

The Use Google Classroom During Pandemic, In Teaching Oral Descriptive Text of SMA Negeri 1 Peusangan Selatan

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ABSTRACT

The researcher raised the problems of this research, namely: the first, How does the students improve their Oral Descriptive text through Google Classroom? And the second, How do students respond after using Google Classroom in Teaching Oral Descriptive text to the student at SMA 1 Peusangan Selatan?. The purpose of this study is to know the students improve their Oral Descriptive text through Google Classroom and to know the students respond after using Google Classroom in Teaching Oral Descriptive text to the student at SMA 1 Peusangan Selatan. The method used in this research is Collaborative Classroom Action Research. The researcher collaborated with teacher at SMA Negeri 1 Peusangan Selatan. The instruments used in this research are test, observation checklist and questionnaire. Based on the result of the data analysis, it can be found that, the mean score of the students test in oral descriptive text in first cycle was 36.55, in the second cycle was 67.75. based on the teaching and learning process the mean score of students' observations in first cycle was 40.7 while in the second cycle was 82.1. the mean score of teacher observations in teaching oral descriptive text by using google classroom in first cycle was 56 while in the second cycle was 88. The students' response to the application of the Google Classroom in teaching oral descriptive text got an mean score of 87.11 or 3.33 (Strongly Agree). These results indicate that the use of google classroom in teaching oral descriptive text its good results and a satisfactory response. Thus this research is said to be successful.

Key Word : *Oral Descriptive Text, Google Classroom, Collaborative Classroom Action Research*

INTRODUCTION

1.1. The Nature of Speaking

Speaking is the act of verbally expressing ideas and emotions. It is possible to directly and experimentally witness speaking as a productive talent, albeit the correctness and fluency of speech always influence these observations. Speaking is the ability to articulate sounds in a way that communicates ideas, opinions, and wishes to another person.

1.2. Aspect of Speaking Skill

The following are the speaking characteristics:

1. Grammar

Grammar is a process of compiling words into good sentences based on phrase structures that can make it easier for students to master them. In improving speaking the use of correct grammar will affect the response received by others.

2. Pronunciation

In speaking skills, pronunciation is an important point. Students must be able to grasp the appropriate and clear pronunciation rules so that the true meaning that they want to convey does not change. In addition, the intonation used must be soft and easy to understand. Fluency.

3. Fluency

Fluency in speaking has a close relationship with pronunciation. The speaker is said to be fluent when the speaker can speak automatically, clearly, and easily understood. In testing fluency, students can practice continuously by doing dialogues or giving speeches

4. Content

Content is the main idea to be conveyed in speaking. Therefore, in conducting a conversation, students must be able to choose the right sentence to convey their intent orally so that the listener is able to understand the meaning conveyed and then be able to provide a clear response.

1.3. Kinds of Speaking Active

In addition, [1] suggests additional speaking-related exercises to help children develop their oral language skills namely is:

1. Information Gap Activities

Students must cooperate to gather a variety of pertinent facts for this task, and then they must deliver information based on the information they have gathered.

2. Brainstorming

Students must be able to generate ideas according to the time allotted based on the context and topic given by the teacher. This activity is very effective in increasing the fluency for each student because the ideas they put out cannot be criticized so that students can share their ideas freely.

3. Storytelling

Through story telling students can grow their creativity and self-confidence. Because here students can express their ideas according to the sequential format in storytelling starting from the initial stage, the development stage, and the final stage in a story. In telling stories students can also summarize a fairy tale that they made and then told it to the general public.

4. Picture describing

In this activity, the teacher provides photographs to the class for them to describe in speaking exercises. The teacher will provide the pupils with various photographs to work on individually or in groups during this activity. One group member who acts as a spokesperson is instructed to be able to explain the picture given in front of the class. The benefit of this activity is to be able to grow students' imagination and creativity in public speaking.

1.4. Teaching Oral Descriptive Text

Oral teaching is involves a procces of utilizing thingking, knowledge and skill in order to speak and listen effectively. As such, it is central to the all of people. A descriptive text gives specific details about a person, place, or object. This means that descriptive prose can be used to explain the characteristics of a certain person, location, or thing, or to describe how they seem.

In such a situation, the researcher should be aware of how to meet the needs and assist the pupils in developing their speaking abilities to describe objects. One method that students

use to present their ideas is through oral description. An oral description is a presentation in which students demonstrate and describe in-depth a certain subject. For instance, hue, dimension, form, composition, and numerous other factors.

