

The Effectiveness of Google Classroom on Writing Descriptive Text at Mts. Ma'arif
Sidomukti Kebomas

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ABSTRACT

Writing skills have an important role as a communication system rather than as an object of study which has taken place in both second and foreign language settings. In this research, the focus is on students' writing descriptive text to using Google Classroom on students' writing descriptive text. The researcher conducted this research at Mts. Ma'arif Sidomukti Kebomas. The sample in this research was 34 students of 7.3 at Mts. Ma'arif Sidomukti. The researcher used the quantitative method by a pre-experimental design with given pre-test before treatment and post-test after treatment. Then data analysis using IBM SPSS v28.0 with the formula paired sample t-test. This showed that the average obtained by the post-test was higher than the pre-test. This indicated that the treatment was successful. It has paired T-test calculation researcher. T-test was calculated to determine the comparison of the two means between pre-test and post-test. From the table above, the value of Asymp. Sig. (2-tailed) is 0.001 at the critical value for the 5% level. This means that the significance value is less than 5% or (0.001<0.05). So, the null hypothesis can be rejected. It can be concluded that the study's google classroom media is effective.

Keywords: Google Classroom, Writing Skill.

I. INTRODUCTION

Education is a purposeful and well-thought-out effort to establish a learning environment in which students actively develop their potential for spiritual strength, morals, self-control, personality, noble character, and intelligence that they and society require (Yenuri & Aziz, 2022). In Indonesia, the 2013 Curriculum is now being implemented at all levels of education, particularly in junior high schools. Direct teaching and indirect teaching are two learning strategies developed in the 2013 curriculum. According to Permendikbud number 23 from 2016, the activities generated in the direct learning process were activity-based activities derived from direct student contacts with instructors and learning materials.

The graduate competency standards provide a conceptual framework for the learning objectives to be achieved, while the content standards provide a conceptual framework for learning and learning activities derived from the level of competence and scope of the material, according to Permendikbud number 23 of 2016 concerning the standard of primary and secondary education processes. The completion of graduate competence requirements, one of which is a score that

must be higher than the KKM that each school has assigned. Teachers are professional educators who have the primary responsibility for educating, teaching, guiding, directing, training, assessing, and evaluating students on the tönml education path, according to Article 14 of the 2005 Act. As a result, teachers are required to create a learning environment that is enjoyable, participatory, and demanding. It is predicted that this will boost the efficiency and effectiveness of achieving graduation competencies by motivating students to actively participate in learning activities. (Law, 2003)

English is a foreign language that occupies the most important position in daily people's lives, especially in the world of education in Indonesia. (Maduwu, 2016) English is an international language used by all over the world, from children to adults. In Indonesia, English is taught starting from basic education to college-level to introduce and provide supplies to students in reading and understanding a simple text.

The English language has skills namely: writing, reading, listening, and speaking. (Maduwu, 2016) One of the skills that students must have is the ability to write. The writing process has several stages, such as planning, drafting, reviewing, and editing (Aziz, Setyosari, et al., 2022) (Harmar, 2010).

Most students have difficulties in writing procedures (grammar) (Aziz, Hoesny, et al., 2022). Students are easy to pronounce but have problems in writing procedures. The ability to write has some components, among spelling, grammar, word choice, capitalization, and aspects that can form a sentence.

In learning, students are introduced to various kinds of text such as descriptive text, recount text, narrative text, report text, explanation text, and procedure text (Maulidah & Aziz, 2020). In English learning in 7th grade, students must be controlled one of text (descriptive text). Descriptive text is a text that is used to explain to the reader about a person, place, or things clearly. Students have difficulties in writing procedures. So to help students write descriptive text, one of the media used to learn is using the google classroom application.

The google classroom application is a platform that facilitates teachers and students. The teacher can easily create discussion forums to deliver material on the platform, teachers can save time in delivering lessons and students collect their assignments in the form of material. One of the benefits of using google classroom is to make teaching easier just by posting material.

