

**TEACHER AND STUDENTS' CHALLENGES AND STRATEGIES
IN WRITING NARRATIVE TEXT USING
GOOGLE CLASSROOM IN A REMOTE AREA
(A CASE STUDY OF AN ISLAMIC SENIOR HIGH SCHOOL IN
MALANGBONG GARUT)**

Meita Nurdini Lestari

English Education Program FKIP Galuh University, Ciamis, Indonesia
meitanurdini@gmail.com

Dedeh Rohayati

English Education Program FKIP Galuh University, Ciamis, Indonesia
dedehrohayati2017@gmail.com

Luthfiyatun Thoyyibah

English Education Program FKIP Galuh University, Ciamis, Indonesia
luthfiyatun20@gmail.com

APA Citation: Lestari, M.N., Rohayati, D., Thoyyibah, L. (2022). Teacher and students' challenges and strategies in writing narrative text using Google Classroom in a remote area (A case study of an Islamic Senior High School in Malangbong Garut). *Journal of English Education Program (JEEP)*, 9(2), 1-10.

Received: 30-08-2021

Accepted: 10-12-2021

Published: 1-7-2022

Abstract: This research focused on teacher and students' challenges and strategies in writing narrative text by using Google Classroom in a remote area. This case study was carried out in an Islamic Senior High School in Malangbong Garut. The writer selected the English teacher and 27 students in class XI IPA-1 as the participants of this study. The first conclusion revealed that the teacher and the students faced challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area, especially in grade eleven of an Islamic Senior High School in Malangbong Garut. The second conclusion revealed that the teacher and students used strategies to solve their challenges in teaching and learning of writing narrative text by using Google classroom in a remote area.

Keywords: challenges; strategies; writing; narrative text; Google Classroom; remote area

INTRODUCTION

One of the important language skills to be mastered is writing. It takes an important role in which speaking cannot fulfill communicative needs. Similarly, writing is a medium of communication, remembering, and thinking (Taufikurohman, 2018, p. 75). Besides that, this skill is one of the students' advances in academic success in educational background, everyday activities, and global society. In line with this, writing skill is an indicator of academic success and a basic requirement for participation in daily life and the economy worldwide (Graham & Perin, 2007, p. 3). Therefore, writing is a powerful mode of learning because it is an indicator of academic success in educational backgrounds.

However, many students consider writing skills the most difficult skill among three other skills. They still have great difficulty in learning English writing because they do not understand what to write. Similarly, it requires good energy to explore and develop the ideas deriving from the writer's thoughts and transfer them effectively into written form to read (Arta, Ratminingsih & Santosa, 2019, p. 29). In this case, writing is the hardest skill compared to many other skills triggered by detailed writing processes such as; organizing the ideas or information, avoiding ambiguity, using grammatical use, and selecting an appropriate vocabulary (Laili & Mufliah, 2020, p. 358). Therefore, they get difficulties in learning writing because they find it hard to express their ideas freely and fluently, and make many mistakes in vocabulary and grammar.

The student's difficulties in learning writing are also made worse by coronavirus which is faced by worldwide today. The pandemic of COVID-19 has resulted in a massive paradigm change in Indonesia's education system: from face-to-face to online classrooms. Thus, technology can support the learning process, particularly during this pandemic.

It is good for the teacher to use Google Classroom as an example of a Learning Management System (LMS) in teaching and learning writing. Likewise, a study conducted by Sujannah, Cahyono, and Astuti (2020, p. 92) found Google Classroom positively contributes to EFL students' writing ability. Therefore, it can be one solution for the teacher and the students in writing activities, especially in writing narrative text.

The practice of Google Classroom in learning writing in academic contexts had been reported in the literature. These studies were conducted by Rakhmawati (2020) and Peralta (2019). The findings proved that the practice of Google Classroom was effective and interesting in teaching and learning writing. In similarity, this study and their studies emphasized the use of Google Classroom in teaching writing. However, no one of them focused on teacher and students' challenges and strategies in practicing Google Classroom. In this regard, some studies focused on teachers' and students' challenges and strategies in using the online application in general. Some of them were conducted by Uspayanti (2021); Iswati (2021); Lestiyawati and Widyanoro (2020); and Tukan (2020). The findings found that there were some challenges and strategies faced by teachers and students in using online applications. Nevertheless, they did not focus their challenges and strategies on teaching and learning writing of narrative text using Google Classroom in a remote area. The writer finds it important to investigate deeply teacher and students' challenges and strategies in using Google Classroom, especially in writing narrative text. Therefore, to fill the gap, the writer is interested in conducting a study entitled: "Teacher and Students' Challenges and Strategies in Writing Narrative Text by Using Google Classroom in a Remote Area (A Case Study in an Islamic Senior High School in Malangbong Garut)".

