



## **THE EFFECTIVENESS OF E-LEARNING SYSTEM USING GOOGLE DOCS ON STUDENTS' WRITING SKILLS IN NARRATIVE TEXT**

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### *Abstract*

*This paper investigates the effectiveness of e-learning system by using Google Docs feature in Google Classroom on students' writing skills in narrative text. This research aims to finding out whether or not using Google Docs feature in Google Classroom is effective on students' writing skills in narrative text at the eleventh grade of SMAN 26 Bone. The method of this research was quantitative research with a pre-experimental one-group pretest-posttest design. The sample of this research was selected by using purposive sampling technique. The instrument of this research was collected by using a writing test. In the pre-test, the students were given topic about writing narrative text with the theme of fable. The treatment in this research was given six times. In the post-test, the students were given the same instructions as in the pre-test. The result of analyzing data, the mean score in the pre-test was 55.74 and the mean score in the post-test was 80.65. The t-test showed that the sig. 2 tailed was .000, while the alpha was 0.05. It could be concluded that H1 was accepted and H0 was rejected. It can be stated that the use of Google Docs feature in Google Classroom is effective on students' writing skills in narrative text*

**Keywords:** *e-Learning, Google Classroom, Google Docs, narrative text, writing skills.*

### **INTRODUCTION**

Learning English as a foreign language means that students should understand the four basic language skills which are listening, speaking, reading, and writing. As one of the language skills, writing skill is needed to be learned for several considerations, one of which is writing is an important skill for academic purposes, and it is categorized as a productive skill, where through writing, students can share their ideas and knowledge in written form

about facts and opinions about what they have received. Furthermore, Writing is considered as a difficult activity for the students to learn. Many students get stuck when they have to express their thought in writing because they must think about the content and the syntactic structure in the second language (Muliyana et al., 2021).

In conveying the ideas or opinions in form of writing, the writer should understand the types of text that used. There are several types of text, they are, recount, procedure, report, explanation, descriptive, narrative and others. From the several types of text, narrative is a text that has a structure and purpose to entertain the readers (Pulimeno et al., 2020; Zein et al., 2019). According to Clfee and Drum (Dymock, 2007), narrative is a story; stories generally convey “what happened”, who, where, when, and why.

In the current era of globalization, the learning process can be supported by technology which has become a basic need in the learning process. The use of technology in the educational aspects is proven by several things, such as the use of applications in facilitating students and teachers to carry out the learning process. One of technology-based media in the aspect of education that is currently widely used is electronic-based learning or commonly referred to as E-Learning. E-learning allows students to get their learning material and they can repeat it anytime and anywhere as long as they are still connected to the internet network. E-Learning refers to the use of internet technology to deliver class instruction which enable the learners to access online course at any time and place (Yauri, 2019). By using E-learning, teachers can present materials and assignments as good as possible to make students more interested (Ahlan, 2021).

There are several applications that can be used to support electronic-based learning, such as Google Classroom. Google Classroom is a web-based electronic learning application developed by Google. Google Classroom provides a Google Docs feature that can make it easier for students to develop writing skills (Hafour & Al-Rashidy, 2020; Setyawan & Rochsantiningasih, 2014; Seyyedrezaie et al., 2016).

Based on the interview of 10 students at the eleventh grade of SMA Negeri 26 Bone, they faced some difficulties in writing especially in writing narrative text, namely, in organizing their ideas into written form. Then, they are still confused about the generic structure of narrative text. Besides that, they are still confused in using correct spelling, punctuation, and grammar. For instance, they do not aware about the difference between past tense and present tense and they often misspelled several words. They also sometimes feel bored with the learning methods used by the teacher in learning English. The researcher

assumes that the problem occurred because of the media used by the teacher in the learning process is still less attractive.

This paper analyzes possible way to improve students' writing skills by using Google Docs feature in Google Classroom. Several previous studies have actually examined the use of Google Docs in teaching writing, such as research that focuses on collaborative writing using Google Docs (Abrams, 2019; Suwantarathip & Wichadee, 2014; Zioga & Bikos, 2020), exploring teacher interactive e-feedback and other potentials of Google Doc on students' writing (Alharbi, 2020; Saeed & al Qunayeer, 2020), and EFL students' perception toward using Google Docs (Hidayat, 2020; Khalil, 2018). However, limited research focuses on students' writing skill in narrative text using Google Docs. This study then aims to find out the effectiveness of Google Docs utilization on senior high school students' writing skills in narrative text.

