The Use of Asynchronous Google Classroom with Video Teaching Tutorial on Improving Student Writing Achievement for Recount Text at Public Senior High School 6 Kendari

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Abstract

This study aims to investigate how effective asynchronous Google classroom with VTT on improving students' writing achievement for recount text at SMAN 6 Kendari used quantitative design with pre-experimental one group pre-test and post-test. The research population was 346 entire school who registered in academic year 2020/2021. Meanwhile, XI MIPA 3 were 28 students as a valid sample of this study. Sampling selected using simple cluster random. Data collection used a written test that analyst by paired sample t-test that shows descriptive and inferential statistics based on students pre-and post-test. The research finding shows that there was significant different in gain score for pre-test (M=62,50; SD= 5.853) and Post-test (M=80.1071; SD=5.09422), t (27) = 13.095; p < 0.05, ttable= 2.052. It shows t-count > t-table with sig α < 0.05, H0 is rejected and H1 is accepted, so it can be concluded that using asynchronous google classroom with video teaching tutorial show a positive effect on student writing achievement for recount text at SMAN 6 Kendari.

Keywords: asynchronous google classroom, online learning, VTT, writing skill, recount text, EFL, blended learning.

1. Introduction

The improvement of digital technology developments is a thing that cannot be disputed by increasing users of gadgets around the world. Indonesia as one of the countries where digital technology users are dominated by the young generation for over 140 million people. The development of this technology has recently shown evidence of significant which makes the young generation of Indonesia most updates. The 21st century is the era of digital technology to regulate almost sectors such as the Internet that used to access information, communicate globally or even as a means of channeling hobby. Developing countries such as Indonesia are affected by the rapid development of this technology that makes many sectors strive to be digitalized. It called as 4.0 Industrial Revolution.

Build Indonesia 4.0 responded by the Government of Indonesia to welcome this era. Several road maps have been created involving Five manufacturing sectors (food and beverage, textile, Automotive, Electronic, chemical) where people with human resources in the field of technology are instrumental at this time. Therefore, the construction of digital infrastructure is not a refutable form of the Industrial Revolution 4.0. As with the infrastructure to be built, language mastery is also crucial in this era. School as a leading guard to develop the 21st century generation who mastered technology and competitiveness so that no younger Indonesian generation that not mastered the technology. Indonesian College of Research and Technology Minister Mr. Muhammad Nasir said that digital education played a big role to confront the era of Industrial Revolution 4. O. Digital economy, big data, artificially intelligence, robotic, or Destructive innovation will continue to evolve in the future. Schools will become museums when all aspects of education are digitalized. This forces teachers and lecturers to be able to implement integrated online learning (MOOC; Massive Open Online Course, the teaching industry, e-Library) and convention class to implement teaching and learning activities at school and university level.

In the 21st century, people communicate between one and the others through virtual technology such as video calls, text messaging, audio messaging which is makes people always see almost every time what happens on

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their phone door (Simonson, Smaldino, Albright, & Zvacek, 2012). The rapid development of the way interaction between others encourages technology companies to create various software such as Google, Yahoo, WhatsApp, Apple and so on to face the era. Through the rapid development of such technology, it is welcomed by many people without exception English teachers to welcome technology in teaching and learning activities which called e-learning. There are two types of e-learning models namely synchronous e-learning and asynchronous e-learning. Synchronous e-learning would involve students' and teachers online at the same time because the course would deliver through video conference. Moreover, asynchronous e-learning students' and teacher don't have to online at the same time because teacher just post material through platform that he/she want to use such as google classroom and students' can access or see it on the others day. If they have a question/suggestion related to the course, students would use the comment section below the target course (Er & Arifoglu, 2009).

Regarding the use of google classroom in teaching and learning especially in asynchronous google classroom (Shaharanee & Rodzi, 2016), Director of management products from Google, "Jonathan Rochelle" said that teachers should master better about the virtual classes she/he would apply in their class. This will make them, in this case, teachers to become qualified instructors who can offer pedagogical, social and help with technology (Keeler & Miller, 2015) . English teachers can use google classroom to teach Writing especially text recount since the way students interact with each other in-app would increase their passive writing. The course of text recount can deliver through video teaching tutorial which posted on the site previously (e-Learners.com, 2012). The video course contains all material related to text recount. Writing is one of the skills that should be mastered because it is one of the main objectives of learning English. Jacob (Jacobs & Faye, 1981) stated that Authors need the knowledge to deal with content, organization, vocabulary, language use, and Mechanic. In this case, writing is a productive skill where the grammatical competence authors are needed (grammar, vocabulary, and mechanic) and discourse competence (cohesion and cohesive) in the realm of smooth writing (Skylar, 2009).

