The Effect of GC on The Students' Writing Skills at SMA Swasta Dwiwarna Medan

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ABSTRACT

The research aim is to find the effectiveness out of the use of the GC Application on the students' writing skills at grade X and grade XI of SMA Swasta Dwiwarna Medan. To carry out this research, the writers used quantitative medthod. Based on the research findings, the writers concluded that it is very effective using the GC Application is than using the conventional teaching strategy in teaching writing skills toward the students who were from grade X and grade XI of SMA Swasta Swasta Dwiwarna Medan. From the data, it was known that 79.33 was the mean scores of students after using GC Application who were from the experimental class. Then it was known that 3,628 were the Standard Deviation after the use of the GC Application in the experimental class with 18 students. Meanwhile it was known that 63.72 were the mean scores after using conventional teaching strategy and 3,108 were the Standard Deviation from the control class with 15 students. Mean scores in the experimental class were increased 10.60 points. From the control class, the mean scores were increased 6.11 points. From the test of normality, the writers can conclude that 0.637 was the result in the post-test after the implementation of the GC Application in the experimental class and 0.234 was the result of normality test by using the conventional teaching strategy in the control class.

Keywords: *The Effect, GC Application, Writing Skills, Narrative Text*

CHAPTER I

INTRODUCTION

Writing skills can be used in communicating with others. It can be used as one of the communication parts. By having good writing, it can allow the students to have good communication. It can be used to send message to other perople, especially in this digital era. People can do conversation by using writing form.

By having good writing skills, people can publish their writing. There are many examples of writing that can be seen on the websites. People can measure the quality of writing after it was read by the readers. The mistakes come from the quality of grammar, punctuations, spelling, etc. The readers do like reading the information if the text has good quality.

Harmer (2001:79) stated that writing is one of parts from the communivation that can be used to deliver thought or it can be used to express people feelings through form of writing. After knowing the definition, the writers could conclude that writing skills is someone capability in delivering the information to others. People can deliver ideas, feelings to others by using writing form. Writing is a process of arraging words into good sentences. People who are going to write must be able to know the organization of good text so it will be interested by the readers.

There are 13 types of English text, namely: descriptive text, narrative text, descriptive text, report text, procedural text, review text, news item, anecdote, argumentation, spoof, recount text, hortatory exposition and xplanation. Narrative text was focused on this research. The writers text can be used as an immagination of story in entertaining and attracting the readers. Narrative text can be used in presenting any stories or events whic have cause of conflicts or problems. There was a resolution in the end of the story. The resolution will be happy or sad. Entertaining or amusing the readers are the purposes of the narrative text, or it can be stated to tell a story. Using past tense, using action verbs, and has chronolocical aspects are the language features of narrative text.

The main aspect of narrative text is defined as the complication. Then the Narrative text also must be supported by complication. There will be some conflicts in the narrative text, they are: psychological conflict, natural conflict, or natural conflict. The phase of

participantas who solve the problem is defined as Resolution. The participants can get success or not. The essence is that conflict must be ended. Last, Reorientation is an optional aspect in the narrative text. It can be exist or not.

Covid-19 pandemic has been affecting all the aspects on educational system. It has been affecting all the levels of education, from the kindergarten to colleges. Many governmetns around the wrold have closed educational institutions to minimize the spread of covid-19. From this situation, the educational institutions have been adapting good methods in supporting the learning process. In indonesia, especially. The government has been assigning online sytem in supporting the teaching process. There have been many methods used by the governments to support online learning. This action has been used to give the solution due to covid-1- pandemic. There are many platforms used by the school or colleges to support online learning. One of the platforms that can be used by the school is GC Application.