## **METHOD**

### **Research Design**

This research applied a quantitative approach with pre-experimental research with one group pretest-posttest design. According to Arikunto (2013), one group pretest-posttest design is a research activity that provides a pre-test before being given treatment, after being given treatment, and then give a post-test. This research aimed to know whether the use of Google Docs feature in Google Classroom is effective on students' writing skills in narrative text or not. The researcher knew the aim after finding out the difference between students' writing skills in narrative text before and after using Google Docs feature in Google Classroom by comparing the pre-test and the post-test scores.

### **Respondents**

The population of this research were the students at the eleventh grade of SMA Negeri 26 Bone for the academic year 2022/2023, amounting to six classes, namely XI MIPA 1, XI MIPA 2, XI MIPA 3, XI IPS 1, XI IPS 2, and XI IPS 3. Therefore, the population in this research consisted of 136 students from six classes. The researcher applied purposes sampling to find one class. The sample was students of XI MIPA 2 which consisted of 31 students.

### **Instruments**

A research instrument is a device that is used to quantify natural and social phenomena (Sugiyono, 2019). The instrument of this research was writing test. The purpose

of using a writing test was to measure the effectiveness of Google Docs feature in Google Classroom on students' writing skills in narrative text. The test was for the students to write a narrative text story with theme of fable. The students were asked to write narrative text by paying attention to the generic structure of narrative text (orientation, complication, resolution, and re-orientation) by using Google Docs feature in Google Classroom. There are several aspects are assessed in this research, such as content, organization, vocabulary, grammar, and mechanic.

### **Procedure of Collecting Data**

Procedure of collecting data include three steps: pre-test, treatment, and post-test. In the pre-test, researcher prepared the instrument test, which was a writing test. To collect the data, the researcher delivered the pre-test to the sample that has been chosen by purposive sampling. The pre-test was intended to know the prior knowledge of the students' writing skills before giving the treatment. The researcher then taught writing narrative text by using Google docs feature in Google Classroom after the pre-test. This step was known as treatment step. The treatment or implementation was given for six meeting. Each treatment took approximately (60 minutes). This session was delivered trough offline interaction. After giving the implementation, the researcher gave a post-test to the students. A post-test include the same instruction as a pre-test. The post-test showed the change after giving the treatment.

### **Data Analysis**

The analyzing the mean score, calculating the frequency, calculating the standard deviation, calculating the value of the test, and analyzing the significant difference of the pre-test and post-test by using the SPSS 25 software program. To score the result of the students' writing skills in narrative text, the researcher used the following classification of score (Adopted from Destageer in Dahnianti, 2018)).

**Table 1.** Classifications of Score

<b>No.</b>	<b>Classification</b>	<b>Score</b>
1.	Very Good	84-100
2.	Good	68-83
3.	Fair	52-67
4.	Poor	36-51
5.	Very Poor	20-35

## RESULTS AND DISCUSSION

### Results

The findings of the research demonstrate the outcome of the data's statistical analysis. The researcher reported the pre-test and post-test results in this section.

Based on the table 2 below, it could be seen that the score of students' writing skills in pre-test showed that from 31 students, 2 students (6,5%) in good category, and 29 students (93,6%) in fair category.

**Table 2.** The Frequency and Percentage of Students' Pre-test Score

No.	Score	Classification	Pre-test	
			Frequency	Percentage
1.	84 - 100	Very Good	0	0%
2.	68 - 83	Good	2	6,5%
3.	52 - 67	Fair	29	93,6%
4.	36 - 51	Poor	0	0%
5.	20 - 35	Very Poor	0	0%
Total			31	100%

Based on the table 3 below, it could be seen that the score of students' writing skills in post-test showed that from 31 students, 11 students (35,5%) in very good category, and 20 students (64,6%) in good category.

