THE EFFECTIVENESS OF USING GOOGLE CLASSROOM IN TEACHING WRITING AT GRADE X STUDENTS OF SMK NEGERI 1 ANGKOLA TIMUR

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ABSTRAK

This research aimed to know the effectiveness of using google classroom in improving students' narrative text writing skills at the tenth grade of SMK Negeri 1 Angkola Timur. In this research, the researcher used one-group pretest-posttest design. There was not control group. The researcher gave pre-test to student, then, researcher gave the students' treatment about writing using Google Classroom. After treatment is given, researcher gives the student post-test. The population in this research were the students of SMK Negeri 1 Angkola Timur. The researcher used random sampling were takes X RPL class as the sample of this research. The total of students in this class was 18 students. The results showed that the t-test value was higher than the t-table value. The t-test value of written narrative text in terms of content is greater than t-table (7.26 > 2.10982) and the t-test value of written narrative text in terms of coherence is greater than t-table (11.42 > 2,10982) The results calculate the ttest of the indicators in the student's t-test in content and the coherence is greater than the t-table (18.68 > 2.10982). It was concluded that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. That means that there were significant differences between the results of student content and coherence in writing narrative text by using Google Classroom

Kata Kunci: Narrative Text, Writing, Content, Coherence, Google Classroom

INTRODUCTION

Education in Indonesia has turned into a distance learning system since the Corona Virus Disease 2019 (Covid-19). This virus has spread to all parts of the world, and is still being discussed. The beginning of the emergence of Covid-19 first appeared allegedly in the animal market of the city of Wuhan, China. Initially, the government implemented a policy in the form of social distancing or social restrictions carried out in Indonesia for two weeks. The government hopes that the Social Distancing policy will reduce the spread of the Covid-19 virus. However, it turns out that this policy cannot

reduce the spread of Covid-19. Until in the end the government closed various levels of education ranging from kindergarten, elementary, junior high, high school to university for an undetermined time limit. The government takes various ways so that education can continue to run in this pandemic era, because education is a very important asset for a nation for the progress of a country. The government finally made a new policy by implementing a learning system from their respective homes, namely online (network learning) through various platforms ranging from zoom applications, google classroom e-learning, e-students and other learning media. This method utilizes an

online network that is definitely connected to the internet by staying in their respective homes and doing all learning activities online.

The online education technique is carried out by various levels of education, ranging from kindergarten, elementary, junior high, high school to university levels. In online learning, students are usually required to be more creative, such as being given the task of creating content on Youtube containing learning materials, making TikTok videos containing positive information, making summary posters of the material, making informative articles, posting videos containing knowledge on various social media, summarizing papers in power point by giving animations to writing, and other creative ideas In addition to these creative ideas, students and students are also given assignments online by teachers and lecturers, by recommending collecting assignments given through a system provided by each school and campus according to the policies applied, because each school or campus must implement different policies ranging from collecting assignments through the e-learning page on Google, through e-students, via Whatsapp, via e-mail. Even by coming directly to school or campus to just collect assignments, but must still comply with the health protocols that have been made by the government, namely everyone is obliged to do Wearing masks, washing hands, and maintaining distance).

At the beginning of the implementation of online learning in Indonesia, students and students experienced several difficulties ranging from technological stuttering (technological stuttering), internet problems, network problems in some remote areas, signal difficulties, quota cost over runs, lack of understanding of some subjects that are practice and count. In addition, complaints from parents of students at the kindergarten and elementary school levels also arise because they have added to their burden of supervising and assisting their children in the learning process. Not only students, teachers also have to adapt again to the existence of distance learning (online) where the learning system utilizes technology as a learning medium. Therefore, we should appreciate the hard work of teachers and lecturers, because the change in learning methods from offline to online is certainly not an easy thing, especially since the changes occurred suddenly and there was no prior preparation. However, over time, people have gotten used to it and have to accept and support the policies that have been made by the government in the world of education. Because during this pandemic, the online learning system is the most appropriate step to reduce the spread of the Covid-19 virus.

