, assign homework, and administer exams. Even if the teaching and learning process is carried out using an online system or online learning, students must be present and involved. The implementation phase is carried out by carrying out online teaching to develop teacher competence in using the Google Classroom application in managing online learning, especially in writing subjects, broadly speaking, activities or activities in teaching writing.

The teacher can still assess by instructing the students to rewrite what the students have learned intending to train their students' memories of the writing material that has been taught, the teacher can also keep checking the writing assignments that the students have collected on the Google Classroom platform, and teacher can still carry out exam activities through Google Classroom. Google Classroom is a free online teamwork tool built by Google as an element of G Suite for Education. Google accounts enables educators to use this platform to make a virtual classroom, invite students to attend live teaching, and file grades for students. It makes teachers at ease to create groups to share assignments and announcements. Google Classroom can become a platform that makes learners become active participants (Beal, 2017). Google Classroom is a

much-needed tool for teachers and students in pandemic situations. By using the Google Classroom application, teachers can teach their students virtually, and also their students will still get knowledge from their teachers.

The Google Classroom platform is used in writing subjects, more specifically in the field of descriptive text. Writing skills are detailed abilities that assist writers to set their thoughts into words to be more meaningful and mentally interactive with the message. Writing is a comprehensive part of a larger activity that concentrates on something else such as language practice, acting out, or speaking (Harmer, 1983). Writing can be interpreted as a way of student's thinking which used a paper. Writing can also be used as a tool to communicate or to imagine something that is thought of. Furthermore, descriptive text is a method to describe something and the reader or listener replay describes something. It is the purpose of the last activity can write a description of something. According to Larson (1998), a descriptive text is "a text which says what a person or a thing is like". It is purposed is to describe and reveal a particular person, place, or thing. Descriptive text is defined as a way to describe things based on facts.

There are several previous research which are similar to the present study. The study conducted by Mohammed (2018) shows the variety of students' learning challenges. Agomedah et al. (2020) find that not all the students can access the internet in their learning activity. Meanwhile, (Martínez-Monés et al., 2017; Beal, 2017) emphasizes on the use of Google Classroom as a media for distributing materials and facilitating the collaboration of students and teacher. None of them focuses on the the effects of using Google Classroom on the student's engagement in writing instruction during Covid-19 outbreak. The objective of the study, is therefore, to 1) examine the student's engagement in the online classroom during a pandemic situation and more specifically on descriptive text lessons; and 2) investigating the teacher's way in using Google Classroom in teaching as well as the students learning activity in using Gsoogle classroom as an online platform.

METHOD

This study was designed to investigate the impact of Google Classroom on the student's engagement in writing instruction during a Covid-19 outbreak. This research employed descriptive qualitative research with the type of case study. A case study relates to research investigating a few phenomenon in considerable depth (Hammersley, 2000). Case studies may be single or multiple case studies, provide quantitative data, depend on many sources of evidence, and advantage from the previous production of theoretical proposals. Descriptive qualitative research is defined as the research that described a natural phenomenon. In line with that definition, the researcher would describe the actual setting that the researcher encountered in the field of students' engagement in learning English, particularly in writing descriptive text. The participant of this research was an English teacher at one of a junior high school in Ciamis. An English teacher at this junior high school become a participant because she has long taught in the field of English. A research field also needed to be addressed by the writer to answer the research questions in this qualitative research. In line with this, in some qualitative research, the research field will be seen in the research questions (Cohen et al., 2013). The research site was conducted at one of the junior high schools in Ciamis. The researcher used two data collection techniques. The first one is the interview and the second is observation. Both of data are the technique of collecting the data that used online observation and interviews. Cohen et al. (2013) also explain that there are several instruments for data collection: questionnaires, semi-structured interviews (individual and group), observational data, and documentary data. The qualitative descriptive analysis methodology was used in this study. This method was explaining the truth or evidence using data collected to find out the degree to which a resource person or instructor believes and practices his or her learning using Google Classroom as an online platform.

FINDINGS AND DISCUSSION

This section elaborates the results of the study after obtaining data from in-depth interviews and observation. Observation and interviews were chosen as instruments in this study. Observations were made once on May 21, 2021, at 10:00 pm at the junior high school where the research was conducted. Similarly, the interview was conducted on the same day, May 21, 2021, at 08.00. After the observation activity, the researcher then checked the answers that had been recorded and analyzed with three analyzes using descriptive analysis methods, namely data reduction, data display, and drawing conclusions and levers. There are three lines of qualitative data analysis. They are data reduction, data presentation, and three lines of qualitative data analysis (Miles & Huberman, 1994). The results of the observations are described in detail as follows:

