

## THE IMPLEMENTATION OF GOOGLE CLASSROOM IN WRITING SPOOF TEXT DURING THE COVID-19 PANDEMIC

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### *Abstract*

#### **Abstract**

*The purpose of this study was to describe the process of implementing Google Classroom in writing spoof text, and to describe students' perceptions of the implementation Google Classroom in writing spoof text, while the method used in this study was descriptive qualitative, and the instrument used for data collection was observation, interviews, and documentation. The results of this study conclude that (1) the process of implementation Google Classroom in writing spoof text includes: The learning objectives have been applied in the delivery of material according to the curriculum. Learning materials were delivered clearly and in detail. Learning media used were videos, pictures, and power points. Learning method used question and answer. Learning strategies deliver important points. The results of the assessment had not been successful as a whole. (2) Students' perceptions about the implementation of Google Classroom in writing spoof text includes: The learning materials were delivered clearly because there is an explanation through video. The learning media used was video and the media is feasible to use. Supporting factor, having electronic media. Inhibiting factor, an unsupportive environment resulting in unstable network connections. Advantages could learn remotely, anytime and anywhere. Disadvantages, could not meet friends.*

*Keyword: Google Classroom, Writing, Spoof Text*

#### **Abstrak**

*Tujuan dari penelitian ini adalah untuk mendeskripsikan proses pelaksanaan Google Classroom dalam menulis writing spoof text, dan untuk mendeskripsikan persepsi siswa mengenai pelaksanaan Google Classroom dalam pembelajaran bahasa Inggris, adapun metode yang dilakukan dalam penelitian ini adalah deskriptif kualitatif, dan instrumen yang digunakan untuk pengambilan data yaitu observasi, wawancara, dan dokumentasi. Hasil penelitian ini menyimpulkan bahwa (1) pelaksanaan pembelajaran Google Classroom dalam pembelajaran bahasa Inggris meliputi: Tujuan pembelajaran telah diterapkan dalam penyampaian materi sesuai dengan kurikulum. Materi pembelajaran disampaikan dengan jelas dan rinci. Media pembelajaran yang digunakan video, gambar, dan power point. Metode yang digunakan Tanya jawab. Strategi pembelajaran menyampaikan poin-poin penting. Hasil penilaian belum berhasil secara keseluruhan. (2) Persepsi siswa mengenai pelaksanaan Google Classroom dalam menulis writing spoof text meliputi: Materi pembelajaran disampaikan dengan jelas karena ada penjelasan melalui video. Media pembelajaran yang digunakan seperti video, dan media tersebut layak untuk digunakan. Faktor pendukung, memiliki media elektronik. Faktor penghambat, lingkungan yang kurang mendukung mengakibatkan koneksi jaringan tidak stabil. Kelebihan, bisa belajar jarak jauh, kapanpun dan dimanapun. Kekurangan, tidak bisa bertemu dengan teman.*

*Kata kunci: Google Classroom, Menulis, Spoof Text*

## INTRODUCTION

Education is a very effective means of educating the nation's life this is one form of implementing the third goal of the Indonesian state, namely the intellectual life of the nation. Therefore, the progress of the nation is influenced by the level of education applied by the state (Sutrisno, 2016)

Education has an important role in developing a country because education is considered important as a way to build and shape quality human resources so that it is able to support the creation of advanced social development, one of the ways that can be used to improve the quality of education is to develop the quality of education in conjunction with advances in science and technology (Salamah, 2020).

The development of information technology in recent years has developed at a very high speed, so that this development has changed the paradigm of society in seeking and obtaining information, which is no longer limited to newspaper, audio-visual, and electronic surveys. But also, other sources of information such as through the internet network (Husaini, 2014).

The development of information technology has a major influence on changes in every field, one of which is changes in the field of education. Technology can be used in the learning process which can be said to be a change from conventional to modern. (Handarini & Wulandari, 2020).

The learning process has an important role as an effort to improve the quality of education. In order to create meaningful learning, it must optimize learning that is more directed at modernization activities.

One of the problems facing the world of education today is the impact of the COVID-19 pandemic which is now starting to spread to the world of education, as a result of this COVID-19 pandemic, which led to the implementation of government policies, namely limiting interactions, with restrictions on interaction from the

government, the Indonesian Ministry of Education as well. Issued a policy, namely by dismissing schools and replacing the learning process with an internet network system or online learning system (Siahaan, 2020)

This policy does not only apply in Indonesia but also applies to all countries affected by COVID-19, with this government policy, schools are implementing remote teaching and learning activities or online learning by utilizing technology.