Researcer did a pre-observation at SMK Negeri 1 Angkola Timur. Google Classroom is an application that is used during the covid 19 pandemic. Currently, the Google Classroom application for bold learning does not sound foreign anymore. As a platform to facilitate distance learning activities, Google Classroom is a Google-owned application that allows teachers and students to meet each other online. The meeting takes place through a special internet-based room for various purposes, such as teaching and learning activities, meetings, online workshops, and more. This very fast digital technology platform has advantages. Users can interact directly with each other like in a conventional class. The material delivered by educators can be accepted by students wherever they are. To get closer to the various advantages, here are a number of

benefits that can be obtained from Google Classroom. Following the development of technology, many people consider the conventional face-to-face learning system to be the best way for the learning process. However, Google Classroom still excels in terms of functionality, especially during the COVID-19 pandemic as is happening in the world today. In fact, many practitioners combine Google Classroom with conventional face-to-face classes.The work of teachers in the learning process of students becomes faster thanks to digital technology. Likewise students, they will get recorded lessons directly from their email, practical and easy access, more efficient learning, training independence for students, can simultaneously use other features,can learn from great distances and a practical platform for exchanging ideas. In line with the background of the study, the writer formulates the research question as follows: "Does Google Classroom effective in teaching writing on tenth grade students of SMK Negeri 1 Angkola Timur?".

THEORETICAL DESCRIPTION

Writing

Writing is one of the important skills to understand by the students. They use it to communicate to each other, as means of ideas and emotional expression. According to Tricia Hedge, writing is about expressing idea that a writer is unable to express what a speaker able to express, such as gesture, body movement, facial expression, pitch and tone of voice, stress and hesitation.1Thus, a writer has to be able to write an effective writing in order to make a reader understand by developing and organizing ideas, a careful vocabulary choice, grammatical pattern, and

sentence structure to make which is appropriate to the subject matter and the eventual readers.

In addition, Harmer (2004: 86) states that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom. From all the statements above, it can be concluded that writing is an activity of thinking after which it is expressed into graphic symbols, in a communicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting laguange. In other words,writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

Problems of Writing

Writing as a productive skill needs appropriateness in using the language. It is supported by Riddel (2003: 131) in the following quotes.

"With writing, the emphasis on accuracy is much greater than with speaking.... Written tasks, on the other hand often recquire accuracy (e.g. completing a application form) and formal language. Because they recognize this, many students feel under pressure when writing."

Besides, Riddel (2003: 132) also explains that writing is an individual skill. Someone talks with others, while someone writes as if he communicates with himself.

This makes writing is more difficult than speaking. From the two statements, it can be concluded that writing is a difficult skill because it needs a high ability in choosing words and sentences to be understood by the readers. It is because the readers cannot criticize or asks questions concerning with the writing directly. Similar opinion is stated by Nursisto (2000: 5). He says that writing is a communication ability using the highest level of language. Four language abilities in a normal individu are listening, speaking, reading, and writing. The lowest or the simplest level is direct communication ability dealing with the spoken language, in the form of listening and speaking ability. Then, one level above listening and speaking is reading, and the most difficult level is writing.

According to Msanjila (2005), there are six common problems that may occur when doing writing. Those problems are capitalization problem, punctuation problem, inexplicitness or fuzziness, poor organization or illogical sequence, spelling problem, and the last is grammatical errors. It appears that out of the six writing problems, three are very crucial, including: the misuse of capital letters, inadequate use of punctuation marks and inexplicitness or fuzziness. Their impact is more serious than the other problems because the intended meaning is often misconceived. The students should pay attention on those six points to be able to make good writing assignments. Based on the opinion above, it can be concluded that writing has the most dificulties, since writing needs more accuracy for instance in spelling, grammar, and appropriate expression. Lacking of the accuracy will lead to missunderstanding. The readers might not be able to catch the message or the communication between the writer and the readers will not run well.