METHOD

The writer applied a qualitative method under a case study because it identified teacher-student challenges and strategies in writing narrative text by using Google Classroom in a remote area in the eleventh grade in an Islamic Senior High School in Malangbong Garut. In line with this, case studies enable researchers to dig and investigate an individual's language learning without prevailing (Phakiti, 2014, p. 59). The purposive sampling technique was chosen to find out the participants because it selected the respondents who understood the case being observed in this study. Similarly, in this sampling technique, researchers intentionally choose individuals and sites to figure out or understand the main case (Creswell, 2012, p. 626). Therefore, the writer selected the English teacher and 27 students in class XI IPA-1 as the participants of this study.

The observation, the interview, and the questionnaires are three research instruments in this study. In observing the participants, the writer acted as the non-participant observer. Moreover, the writer did not involve directly in the activity. In a non-participant observation study, the researcher watches closely the activities in a group without interfering (Fraenkel, Wallen, & Hyun, 2012, p. 446). Moreover, she just collected artifacts which were the screenshots of all the teaching

and learning activities in the online class using Google Classroom. In this case, an artifact is any sort of material product of cultures including photographs and diaries (Howitt, 2016, p. 520).

The interview was conducted with the teacher to elaborate and clarify the result of the observation. The type of interview in this study was the semi-structured interview in which the writer prepared several questions to answer while interviewing the teacher. Likewise, semi-structured interviews means are verbal questionnaires consisting of several questions to give particular answers from respondents (Fraenkel, et al. 2012, p. 451). The interview consisted of 5 questions which were adapted and modified from Harjanto and Sumarni (2019, pp. 135) and Azhar and Iqbal (2018, p. 59).

The questionnaires were also distributed to the students that consisted of 20 statements that were adapted and modified from Albashtawi (2020, p. 84); Alqahtani (2020, p. 333); Ridho, et al. (2019, p. 1330); and Nanthinii (2020, p. 1118). The close-ended was used because the writer wanted to get information from students which were supported by theories and concepts which were written in the review of the literature. Similarly, closed-ended responses can generate beneficial information to contribute to Literature theories and concepts (Creswell, 2012, p. 220).

There were four techniques used by the writer to analyze the data from the observation, the interview, and the questionnaires. Coding was the first technique to analyze the results of the nonparticipant observation. Coding is an analytic process in qualitative studies, through which data are sorted, conceptualized, and combined to form theory (Fraenkel, et al. 2012, p. 436). Content analysis was another technique to interpret the results of the semi-structured interview. Content analysis is a method that allows researchers to learn human behavior indirectly, through observation of their communications (Fraenkel, et al. 2012, p. 478). The frequency table was the third technique to analyze the results of the closed-ended questionnaires. In line with this, the categorical data is compared by presenting either percentages (or proportions) or frequencies in cross break tables (Fraenkel, et al. 2012, p. 255). The writer used the percentage formula taken from Fraenkel, et al. (2012, p. 189) in calculating the percentage as follows:

$$\text{Percentage} = \frac{\text{umber of X}}{\text{total}} \times 100$$

In addition, triangulation analysis was used by the writer to analyze the data gained from the observation, the interview, and the questionnaires. Likewise, triangulation engages in applying various methods and/or types of data to study a similar research question (Fraenkel, et al. 2012, p. 559). In this regard, the observation and the interview from the first to the third questions were triangulated with the questionnaires to answer the first research question. Its objective was to figure out the challenges which are faced by the teacher and the students in teaching and learning of writing narrative text by using Google classroom in a remote area. Meanwhile, the questionnaires were triangulated with the interview on the fourth and the fifth questions to answer research question number two. Its objective was at figuring out the teacher and the students' strategies to solve their challenges in teaching and learning of writing narrative text by using Google classroom in a remote area.