Google classroom also helps teachers and

students to actively interact in the learning process because students can provide feedback after the teacher post material, such as commenting in the form of questions or expressions opinions. Google Classroom facilitates collaborative learning both between teachers and students as well as students with one another to get the best results. (wahidah dkk, 2020)

Based on the description of the problems above, the researcher is carried out by utilizing technological developments that can facilitate learning without any distance or limitations time. The online learning using the google classroom application with utilizing the features in it. This study aims to see the effectiveness of using google classroom applications in learning to write descriptive text at junior high school.

II. LITERATURE REVIEW

A. GOOGLE CLASSROOM

Google classroom is one of the best platforms to improve teacher performance. Google Classroom provides a pack of powerful features that make it an ideal tool to use. (Iftikhar, 2016) Google Classroom is also an LMS (Learning Management System) that can be used via desktop (PC or laptop) or mobile (smartphone or android). (UB

2020) Google Classroom is also not only used for education but also in the business world. (Joseph, 2020)

The Features of Google Classroom Assignment, the teacher makes tasks with learning materials such as youtube, videos, google form surveys, and PDFs. The collection of tasks can also be collected immediately or certain time.

Customizable Grading System, the teacher can choose a grading system and categorize student scores.

Virtual Discussions, the teacher invites students to discuss by answering teacher questions or classmates. In discussing the teacher can provide feedback to students, the teacher can also manage the discussion by only selecting students who are active in learning.

Announcement, the teacher can provide the latest information to students through announcements about exams, periods, or other classwork.

Live Classes is one of the newest features with real-time. By gathering up to 250 participants for a hangout call.

There are several advantages to the google classroom application, including making it easier for students to save learning files without using paper, make easier for teachers to control students even more than

one class, help google classroom users to save time, organize classes and improve communication, can send tasks in form of files or videos and can be accessed via a PC or smartphone. (Hikmatiar Dkk, 2020)

The google application also has several disadvantages, namely the teacher is difficult to control students in responding to the material given, assignments are easily plagiarized by students, not all schools can access the google classroom application, network speed is an obstacle for every user who lives in villages so it is difficult to reach the google classroom application and files are easily lost when uploaded. (Hikmatiar Dkk, 2020)

B. Writing Skill

In our global society, the ability to write effectively is becoming highly important, and writing instruction is performing an increasingly significant part in both second and foreign language education. Writing has also become more important as tenets of communicative language teaching that is, teaching language as a system of communication rather than as an object of study has taken hold in both second and foreign language settings. (Weigle, 2009)

Writing is a process of putting one's thoughts, ideas, and feelings into written

form (Aziz, Setyosari, et al., 2022). Writing is an activity that involves expressing thoughts and feelings in written form in a way that the reader can understand, therefore serving as an indirect communication tool. (Utama, 2019)

There are some functions of writing ability: to communicate with the reader to express ideas without pressure face-to-face communication, to explore a subject, to record experience, to become familiar with the conventions of written English discourse (a text). (Raimes 1983)

The ability to write has some components, among spelling, grammar, word choice, capitalization, and aspects that can form a sentence. Based on the writing skill, according to (Kevin: 2019) there are ten main criteria of good writing: a clear point, length, back up of point, time, logic, good grammar, English and spelling, readers become engaged, rules are broken, influence from their heart, not just created to profit or for gains. (Jayanti 2019)

Related to the criteria above, there are some steps in the writing process:

- a. Step 1 (pre-writing): brainstorming.
- b. Step 2 (planning): developing an outline.
- c. Step 3 (writing): writing a rough draft.

- d. Step 4 (Revising): editing the rough draft for content and organization.
- e. Step 5 (re-writing): writing a second draft and proofreading it for grammar and mechanics.
- f. Step 6: writing a final copy to hand in. (Oshima and hogue, 1991)

So before the students write it is better if they do the steps as above so that the reader can understand the text, and the students will get a good writer

C. Descriptive text

Descriptive text is a text type that uses when we want to tell how something looks, smells, feels, acts, and sounds. It means if we want to tell how something looks, smells, feels, acts, and sounds we can create descriptive text. (Gerot, 1995)

Descriptive text is used to describing people, places, or things. There are five types of descriptive text, namely describing the process, describing an event, describing personality, describing objects, and describing places.