Google Classroom

Google Classroom is a part of Google Suite for Education and officially launched in 2014. As described in www.support.google. com, Google Classroom aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication. Google classroom was launched in 2014; therefore, studies related to the effectiveness of Google classroom are limited. Shaharanee, Jamil, & Rodzi (2016) analyzed Google classroom's active learning activities. They used TAM (Technology Acceptance Model) to study the effectiveness of the activities posted on the platform. Results of 100 students revealed that comparative performance of Google classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students' satisfaction. Similarly, (Espinosa, Estira, & Ventayen, 2017) conducted a research to evaluate the functionality of Google classroom as a Learning Management System (LMS). The study found that cost was the primary reason for the adoption. Collaborative learning through assignments was viewed as an extremely effective tool for enhancing student engagement.

Advantages of Google Classroom for Online Learning

This platform that really represents the rapidity of digital technology has many advantages. Users can discuss directly with each other like in a conventional class. The material delivered by educators can be accepted by students wherever they are. To

get closer to the various advantages, here are a number of benefits that can be obtained from Google Classroom.

1) Keeping up with Technological Developments

Many people think that the conventional face-to-face learning system is still the best way for the teaching and learning process. However, Google Classroom still excels in terms of functionality. In fact, many education practitioners combine Google Classroom with conventional face-to-face classes. The work of teachers in evaluating the learning process of students becomes faster thanks to digital technology. Likewise students, they will get recorded lessons directly from their email.

2) Practical and Easy Access

As long as the internet network is available and the gadgets are adequate, Google Classroom can be accessed anytime and anywhere. This platform is easy to use even by children who are still in kindergarten or elderly teachers; Of course with a little training and adaptation to digital platforms.

3) More Efficient Learning

Google Classroom makes learning systems and processes more efficient, saves time and effort, and is more economical. Thanks to online learning, the distance between home and school or between teachers and students is only a few steps. Not much time is needed to start the KBM process; Traffic jams are no longer an acceptable excuse for late students. Reducing operational costs such as transportation or renting a lot of classrooms can be minimized.

4) Practicing Independence for Students

The supervision system is reduced in the process of internet-based learning activities. As a result, students must be able to be actively involved and more independent. The use of features like this if maximized properly will develop children's learning abilities. In the end, children are able to adapt to knowledge more quickly.

5) You can rely on other features at the same time

Because it has a base from Google which is the largest search site, Classroom has advantages in terms of complementary features. You can use these tools when running Classroom. Like saving documents via Google Drive which is practical and safe.

The use of Google Forms is also very appropriate as another alternative for evaluating student learning outcomes. Student grades are calculated and accumulated faster. If the teacher is willing, students can even know their grades as soon as they submit their work. We all know, teacher administration is often a burdensome burden. Google Classroom makes things easier with its complementary features.

6) Can Learn From a Great Distance

The COVID-19 situation does not allow face-to-face learning to take place. Google Classroom is an application that is very helpful during the covid 19 period. In addition to describing a modern learning system, Google Classroom is a practical form that is suitable to be applied in the digital era like today. Computerization has become a way of life. Coupled with the New Normal conditions that suck us deeper. It seems not an exaggeration if the learning process can run much more advanced than we imagine; learn

from professors from across the continent, for example. Efforts to introduce Google Classroom in various parts of the world will help improve the quality of education for the global community.

7)   A Practical Place for Brainstorming

Of course, it is not only appropriate to use it as a learning medium whose interaction is only between teachers and students. The atmosphere of peer-to-peer collaboration that exists in conventional classes can still be presented through Google Classroom. Discussions, brainstorming, and presentations are even easier to do online than offline. Students no longer need to set up a projector or plug in cables everywhere. Just turn on the laptop, open the presentation application, and turn on the share screen. To support learning at school using Google Classroom online, you can use Google For Education. For further information, please contact us directly via email or click on the following link. Eudeka is part of GITS Indonesia, Google Cloud Partner, for education.

