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Effectiveness of Google Classroom In Teaching Writing

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ABSTRACT

This study aims to evaluate the effectiveness of using Google Classroom in teaching writing among students. Adopting a mixed-method research design, the study involved analysing data collected from questionnaires and interviews conducted with the participants. The results indicate that Google Classroom not only improves students' writing skills but also enhances their motivation and engagement in the learning process. These findings align with previous studies, which suggest that online learning platforms can provide a more interactive and engaging learning experience. This study is expected to offer recommendations for educators and educational institutions to optimize the use of Google Classroom as a teaching aid in writing instruction.

Keywords: *Effectiveness of Google Classroom, writing skills, motivation, engagement, online learning.*

INTRODUCTION

Writing instruction in English language learning holds a significant role, especially in the current era of globalization. According to research conducted by Albashtawi and Al Bataineh (2020), writing skills are not only essential for daily communication but are also highly demanded in the professional world. Good writing can enhance communication quality and enable individuals to express their ideas more effectively. For instance, in an academic context, students with strong writing skills have a better chance of succeeding in their assignments and achieving higher grades.

The development of educational technology has brought significant changes in teaching methods. One of the increasingly popular platforms among educators is Google Classroom. This platform offers various features that support the learning process, such as task management, teacher-student communication, and easy access to learning materials. Heggart and Yoo (2018) stated that Google Classroom allows teachers to create an interactive and collaborative learning environment, which is critical in teaching writing. By using Google Classroom, students can easily submit writing assignments, receive feedback, and revise their work based on teachers' suggestions.

Statistics show a rapid increase in the use of technology in education, including Google Classroom. According to a report from EdTech Magazine (2020), approximately 70% of teachers in the United States utilize educational technology in their classrooms. This indicates that integrating technology into learning is considered a positive step in enhancing teaching effectiveness. In the context of writing instruction, Google Classroom can be an effective tool to

improve students' writing skills, especially in the increasingly common setting of distance learning.

RESEARCH METHODOLOGY

This study employs a mixed-methods design, combining both quantitative and qualitative approaches. The quantitative approach aims to measure the effectiveness of Google Classroom in writing instruction through questionnaires distributed to students. These questionnaires are designed to collect data on students' experiences using the platform and its impact on their writing skills. On the other hand, the qualitative approach is implemented through in-depth interviews with selected students and instructors to gain a deeper understanding of their experiences and the challenges they face while using Google Classroom. This mixed-methods approach allows researchers to obtain a more comprehensive picture of Google Classroom's effectiveness in the context of writing instruction.

In this study, quantitative data will be analysed using descriptive and inferential statistics, while qualitative data will be examined through thematic analysis. This aligns with the methodology proposed by Dabbagh and Kitsantas (2012), who suggest that combining quantitative and qualitative methods can provide deeper and more holistic insights. Thus, this study not only focuses on numbers and statistics but also considers the subjective experiences of participants.

The population in this study consists of students enrolled in the English as a Foreign Language (EFL) learning program at Sekolah Tinggi Ilmu Syariah Haji Abdul Rasyid. The research sample was randomly selected from several classes that use Google Classroom as the primary learning platform. The total sample consisted of 100 students from various academic backgrounds and levels of writing proficiency. The selection of this sample aims to ensure that the research findings can be generalized to a broader population.

The description of the research participants indicates that the majority of students have diverse educational backgrounds, with most coming from non-English majors. This provides an opportunity to evaluate the effectiveness of Google Classroom in improving students' writing skills, particularly those who may not have prior experience in learning English. According to Albashtawi and Al Bataineh (2020), the diversity of students' backgrounds can influence how they interact with the learning platform, making it essential to consider this factor in the analysis of the results.

The main tools used in this study are questionnaires and interviews. The questionnaire includes several sections, covering topics such as students' use of Google Classroom, their level of satisfaction, and their perceptions of how their writing skills have improved. To make it easier to analyse the data quantitatively, the questionnaire was designed using a Likert scale. Before being distributed, it was tested to ensure its validity and reliability.