Table 1 The research findings deal with the observation

No	Indicator	Always	Some times	Never	Explanation
1.	Students are present 10 minutes before the lesson starts until the lesson ends.		√		Sometimes some students are hampered by a bad network or connection leading to the students who want to take lessons late to access Google Classroom.
2.	Students follow instructions or orders given by the teacher during class hours.	√			All students follow the teachers' directions from the beginning to the end of the lesson. I can monitor all students who use this platform and no one goes outside the rules that have been set.
3.	All students use Google Classroom to study English subjects.			√	Not all students can use this platform to study, because not all students live in areas that have a decent network to access the internet.
4.	Students ask the teacher about the material that is not understood.		√		There are 60% of students who employ Google Classroom as a medium for learning, there are around 15%-20% of students who always ask about the material they do not understand.
5.	Students collect the results of assignments or exam results in Google Classroom.		√		Not all students collect the results of assignments or exam results on this platform, some students collect them on other platforms. An example of a platform is WhatsApp. Students send the results of their assignments or exam results via teacher's WhatsApp.
6.	Students conclude by understanding what has been learned.			√	After finishing the online class, none of the students described or explained their understanding of what they had learned. Because you could say, some of the students here are passive. Either because of shame or fear to express his opinion.
7.	Students who cannot access and use Google Classroom are welcome to use other platforms for learning.	√			As a teacher, I don't want to limit students' learning rights. For those who really can't access Google Classroom because the network is not good, I invite the students to use other platforms such as WhatsApp. I always make video calls and explain what materials they will learn, I also send soft files of materials for them to study after class

hours are over. Then, I give assignments to students, and students can send their assignments via my WhatsApp.

According to data obtained in the field (observation), from 60% of students who apply Google Classroom as a medium for learning, there are around 15% -20% of students who always ask about the material they do not understand. This causes a decrease in submitting assignments on the recommended platform because not all students submit assignments or exam results in Google Classroom. Because they find it difficult to access online platforms, finally some students collect them on other platforms. An example of a platform is the WhatsApp application. Students send the results of their assignments or exam results via the teacher's WhatsApp. After finishing the online class, none of the students described or explained their understanding of what they had learned. Because you could say, some of the students here are passive. Due to some personal reasons, whether it's because students feel embarrassed or afraid to express their opinion.

To handle the problems encountered by teachers and students, the teacher finally found a middle ground so that some of the students who could not use Google Classroom could continue to follow the lesson. The teacher invites students who cannot access and use Google Classroom, to be welcome to use other platforms to learn. Because according to him, teachers do not want to limit students' learning rights. For those who really cannot access Google Classroom because the network is not good, the teacher invites them to use other platforms such as WhatsApp. The teacher always makes video calls and explains what material they will learn; the teacher also always sends a soft file of material for them to study after class hours are over. Then, the teacher gives assignments to students, and students can send their assignments via the teacher's personal WhatsApp.

According to the data, Google Classroom is a platform that can help in the teaching and learning process. However, in this research, the researcher analyzes and explores more the use or application of Google Classroom on writing subjects, especially in descriptive text themes. Observation is the first instrument used in this study to analyze student involvement in online classroom learning in descriptive text writing lessons using Google Classroom. According to data obtained in the field, from 60% of students who use Google Classroom as a learning medium, there are around 15% -20% of students who always ask about the material they do not understand. Not all students can use the Google Classroom platform due to delays or even the absence of a network. The interview is the second instrument used in this research. Based on research, the use of Google Classroom at this school is declared effective for some students. Only some students can access this platform because some other students have difficulty in the network. However, teachers use other platforms so that their students can still learn in online classes. The additional platform used in this study is the WhatsApp application. This has to be done so that students can still learn and teachers can still carry out their duties and responsibilities to teach.

Based on the data obtained from the results of interviews with teachers regarding student involvement in online classes, the teacher said that their students did not like learning online because according to the students, online learning was very boring. The students also thought that they had difficulty accessing or using the Google Classroom to study and send assignments, either using this platform or from a network connection. However, according to the English teacher, they have no other choice but to use an online platform in this Covid-19 pandemic situation. This is done so that all students can still learn.

DISCUSSION

This section presents a research discussion that includes several points to be discussed by the researcher. The results of this study are different from previous research which was used as a reference. Several previous studies have studied or analyzed the use of Google Classroom and also descriptive texts. However, researchers try to analyze with different purposes in analyzing or

identifying data for previous research studies. According to the results of research that have been carried out by answering the research question "How are student perceptions and student activities studying from home during a pandemic situation? ", using observation, researchers can conclude that student activities in online learning are running normally. However, it cannot be equated with face-to-face learning. Many students are unable to take part in learning by using Google Classroom because they have difficulties and obstacles. This statement is supported by Mohammed (2018) who states that students can face various difficulties and problems at various stages of learning. Students are constrained by network problems which result in only some of them being able to use this platform. This is supported by Agormedah et al. (2020), who claim that not all students have access to a high-speed internet connection, which is required for most online classes.

Then to answer the second research question, "How do teachers carry out teaching writing descriptive texts using Google Class?" The teacher applies or uses the Google Classroom application to teach and also facilitates student learning. According to Beal (2017), Google Classroom is a tool to facilitate student and teacher collaboration; also, the teacher can create and hand in assignments for students in an online classroom for free. Then the teacher teaches writing descriptive text using teaching materials in Microsoft word, plus pictures and descriptions to make it easier for the rest to understand the material given.

CONCLUSION

In general, the researcher can conclude that the effect of using Google Classroom in the student learning process in this junior high school can be said to have no strong effect on the student learning process. The reason is that, based on the research that has been done and based on the data obtained, many students have difficulty using this platform. Students have difficulty in terms of internet networks or do not have sufficient quota to participate in learning using this platform. To anticipate the difficulties that was faced in the learning process so that students can still learn, teachers take steps to directly carry out learning on the WhatsApp platform to send material files or receive student assignments. This is done so that some students who cannot use the Google Classroom facilities can still be active in participating in learning, sending assignments, or test results.

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