FINDINGS AND DISCUSSION

The data obtained from the observation, the interview, and the questionnaires were analyzed by generalizing and interpreting. These the data were analyzed to answer the research questions that will be organized in the following subsections:

The Challenges which were Faced by the Teacher and the Students in Teaching and Learning of Writing Narrative Text by Using Google Classroom in a Remote Area

It has been mentioned previously, the first research question is as follows: “What are the challenges faced by the teacher and the students in the process of learning of writing narrative text by using Google classroom in a remote area?” In this regard, the observation and the interview from the first to the third questions were triangulated with the questionnaires to answer research question number one. The results of triangulation could be used to figure out the challenges which are faced by the teacher and the students in teaching and learning of writing narrative text by using Google classroom in a remote area.

The observation result showed that the teacher practiced Google Classroom in teaching writing of the narrative text. However, only a few students attended the online class on Google Classroom because many of them did not reply to or comment on their teacher’s explanations. Similarly, a study conducted by Sansinadi (2020, p. 378) also found some students do not focus on the class because they do not answer or comment when there is the teacher presenting the material. Besides, some of them find it difficult to log in to class accounts from their teacher.

Furthermore, only a few students replied or commented on their teacher’s questions because many of them confessed that they have a poor and limited network connection or even no internet connection because they were in a remote area. Likewise, the study conducted by Hussaini (2020, p. 53) revealed that there is a poor network which made the students find it difficult to submit their assignments on time. Besides, they also had limited internet supply to join the online class using Google Classroom. The finding is line with the study conducted by Gunawan (2020) reporting on the use of Google Classroom that has various limitations such as limited internet supply. Another challenge was that many students did not attend the class on Google Classroom because some of them answer the teacher’s questions using their friends’ accounts.

The writer also correlated and triangulated the results of the observation with the results of the interview from the first to the third questions to answer the first research question. The results of the interview from the first to the third questions showed that the teacher and the students often used Google Classroom in teaching writing of the narrative text, especially during the covid-19 pandemic. However, they faced challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area. In this case, they were in a remote area that had limited internet access. Besides, they were considered low-income learners which made them not have enough money and felt it hard to buy internet supply. In addition, most of them also did not use and have an Android cellphone because they used low-end mobile gadgets. In addition, most of them retrieved online learning using low-end mobile gadgets which were not well-matched because having small RAM (Agung, Surtikanti & Quinones, 2020, p. 226).

The writer also correlated and triangulated the observation and the interview from the first to the third questions with the questionnaires to answer the first research question. The students’ responses from the first to the tenth statements were shown in the following Figure 1.

To confirm the findings, the observation and the interview from the first to the third questions had been triangulated with the questionnaires from the first to the tenth statements to answer the first research question. It was aimed to figure out the challenges which were faced by the teacher and the students in teaching and learning of writing narrative text by using Google classroom in a remote area. The findings indicated that Google Classroom was used by the teacher in teaching writing of the narrative text. However, they faced challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area.