Classroom Application is one of medias that can be used to support online learning. This application is developed by Google Company. This application can be used to conduct online class. This application also can facilitate the teachers and the students in interacting each other and connected eventhough the students live in different area. English subject can be taught by using GC (GC) Application. English has many materials which are beneficial to be learned by the students. English subjects must be learned by the studetns effectively. Teacher and students need a media to support this program, especially due to cocid-19 pandemic.
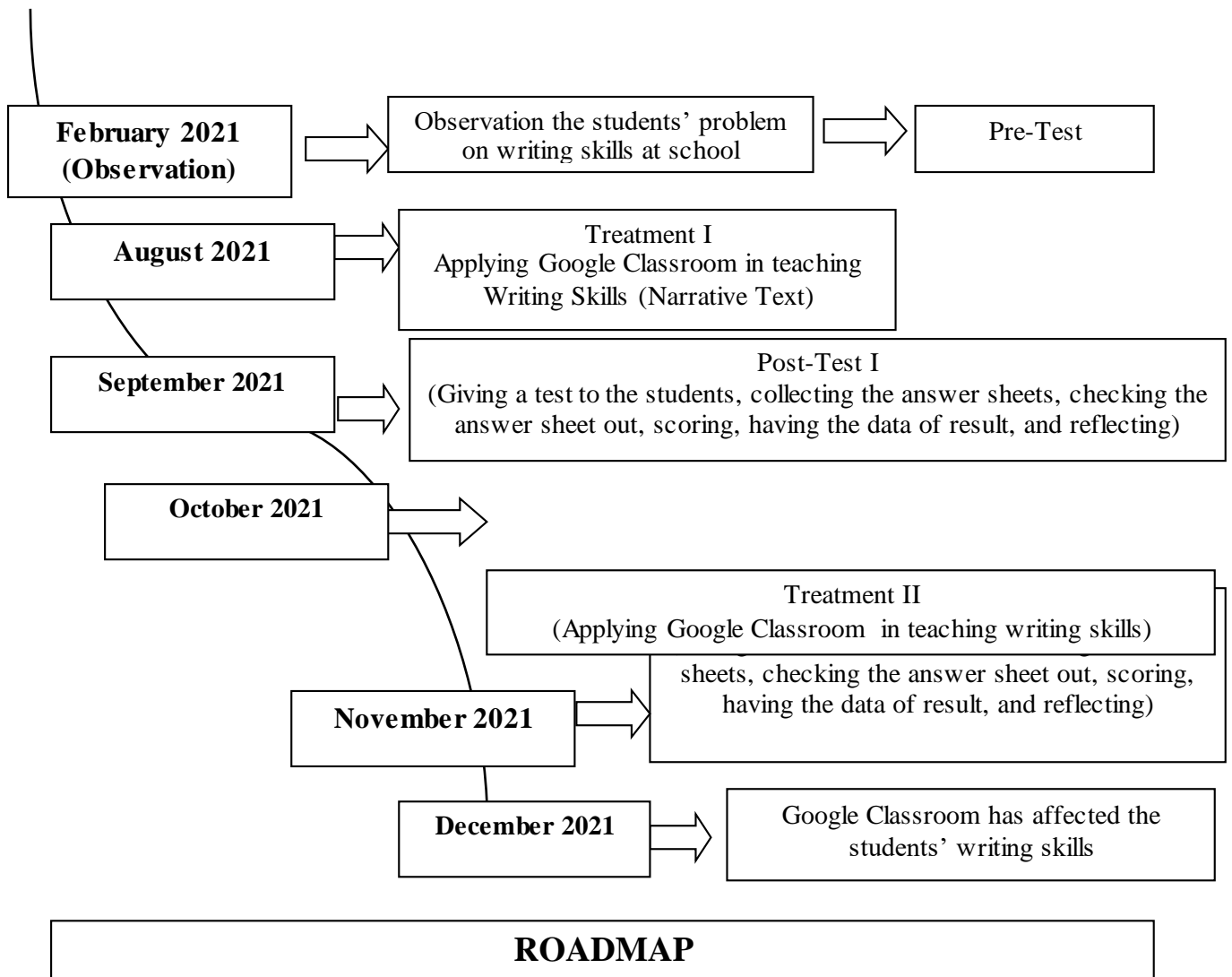
English teachers do expect that the students will have ability in writing down a text, especially in writing narrative text. After reading some researches, the writers found that many students are still feel difficult in writing down the narrative text. To solve this problem, thw writers recommended the use of GC Application in teaching writing skills to the students, especially in teaching narrative text. GC is one application which can be downloaded from the playstore or other application providers. This application can be used by the teacher and the students in solving the problem, especially when online learning is conducted.