The Components of Descriptive Text, There are three components in a descriptive text that we must know, such as social function, generic structure, and grammatical

feature:

1) Social function, descriptive text is used to describe and reveal particular people, animals, places, or things.

2) Generic structure

The descriptive text has two generic structures, namely:

Identification, this section of the identification offers information on the general introduction of a person, place, animal, or thing. The purpose of identification is to introduce something that we're describing so that the reader or listener doesn't get it wrong.

Description, describes the subject in detail. (Wardani, 2014)

It contains a description of something, such as an animal, things, a place, or a person, by describing its characteristics, forms, colors, or anything else related to what the writer describes.

3) Grammatical feature

Noun, is using specific noun such as my cat, my

classroom, my mother, National monument, in addition, often also use adjectives to clarify the use of noun such as a big class, a smart students', independent woman, etc.

Simple present tense, employing the first form (verb 1) of the simple term and a verb that can show ownership or condition of an object. Because descriptive text provides a fact about the object being described, it uses the simple present tense. (Husein, 2017) Present tense has patterns, they are verbal sentences and nominal sentences.

The formula's verbal sentence is:

(+) S + V1 (s/es) + O/C

(-) S + do/does + not + V1 + O/C

The formula's nominal sentence is:

(+) S + Tobe (is, am, are) + Adjective/Adverb

(-) S + Tobe (is, am, are) + not + Adjective/Adverb. (Azar, 2009)

D. Online learning

Online learning is distance learning that utilizes the internet. Online learning has several names, such as E-learning, virtual learnings, internet-enabled learning, virtual classroom, or web-based learning. (Waryanto, 2006) Online learning brings a pedagogical change to the way our teaching. Which changes passive students to become more interactive (Karmakar, 2021). Online learning can learn to interactive types, namely: student and other students (*learner-learner*), students and teachers (*learner-instructors*), and students with learning materials (*learners-content*). (Belawati, 2019)

Online learning is online-based learning that has some benefits, such as: creating enthusiasm for learning in students, students can be independent in understanding the use of technology when online learning will begin, as well in increasing students' abilities to collaborate, communicate or interact well. (Handarini, 2020)

Some authors argue that spending too much time on the computer can lead to obesity, ergonomic, or other health-related issues, that students without technical expertise may be unable to complete required work on time, and that online learning has

above-average dropout rates among a diverse population, with reasons ranging from a lack of time to computer illiteracy issues. (Subhasis, 2006)

According (Kraut, Lundmark, Patterson, Kiesler, Mukopadhyay, & Scherlis, 1998) Earlier studies found that "the longer a person spends online, the more sad, lonely, and depressed he or she becomes".

III. RESEARCH METHOD

A. RESEARCH DESIGN

In this research, the researcher using an experimental method with quantitative data management. The researcher using pre-experimental with pre-test and post-test group design. The pre-experimental research will be given the test before treatment, and after treatment was complete then given a post-test to see the result. The one-group pre-test and post-test design involve three steps: administering a pre-test measuring the dependent variable, applying the treatment X to the subject, and administering a post-test to measuring the dependent variables. (Ary, 2010) The method of data collection was done by giving a pre-test to one group, then the researcher gives treatment by applying online-based learning using the google classroom application in the sample class.

Firstly, students must download the

google classroom application on each child's desktop or smartphone. Next, the researcher shares material in the form of videos about descriptive text explanations. The video contains about definition and structure of a descriptive text and how to write descriptive text with correct grammar. After students listen to the video, the teacher invites students to comment if a student has questions about the explanation that has not been understood. After that, the researcher gives students a post-test to find out the effectiveness of google classroom in writing descriptive text

B. POPULATION AND SAMPLING

The researcher conducted this research at Mts. Ma'arif Sidomukti Kebomas. The population of this research was 7th Grade of Mts. Ma'arif Sidomukti is 34 students. The sample in research is a part of the population that represents a population. The sample was 34 students of 7.3 class

C. THE TECHNIQUE OF DATA

COLLECTION

Based on the research method above, the researcher obtained data from the results of pre-test and post-test conducted online. The data for this study would be provided using the following methods:

1. Pre-test

Before the researcher begins the experience, the researcher gives a student's writing test to determine the students' ability. Then the researcher asks students to write the descriptive text according to the determined topic. The pre-test will be conducted using the google form application.