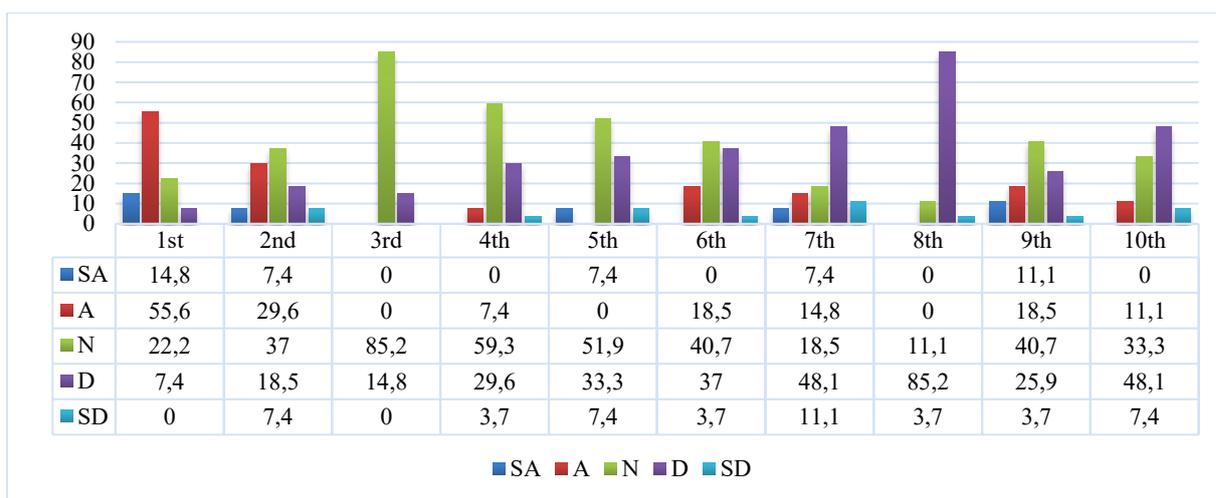


Figure 1 The percentages of students’ responses to every statement

In this case, only a few students attended the online class on Google Classroom to reply to or comment on their teacher’s explanations because many of them found it difficult to log in to class accounts from their teacher. Besides, only a few of them replied or commented on their teacher’s questions because of having poor and limited network connection or even no internet connection because they were in a remote area. Furthermore, they also had limited internet supply to join the online class using Google Classroom. Another challenge, many students did not attend the class and upload their assignments on Google Classroom because some of them answer the teacher’s questions using their friends’ accounts.

The Teacher and the Students’ Strategies to Solve their Challenges in Teaching and Learning of Writing Narrative Text by Using Google Classroom in a Remote Area

Research question number two is as follows: “How do the teacher and the students apply strategies to solve their challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area?” In this regard, the questionnaires were triangulated with the interview on the fourth and the fifth questions to answer research question number two. The results of triangulation could be used to figure out the teacher and the students’ strategies to solve their challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area.

The results of the interview from the third and the fifth questions showed that several strategies were applied by the teacher to overcome the challenges in teaching and learning of writing narrative text using Google Classroom. Firstly, the teacher always related things in the field of knowledge and technology to stimulate students to have more vocabulary. Secondly, the teacher used and explored other features of Google Classroom to make it easier for students in online learning. Furthermore, the strategies in using Google Classroom could overcome the students’ barriers in learning writing of narrative text and improve their writing performance.

The writer also correlated and triangulated the questionnaires from the eleventh to the twentieth statements with the interview on the fourth and the fifth questions to answer the second research question. The students’ responses from the eleventh to the twentieth statements were shown in Figure 2:

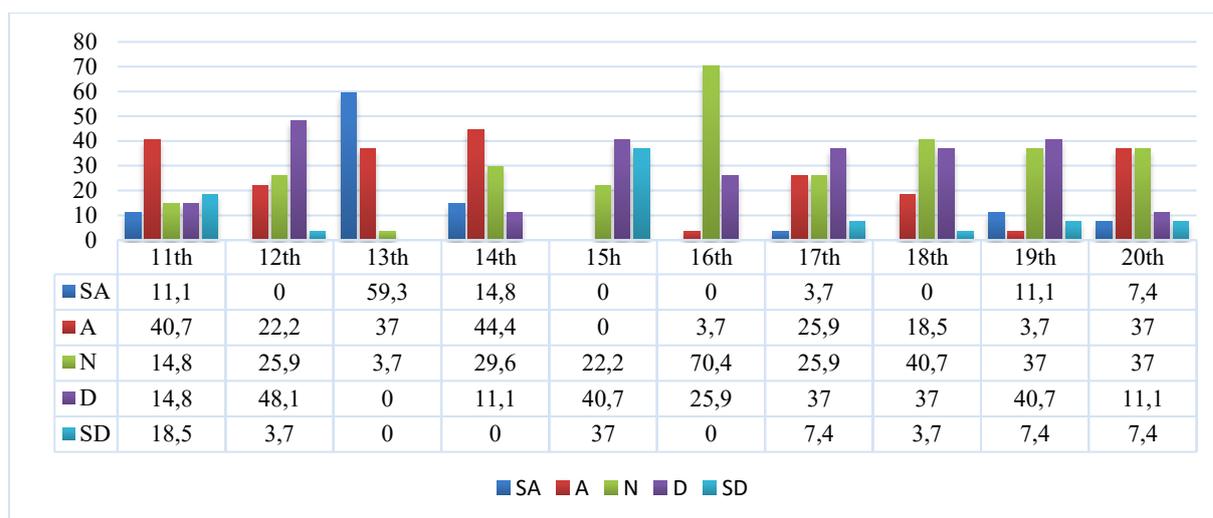


Figure 2 The percentages of students’ responses to every statement

To confirm the findings, the results of the questionnaires from the eleventh to the twentieth statements and the results of the interview from the fourth and the fifth questions had been triangulated to answer research question number two. Its objective was aimed at figuring out the teacher and the students’ strategies to solve their challenges in teaching and learning of writing narrative text by using Google classroom in a remote area. The findings indicated that several strategies were applied by the teacher to handle the challenges in teaching and learning of writing narrative text using Google Classroom. Firstly, the teacher always related things in the field of knowledge and technology to stimulate students to have more vocabulary. Secondly, the teacher used and explored other features of Google Classroom to make it easier for students in online learning.