Previous Studies

In order to gain the understanding about this research, the researcher deliver several relevant studies. The first research has been done by Hammi (2017: 65) with the title "Implementasi Penggunaan Google Classroom pada kelas X IPA SMA 2 KUDUS" concluded the results of research on the application of Google Classrooms in the science class in MAN 2 Holi, the findings, analysis, and discussion were obtained based on the initial objectives of the study. The process of implementing Google Class as a learning media has been well implemented. Google Translation as a learning media that is

easy to use and use because it is simple and interesting. Fast access can be used anywhere at any time by installing the Google classroom application via

Play Store.

The second research has been done by Abdul Barir Hakim (2016: 5) in his journal "Efektifitas Penggunaan E-Learning Moodle, Google Classroom Dan Edomo". This research uses e-learning system to support teaching and learning process. But the E-learning system used is not utilized optimally, so that it can be concluded that the use of e-learning system has not generate interest and motivation of students and collaborative learning has not yet materialized.Therefore, comparison is done on most features in the e-learning system that has been used by STIMIK ESQ, namely Moodle, Edmodo and Google Classroom.

The third journal has been done by Suwantarathip and Wichadee (2013: 154) in their journal with the title "The Effects of Collaborative Writing Activity Using Google Docs on Students Writing Abilities" conclusion the results of the research implications of the findings of this study support that Google Docs is a useful tool that enables online learning environments. Language learning can gain knowledge in a supported and relaxed environment where they can assess mistakes to be corrected and learn to receive comments from others. This is very different from conventional teacher feedback pedagogy which does not provide choices for students. However, this study was restrained by several limitations. Because this research was conducted in theclassroom, the sample size was rather small. Low student numbers and facts learned at private

universities may not allow us to generalize across other contexts. Therefore, with limited samples, generalization of findings must be carefully transferred and accessible only to this nearby population.

The similarity between previous researches above with this research is same using e-learning as a learning media and improving students' learning interest. The differences with previous researches with this research is researcher only focus on improving students' writing on narrative text especially on their content and coherence.

METHODOLOGY OF THE RESEARCH

Method of the Research

Method of the research is a part of the research that has information about the research design. In another way, it also give information about how the researcher get the data. In this research, researcher use quantitative and qualitative (mixed method).

The researcher will utilize quantitative and qualitative research by adding score to show data in the research, and utilize qualitative research to observation the students in qualitative and the researcher would like calculate result of the observation. Moreover, the researcher looked the students writing recount text by using google classroom. The researcher is conduct by accumulating the basic data from the students score statistically. Then the type of the research is experimental research that the researcher compare the results of one class of the grade X of SMK Negeri 1 Angkola Timur, to know if there are any significant differences in writing with and without using google classroom. They are experimental class and controlled class. The researcher

used Google classroom when giving some assignments in experimental class and the researcher did not use it in controlled class. But just one class because pandemic and learning process do by learning online (whatsapp group).

Data and Sources Data

This research will be conduct at SMK Negeri 1 Angkola Timur. The researcher would like take the data from the X students of SMK Negeri 1 Angkola Timur. The students' grade X is researcher interest to researching. It is 20 totally. The age of the students are about 15-16 years old.

The researcher would like take the data based on the condition of the students such as students' environment, attitude, enthusiasm, perception to the condition of school, etc. The researcher also observe the students as long as teaching online learning process by observation students' activity to get the result of the data.

Instrument of the Research

There are some instruments that would like use in this research. They are as follows :

Pre-test

The researcher give the students pre-test for object experimental class and controlled class before the lesson to know the students' skill of writing recount text. The pre-test is an essay test which they must tell one of their past story activity, the topics already served by the researcher. The researcher use google form and would like share the link.

Post-test

The next step, the researcher give the post-test to object class after the lesson

finished. In the post test, students had to choose one of three topics to write in 45 minutes, they are Junior High School best moment, embarrassing moment, and sad moment in facebook group that the researcher served. The results of pre-test and post-test is collect and compare to know the effectiveness of using facebook in writing recount text. Rubric of written test assessment from Arthur Hughes (2003).

Interview

Finally, the researcher would like to choose random three students to interview by some questions that consist of effectiveness of using google classroom in writing. The purpose of interviewing the students to know whether their activities in google classroom are beneficial for them or not.