The use of Google to enhance students writing such as a study from (Ebener, (2017)) researched google tools. This research is focusing on enhancing students writing through google tools Edu namely google docs, google classroom, google calendar, google drive, and soon. The result was tremendous because many students got an effect on how Google tools improve their writing. But the research from Ebener used an online database to collect the data. It is no problem for sure about this, but researcher on this term would try to research asynchronous one single tools google such as google classroom and delivered all courses through video teaching tutorial that might show better result because it combines with offline meeting at the classroom to more unravel things happened on the site previously. Based on this study found that asynchronous Google classroom with video teaching tutorial to teach writing of recount text combined with offline class instruction has a positive response from students because students would know technology, able to use wisely, and they would have conditioning learning as cited in (Siagian, 1995) argues the learning of students to settle on any situation, environment and condition.

2. Literature Review

2.1 Asynchronous e-learning

In an asynchronous learning environment, students can directly participate according to their respective learning methods, providing the opportunity to interact with peers, discussions among others, and can help to achieve the expected learning objectives (Harris & Koehler, 2009). In several learning environments, there square measure learning activities and expectations that need students to form, synthesize, explain, and apply the content or skills being taught (Harris & Koehler, 2009) This type of technology supports learning and provides more time for students to reflect, collaborate and interact among fellow students (Bonk & Zhang, 2006).

According to (Meloni, 2010) .Asynchronous learning and communication is by far the most highly liked type because most of the tools used to learn are free, requiring low hardware specifications, and easy to use by the students. Several advantages can be found through the use of asynchronous technology in the scope of online learning to include the following:

(1) Enrich the portfolio of students
(2) Collaborate on students and teachers
(3) Students are easy to be directed individually based on their individual needs (Hrastinski, 2008).

2.2 Google classroom

Google Classroom is an online digital platform that allows teachers to streamline all digital processes with students. Teachers can create virtual classes in Google Classroom by providing a secret code to each student or inviting them through Gmail.

2.2.1 Features of Google classroom

a. *Assignments*: Each task is stored and assessed through Google's productivity app which allows for collaboration between teachers and students or students with other peers.
b. *Grading*: Google Classroom supports many different scoring schemes. Teachers have the option to attach files to tasks that student can view, edit, or get an individual copy.
c. *Communication*: Announcements can be posted by the teacher through the features provided by Google Classroom and can be commented on by the students so that there is two-way communication between teachers and students.
d. *Archive course*: An instructor or teacher can archive each subject at the end of a semester or year.
e. mobile application: The Google Classroom mobile app, introduced in January 2015, is available for iOS and Android devices.
f. *Privacy*: Unlike other Google consumer services, Google Classroom, as part of G-Suite for Education, does not show any ads in the interface view for students, lecturers, and teachers, and user data is not scanned or used for purposes any advertising (Keeler & Miller, 2015).

3. Methods

3.1. Research Design

Pre-Experimental research was a method used in this research where One group Pretest-Posttest design. The study conducted for 4 weeks. The pretests conducted to see the early students' ability before getting treatment and posttest as a way to see the student's work after receiving treatment. The asynchronous treatment of Google Classroom with VTT and offline meeting will be provided to students after pretests and followed by Posttest. The results of both tests will be compared.

3.2. Subject of Research

The research population was 346 entire school of SMAN 6 Kendari who registered in the academic year 2020/2021. Meanwhile, XI MIPA 3 were 28 students as a valid sample of this study.