Online learning is carried out by utilizing technology, especially the internet. Online learning is a learning system that is carried out not face to face directly, but using a platform that can help the teaching and learning process that is carried out even though it is a distance. (Sofyana & Rozaq, 2019)

Another definition of online learning is a learning method that uses an internet-based interactive model and system management learning. Like using Zoom, Google Meet, and Google Classroom. Online activities include webinars, online classes, all activities are carried out using internet and computer networks (Simanihuruk, 2019) From the existing understanding, it can be concluded that online learning is a learning system or method that uses the internet network, or learning that is carried out without meeting face to face.

One of the online learning methods that is currently developing and starting to be used is Google Classroom. Google Classroom is a mixed learning platform for the scope of education that can make it easier for teachers to create, share, and classify each pensive assignment (Permata & Bhakti, 2020).

Google Classroom is designed to make it easier for teachers to save time, manage classes, and improve communication with their students. With Google Classroom, it can make it easier for students and teachers to connect with each other outside and inside the school (Wicaksono, 2020).

SMK Muhammadiyah 1 Cepu is one of the schools that has used e-learning as a learning medium where e-learning activities at the school utilize Google Classroom. In the learning process, students are given material so that students can immediately understand the material presented by the teacher through the Google classroom. In addition, students are given an assignment by the teacher and send the results of the report to Google Classroom. Google Classroom is an alternative to provide material and questions without using printed media.

Based on the description above, the researcher will study the extent of Google Classroom learning during the COVID-19 pandemic, so this research focuses on the implementation of English learning using Google Classroom during the Covid-19 pandemic in eleventh grade accounting at Vocational High School.

The purpose of writing this article is 1) To describe the process of implementing Google Classroom in writing spoof text during the Covid-19 pandemic, 2) To describe students' perceptions about the implementation of Google Classroom in writing spoof text during Covid-19?

### **Definition of Google Classroom**

Google Classroom is a mixed learning platform aimed at every sphere of education to find a way out of difficulties in paperless learning. This software has been introduced as a privilege Google Apps for Education since 12 August 2014. (Mayasari, 2019).

Google Classroom is one of the online learning platform (online) on smartphones as well as a personal computer (PC) with an internet connection that is provided free of charge and is never used as paid content (Su'uga, 2020)

### **Definition of Writing**

According to Barnet and Stubbs, (in Orianda, 2013), writing is the media of communication of making contact between the writer and the readers, so that the readers should understand the written product. Communication will be affective if the readers understand what the writers

mean in writing. So, there will be a good link between writer and the readers.

According to Wasilah, (in Ruhama, 2018), said that writing is considered difficult and people will be able to write after they have mastered listening, speaking, and reading skill.

Based on explanation above, it can be concluded that writing is a medium of communication that makes contact between writers and readers, and people will be able to write once they have mastered the skills of listening, speaking and reading.

### **Definition of Spoof Text**

There are some definitions about spoof text and the most of them have the same main point. Handayani and Harha, (2016) in their journal state that A spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story.

Spoof text is text which tell factual story with funny story. The social function of spoof text is to tell an event with humorous twist and certain the reader. (Orianda & Rusdi, 2013).

According to Sudarwati and Grace, A funny story is often called a spoof. It retells an event with a humorous twist. That's why the story is funny. Sometimes, we can also find a spoof in a short conversation or in a cartoon.

It means that spoof text is a text which retells the past event which has funny ending and it is to entertain the readers.

### **Generic Structure of Spoof Text**

Like other genres of text, spoof text also has generic structure; spoof text has three main parts. They are: 1) Orientation: appears as an introductory part of the text. It will guide the readers to show what kind of a text will be reading and it is also the beginning of the story. 2) Events: included as part of the text that recite the events that happened in the story usually in chronological order. 3) Twist: part of text near the end of the story that tells about something that was unpredictable that make

the readers smile and laugh. This is the funniest part of the story.

In writing a spoof text the writer must correct in sorting the generic structures. The spoof text will be wrong if the generic structure of the text is not correct.

## RESEARCH METHOD

The approach used in this research is descriptive qualitative. Sugiyono (2015: 09) This research includes qualitative research, the qualitative method is a research method based on the philosophy of post positivism, used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument This study describes the implementation of Google Classroom in learning English during the Covid-19 pandemic, and students' perceptions of the implementation of Google Classroom in learning English during the Covid-19 pandemic. This research was conducted from March to April 2021. The participants in this study were an English teacher and 4 students of eleventh grade accounting. Data collection techniques using observation techniques, interviews, and documentation. To analyze data by means of data reduction, data presentation, and conclusion drawing/verifications. The data validity technique uses source triangulation techniques and technical triangulation techniques.