Ziad (2016) stated that learning platform, for example google calssroom applicaiton can be used to improve the students' writing skills. GC can be used to motivate the students when the student are practising and learning aout of the class. Due to covid-19 pandemic, GC Application has been helping the students in learning online.

The writers already done an observation in SMA Swasta Dwiwarna Medan at grade X and grade XI. After doing the observation before, the writers found out that the students steel face many problem in learning English, especially in the covid-19 pandemic. The writers conclude the students' ability from the observation conducted before. The students scores are still low, under the KKM (Minimum Critera of Mastery Learning). From this findings, the English teachers at this school need an efeftive way in supporting the students when the students are learning narrative text. From these findings, the writers were interested in conducting a research, entitled: *The Effect of the GC Application on the Students' Writing Skills at SMA Swasta Dwiwarna Medan.*

The research problem in this research was "Does GC Application affect the students' writing skills at SMA Swasta Dwiwarna Medan?" The research objective was to find out the effectiveness of the use of the GC Application on the students' writing skills at SMA Swasta Dwiwarna Medan. Using the GC Application on the students' writing skills was the focus in this research. Narrative Text was the topic which taught to the students from grade ten and eleven in academic year 2021/2022.

Theoritically, the next researchers who are going to carry out the research that has same topic with this research can use this research as one of the references. Practically, the students and English teacher at SMA Swasta Dwiwarna Medan are expected to have benefits after reading this research. When learning English, especially learning about writing skills, the students can be motivated in joining the writing class. Learning English will be the interest of the students. English teachers are expected to use this research as reference in teaching the students. English teachers will have more ideas, efforts, creativity in designing good material to students.

| February 2021 (Observation) | → | Observation the students' problem on writing skills at school | → | Pre-Test |

| August 2021 | → | Treatment I Applying Google Classroom in teaching Writing Skills (Narrative Text) |

| September 2021 | → | Post-Test I (Giving a test to the students, collecting the answer sheets, checking the answer sheet out, scoring, having the data of result, and reflecting) |

| October 2021 | → |

Treatment II
(Applying Google Classroom in teaching writing skills)

| November 2021 | → | sheets, checking the answer sheet out, scoring, having the data of result, and reflecting) |

| December 2021 | → | Google Classroom has affected the students' writing skills |

ROADMAP

CHAPTER II

RESEARCH DESIGN

Experimental design with quantitative design was the design used by the writers in conducting this research Aliaga and Gunderson (2002) in Muijs (2004: 1) explained that explaining phenomena by collecting the numerical data and those data are analyzed by the researchers by using the system of mathematics accordint to the methods used by the writers can be done by applying quantitative method.

In carrying out this research, the wtiters undertook some steps. The writers had done pre-test to the control class and experimental class. Then the writers already undertook the treatment to the students came from experimental class and taught conventionally to the control class. In the experiemental class, the writers taught narrative text to the students by using GC Application. In the control class, the writers taught narrative text by using conventional teaching strategy. After carrying out the post-test in the control class and experimental class, the writers got the result. The writers could do post-test II if the students' scores were not significantly increased. The writers got the result after carrying out the post-test in the experimental class and control class. The students' scores were compared by the writers to know about the sifnificant effect after using the GC Application and using the conventional teaching strategy.

Post-tests were carried out in the control class and experimental class. Written tests were given to the students who came from control class and experimental class.

The objective of the test was proposed by the writers, then the writers chose the method of post-test, did the plan of post-test session, developed the guide of post-test, developed the questions in the research, and did the post-test. After that the writers did the analysis of the data taken from the scores of students. Then the data of result were interpreted by the writers. The writers did the summary of the result after knowing the students' scores from control class and experimental class. Post-test can be carried out more than once if the result from the previous post-test was not significantly increased.

This research was carried out by the writers at SMA Swasta Dwiwarna Medan. This school is located at jalan Gatot Subroto Medan. SMA Swasta Dwiwarna Medan has three grades (grade X, XI, and XII). Each grade has two majors, they are natural science and social science. The writers did this research to the grade X and grade XI of SMA Swasta Dwiwarna Medan in the scool year 2021/2022 in the second term (semester 2). The writers carried out this research in April 2022.