3.3. Research Instruments

There were two tests given to student's pretest and posttest of which result became the main indicator whether or not there is a significant effect of using Asynchronous google classroom with VTT in teaching writing especially on recount text which combined with regular meeting instruction. In other words, it used to measure the change made by the students before and after the model of teaching writing developed. The test required students to write recount text. The length of text which the students required to produce was 75-150 words or one page of paper. The time allocated for this test was 80 minutes because the longer time allowances were related to proficiency assessment and asked writers to select a topic from several alternatives (Jacobs & Faye, 1981)

3.4. Data Analysis

To assess the students' writing ability, the researcher adopted the profile approach (ESL Composition Profile) proposed by (Jacobs & Faye, 1981). The approach is very helpful in directing an assessor in assessing a composition. There are five aspects of assessing the students' writing ability which are Content, organization, vocabulary, language use, and mechanic. However, in this research, the researcher focused the assessment in three of those five aspects only, there are content, language use and mechanic aspects that can be seen in the table 1.

Table 1. Scoring Guidance and the explanation of Criteria

SCORE	LEVEL	CRITERIA
CONTENT	30-27	**EXCELLENT TO VERY GOOD:** knowledgeable •substantive •thorough development of thesis •relevant to assigned topic
	26-22	**GOOD TO AVERAGE:** some knowledge of subject •adequate range •limited development of thesis •mostly relevant to topic, but lacks detail
	21-17	**FAIR TO POOR:** limited knowledge of subject •little substance •inadequate development of topic
	16-13	**VERY POOR:** does not show knowledge of subject •non-substantive •not pertinent •OR not enough to evaluate
LANGUAGE USE	25-22	**EXCELLENT TO VERY GOOD:** effective complex constructions •few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	**GOOD TO AVERAGE:** effective but simple constructions •minor problems in complex constructions •several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	**FAIR TO POOR:** major problems in simple/complex constructions •frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions •meaning confused or obscured
	10-5	**VERY POOR:** virtually no mastery of sentence construction rules •dominated by errors •does not communicate •OR not enough to evaluate
MECHANICS	5	**EXCELLENT TO VERY GOOD**: demonstrates mastery of conventions •few errors of spelling, punctuation, capitalization, paragraphing
	4	**GOOD TO AVERAGE**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**FAIR TO POOR:** frequent errors of spelling. punctuation, capitalization, paragraphing •poor handwriting •meaning confused or obscured
	2	**VERY POOR:** no mastery of conventions •dominated by errors of spelling, punctuation, capitalization, paragraphing •handwriting illegible, •OR not enough to evaluate

So, to determine the score use pattern as follows:

$$\text{Score} = \frac{Students'score}{Max\ Score} \ X\ 100$$

$$= \frac{Students'score}{30+25+5=60} \ X 10$$

Table 2. The total score of composition categories

Score-Interval	Writing Category
100-83	Excellent to very good writing quality
82-69	Good to average writing quality
68-52	Fair to poor writing quality
51-34	Very poor writing quality

(Jacobs et al., 1981)

To test the hypotheses, the researcher used *Paired Sample T-Test* with *a two-tail test* to conclude whether or not it is accepted.

(1) If $t_{-count} < (-) t_{-table}$ or $t_{-count} > (+) t_{-table}$ and $\alpha \leq 0,05$, H_0 hypothesis is rejected

(2) If t_{-count} is between $\pm t_{-table}$ and $\alpha > 0,05$, H_1 hypothesis is rejected

4. Finding and Discussion

4.1. Finding

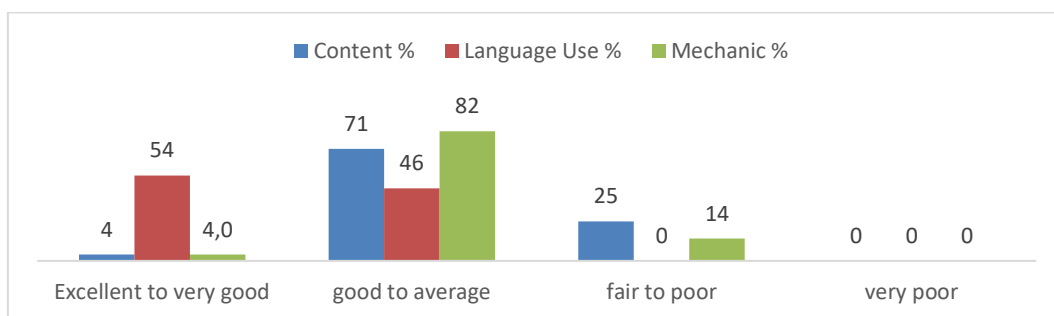### 4.1.1. Students' Writing Achievement for recount text in Pretest