## RESULTS AND DISCUSSION

### RESULTS

This research was conducted at SMK Muhammadiyah 1 Cepu on March 28 to April 28, 2021. Researchers observed the implementation of Google Classroom in writing spoof text during the Covid-19 pandemic in class XI Accounting at SMK Muhammadiyah 1 Cepu. In learning the researchers directly observed the process of online learning activities using Google Classroom. While the next stage of interviews, the researcher conducted with several predetermined informants who were deemed able to answer and obtain the desired data, including the teacher who used the Google Classroom application in

writing spoof text in class XI Accounting and four students.

In the documentation stage the researcher documentation the result of observation in the form of pictures and data files relating to usage Google Classroom in writing spoof text process with the aim of strengthening interview and observation data.

There were some people who researchers interview is an English teacher in class XI Accounting as the main informant, and some students of class Accounting who feel online learning using Google Classroom.

In accordance with the research result obtained by researchers from informants, the following shows the data on the findings in the field obtained from interview and observation. The data obtained are as follows:

### The Process of Implementing Google Classroom in learning English during the Covid-19 pandemic.

Based on the observations that researchers have made at SMK Muhammadiyah 1 Cepu regarding the Implementation of Google Classroom in writing spoof text during the Covid-19 pandemic in Eleventh grade Accounting at SMK Muhammadiyah 1 Cepu, it is obtained as follows:

The teacher prepares a lesson plan, basically learning needs to be planned before the stages of the learning activity process. Regarding online learning using Google Classroom, of course, the teacher makes a learning implementation plan for online classes.

The conditions for implementing Google Classroom in writing spoof text during the Covid-19 pandemic are not much different from face-to-face learning in class, based on observations in learning activities the teacher asks for news, takes attendance, and delivers material using the media that has been prepared.

The result of observations during teacher learning has used the components contained in the learning as follows:

Learning Objective, the learning objective is the most important component

in implementing the learning, with the aim of the teacher being able to regulate how to deliver the material well, according with the indicators in curriculum, based on the result of observation made by researchers when participating in learning. The teacher has delivered the material according to the indicators in the curriculum.

Learning material, delivered clearly and in detail, this is in accordance with the results of interviews delivered by the teacher that the teacher conveys the material must be clear and detailed so that students understand the material presented.

Learning media has a very important role in the learning process, because students will more easily understand the material. Based on the results of observations and interviews with English teachers, the media used were videos, pictures, and power points.

Learning method, learning method is the method used by teachers to interact with students with the aim of knowing students' understanding of the learning delivered. can be concluded that the method used by teacher when implementing English learning using Google Classroom is the question and answer method with the aim of knowing students understanding of the learning delivered.

Learning strategies, learning strategy is the planning process or method used by the teacher to deliver the contents of the learning material when the implementation process of learning takes places based on the results of interviews with teachers, strategies used in teaching by conveying material points, so that students did not feel bored.

Assessment, assessment is carried out to determine the level of understanding, and measure students' ability to understand the material. Based on the results of interviews with teachers that overall student learning outcomes have not succeeded in reaching the KKM, but individually they have succeeded in reaching the KKM

### **The Students' Perceptions about the Implementation of Google Classroom in learning English during the Covid-19 pandemic.**

Based on the results of interviews, researchers will describe students' perceptions of the implementation Google Classroom in writing spoof text as follows:

Learning Material, Based on the result of interviews regarding English learning materials using Google Classroom during the Covid-19 pandemic, can be concluded that the English learning material delivered using Google Classroom were effective during the Covid-19 pandemic, and the explanation of the material from the teacher was clear because it was equipped with an explanation via video.

Learning Media, Based on the result of interviews conducted by researchers with eleventh grade accounting students, regarding the learning media used by teachers when implementing of Google Classroom in writing spoof text it can be concluded that in the implementation of English learning the teacher use media such as videos, pictures, and power points, and these media are appropriate to use because can help them to understand the material presented through Google Classroom.

Inhibiting Factors, inhibiting factors are factors that hinder the course of an activity. Based on the results of interviews regarding the inhibiting factors experienced by students when doing online learning, it can be concluded that the complaints felt by students on average have in common, namely an unsupportive environment that results in internet connection problems, poor internet network, and don't have a quota.

Supporting Factors, supporting factor are factors that support the course of activities so that the desired goals can be achieved. Based on the results of interview conducted by researchers with students on supporting fact, it can be concluded that the supporting factors come from the environment around us, such as getting support from parents, getting motivation from teacher to always learn, and of course having handphone to taking part in online learning.

