

Developing Students' Writing Ability through Google Application

Siti Hardiyanti Bahnar

antibahnar1807@gmail.com

STKIP Muhammadiyah Barru

Abstract

This article discusses the students' writing ability in the SMA 1 Barru especially the tenth grade student. Almost all of the students have low ability in writing English descriptive text. So that, the researcher interested to apply Google application in teaching and learning process. It is an alternative to help the students develop their writing ability. Pre-experimental method is used by the researcher to conduct the research with one group pretest and posttest design. In collecting data, the researcher used writing test through Google application. The result of the data analysis verifying that the use of Google application in teaching and learning writing is significantly improve the students' achievement in writing descriptive text. The students do not only consume their own writing, but they can share their project to other via online.

Key words: Google application, descriptive text, writing ability.

INTRODUCTION

A student begins his language skill by listening, speaking, reading, and then develop his writing to communicate with others. As one of language component, writing is significant in learning because it has a relation with other aspects in language. Many students think that writing is a boring activity the same as reading. However it is better to know that writing as an aspect in learning and language development, and undeniable that we have to learn it. Writing is high thinking process possessed by the writer because the writer must think what kind of word will be written to deliver their ideas and intention. Thomas S. Kane (2000:3) says that writing is a rational and valuable activity.

In writing, the students are able to trade the technology to share their writing. Today, technology is more developed, not only for business, politics, or economy but also for education. The students can communicate each other because of the technology eminence. For example, internet, we do not disjunct from this media because it is really important to the students who care with the modern day, and it is the easy way to share with their friends. Google as one of search engine in internet serves various applications. One of them is *drive* in account Google. By using Goggle application, the students can make their own writing, presentation, etc, and then share what they have done in their drive. Besides, it is easy to complete their project (writing, presentation, etc), because Google may supply the information that possibly not possessed by them, and unconsciously it can enrich their knowledge.

Based on the information of the EFL teacher of SMA 1 Barru, she said that 70% students in tenth grade have low ability in writing English descriptive text. The students who were asked about writing said that they feel difficult in writing, and that's why they are not motivated in writing. In regard to this problem, the research intended to develop the students' writing ability. Based on the statement previously, the researcher was inspired to find out about the students' writing achievement in learning writing descriptive text using Google application.

The objective of the research was to find out the development of the students' ability in writing descriptive text for the tenth grade students of SMA 1 Barru in teaching and learning

by using Google application. The findings of this research were not meant to give the theoretical development, but it will be some practical contribution for teachers, students, and researchers. For teachers, they may apply this media to teach their students, besides that it can be used to increase the student's motivation in writing. For students, they may use the Google application as a media to make them more interest and motivated in writing, they also can apply the application to develop their own writing and share many things with their friends. While for researchers, it can be used as additional material (source) for further research.

Kane (2000:17) said "Writing in its broad sense as distinct from simply putting words on paper has three steps: thinking about it, doing it, and doing it again (and again and again, as often as time will allow and patience will endure)". Dujsik (2008) stated "Writing is recognized as a complex socio-cognitive task which requires conscious effort and practice through training or schooling". Writing in second language (SL) is viewed as equally complex, if not more, as it poses further challenges to learners, especially children and inexperienced writers, due to competing attention demands such as using the SL writing system, deciding on content knowledge relevant to a writing topic, selecting proper vocabulary and grammar to form sentences, organizing sentences into a paragraph and paragraphs into an essay with appropriate organizational patterns, considering the writing purpose and intended readers, etc. A good writing is a writing which brief, clear and understandable for readers, for instance a descriptive paragraph. A descriptive paragraph is generally use to describe a particular person, place, or thing (object) specifically. A process paragraph explains how something is done. Good descriptive paragraph presents a writing which stated clearly, it is explained briefly about a person or a thing is like. In a descriptive paragraph, the writer must explain the object in detail including all the senses, in order to give the brief delineation to the reader. Someone's writing can be shared via internet, such as Google application.