2. Treatment

Following the researcher's discovery of the problems based on the students' pre-test result, the researcher teaches the students by using google classroom as a learning medium for creating descriptive text, with the following steps:

- a. The researcher asks the students to download the google classroom application.
- b. The researcher makes forum classes in the google classroom and invites students to join the class.

- c. The researcher shares a video of descriptive text material that explains the definition of text, the structure of the text, and how to write the descriptive text.
- d. The researcher instructs students to comments with a question in forum class if students feel there is an explanation of material that has not been understood.

3. Post-test

The researcher gives an online post-test which shares with the online group of sample classes that were created. The post-test was conducted to know the effectiveness of google classroom in writing descriptive text with correct grammar

D. DATA ANALYSIS TECHNIQUE

Data analysis refers to the effort or methods used to convert data into information so the data's characteristics can be understood and used to solve an issue. In this research, the researcher obtained the result of the hypothesis test using the paired sample t-test. The sample compares the results of one population before and after experimental treatment.

For these measures, the researcher chooses IBM SPSS v28.0 to calculate the data to get significant and valid data

IV. RESULT

In this chapter, the researcher presents the findings of the study. Four main topics which are discussed in the part are the result of descriptive statistics analysis, hypothesis testing, and discussion.

1. Criteria Scoring

The researcher used essay writing tests from pre-test and post-test. To assess the quality of students' writing, the researcher used an assessment rubric. Aspects of assessment are content, organization, vocabulary, grammar, and mechanics. In addition, the assessment rubric used was adopted from Heaton J. B. (1988). See table 3.2

2. The Descriptive of Pre-test and Post-test

The data were collected from students' pre-test scores which were conducted before the researcher implemented Google Form application and students' post-test score which was conducted after the researcher implemented Google Classroom application.

Before doing the teaching and learning activities, the researcher performed a pre-test. I was tailed by 34 students of the 7th grade of Mts. Ma'arif Sidomukti Kebomas

of research. The researcher gave one task a writing descriptive text and work 40 minutes.

After treatment, the researcher performed a post-test as the final research. The result of data showed the descriptive statistic of the pretest and post-test in table 4.1 below:

The Descriptive Statistics of Pre-Test and Post-Test

Descriptive Statistics					
	N	Mini mum	Maxi mum	Mea n	Std. Deviat ion
Pre_Test	34	42	69	52.79	7.185
Post_Te st	34	75	98	85.38	6.040
Valid N (listwise)	34				

Based on table above, it is known that 34 student are involved in the pre-test. The lowest score was 42, while the highest was 69, with a mean of 52.79. And 34 students in the post-test proved this. The mean score was 85.38, with the lowest score being 75 and the best being 98

A. Analysis of Prerequisites Testing

A normality test was conducted before calculating the t-test. This aims to

determine whether the data from the one class have a normal distribution or not. Researchers used Kolmogorov-Smirnov to test for normality. SPSS v28.0 was used to analyze the data. The results can be seen as follows:

Table 4.2: Table of Normality

The value of Asymp. Significance had

input the data by using SPSS Program to know what pre-test and post-test scores

were significant or not. The researcher used Paired Sample T-test as the formula of calculation of the SPSS Program. The researcher set the value 5% level of significance. The result of Paired Sample T-test can be seen in the table below:

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			34
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	5.71645479	
Most Extreme Differences	Absolute	.094	
	Positive	.094	
	Negative	-.083	
Test Statistic			.094
Asymp. Sig. (2-tailed) ^c			.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.		.612
	99% Confidence Interval	Lower Bound	.599
		Upper Bound	.624
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.			

0.200. Based on the table above it can be concluded that if the value significance (0.200>0.05) so the residual is normally.