Advantages, based on the result of interviews conducted by researchers with students regarding the advantages of using

Google Classroom media during the Covid-19 pandemic. it can be concluded that the advantages of using Google Classroom media are that it is easy to use, not slow, students easily accept material and assignments from the teacher, and can take lessons anywhere and anytime without having to go to school.

Disadvantages, based on the result of interviews conducted by researchers with students regarding the disadvantages in using Google Classroom, From the above opinion regarding the disadvantages in using Google Classroom, namely not being able to get an explanation of the material from teacher directly, and not being be able to meet or communicate with friends and teachers directly.

## **DISCUSSION**

Based on the results of research that had been carried out by researchers through observations and interviews with English teachers regarding the implementation of Google Classroom in writing spoof text during the Covid-19 pandemic in class XI accounting at SMK Muhammadiyah 1 Cepu.

This discussion was conducted to answer the formulation of the researchers in this study: (1). The process of Implementation Google Classroom in writing spoof text during the Covid-19 pandemic. (2) Students' perceptions of the implementation of Google Classroom in writing spoof text during the Covid-19 pandemic.

### **The Process of Implementing Google Classroom in learning English during the Covid-19 pandemic.**

According to (Taufiqurokhman, 2008) Planning is a series of preparatory actions to achive goals. Planning is guidelines, outlines, or directions to follow if you want good results, as for the things that must be planned in the implementation of Google Classroom in learning English during the Covid-19 pandemic such as Prepare Lesson Plan, learning basically needs to be planned in advance, before continuing in the process of implementing learning. In online learning the teacher

makes a special lesson plan for the online teaching schedule, and the teacher also prepare to be able to understand and be able to use Google Classroom.

In carrying out learning activities, teacher must pay attention to the components that exist in learning, so that learning can be carried out well. It is accordance with (Pane & Dasopang, 2017) opinions that learning cannot be carried out well without a learning component, and the learning components have a close relationship with each other and cannot be separated. Thus, all components must be used in the learning proses. If one component is not used, then learning will not be effective.

Based on the results of observations made by researcher's when implementing Google Classroom in writing spoof text, the teacher not only makes learning plans but also use learning components in the learning process as follows:

Learning objectives, based on the results of observations of the material presented in accordance with the indicators in the curriculum.

Learning Materials, the teacher delivers the material in detail and clearly using learning media such as videos, pictures, and power points.

The learning method used by the teacher is question and answer to determine the level of students' understanding of the learning material.

Learning Strategies, the teacher's strategy of delivering material to students is only important points so that students do not feel bored. According to the theory put forward by (Kartika, 2018) said that learning strategy be a major factor in improving language learning process and skills language. Learning strategies that do not well organized possible there are results that are not achieved according to target. Therefore, learners need to direct by strategies that precise, planned, and easy to implementation.

The learning method used by the teacher is question and answer to determine the level of students' understanding of the learning material.

Assessment, the overall assessment obtained has not succeeded in reaching the KKM, but individually managed to reach the KKM.

### **The Students' Perceptions about the Implementation of Google Classroom in learning English during the Covid-19 pandemic.**

Based on the results of interviews made by researchers with students, regarding the implementing of Google Classroom in writing spoof text as follows:

Students' perceptions of the implementation Google Classroom in writing spoof text during the Covid-19 pandemic, including:

The learning materials obtained by students had been delivered clearly and could be understood because they were equipped with learning media used by teachers such as videos, pictures, or power points.

Learning Media, the media that used by teacher in delivering the material are videos, pictures, and power points, while according to students the media is feasible to use because it can help students better understand the material presented because there is an explanation, not just looking at the material from the power points. In accordance with the theory put forward by Tjoko in Simanihুরু, (2019:20) students understand faster teaching materials because E-learning uses multimedia such as pictures, text, animation, sound, and video.

The inhibiting factor was an unsupportive environment that results in poor network connections, and didn't have a quota.

The supporting factor is that students have electronic media such as handphone, students got motivation from teachers, and got support from parents.

The advantage is that it was effectively used in the midst of the Covid-19 pandemic because students could get material or assignments without having to come to school, and students could take lessons anywhere and anytime.

The advantages are that they could not get material explanations from the teacher directly, and they could not meet or

communicate with friends and teachers directly.

### **CONCLUSION**

Based on the result of research on the implementation of Google Classroom in writing spoof text during the Covid-19 pandemic, it was concluded that implementation of Google Classroom in writing spoof text includes several learning components including: learning objectives, learning material, learning media, learning method, learning strategies, and assessment. Of all these components, it has the greatest impact positive in learning. Meanwhile, in terms of student perceptions, students gave a positive appreciation of the material being taught, the facilities used the supporting, and inhibiting factors, then advantages, and disadvantages when using Google Classroom.

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