1.5. Google Classroom

Google Classroom as their learning platform to enhance the oral description text. One of the tools provided by Google for educational activities in the classroom is Google Classroom. One such application that is cost-free and has rapidly grown in popularity is Google Classroom. The study's primary goal is to gauge teachers' opinions of Google Classroom's usefulness. google classroom is a platform that has features that make it easier for teachers and students to carry out the teaching and learning process and google classroom is a feature that is accessed for teaching and learning that facilitates long distance and close distance meetings and can save time in learning.

1.6. Fuctions of Google Classroom

Google Classroom has a lot of functions, but the general features mentioned in include some of the following[2]:

2. Posting and Sharing

Teachers can submit files for students, connections to relevant class websites, teaching resources, and other things. This is a very effective method for students to receive class materials, and it is one of Google Classroom's most useful features.

3. Assignment

Assignment creation, distribution, and collection may be done quickly and easily by teachers and students.

4. Grading

Teachers are able to add private feedback remarks and any point value to student assignments.

5. Question

Teachers can give any point value to a student's assignment and include personal feedback comments.

6. Calendar

For the purpose of reminding students and teachers about due dates, Google Classroom automatically generates an assignment calendar.

RESEACRH METHODELOGY

In this research, the researcher applied a Collaborative Classroom Action Research (CCAR) as a Method. The researcher applied that method to describe the students perception on the use of Google Classroom in language teaching. In this study, the researcher will apply classroom action research (CAR), a model created by Kemmis and McTaggart that consists of four steps: planning, acting, observing, and reflecting, to reflect on the activity that arose and happened in class[3]. The problem in this research is improved by the cycle series.

The setting of the research is The second-grade students at SMA Negeri 1 Peusangan Selatan are the research subjects, and the study's location is that school. The class is made up of 25 students. Their levels of intelligence and English proficiency vary. Every cycle, each of them will take part in the conversation. They will receive a grade based on how well they speak.

Planning, action, observation, and reflection are the four processes that make up one cycle of classroom action research, according to Kemmis and Taggart. The next phase describes the activities: preliminary research, problem-solving, action planning, action implementation, observation, data analysis, and reflection. The following, which is an adaptation of the Kemmis and Taggart Action Research model, shows the process for putting classroom action research into practice.

1. Preliminary study

One of the measures that researcher take to identify issues with both students and teacher in the teaching and learning process is a preliminary study. These issues include the use of media, ineffective instructional methodologies or techniques, and more.

2. finding problems

After the researcher conducted a preliminary study, the researcher then analyzed finding the problems.

3. Planning the Action

The researcher formulates some ideas to put into action in order to address the intriguing challenge discovered in the class after having identified the problems. The lesson design,

instructional materials, research tools, success criteria, scoring rubric to evaluate the students' oral descriptive texts, and field notes were all prepared before the teaching-learning activities.

4. Implementing the action

The acting was the implementation of the planning made by the researcher. The lesson plan was implemented by presenting the prepared content to the pupils in the classroom. Using a field note, a camera to capture a photo as a document, and an observation checklist, the collaborator recorded their observations of the teaching-learning process. The lesson plan's steps were implemented by the teacher and researcher simultaneously.

5. Observation

In this activity, the researcher would act as the teacher to teach, and the teacher would like to act as the observer. The observation would do by using the observation checklist.

6. Reflection

In this phase, the researcher viewed the findings from earlier phases as a critical appraisal for future planning, subsequent action, and moving fast through a number of cycles. If the pupils are motivated, the researcher determines that the impact of the action has met the criteria for success. The researcher and her collaborator discussed whether the activities conducted improved students' skills in speaking, including they can describe themselves in English. The observation results in the observation checklist, field notes, test, and teaching and learning process.

In classroom action research, the success criteria are established as the foundation for judging whether a cycle was successful or unsuccessful. The following criteria must be met for the study area to be successful:

1. The students achieve a 65% or good level on the post-test for the improved oral descriptive text.
2. The researcher has a successful record of learning and teaching. Researchers receive a performance bonus of roughly 70%.
3. The replies from the students to the Google Classroom learning resources to enhance their oral descriptive text. A good level or 3.01 to 5.00 on the questionnaire is the average score.

Accurate data must be gathered, measured, and analyzed from a variety of pertinent sources in order to solve research puzzles and predict future trends and possibilities. The method for gathering data is as follows:

1. Observation checklist

The research observation checklist is intended for the observer. The SMA Negeri 1 Peusangan Selatan English teacher and students are the research observer.