Based on Fraenkel and Wallen (2009: 9), it was stated that population is the larger group to which one hopes to apply the results. Students from grade X and students from grade XI at SMA Swasta Dwiwarna Medan in the academic year 2021/2022 were the populations in this research. There were three classes used by the writers as the total population in this research. One class consists of 15-20 students. There are about 60 students at this school. Cluster random sampling technique was applied by the writers. Students who were grade XI (combination of natural science and social science classes) were chosen as experimental class and control class was grade X (combination of natural science and social class sciences).

Based on Arikunto (2010:265), it was explained that in collecting the data, the writers must be conscious to get the data by having systematic method and it must be done according to the standard of procedure. Instruments must be used by the writers in collecting the data from a research. The data of the students from the pre-test and post-test must be gathered by the writers. The data taken from the control class and experimental class had been compared by the writers. The tests were carried out in the control class and experimental class. These steps were carried out to find out the effectiveness of the use of the GC Application in teaching writing skills to the students. After doing the testm the writers collected the data of students, then all the data were analyzed by the writers to know the students' scores from control and experimental class.

The data descriptions were used by the writers in describing the mean scores, median, mode, and the standard deciation.

The writers used this formula to know the mean score of students

$X = \dfrac{\Sigma X}{N}$

Where :

X = mean scores of the students

N   = total number of the students

ΣX = sum of the students scores

This formula was applied by the writers to know the data in frequency of distribution.

$$Mo = L + i\left[\frac{f_1}{f_1 + f_2}\right]$$

Where:

Mo   = mode symbol

$f1$ = Frequency of the interval (containing mode reduced by that of the previous interval)

$f2$ = Frequency of the interval (containing mode reduced by that of the following interval.)

L   = lower limit of the interval within which the mode lies

I   = Interval

The writers used this formula to measure the median

$$Md = L + \left(\frac{\frac{N}{2} - cfb}{fw}\right)i$$

The writers used this formula to measure the standard deviation

$$Sx = \sqrt{\frac{\sum(X - \overline{X})^2}{N}}$$

The writers tested the data according to the aspects of normality and homogenity before determining the technique of analysis statically.

Normality test

Chi-square was used by the writers in conducting this research, especially in analysing the data. There were some steps used by the writers to analyze the data. The writers determined the span (R). The writers lessened the greater scores to the smaller scores. The

writers determined the interval of the classes (P). The writers made the frequency of table distribution. The writers determined the variants by using a formula as presented in this research. The writers determined the mean scores from the the control class and experimental class. To determine the variants, the writers applied a formula. Eightly, the writers determined Z score and also determined chi-square (x2) by using a formula. Ninthly, the writers determined x2 table and distiribution normality according to the criteria

If x2 value > x2 table = the data is not in normal distribution,

If x2 value < x2 table = the data is in normal distribution.

Homogenity test

Homogenity test was carried out by the writes in determining the data, was the data homogenous or not. Some steps used by the writers in determining the homogenity. Mean scores, variants, F were determined by the writers. After that, the writers compared the data from Fvalue to the Ftable

12α (nb-1) (nk-1) and dk = (k-1)

If Fvalue < Ftable = the data is homogen distribution

In determining T-Test, the writers used this formula

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

$\bar{x}_1$ = the mean score of the experimental group

$\bar{x}_2$ = the mean score of control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s^2 = variance

CHAPTER III

DATA ANALYSIS

The writer used descriptive analysis to explain the test result. The writer conducted two tests in this research. The tests were carried out by the writers in the pre-test and post-test. In describing the students' scores, the writers used descriptive analysis. The students' scores were gathered from the control class and experimental class. In the control class, the writers taught the students by applying the conventional teaching strategy. In the experimental class, the writers taught the students by applying th GC Application. The writers got the the students' data. From the data, the writers got the mean scores of the students and the standard deviation. The writers showed the data by using a section in the following data. The writers show the presentation of the data to involve the statistics data from the students scores that presented through descriptive data.

The writers carried out the pre-test and the post-test to the students. These tests were carried out to know the students' capability in writing skills, especially in writing narrative text. The writers carried out the pre-test and the post-test online. Students who were from the experiemntal class were invited by the writers to join the GC. After that, the tests were given by the writers via GC application. All the questions that had been submitted by the writers on the google meet were answered by the students. When the students from experiemental class had answered all the questions, the students submitted them back to the GC. The students who were from experimental class (grade XI) were given the pre-test. Pre-test was conducted in April 2022.