Google becomes a multilingual social networking and identity service owned and operated by Google Inc. Google integrates social services such as Google Profiles, Google meet, and so on. Google is available as a website and on mobile devices. Actually, Google almost same with another social network such Facebook and twitter, but Google is more educate which can be used more than entertainment media, because Google has Google docs which is serve an application to share someone's creativity. Google Docs is Google's software as a service office suite. Documents, spreadsheets, presentations can be created with Google Docs, imported through the web interface, or sent via email. Documents can be saved to a user's local computer in a variety of formats (ODF, HTML, PDF, RTF, Text, Microsoft Office).

In order to use Google Docs the students need to register for a Google account. If the students already have one through Gmail then they can use the same login to access Google Docs. If they don't have a Gmail account they may want to consider signing up for one so they can also use the Gmail and Calendar feature within Google. Otherwise they can just sign up for a Google account with an email address of their choice and a password.

METHOD

Pre-experimental method was applied in this research with one group pretest and posttest design. This design was presented based on Gay (1981: 225). There were two kinds of variables used by the researcher, namely: independent variable and dependent variable. The independent variable was Google application. The dependent variable was the students' descriptive writing achievement. The population of this research was the grade ten students of SMA 1 Barru. The total numbers of the population were 308 students, which divided into ten

classes. The researcher used cluster random sampling technique, the sample was only one class. They are the students of class X.6 which consists of 28 students.

In collecting data, the researcher used writing test given as pretest and post-test. The pretest was used to find out the students' writing ability before treatment, and the post-test was used to find out the students' achievement in writing descriptive text after the treatment was given. This research has been conducted for 7 meetings. First meeting was pretest, second until sixth meeting was treatment and seventh meeting was post-test. After collecting the data, the researcher analyzed them by using statistical analysis. To get the score, the researcher used the scoring system based on Jacob et al in Andryati (2007). There are five components to evaluate, namely content, organization, vocabulary, language use, and mechanics.

FINDINGS AND DISCUSSIONS

The development of students' writing ability of the grade ten, students of SMA 1 Barru was proved by the result on the students' pretest and posttest score. The development of students' writing ability is presented in the following table.

1. The Classification of the Students' Scores on Pretest and Posttest

After calculating the result of written test, the score of pretest and posttest are presented as follow:

Table 1. Scoring classification of pretest and posttest

No	Classification	Pretest		Posttest	
		F	Percentage (%)	F	Percentage (%)
1	Excellent	-	0	-	0
2	Very good	-	0	1	3.57
3	Good	-	0	9	32.14
4	Fairly good	6	21.42	12	42.85
5	Fair	8	28.57	6	21.42
6	Poor	13	46.42	-	0
7	Very poor	1	3.57	-	0
Total		28	100	28	100

The table 1 shows that achievement of the tenth grade students of SMA I Barru was proved that in pretest students' score are classified into fairly good, fair, poor, and very poor. From 28 students who have been tested, there were 6 students' score (21.42%) is classified into fairly good, 8 students' score (28.57%) are classified into fair, 13 students' score (46.42%) are classified into poor, and 1 students' score (3.57%) is classified into very poor. There is a not students' score classified into excellent, very good, or good. But after giving treatment the table shows that in posttest students' score are classified into very good, good, fairly good, and fair. 1 students' score (3.57%) are classified into very good, 9 students' score (32.14%) are classified into good, and 12 students' score (42.85%) is classified fairly good, and 6 students' score (21.42%) are classified into fair. There is not students' score are classified into excellent, poor and very poor.

From the data above, shows that the students' writing ability were poor before they taught by Google application, because no one of them has good achievement in

writing. while after taught by Google application, the students' writing ability were significantly improved. No more students who get poor in their writing.