**Table 3.** The Frequency and Percentage of Students' Post-test Score

No.	Score	Classification	Post-test	
			Frequency	Percentage
1.	84 - 100	Very Good	11	35,5%
2.	68 - 83	Good	20	64,6%
3.	52 - 67	Fair	0	0%
4.	36 - 51	Poor	0	0%
5.	20 - 35	Very Poor	0	0%
Total			31	100%

**Table 4.** The Comparison between Students' Pre-test and Post-test Scores

No.	Score	Classification	Pre-test		Post-test	
			F	P (%)	F	P (%)
1.	84 - 100	Very Good	0	0%	11	35,5%
2.	68 - 83	Good	2	6,5%	20	64,6%
3.	52 - 67	Fair	29	93,6%	0	0%
4.	36 - 51	Poor	0	0%	0	0%
5.	20 - 35	Very Poor	0	0%	0	0%
Total			31	100%	31	100%

From the table 4 above, it could be seen that the score of students' writing skills in pre-test showed that 2 students (6,5%) in the good category, and 29 students (93,6%) in the fair category. While, the score of students' writing skills in post-test showed that 11 students (35,5%) in the very good category, and 20 students (64,4%) in good category. Furthermore, based on the data above, it showed that among 31 students has improvement, where the students' score in pre-test dominant fair category (93,6%), while in post-test dominant in good category (64,6%). It meant that the students' score in post-test was better than students' scores in pre-test.

**Table 5. Mean Score and Standard Deviation**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pretest	31	55.74	7.000
Posttest	31	80.65	7.526
Valid N	31		

The table above showed the mean score in the pre-test is 55.74 and the standard deviation is 7.000. While the mean score in the post-test is 80.65 and the standard deviation is 7.526. it can be said that the students' score have increased after getting the treatment, as we can see that the mean score in the post-test is higher than in the pre-test.

**Table 6. Paired Sample Test**

		Paired Difference				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Upper				Lower
Pair 1	Pre-test – Post-test	-24.903	8.047	1.445	-27.855	-21.951	-17.230	30	.000

Based on the data above, it can be seen that the value of t-test was 17.230 and to find t-table with  $\alpha = 0.05$  and degree of freedom (df) was 30, which refers to the total of sample minus 1 ( $n-1 = 31-1 = 30$ ), so the t-table was 1.697. Furthermore, the data in table above showed that the value of the t-test was higher than the value of the t-table ( $17.739 > 1.697$ ). It indicated that there was a significant different between the results of the students' pre-test and post-test. It can be proved by the sig. (2-tailed) was  $0.000 < 0.05$ . It indicated that H1 is accepted and H0 is rejected. It showed that there was significant difference between the students' writing skills in narrative text after giving the treatment.

## **Discussion**

This research was conducted to determine the effectiveness of using Google Docs feature in Google Classroom on students' writing skills in narrative text. In the discussion section deals with the interpretation of the data analysis derived from the result of statistical

analysis through writing test both of pre-test and post-test. The description of the data collected through the test as explained in the previous section showed that the students' writing skills in pre-test and post-test was significantly different. It is supported by the mean score of the result of the students' pre-test and post-test score, where the mean score of post-test was higher than the mean score of pre-test ( $80.65 > 55.74$ ).

The pre-test was given before the researcher gave the treatment. The students did the pre-test and the mean score of the students' pre-test was 55.74. After doing the pre-test, the researcher gave the treatment to the students by using Google Docs feature in Google Classroom in writing narrative text. After doing the treatment, the students did the post-test and the mean score of the students' post-test was 80.65. The result showed that the mean score of students' post-test after the treatment was higher than the mean score of students' pre-test.

The statistical analysis from the result of the students' writing skills in this research showed that the students' writing skills in narrative text before using Google Docs feature in Google Classroom as a learning media was still low. However, the result score of the post-test in this research was more significant different than the result of pre-test. It was approved by the result of the pre-test before the treatment that there were 2 students (6,5%) in the good category, 29 students (93,6%) in the fair category. However, after giving the treatment by using Google Docs feature in Google Classroom, had showed good improvement which in post-test that the score of students' writing skills in post-test showed that 11 students (35,5%) in the very good category, 20 students (64,6%) in the good category. With the mean score of the post-test was higher than the mean score of the pre-test. So, it is concluded that the students' post-test using Google Docs feature in Google Classroom on students' writing skills in narrative text are better than the students' pre-test before using Google Docs feature in Google Classroom.