Based on the figure 1, students' writing achievement for recount text shows that average students on level "fair to poor" which were 54 % (15 students') for content, 50% (14 students') for language use, and 61% (17 students') for Mechanic. Besides that, students on level "Good to average" which were 7% (2 students) for content and 50% (14 students) for language use, there are no students to get for mechanic. For level "very poor" which were 39% (11 students') for content and 39% (11 students'') for mechanic. There are no students' that got level on "Excellent to very good".
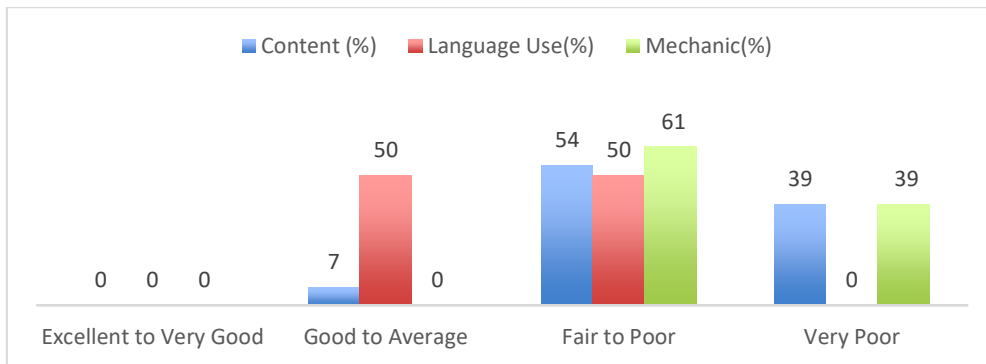
Figure 1. Students' Writing Achievement for recount text in Pretest

4.1.2. Students' Writing Achievement for recount text in Posttest toward asynchronous e-learning with video teaching tutorial and combined with offline meeting at classroom

Based on the figure 2, students' writing achievement for recount text shows that average students' on level "good to average" which were 71 % (20 students') for content, 46% (13 students') for language use, and 82% (22 students') for Mechanic. Besides that, students on level "Excellent to very good" which were 4% (1 students) for content and 54% (15 students) for language use, and Mechanic 4% (1 students). For level "fair to poor" which were 25% (7 students') for content and 14% (5 students") for mechanic. There are no students' that got language use competence. And then for level on "very poor," there is no students' that got this level.

Figure 2. Students' Writing Achievement for recount in Posttest toward asynchronous e-learning with video teaching tutorial and combined with offline meeting at classroom

4.1.3. Paired Sample t-test of Pre-Test and Post-Test

Table 1. Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pretest - Posttest	-17.60714	7.11461	1.34454	-20.36590	-14.84838	-13.095	27	.000

As shown on the table 1, it may read that the result of the t-test was Mean score (17.60), Std.Deviation (7.11), Std.Error Mean (1.34454), lower (20.36), upper (14.84), $t(27)=13.095$; $p <0.05$. It revealed that there is a significant difference in students writing achievement before and after the treatment (Pre and Post-Test) using asynchronous google classroom with VTT which combined with regular meeting instruction.

4.2. Discussion

Google classroom is one of the tools on online learning that can create a new environment for students' because it easy to operate on any devices. Well-Liked Web 2.0 kits like Google Classroom promise a lot of lavatories and noteworthy applications. Like many other 2.0 Web tools, it has the potential to teaching and learning because of the uniqueness of the functions offered such as pedagogical, social, and other aids regarding technology. Related to English teaching, teacher who used google to teach English involved them-self in the e-learning model. There are two types of e-learning models today namely synchronous e-learning and asynchronous e-learning. Synchronous e-learning would involve students and teachers online at the same time because the course would be delivered through video conference. Moreover, asynchronous e-learning students' and teacher don't have to online at the same time because teacher just post material through platform that he/she want to use such as google classroom and students can access or see it on the other day. If they have a question/suggestion related to the course, students would use the comment section below the target course.