2. The Distribution of Frequency and Rate Percentage of Students Writing Ability in Each Component Observed

a. Content

Table 2. The distribution of frequency and percentage of students writing ability in terms of content

No	Classification	Score	Pretest		Posttest	
			F	Percentage (%)	F	Percentage (%)
1	Very good	27 - 30	0	0	1	3.57
2	Good	23 - 26	2	7.14	11	39.28
3	Fair	20 - 22	8	28.57	16	57.15
4	Poor	17 - 19	10	35.71	0	0
5	Very poor	13 - 16	8	28.57	0	0
Total			28	100	28	100

Table 2 above show that the students' content achievements for writing in the pretest were 2 students (7.14%) classified as good, 8 students (28.57%) classified as fair, 10 students (35.71%) classified as fair, 8 students (28.57%) classified as very poor, none of the students got very good classification. In the other side, the students writing achievement for content in posttest were 1 student (3.57%) classified as very good, 11 students (39.28%) classified good, 16 students (57.15%) classified as fair, and none of the students got poor and very poor classified.

The students' content achievements for writing in the pretest shows that they were lack in making content of writing. 64.28% students were poor and very poor in writing content of descriptive text. However, after taught by Google application, the students have improvement writing achievement, specially in writing content.

b. Organization

Table 3. The distribution of frequency and rate percentage of the students writing ability in terms of organization

No	Classification	Score	Pretest		Posttest	
			F	Percentage (%)	F	Percentage (%)
1	Very good	18 - 20	0	0	1	3.57
2	Good	15 - 17	3	10.71	17	60.71
3	Fair	12 - 14	8	28.57	9	32.15
4	Poor	9 - 11	14	50.00	1	3.57
5	Very poor	5 - 8	3	10.71	0	0
Total			28	100	28	100

Table 3 above shows that the students' organization achievements for writing in the pretest were 3 students (10.71%) classified as good, 8 students (28.57%) classified as fair, 14 students (50%) classified as poor, 3 students

(10.71%) classified as very poor, and none of students classified as very good. In the other side, the students' writing achievement for organization in posttest were 1 student (3.57%) classified as very good, 17 students (60.71%) classified as good, 9 students (32.15%) classified as fair, 1 student (3.57%) classified as poor, and none of students classified very poor.

The students' organization achievements for writing in the pretest shows that they also lack in organization aspect of writing component. But, after taught by Google application, there were improvement about the organization aspect. The percentage of the students's achievement in posttest was higher than the percentage of the students' achievement in pretest.

c. Vocabulary

Table 4. The distribution of frequency and rate percentage of the students writing ability in terms of vocabulary

No	Classification	Score	Pretest		Posttest	
			F	Percentage (%)	F	Percentage (%)
1	Very good	18 - 20	0	0	1	3.57
2	Good	15 - 17	1	3.57	14	50
3	Fair	12 - 14	7	25.00	12	42.85
4	Poor	9 - 11	17	60.71	1	3.57
5	Very poor	5 - 8	3	10.71	0	0
Total			28	100	28	100

Based on the data above, the students' vocabulary achievements for writing in the pretest were 1 student (3.57) classified as good, 7 students (25%) classified as fair, 17 students (60.71%) classified as poor, 3 students (10.71%) classified as very poor, and none of the students got very good classified. Besides vocabulary in posttest were 1 student (3.57%) classified as very good, 14 students (50%) classified as good, 12 students (42.85%) classified fair, 1 student (3.57%) classified as poor, none of the students very poor classified.