THE FINDINGS AND DISCUSSION

This chapter present the findings of the research and discussion. The findings of the research covered with the result of the data collected through the test. In discussion part, the writer describe the interprtation of the finding.

Research Finding

The findings of the research based on the result of data analysis, the researcher found the influence of the students' skill in writing narrative text. The result of data analysis found that teaching writing skill by using Google Classroom on students' writing skill in term of content and coherence used at the class X RPL SMK Negeri 1 Angkola Timur. The researcher analyzed the data that obtained from the students pre-test and post-test score and the result has proved that the Google Classroom was effective to influence the students' narrative text writing skill.

The findings deal with the students' pre-test score, treatment and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. The result of data analysis could be seen as follow:

1) The Students Mean Score of Pre-Test in Content and Coherence in Writing

The students' mean score of pre-test in content and coherence of the students' narrative text writing skill can be seen clearly in the following table:

Table 1: Mean Score of Pre-Test

Pretest	
Content	**Coherence**
X= 61.11	X=62.22

From the results of the research in the pre-test researchers found the results of students 'knowledge in writing, especially in making content was 61.11 (fair) because of the students were by limited knowledge, small writing substance, and inadequate topic development. And the students' knowledge about coherence was 62.22 (fair) because the search for students' ideas was still confusing or disturbing, writing sentences had no logical sequence and development.

Based on the results of the analysis above, it can be concluded that the mean score of pre-test student content is lower than the mean score of students' pre-test coherence.

2) The Students Score of Post-Test in Content and Coherence in Writing.

The students' score of pre-test in content and coherence of the students' narrative text writing skill can be seen clearly in the following table:

Table 2: Mean Score of Post-Test

Post test	
Content	**Coherence**
X = 75.27	X = 78.44

From the results of the post-test research, researchers found an increase in student knowledge outcomes in writing, especially in content was 75.27 (good) because students were able to write some knowledge 0 10 20 30 40 50 60 70 61.11 62.22 Coherence Content Post-test Content Coherence X= 75.27 X= 78.44 32 about the subject, adequate range, limited thesis development, mostly relevant to the topic, but lacks detail. And students' knowledge of coherence is 78.44 (good) because students were able to write sentences in a logical but incomplete sequence.

Based on the results of the analysis above, it can be concluded that the mean score of post-test student content is lower than the mean score of students' post-test coherence.

The findings dealt with the students'mean score, pre-test and post-test improvement, and also the significant difference between the students' score of the pre-test and post-test. It could be seen the result of data analysis was follow:

3)   The Improvement of the Students' Narrative Writing Skill in Term of Content Table 4.3 The Mean Score of Students' Writing Narrative Text in Content

Table 3: The Mean Score of Students' Writing Narrative Text in Content

Pre –test	Post – test	Improvement
61.11	75.27	18.81%

Based on the table, it indicates that the improvement of the students' narrative writing skill by using Goggle Classroom in term of content was successful. The students' mean score in pre-test was 61.11 (fair) and the students' mean score in post-test was 75.27 (good). So, the improvement of the students' narrative writing skill in term of content between pre-test to post-test was 18,81 %.
Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was Influence of the students' students' narrative writing skill in term of content.

4)   The Improvement of the Students' Narrative Writing Skill in Term of Coherence

Table 4: The Mean Score of Students' Writing Narrative Text in Coherence

Pre test	Post test	Improvement
62.22 %	78.44%	20.67 %

Based on the table, it indicates that the improvement of the students' narrative writing skill by using Goggle Classroom in term of coherence was successful. The students' mean score in pre-test was 62.22 (fair) and the students' mean score in post-test was 78.44 (good). So, the improvement of the students' narrative writing skill in term of coherence between pre-test to post-test was 20,67 %. Based on the result of analysis above, it can be conclude that the students' score of post-test was higher than pre-test. It means that, there was Influence of the students' students' narrative writing skill in term of content.