All material of the subject course delivered through VTT which made by the teacher himself. Members of class would discuss any question related to the video teaching that have been posted previously below videos. The asynchronous e-learning google classroom with VTT combine with regular meeting instruction in the classroom is the best-blended teaching because it has never done it before.

Beside got treatment through the site with VTT, students also got directly treatment at the classroom which makes the teaching model is blended learning. In the classroom, the teacher will save more time because students' already watched video course on the site. The offline class happened as reinforcement and writing exercised related to each video course that have been posted. There was a previous study related to google app, especially in teaching writing. To begin with, Sarah Ebener (2017) conducted research using google tools. This research is focusing on enhancing students writing through google tools Edu namely google docs, google classroom, google calendar, google drive, and soon. The result was tremendous because many students got an effect on how Google tools improve their writing. But the research from Ebener used an online database to collect the data. It is no problem for sure about this, but researcher on this term would try to research asynchronous one single tool googles such as google classroom and delivered all courses through video teaching tutorial that might show better result because it combines with offline meeting at the classroom to more unravel things happened on the site previously. Related to the writing composition especially text recount, which were content, language use, and mechanic, it may describe that:

Firstly, according to the finding in subsection 4.1.2 and 4.1.3, Content is the most crucial of assessing writing (Jacobs *et al*, 1981). It involves the development of a thesis statement which describes further the main idea by using several specific methods of development such as comparison/contrast, illustration, definition, example, description, fact or personal experience. For example, the students' mostly on level "fair to Poor" to write text recount for pretest, it because the students' writing limited knowledge of subject, little substance, and inadequate development of topic. After treated through asynchronous google classroom with video teaching tutorial which combined with regular meeting instruction, it shows that students highly on level "Good to average" since they have some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.

Secondly, Language Use refers to the students' ability in applying English grammar correctly on their writing which covers effective complex construction, agreement, tense, number, and word order/function, article, pronoun, preposition, as suggested by Jacobs and Heaton (Jacobs & Faye, 1981). This study evaluates whether or not students writing were constructed appropriately; includes the basic use agreement between sentence elements, use article, pronoun, and preposition. This study evaluated the language use through extended profile criteria proposed by (Jacobs & Faye, 1981). For instance, the students' mostly on level "fair to Poor" to write text recount for pretest, it because the students' writing major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions and meaning confused or obscured. After treated through asynchronous google classroom with video teaching tutorial which combined with regular meeting instruction, it shows that students highly on level "Good to average" since they have some effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.

Finally, Mechanics entails the comprehension of using spelling, punctuation, capitalization, and word order properly. This study uses extended profile criteria proposed by (Jacobs & Faye, 1981) to assess the students writing in the mechanic aspect. For example, the students' mostly on level "fair to Poor" to write text recount for pretest, it because the students' writing frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, and meaning confused or obscured. After treated through asynchronous google classroom with video teaching tutorial which combined with regular meeting instruction, it shows that students highly on level "Good to average" since they have occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.

5. Conclusion and Recommendation

5.1. Conclusion

Derived from the result of data analysis, the researcher comes up with the conclusion that there is a significant effect of asynchronous google classroom with video teaching tutorial on students' writing achievement for recount text at SMAN 6 Kendari who registered academic year of 2019/2020. It is proved from the higher score on the post-test than the pre-test. Based on the result of the first hypothesis testing, it shows that there was a significant difference in the gain score for pre-test (M=62.50; SD=5.853) and posttest (M=80.1071; SD=5.09422); t(27)=13.095; p <0.05, t_{-table} =2.052. The result of the paired-sample t-tests shows $t_{-count} > t_{-table}$ with sig α <0.05, the H_0 hypothesis is rejected and H_1 is accepted. Thus, it can be concluded that asynchronous google classroom with video teaching tutorial can improve students writing achievement for recount text at SMAN 6 Kendari.

5.2. Recommendation

The researcher offers several recommendations for further study such as it may better that different research design conduct next, besides that researcher still used regular meeting instruction because lack of internet connection in the city where the study conducted and at last it may better for future research to use another English competence likes reading, listening, speaking (toward synchronous e-learning model) and grammar.

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