B. Hypothesis Testing

After collecting the data, the researcher

Table 4.3: The Result of Paired Sample T-Test

	Mean	Paired Samples Test			
		Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
				Lower	Upper
Pre-Test	32.58	7.750	1.329	-32.589	-32.587
Post-Test	32.58	7.750	1.329	-32.589	-32.587

From the table above, it can be seen by the deviation of the mean of pre-test and post-test scores were 32.58 of the students. It showed that the mean was gained by post-test which was higher than the pre-test. From the table above can be seen that the value of Asymp. Sig. (2-tailed) was 0,001. The critical value used 5% = 0.05 as level of significant. It means the value of Asymp. Sig. (2-tailed) had been obtained by the formula of Paired Sample T-Test was lesser than the critical of value (0,001<0,05). It indicated that between pre-test and post-test to take on the value is significant.

From the data analysis, it could be identified that:

1. When the value of $t_{cal} > t_{table}$ with the significant level 0.05, the Alternative

Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there was a significant effect on the use of google classroom on writing descriptive texts for the students of 7th grade at Mts. Ma'arif Sidomukti Kebomas.

When the value of $t_{cal} < t_{table}$ with the significant level 0.05, the Null Hypothesis (Ho) was accepted and the Alternative Hypothesis (Ha) was rejected. It means that there was not a significant effect on the use of google classroom on writing descriptive texts for the students of 7th grade at Mts. Ma'arif Sidomukti Kebomas.

V. DISCUSSION

The objective of this study is to know the effectiveness of teaching writing after being taught by google classroom on writing descriptive text during covid-19 at Mts. Ma'arif Sidomukti Kebomas. To gain the objectives of the study, the researcher conducts an experimental study with the design pre-experimental research one group pre-test and post-test design.

In the first step, the researcher wants to know the students' ability in writing descriptive text by administering a pre-test. In the pre-test, students are ordered to write

a descriptive text according to the determined topic. They have 40 minutes to write the descriptive text. The result of the pre-test is all of the student's higher scores were 69. It can be concluded that the student's ability in writing a descriptive text of Mts. Ma'arif Sidomukti Kebomas is low with the mean of the pretest was 52.79.

The second step is to provide treatment to students. The treatment here is teaching writing descriptive text with the google classroom application. The researcher teaches with share the video about descriptive text material in the forum such as what is the definition of descriptive text, the purpose of descriptive text, generic structure of the descriptive text, language features of descriptive text, and given an example the descriptive text. During the treatment, students were very enthusiastic about learning to write. All students are interested in writing descriptive text with the google classroom application.

And the last step, the researcher gave a post-test with the same questions as the pre-test. As previously stated, the researcher uses paired sample t-test, the t-test was used to check for significant differences in the scores achieved by one group. The researcher had collected the data. The result of the data of pre-test and post-test could be counted to use paired sample t-test as a formula to know

the significance of both. The researcher used SPSS v28.0 Program to count both of them. It can be shown in table 4.3 which is the sig. value (2-tailed) was 0,001. The critical value used 5%= 0.05 as the level of significance. It mean the value of sig (2-tailed) was lesser than the critical value ($0,001 < 0,05$). It indicated that between pre-test and post-test to take on the value of significance. It can be concluded that the google classroom application is effective on students' ability to write descriptive text at the 7th grade of Mts. Ma'arif Sidomukti Gresik

From the explanation above, the implementation of the google classroom method in the teaching and learning process gives a positive effect on the students' ability on writing descriptive text, because they can study writing easily and enjoy it without any burden. It can be done because, by fun learning, knowledge sharing and information can be understood and maintained well. This result in Akbar Ibrahim Al Muwafiq, Aura Aulia Rahmadini, Rosyid Muhamad Jamin Putra, Marcello Berca Rizky, and Natasha Dewi Agnesia's research. The result of their research suggests that the google classroom

is effective as a method in teaching and learning writing and that method give a significant effect on student's writing descriptive text

VI. CONCLUSION

Based on the result of the research was carried out, it could be concluded that was found by an effective distinction on the 7th-grade students of Mts. Ma'rif Sidomukti Kebomas by use google classroom. The students can study writing easily and enjoy it without any burden. It can be done because, by fun learning, knowledge sharing and information can be understood and maintained well. The researcher applied pre-experimental on one group. It gave pre-test before the treatment and post-test after it. On the both got the deviation of score among the pre-test and post-test. The researcher used the SPSS v28.0 program to count the result of sig. value whether the result of pre-test and post-test was significant or not.

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