Table 1. Students' Scores from Pre-Test in the Experimental Group

	Category				
	Very High	**High**	**Fair**	**Low**	**Very Low**
Scores	75.2 - 100	58.5 - 75.1	41-.7 – 58.4	25 – 41.6	0 – 24.9
Frequencies	1	15	2	-	-
Percentage	5.56 %	83.33 %	11.11 %	0 %	0 %

Table 2. The Pre-Test Scores of Experimental Group Through Descriptive Analysis

CATEGORY				
Mean Scores	**Standard Deviation**	**Median**	**Max**	Min
68.73	3.246	67	79	58

The writers carried out the pre-test to the students. Pre-test was carried out by the writers to know the capability of the students in writing skills, especially in writing narrative text. Then the writers carried out the treatment to the students who came from the experimental class. The writers carried out the pre-test to the students who were from grade XI and it was done in April 2022.

Table 3. The Data from Experimental Class After Post-Test

	Category				
	Very High	**High**	**Fair**	**Low**	**Very Low**
Scores	75.2 - 100	58.5 - 75.1	41-.7 – 58.4	25 – 41.6	0 – 24.9
Frequencies	13	5	-	-	-
Percentage	72.22 %	27.78 %	0 %	0 %	0 %

Table 4. The Post-Test Scores in the Experimental Group Through Descriptive Analysis

CATEGORY				
Mean Scores	**Standard Deviation**	**Median**	**Max**	Min
79.33	3,628	79	87	72

Table 5. The Comparison of Pre-Test and Post-Test Result in Experimental Group

	DATA			
TEST	**Number of Cases**	**Sum of Scores**	**Mean Scores**	**SD**

Pre-Test	18	1,178	68.73	3,246
Post-Test	18	1,404	79.33	3,628

Table 6. The Percentage of Improvement in Experimental Group

Variable	Pre-Test	Post-Test
Mean	68.73	79.33
Mean Difference	10.60	
Improvement (%)	15.42 %	

Table 1. Students' Scores from Pre-Test in the Control Class

	Category				
	Very High	**High**	**Fair**	**Low**	**Very Low**
Scores	75.2 - 100	58.5 - 75.1	41-.7 – 58.4	25 – 41.6	0 – 24.9
Frequencies	-	12	3	-	-
Percentage	0 %	80.00 %	20.00 %	0 %	0 %

Table 8. Pre-Test Scores in Control Group Through Descriptive Analysis

CATEGORY				
Mean Scores	**Standard Deviation**	**Median**	**Max**	Min
63.72	3,108	64	75	53

Table 9. The Result Data From Post-Test Session in the Control Class

	Category				
	Very High	**High**	**Fair**	**Low**	**Very Low**
Scores	75.2 - 100	58.5 - 75.1	41-.7 – 58.4	25 – 41.6	0 – 24.9
Frequencies	2	12	-	-	-
Percentage	13.33 %	86.67%	0 %	0 %	0 %

Table 10. The Post-Test Scores in Control Group Through Descriptive Analysis

CATEGORY				
Mean Scores	Standard Deviation	Median	Max	Min
69.83	3.238	69	83	62

Table 11. The Comparison of Pre-Test and Post-Test Result in Control Group

TEST	DATA			
	Number of Cases	Sum of Scores	Mean Scores	SD
Pre-Test	15	975	63.72	3,108
Post-Test	15	1,035	69.83	3.238

Table 12. The Percentage of Improvement in Control Class

Variable	Pre-Test	Post-Test
Mean	63.72	69.83
Mean Difference	6.11	
Improvement (%)	9.59 %	

Table 13. The Result of Normality Test from Pre-Test

Group	Grade XI (Experimental Class)	Grade X (Control Class)
N	18	15
Significance Level	5 %	5 %
p	0.548	0.136
Interpretation	Normal	Normal

Table 14. The Result of Normality Test from Post-Test

Group	Grade XI (Experimental Class)	Grade X (Control Class)