2. Questionnaire

The researcher administered a questionnaire to fill in the information students could not get from the observation checklist in this research. The questionnaire elicits thorough information from the students during the teaching and learning.

3. Tests

By using Google Classroom as a learning tool, students will be put to the test to determine their level of proficiency using oral descriptive text.

Data analysis is the final part of conducting research. To get the average student score, the researcher used quantitative data that was then examined using descriptive statistics. It denotes that formulas were used to analyze the data collected for this study. Additionally, the researcher in this study incorporated qualitative data gathered via observation checklists, field notes, and questionnaires about student attitudes and motivation during the teaching and learning process.

[4] Gives the following formula below:

$$\bar{X} = \frac{\sum fx}{N}$$

Where:

\bar{X} = Mean score

$\sum fx$ = Total score of all students

N = Number of students

The scale of students' test was prepared by researcher

1. An exam was considered excellent if the average score of the students was between 76 and 100.

2. An exam was considered good if the pupils' mean score ranged from 50 to 75.
3. If the pupils' test results ranged from 26 to 45, they were classified as fair.
4. If the pupils' test had a mean score between 0 and 25, that score was considered poor.

If the average score of the students was 75 or more, in this research, the mean that the students belong to categorized success.

The percentage of questionnaires towards that score can be seen as follows[5].

Level 4 : 3,0 – 3,5 = Strongly agree

Level 3 : 2,5 – 2,0 = Agree

Level 2 : 2,0 – 2,5 = Disagree

Level 1 : 0 – 2,0 = Strongly disagree

Meanwhile, to see the student's score in improve oral descriptive text, the researcher uses procedure qualitative data with an analytic rubric score[6].

Table 2.1 Scoring Rubric of Speaking

Components of Speaking	Level	Score	Scale and Descriptor
Grammar	1	0-6	Error in grammar Are frequent, but spaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	7-12	Can usually handle elementary constructions quite accurately but does not have through or confident conversation.
	3	13-18	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation.
	4	19-24	Able to use the language accurately on all levels normally pertinent to provrsional need. Error in grammar are quite rare.
	5	25-30	Equivalent to that an educated native speaker.
Vocabulary	1	0-4	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	5-8	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.

	3	9-12	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics.
	4	13-16	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	12-20	Speech on levels is fully accepted by educated native speakers in all its features, including breadth of vocabulary and idiom, colloquialisms.
Comprehension	1	0-4	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	5-8	Can get the gist of most conversations of non technical subject.
	3	9-12	Comprehension is quite complete at a normal rate of speech.
	4	13-15	Can understand any conversation within the range of his experience.
	5	16-20	Equivalent to that of an educated native speaker.
Fluency	1	0-2	No specific fluency description. Refer to other four language areas for implied level of fluency.
	2	3-4	Can handle with confidence but not with facility most social situation, including introductions and casual conversation about current even.
	3	5-6	Can discuss particular interest of competence with reasonable ease, rarely has to grope for word.
	4	7-8	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience.
	5	9-10	Has complete fluency in the language such that his speech is fully accepted by educated native speaker.
Accent	1	0-4	Error in pronunciation are frequent, but can be understood by a native speaker.
	2	5-8	Accent is intelligible though often quite faulty.
	3	9-12	Error never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.

	4	13-16	Error in pronunciation are quite rare
	5	17-20	Equivalent to and fully accepted by educated native speaker.

RESEACRH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would discuss the presentation of data and research results in solving students' problems in learning oral descriptive texts in English lessons. The researcher conducted this research in first grade at SMA Negeri 1 Peusangan Selatan. As explained in the previous chapter, to make it easier for the researcher to improve students' abilities in learning oral descriptive texts, the researcher used Google Classroom as a learning medium.

In the first cycle, the teacher saw and measured the results of the average student score based on the test given by the researcher to students to improve students' abilities in oral descriptive texts through the use of Google Classroom media as a student learning resource.