The results of this research show that there was a significant difference on students' writing skills in narrative text between pre-test and post-test or before and after using Google Docs feature in Google Classroom as a learning media. It is proved by the statistical summary of the students' mean score and standard deviation both in pre-test and post-test. The mean score of the students' pre-test was 55.74, and standard deviation of the students' pre-test was 7.000. While, the mean score of the students' post-test was 80.65, and standard deviation of the students' post-test was 7.526. It showed that the mean score of the post-test was higher than the mean score of the pre-test ( $80.65 > 55.74$ ). Thus, it meant that the

students' post-test by using Google Docs feature in Google Classroom on students' writing skills in narrative text was better than the students' pre-test

Furthermore, it is known that the t-test value obtained was 17.230 and to find the t-table with  $\alpha = 0.05$  and degree of freedom (df) was 30, which refers to the total of sample minus 1 ( $n-1 = 31-1 = 30$ ), so the t-table was 1.697. It showed that the value of the t-test was higher than the value of the t-table ( $17.230 > 1.697$ ). It indicated that there was a significant difference between the results of the students' pre-test and post-test. It can be proved by the significance (2-tailed) was lower than the significance level ( $0.000 < 0.05$ ). It indicated that  $H_1$  is accepted and  $H_0$  is rejected. It showed that there was significant difference between the students' writing skills in narrative text after giving the treatment

There is a research that similar with this research. It is a research that has conducted by Laili & Muflihah (2020) entitled "The Effectiveness of Google Classroom in Teaching Writing of Recount Text for Senior High School". The result showed that the value of significance (2-tailed) was lower than the significance level ( $0.022 < 0.05$ ), then the  $H_a$  was accepted. It means there was a significant value on students' achievement of the writing performance of recount text by using Google Classroom. In addition, the result of the questionnaire indicates that the students' responses are neutral; it means that the students do not feel difficult in the use of Google Classroom. However, it can be concluded that Google Classroom significantly affects students' writing performance and helps them finish and collect the assignment without any bound by time and space. Further, based on the data obtained, which analyzed through Brown's theory, the students' writing performance is imitative and intensive. It means they are still positioning in the primary category

Related to the result of one of the previous research above, the researcher can infer that the use of Google Docs feature in Google Classroom as a learning media was really helpful on students' writing skills in narrative text. It was approved by the significant difference on the students' writing skills after the treatment was conducted. Besides that, it can be seen in the result of the students' mean score and standard deviation of the post-test after the treatment. It was proved by the result of data analysis after being compared with the t-test was higher than the t-table ( $17.230 > 1.697$ ). So, based on the basis of decision making through comparison with t-test and t-table, it can be concluded that  $H_0$  was rejected and  $H_1$  was accepted, it meant that the use of Google Docs feature in Google Classroom was effective on students' writing skills in narrative text. Furthermore, Innovative lessons need to be incorporated into the conventional face to face session (Yauri et al., 2016). Therefore,

the researcher concluded that the use of Google Docs feature in Google Classroom was effective on students' writing skills in narrative text at the eleventh grade of SMA Negeri 26 Bone.

## **CONCLUSION AND SUGGESTION**

The researcher conclude that the use of Google Docs feature in Google Classroom was effective on students' writing skills in narrative text at the eleventh grade of SMA Negeri 26 Bone. It was proved from the result of the test showed that there was a significant difference between students' pre-test and post-test. Where, the mean score of the post-test was higher than the mean score of the pre-test ( $80.65 > 55.74$ ). The t-test value was higher than the t-table value ( $17.230 > 1.697$ ). Also, the calculated significant value was 0.000 less than 0.05. It meant that the  $H_0$  was rejected and  $H_1$  was accepted, it was seemed the use of Google Docs feature in Google Classroom was effective on students' writing skills in narrative text.

Based on the conclusion above, the research highly recommend the utilization of Google Docs as one of Google features to support writing student activities, especially in narative skills. Teachers, lecturers or other practitioners should be innovative in utilizing various digital platform/media to enhace learners' academic writing skills. Furthermore, as the next research recommendation is exploring further the barriers and solutions to academic writing using Google Docs.

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