N	18	15
Significance Level	5 %	5 %
p	0.438	0.234
Interpretation	Normal	Normal

Table 15. The Test of Homogenity Result of the Pre-Test

Variables	Grade XI (Experimental Class)	Grade X (Control Class)
W	1,123	
df1	1	
df2	72	
p	0.726	
Interpretation	Homogenous	

Table 16. The Test of Homogenity of the Post-Test

Variables	Grade XI (Experimental Class)	Grade X (Control Class)
W	1.336	
df1	1	
df2	72	
p	0.236	
Interpretation	Homogenous	

Table 17. The Summary of ANCOVA Results

F	p	p df
35.634	0.00	1

Research Findings

According to the data as presented before, the writers had got the result of this research. Then the writers can propose the conclusion from this research. The writers took the data from the pre-test and post-test sessions.

From the data, the writers found that the scores of students were significantly increased after the writers taught the students by applying the GC Application in the teaching process. The mean scores were not significantly increased in the control class. After seeing the table, the mean scores of the students in the experimental class is higher than the mean scores of the students in the control class. After knowing the data, the mean scores from the experimental class had been increased 10.80 pints and the mean scores from the control class had been increased 6.11 points.

The writers also carried out the normality test to the data of students' scores. After carrying out the normality test, students scores from the control class and experimental class were in normal distribution. Significancel Level in the control class and experimental clas are higher than 0.05. The research result in the control class and experimental class are homgenous as explained through table in this chapter. Afer seeing the data from the values of probability, it can be seen that it is higher than 0.05.

In accordance with the level significance of the ANCOVA (0.00), the writers saw that it was lower than 0.05. After knowing the research result, it can be stated that null hypothesis (Ho) can be rejected. Meanwhile Alternative hypothesis (H1) is accepted. It can be seen that there is significant level difference on the writing skills from the students who were taught by applying the GC Application and the students who were taught by applying the conventional teaching stragegy. The difference can be seen from the data as presented in the previous chapther.

The writers had presented the data of this research. So, from the data, it can be seen and the writers can propose the conclusion after carrying out the research at SMA Swasta Dwiwarna Medan. Writing skills can be effectively taught to the students by using GC Application. This application is very effective used by the teacher in improving the writing skills of the students. This application can be downloaded from the playstore. All the students who have smartphone can download this application from the playstore.

According to the research that had been conducted at SMA Swasta Dwiwarna Medan, the writers conclude that the use of the GC Application is very effective in teaching writing skills. GC is recommended to be used by the students in the simple way. The student can interact with the teacher and the students, especially during covid-19 pandemic. The students can learn and discuss about writing materials by using GC Application.

CHAPTER IV
CONCLUSIONS AND SUGGESTIONS

According to the research findings as explained in the previous chapter, the writers give some conclusions related to this research. From the data, it can be sen that the mean scores of the students who are from the experimental class and the students who are from the the control class were almost same before carrying out the post-tests. After carrying the out the post-test, it can be seen that the mean scores in the experimental class is higher than the mean scores in the control class. In the experimental class, the mean scores of the students were significantly increased after the students were taught by applying the GC Application.

Then it can be seen that the result from the level of significance of ANCOVA is lower than 0.05. Students' mean scores were increased 10.60 in the experimental class. Students' mean scores were increased 6.11 in the control class. Relating with this data, mean scores in the experimental were higher than mean scores in the control class. It can be seen that there is significant difference on the students' writing skills in the experimental class and in the control class. Based on the result from this research, the writers can imply that it is very effective to use Google Classoom Application in teaching writing skills. Relating to the conclusion, the writers concluded that GC Application can be suggested as one of application that can help the teachers in teaching writing skills. This application can help the students improve the writing skills. GC Application is recommended to the English teacher in facilitating the students to learn writing skills. This application can be used to motivate and design the learning process to be interested. English teachers can use this application to upgrade and explore the students in learning writing skills. this application can be used in the simple way. So the students can use this application when they have problem in learning wriitng skills due to covid-19 pandemic.

Some suggestions are proposed by the writers. First, English teachers are recommended to use the GC Application in teaching writing skills. Secondly, the English teachers can use the GC when online learning is conducted. Thirdly, the students can use the GC Application can be used by the students when having online class and leaerning about

writing skills. The writers expect to the next researchers to conduct further study about the use GC Application in learning writing skills, especially in online learning.

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