1.   The Percentage of the improving Students' narrative text writing skill in term of content and coherence.

a. Content The following table and chart show the percentage improvement of students' narrative text writing skill in term of content before and after application of Google Classroom.

Table 5: The Percentage of Students' Writing Skill in term of Content

No.	Score	Classification	Pre – test		Post – test	
			F	(%)	F	(%)
1	86 – 100	Very good	0	0	0	0
2	71 – 85	Good	0	0	12	66,7
3	56 – 70	Fair	12	66,7	6	33,3
4	41 – 55	Poor	5	27,8	0	0
5	0 – 40	Very poor	1	5,5	0	0
	Total		18	100	18	100

The table above shows the result of students' narrative text writing skill in term of content in pre-test and post-test. In pre-test, 1 students (5,5%) got Very Poor score, 5 students (27,8%) classified into Poor, 12 student (66,7%) classified into no body got Good and Very Good in pre-test. In post-test, there were 6 students (33,3%) classified into Fair score, 12 students (66,7%) classified into Good score, and nobody classified into Very Good, Poor, and Very Poor score.

b. Coherence The following table and chart show the percentage in provement of students narrative text writing skill in term of coherence before and after application of Google Classroom.

Table 6 The Percentage of Students' Writing Skill in term of Coherence

No.	Score	classification	Pre – test		Post – test	
			F	(%)	F	(%)
1	86 – 100	Very good	0	0	0	0
2	71 – 85	Good	3	16.6	16	88.9
3	56 – 70	Fair	12	66.7	2	11.1
4	41 – 55	Poor	3	16.7	0	0
5	0 – 40	Very poor	0	0	0	0
	Total		18	100	18	100

The table above shows the result students' narrative text writing skill in term of coherence in pre test and post test. In pre test, 3 students (16,6%) got Poor score, 12 students (66,6%) classified into Fair, 3 students (16,7%) classified into Good score. Nobody got Very Poor and Very Good score in pre test. In post test, there were 2 0 20 40 60 80 Pre-test Post-test 0 0 0 66.7 66.7 33.3 27.8 5.5 0 0 Very Good Good Fair Poor Very Poor Narrative Test Writing Skill in term of Content No Score Classification Pre-test Post-test F (%) F (%) 1 86 –100 Very Good 0 0 0 0 2 71 – 85 Good 3 16.6 16 88.9 3 56 – 70 Fair 12 66.7 2 11.1 4 41 – 55 Poor 3 16.7 0 0 5 0 – 40 Very Poor 0 0 0 0 TOTAL 18 100 18 100 37 student (11,1%) classified into Fair score, 16 students (88,9%) classified into Good score, and nobody got Very Poor, Poor and Very Good in post test.

Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significant difference between the result of students' mean scores in pretest and posttest the writer used t-test analysis on the level of significant (α) = 0.05 with the degree of freedom (df) = N – 1, where N = Number of subject (18 students) then the value of t-table was 2.10982 the t-test statistical, analysis for independent sample was applied.

Table 7: The Comparison of T-test and T-table Score of the Students' Narrative Text Writing Skill

Indicators	t- test	t- table	Description c
Content	7.26	2.10982	Significance
Coherence	11.42	2.10982	Significance
X	18.68	2.10982	

Table 7: showed that the value of the t-test is higher than the value of t-table. The t-test value of write narrative text in term of content was greater than t-table (7.26>2.10982) and t-test value of write narrative text in term of coherence are greater than t-table (11.42>2.10982) The result of calculating t-test of the indicators in the students' t-test in content and coherence was greater than t-table (18.68>2.10982).

The value of the t-test was greater than t-table. The score in variable of Writing Skill was (18.68>2.10982). It is said that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted. It meant that there was a significance difference between the result of the students' content and coherence in writing the narrative text by using Google Classroom as a media of treatment.

If the t-test value was higher than t-table at the level of significance 0.05 and degree freedom (df) 18 (N-1=18-1), thus the alternative hypothesis (H1) was accepted and null hypothesis (H0) was rejected. In contrary, if the value was lower than t-table at the level of significance 0.05 and the degree freedom 17, thus the alternative hypothesis (H1) was rejected and null hypothesis (H0) was accepted.