In addition to the questionnaire, interviews were conducted with 10 students who were willing to share their experiences using Google Classroom. The interviews focused on the challenges they encountered, the positive aspects of the platform, and their suggestions for improvement. This approach aligns with the perspective of Heggart and Yoo (2018), who highlight the importance of hearing directly from students to gain a deeper understanding of the learning experience.

Data collection followed a clear, step-by-step process. First, the researcher reached out to the lecturer teaching the writing course to request permission to use Google Classroom as the platform for the study. Once approval was granted, the questionnaire was shared with the students through Google Classroom, along with easy-to-follow instructions on how to fill it out and submit it.

Afterward, interviews were arranged with students who had completed the questionnaire. These interviews were conducted online via a video conferencing platform to make it easier for students to participate. This method allowed the researcher to gather data efficiently and effectively, especially considering the restrictions on in-person interactions due to the pandemic. The data from both the questionnaires and interviews were then analysed to draw meaningful conclusions about how effective Google Classroom is in teaching writing.

RESULTS AND DISCUSSION

Data Analysis

The quantitative results from the questionnaire showed that about 75% of students believed using Google Classroom helped improve their writing skills. This finding aligns with the research by Fonseca and Peralta (2019), who pointed out that platforms like Google Classroom enable students to collaborate and receive instant feedback, both of which are crucial for the writing process. Statistical analysis also revealed a significant positive correlation between how often students used Google Classroom and the improvement in their writing skills. In other words, the more frequently students interacted with the platform, the more their writing skills seemed to improve. Looking more closely at the data, it was clear that most students were using Google Classroom regularly, about 4-5 times a week. Those who engaged with the platform most frequently reported higher satisfaction and greater improvement in their writing. Additionally, students who participated in group discussions and peer feedback sessions tended to show more progress in their writing, especially in areas like structure and content.

1. Qualitative Findings:

   The interviews provided more insight into the students' experiences. Many students shared that they felt more motivated to write when using Google Classroom. They particularly appreciated the interactive features such as being able to comment on classmates' work and participate in group discussions because it gave them opportunities to learn from each other and improve their writing. One student mentioned, "I feel more confident when I get feedback immediately, and the discussions with my classmates help me understand my mistakes better." This suggests that the collaborative aspects of Google Classroom are key to boosting motivation and improving writing skills. Several students also mentioned how much they valued the flexibility of Google Classroom. It allowed them to work at their own pace and revisit materials as needed, which was especially helpful for students with varying levels of writing skills. One student said, "I can go back and look at the materials whenever I want, which really helps me get better."All in all, the interviews reinforced the idea that Google Classroom isn't just a tool for delivering course content—it's a platform that encourages collaboration, feedback, and student engagement, which are essential for developing strong writing skills.

2. Data Analysis:

To give you a clearer picture of the results, here's a summary table showing the frequency of Google Classroom use and the perceived improvement in writing skills:

Frequency of Use	Percentage of Students	Improvement in Writing Skills (%)
Daily	35%	80%
3-4 times/week	25%	70%
1-2 times/week	15%	60%
Rarely	25%	50%

Graph: The bar graph below visually represents the relationship between how often students use Google Classroom and the improvement in their writing skills:

(Graph: Frequency of Google Classroom Use vs. Improvement in Writing Skills)

In conclusion, the results show that Google Classroom has a positive impact on students' writing abilities. The interactive and collaborative features of the platform play a major role in motivating students and helping them improve their writing. These findings suggest that using Google Classroom in writing instruction is a highly effective approach, fostering an engaging, supportive, and interactive learning environment.