Table 3.1 the result of the test in cycle 1

No	Students Name	Gramm ar	Vocab	Compre	Fluency	Acce nt	Total
1	Fazilaturrahmi	6	5	5	6	8	30
2	Ilham Maulidin	6	7	6	4	8	31
3	Irfan Maulana	12	10	6	5	7	40
4	Karmilatul Zahra	15	10	8	6	10	49
5	Khairiyani	6	6	6	4	8	30
6	Khairunnisak	10	10	10	5	10	45
7	Munawar	8	4	8	4	8	32
8	Nabila Syakira	6	8	6	4	8	32
9	Nasrul Mukminin	7	6	6	5	6	30
10	Nurul Ahya	10	8	8	6	10	42
11	Nurlena	11	9	5	5	5	35
12	Raujatul Jannah	10	10	9	6	5	40
13	Reyhan Maulana	15	10	10	6	9	50
14	Saifannur Ridha	6	6	7	4	7	30
15	Sahal Al-Asyi	8	7	7	5	5	32
16	Syahrul Ramadhan	6	5	8	4	7	30
17	Yusniar	12	10	8	5	7	42
18	Saqia Zamira	15	10	10	7	8	50
19	Zia Fitri	6	6	7	4	7	30
20	Yuramadini	9	8	5	4	5	31
	Total Score	731					
	Mean Score	36,55					

As for calculating the mean score of students in determining the success or failure of research in cycle one, the researcher uses the following formula:

$$X = \frac{\sum fx}{N}$$

Where : X = Mean Score

$\sum fx$ = Total Score of the Students

N = The number of Sample

In the following, The researcher reveals the findings from the first cycle of research is average student score:

$$X = \frac{\sum fx}{N}$$

$$X = \frac{731}{20}$$

$$X = 36,55$$

It is clear from the exam results above that students typically scored 36.55 on the oral description text test. The average number demonstrates that the first study cycle did not meet the success requirements. As a result, the researcher must conduct this study again in the second cycle to obtain the desired results.

In the first cycle, the researcher performance data during the learning process in implementing Google Classroom was collected in a checklist observation sheet. The observation sheet contains how researcher could improve students' skills in increasing learning of oral descriptive texts. Not only that, but the observation sheet also contains the performance of the researcher teaching during the implementation of the action, which could be analyzed based on the researcher activity, and the way the researcher provides motivation and self-confidence.

Based on the observation sheet, For the researcher use of Google Classroom as a learning tool to enhance students' proficiency with oral descriptive texts, a score was achieved in the first meeting, 51%, and at the second meeting, 62%. The average percentage gained from the researcher's performance in cycle one of the learning process was 56%. In contrast,

this percentage was deemed satisfactory, and it fell short of the required level of 70% for completeness.

Based on the findings from the student checklist observation sheet, the researcher concluded that the student's ability to carry out descriptive texts orally was still lacking in this because students did not have a lot of vocabulary for expressing descriptive texts orally properly and precisely. In addition, the intonation and grammar that students use still have many deficiencies, so the words composed by students when describing orally are still ordinary and unclear. Another problem the researcher found was that students were still shy about expressing what they wanted to describe, so a lot of time was wasted because researchers forced these students to express what they wanted to describe.

Thus, it can be seen that the results at cycle one's first meeting were 37.14%, while the results at cycle one's second meeting were 44.29%, with the average result at the two meetings being 40.7%. According to the average outcomes, the success criteria are still not about 65% (good) complete. As a result, the researcher decided to carry out this study in a second cycle.

Based on the results above shows that students have not fully mastered oral description text, so the implementation in cycle one has not been categorized as not successful. As a result, the researcher needs to develop a fresh strategy for the second-graders at SMA Negeri 1 Peusangan Selatan. To establish a friendly classroom environment, the researcher must improve the plan, thoroughly explain the subject and use of Google Classroom media to the students, and encourage student participation. The researcher must do these steps to obtain the best results following predefined success criteria before moving on to the following study cycle.

tests in cycle two were administered to second-grade students at SMA Negeri 1 Peusangan Selatan to determine the mean score of students in the teaching and learning process. To find out the mean score obtained by students in mastering oral description texts and whether the implementation was successful or not, the researcher used the formula[4]:

$$X = \frac{\sum fx}{N}$$

Where : X = Mean Score

$\sum fx$ = Total Score of the Students

N = The number of Sample

So the researcher describe the results as follows:

$$X = \frac{\sum fx}{N}$$

$$X = \frac{1355}{20}$$

$$X = 67,75$$

Table 3.2 the result of the test in cycle 2

No	Students Name	Gramm ar	Vocab	Compre	Fluency	Acce nt	Total
1	Fazilaturrahmi	20	15	17	8	15	75
2	Ilham Maulidin	15	15	17	10	13	70
3	Irfan Maulana	15	20	15	10	15	75
4	Karmilatul Zahra	20	15	13	7	15	70
5	Khairiyani	18	16	15	7	9	65
6	Khairunnisak	18	16	15	6	20	75
7	Munawar	13	12	15	10	10	60
8	Nabila Syakira	15	15	16	9	10	65
9	Nasrul Mukminin	15	16	15	9	10	65
10	Nurul Ahya	18	12	15	8	17	70
11	Nurlena	15	15	12	8	10	60
12	Raujatul Jannah	15	16	15	9	15	70
13	Reyhan Maulana	20	20	15	10	15	80
14	Saifannur Ridha	13	12	12	8	15	60
15	Sahal Al-Asyi	13	12	15	10	10	60
16	Syahrul Ramadhan	15	15	12	8	10	60
17	Yusniar	15	16	15	9	15	70
18	Saqia Zamira	24	16	15	10	15	80
19	Zia Fitri	12	13	12	8	15	60
20	Yuramadini	18	12	15	7	13	65
	Total Score	1355					
	Mean Score	67,75					

Researcher performance data during the application of Google Classroom as a medium for teaching oral descriptive texts were collected in a checklist observation sheet. The researcher observations included improving students' ability to master oral descriptive texts using Google Classroom as a learning medium.

As in the previous cycle, the researcher can explain to students without explaining in detail about using Google Classroom. The researcher only invites students to do oral description texts independently based on the examples presented by the researcher in Google Classroom. So far, students had understood very well in the learning process. Meanwhile, collaborator teachers also collect researcher performance scores in learning. Results from the first and second meetings in the second cycle were 86% and 89%, respectively. In cycle two the average score percentage was 88%. or the "excellent" category, and had achieved the success criteria, so the researcher performance in using google classroom as a medium in increasing students' mastery of oral description texts was stated as success in this cycle.

The researcher analyzed students' ability to master oral descriptive texts using Google Classroom as a medium using student observation sheets. Researcher have seen a lot of progress from students both in the application of media and in the ability of students to master oral description texts.

The researcher received a score based on student observations during the first meeting, namely 80% and 84.29% at the second meeting. The researcher received an average score of 82.1% in the "excellent" category based on the first and second sessions. The researcher concluded that the student's proficiency with oral descriptive texts utilizing Google Classroom media had greatly improved and had met the completeness criterion based on the average she had earned. With this, the researcher stopped conducting cycle two research and did not continue to the next cycle.

The data collection questionnaire contains questions that lead to knowing student perceptions in implementing Google Classroom. In this questionnaire, The researcher provided a 10-question survey. The students will cross out the answer choices (a, b, c, and d). The researcher's four selections were strongly agree, agree, disagree, and strongly disagree using Google Classroom as a media incorporated into the teaching and learning process.

Table 3.3 the percentage of the Students' Response toward the implementation Google Classroom to Improved Oral Descriptive Text

No	Variable Measured	Questionnaires	Total Score	Mean Score
		Number		
1	The pupils were delighted and improved their oral descriptive text.	2,5,7,9	266	3.3
2	Google Classroom offers additional advantages and makes it simpler for pupils to comprehend spoken descriptive text.	4,9,10	194	3.4
3	The Students were engaged, motivated, and enthusiastic about learning oral descriptive texts.	1,3,6,8	266	3.3
Total Score			726	10.0
Average			242	3.33

Based on the table, the total score of the questionnaire obtained by students was 726. The average student response to the use of Google Classroom as a medium in increasing learning of spoken descriptive texts was 3.33, included in the "Strongly Agree" criterion, meaning that students responded well to the use of the media.

CONCLUSION AND SUGGESTION

Based on the research conducted, the researcher draws several essential conclusions in improving students' abilities in spoken descriptive texts through the use of google classroom learning media in first grade at SMA Negeri 1 Peusangan Selatan, and the conclusions are as follows:

1. The use of google classroom as a learning medium in improving students' ability in the oral descriptive text could increase significantly. it could be seen from the results of student tests in the first cycle to get an average score of 36.55; in the second cycle, it increased to 67.75. From the results of the research in the second cycle, it can be concluded that research using Google Classroom in improving students' abilities in oral description texts was declared successful.
2. Based on the questionnaire findings, The percentage of improvement and student reactions to using Google Classroom material received an average score of 3.33 in the "strongly agree" category. Through these mediums, it was demonstrated that students are thrilled, highly driven, and interested in developing their knowledge of spoken descriptive text.

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