Discussions

In this part, the researcher would like to discuss the result of findings. The discussion aimed at describing the students' narrative text writing skill in term of content and coherence by using Google Classroom and the benefits of Google Classroom for teachers and students in the learning process.

The Students Pre-Test in Content and Coherence The use of Google Classroom application in improving the achievement of students' narrative text writing skills in terms of content and coherence could be seen from the results of students from the average score in the pretest.

The results of writing students in the pretest was low, in the pretest only gave practice (writing test) about the narrative test. The students was given a pre-test to discover students' writing skills. In this case, the writer gave five topics and asked students to write narrative texts. Students were given 60 minutes to complete their writing test. The teacher assessed the content and coherence of the narrative text that students have made. This shows that students could not express their ideas in writing and their writing cannot be understood.

At the beginning, their writing was very bad. The students still had not mastered writing skills yet. It could be seen that students did not arrange their writing well. Their ideas did not make sense. Sometimes they lost ideas. So, they could not continue their writing. They also could not make good content and correct coherence between one sentence with another sentence. They rarely read their writing after they finish writing. That is why, their writing was incoherent. They also thought that the time to write was limited. Therefore they had difficulty in writing and the results of their writing were still far from expected.

From the results of the research in the pre-test researchers found the results of students 'knowledge in writing, especially in making content was 61.11 (fair) because of the students were by limited knowledge, small writing substance, and inadequate topic development. And the students' knowledge about coherence was 62.22 (fair) because the

search for students' ideas was still confusing or disturbing, writing sentences had no logical sequence and development.

The Students Post-Test in Content and Coherence

The results of students' writing on posttest was high, posttest only provides exercises (writing test) about narrative tests. The students were given preliminary test to find students' writing skills. In this case, the writer gave five topics and asked students to write narrative texts. Students were given 60 minutes to complete their writing test. The teacher evaluated students' content and coherence. After giving treatment there were some improvements in students writing narrative texts in terms of content and coherence.

From the results of the post-test research, researchers found an increase in student knowledge outcomes in writing, especially in content was 75.27 (good) because students were able to write some knowledge about the subject, adequate range, limited thesis development, mostly relevant to the topic, but lacks detail. And students' knowledge of coherence is 78.44 (good) because students were able to write sentences in a logical but incomplete sequence.

THE CONCLUSION AND SUGGESTION

Conclusions

Based on the results of data analysis of the findings in the previous chapter, the researcher concluding that:

1) The use of Google Classroom is effective in teaching writing narrative texts in terms of content, as evidenced by the mean score of content before and after the treatment 61.11 to 75.27 increased 18.81% with t-test values greater than t- table (7.26 > 2.10982).

2) The use of Google Classroom is effective in teaching writing narrative texts in terms of coherence, as evidenced by the mean score of coherence before and after the treatment is 62.22 to 78.44 increased 20.67% with the t-test coherence value is greater than t-table (11.42 > 2.10982). The results of the t-test calculation of the indicators in the t-test the ability to write narrative text students (content and coherence) is greater than ttable 18.68 > 2.10982. This means there is a significant difference between before and after giving treatment.

Suggestions

Based on the conclusion presented above, the researcher tries to gaves some suggestions for English teacher, the next researcher and anyone who read this thesis as follows:

1) For Education Using Google Classroom in the teaching and learning process is one of the most effective learning methods for English lessons or other lessons because it can increase student interest in learning.

2) For Students Using Google Classrom can increase student interest in learning and student activity because in this era of technology, students tend to be more interested in learning if through a smartphone or laptop.

3) For the English Teacher at the Tenth Grade Students' of SMK Negeri 1 Angkol Timur, the application of Google Classroom is one method that can be considered in teaching English to help improve students' writing skills.

4) For school For school, it is assumed that the implementation of Goole Classroom can increase student interest in learning so it is recommended to school institutions to maintain methods or learning strategies in class so that students like subjects.

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