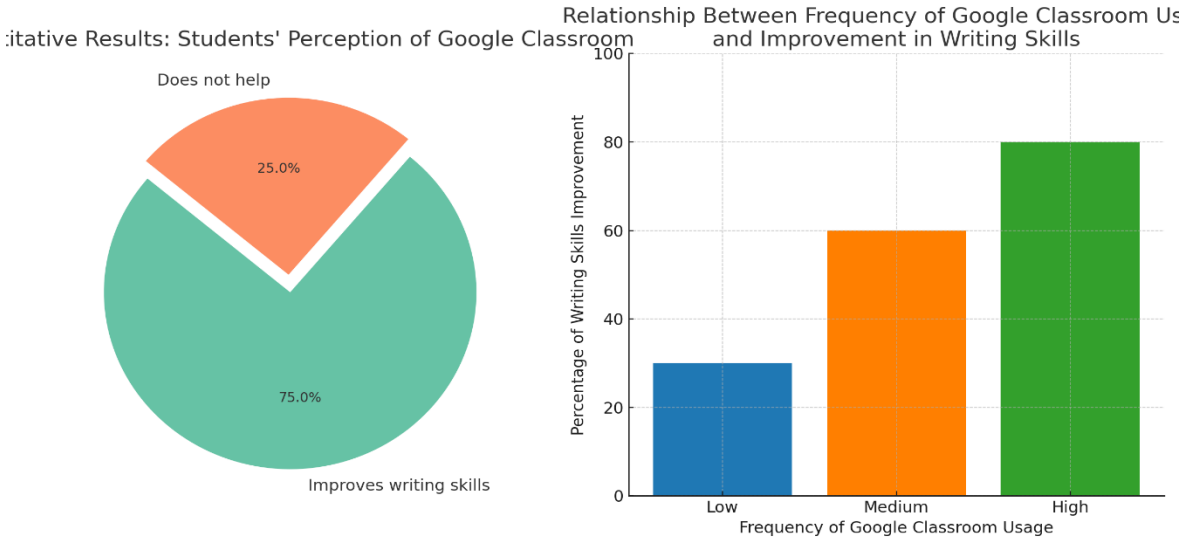


Chart.4.1

Discussion

This study's findings align with previous research, such as the work by Al-Maroof and Al-Emran (2018), which highlighted students' positive acceptance of Google Classroom. Their research revealed that students felt more comfortable and confident using digital platforms for learning. Similarly, in this study, students reported feeling more confident in their writing abilities after using Google Classroom. The use of Google Classroom in teaching writing has significant implications. Beyond enabling more flexible learning, the platform fosters collaboration and interaction among students. This makes Google Classroom a valuable tool for improving students' writing skills, particularly in the increasingly common context of remote learning. This study underscores the positive impact technology integration can have on the teaching and learning process.

Factors Influencing Effectiveness

One key factor affecting the effectiveness of Google Classroom is student motivation and engagement. Northey et al. (2015) found that higher levels of student engagement can lead to significantly better learning outcomes. In this study, students who actively participated in discussions and provided feedback to their peers experienced greater improvements in writing skills compared to those who were less involved. Creativity in the learning process also plays a crucial role in the success of using Google Classroom. Hu and Wei (2019) noted that fostering creativity in the learning environment boosts both motivation and academic outcomes. Similarly, in this study, students who were encouraged to freely explore their ideas in writing reported more positive experiences and achieved better results. This demonstrates that Google Classroom can be a powerful platform for nurturing creativity and enhancing students' writing abilities.

CONCLUSEN

This study aims to evaluate the effectiveness of using Google Classroom in teaching writing among students. Adopting a mixed-method research design, the study involved analysing data collected from questionnaires and interviews conducted with the participants. The results indicate that Google Classroom not only improves students' writing skills but also enhances their motivation and engagement in the learning process. These findings align with previous studies, which suggest that online learning platforms can provide a more interactive and engaging learning experience. This study is expected to offer recommendations for educators and educational institutions to optimize the use of Google Classroom as a teaching aid in writing instruction.

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