In vocabulary aspect, the students' achievement still low. In the pretest, the number of students who got poor and very poor were higher than the students who get fair and good. On the other way, the student who get poor in their vocabulary aspect was only one. It means that almost students were having good vocabulary after taught by Google application.

d. Language Use

Table 5. The distribution of frequency and rate percentage of the students writing ability in terms of language use

No	Classification	Score	Pretest		Posttest	
			F	Percentage (%)	F	Percentage (%)
1	Very good	23 - 25	0	0.00	0	0
2	Good	20 - 22	0	0.00	9	32.15
3	Fair	16 - 19	6	21.42	10	35.7
4	Poor	9 - 15	20	71.42	9	32.15

5	Very poor	5 - 8	2	7.14	0	0
Total			28	100	28	100

Table 5 above shows that the students' language use achievement for writing in the pretest were 6 students (21.42%) classified as fair, 20 students (71.42%) classified as poor, 2 students (very poor) classified as very poor, and none of the students got very good and good classified. While language use in posttest were 9 students (32.15%) classified as good, 10 students (35.7%) classified as fair, 9 students (32.15%) classified as poor, and none of the students got very good and very poor classified.

The data shows that, none of the students who got very good and good classification in language use aspect in pretest. The percentage of students who still lack in language use were 78.56%, it means that more than half students were lack in language use aspect of writing. But then in the posttest, the students' language use achievement were significantly improved.

e. Mechanic

Table 6. The distribution of frequency and rate percentage of the students writing ability in terms of mechanic

No	Classification	Score	Pretest		Posttest	
			F	Percentage (%)	F	Percentage (%)
1	Very good	5	0	0	0	0
2	Good	4	3	10.71	20	71.42
3	Fair	3	12	42.85	8	28.58
4	Poor	2	13	46.42	0	0
5	Very poor	1	0	0	0	0
Total			28	100	28	100

Table 6 above shows that the students' mechanic achievement for writing in the pretest were 3 students (10.71%) classified as good, 12 students (42.85%) classified as fair, 13 students (46.42%) classified as poor, and none of the students got very good very poor classified. While mechanic in posttest were 20 students (71.42%) classified as good, 8 students (28.58%) classified as fair, and none of the students got very good, poor and very poor classified.

In the pretest, the students' mechanic achievement were still lack. Only few of them who got good score in mechanic aspect. Different from the pretest, the students' achievement in mechanic aspect was really improving in their posttest.

Based on the result for each component observed, score of posttest is greater than score of pretest.

3. The Mean Score and Standard Deviation of Students' Pretest and Posttest

The students' mean score and standard deviation before and after treatment can be seen in the following table.

Table 7. The mean score and standard deviation pretest and posttest

Test	Mean Score	Standard Deviation
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Pretest	55.92	9.71
Posttest	72.82	6.9

Table 7 above shows that the mean score of students pretest is 55.92 and the mean score of posttest is 72.82. The standard deviation of pretest is 9.71 while the standard deviation of posttest is 6.9. The mean score of the students' posttest is higher than the pretest, while the standard deviation of the students' pretest is higher than the posttest. So, the result of the mean score indicates that students' descriptive writing achievement can be developed by using Google application where the improvement is 16.9 points.

4. T – test Value

In order to know whether or not the mean score of pretest and posttest is significantly different at level of significance 0.05 with degree of freedom (df) = n – 1 (df = 28 – 1 = 27), where n = number students, t-test statistical analysis is applied. The result of this t-test can be seen as follows:

Table 8. The T-Test of Students' Writing Ability

Variable	t-test value	t-table value
X2 - X1	15.11	2.052

Table 8 above shows that t-test value is higher than the t-table value. So, it can be concluded that there is a significant difference between the result of the students' pretest and posttest.

CONCLUSION

Based on the findings and discussion of the research, the researcher concludes that the students' writing ability improved by using Google application. The result of the data analysis showed that there was a significant difference improvement of the students' writing ability before and after they were taught by using Google application. The mean score of the pre-test was 55.92 indicated that the students have low ability in writing descriptive text but in the post-test, they could get 72.82 which indicated that the use of Google application as teaching and learning media developed the students' writing ability of the tenth grade students of SMA 1 Barru. Besides to make a descriptive text, on the other hand, Google application can be used by the students to make other kinds of writing. They do not only consume their own writing, but they can share to other via online.

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