Furthermore, the students also agreed that they used several strategies to solve their challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area. In this case, they should have a laptop and have credit to connect to the internet, need to explore all the features, learn how to operate it, and need to adapt and get used to it. Besides, they thought it should be available on their smartphone, should be used in all levels of education and all courses, and should be consistently used in learning English, especially writing. Moreover, these strategies in using Google Classroom could overcome their difficulties in teaching and learning writing of narrative text and advance their writing performance.

This study has investigated teacher-student challenges and strategies in writing narrative text using Google Classroom in a remote area. After analyzing the data, the writer briefly presented two important findings, which were the basis of this study. The first finding indicated that although Google Classroom was used by the teacher and the students in teaching and learning writing of the narrative text, they still faced challenges in using it. The second finding also indicated the teacher used several strategies to overcome the challenges in teaching and learning of writing narrative text using Google Classroom.

The findings of this present research were related to some of the previous findings that had been reported in the literature. For instance, the findings of this present research were also supported by Rakhmawati (2020) who concluded that teaching writing using Google classroom is more effective and enjoyable for the students. Similarly, this current research also found that the students felt interested to follow activities in Google Classroom.

Besides, the findings of this current research also links to Peralta (2019) who found that Google Classroom is beneficial for students and teachers to comfort the teaching and learning of writing. Similarly, this current research also found that the students felt easy to use Google Classroom in teaching and learning writing of the narrative text.

In this case, the findings of this current research were also in the same opinion as Uspayanti (2021) who found that mostly the students lack technology facilities and adequate networks. Similarly, this current research also found that having poor and limited network connection and limited cognitive abilities in terms of technical knowledge were some challenges faced by the students in learning writing of narrative text by using Google Classroom.

Meanwhile, the findings of this current research were similar to Iswati (2021) who found that the challenges were due to an unreliable internet connection, teaching while taking care of children, difficulty in monitoring students' development, etc. Similarly, this current research also found that having poor and limited network connection and limited cognitive abilities in terms of technical knowledge were some challenges that the students encounter in learning writing of narrative text using Google Classroom.

Furthermore, the findings of this current research is in line with Lestyanawati and Widiantoro (2020) who found that teaching problems that come up were the teachers' disability in retrieving technology, school facilities in supporting e-learning, the barriers in describing the material, students' restriction in accessing the internet, students' economically problem family background, and parents' support system. Similarly, this current research also found that having a poor and limited network connection, limited cognitive abilities in terms of knowledge about technology, low-income learners, and using low-end mobile gadgets were some challenges that the students encounter in learning writing of narrative text using Google Classroom.

Moreover, the findings of this current research were also supported by Tukan (2020) who found that some teachers still have challenges in operating the application in the online classroom and some of them were not familiar with the application. Similarly, this current research also found that having limited cognitive abilities in terms of technical knowledge was one of the challenges faced by the students in learning writing of narrative text by using Google Classroom.

CONCLUSIONS AND SUGGESTIONS

This current research has analyzed teacher and students' challenges and strategies in writing narrative text using Google Classroom in a remote area in one of the Islamic Senior High Schools in Malangbong Garut. The results of data analysis emerges two conclusions on the basis of the research questions. The conclusions of this current research were stated in the following statements:

The first conclusion revealed that the teacher and the students faced challenges in teaching and learning of writing narrative text by using Google Classroom in a remote area, especially in the eleventh grade of an Islamic Senior High School in Malangbong Garut. The second conclusion revealed that the teacher and students used strategies to solve their challenges in teaching and learning of writing narrative text by using Google classroom in a remote area.

In conclusion, the English teachers were demanded to integrate the technology of online applications such as Google Classroom in teaching the writing of the narrative text. Furthermore, the students were also expected to improve their skills and achievement in writing narrative text using Google Classroom. Meanwhile, the next researchers were expected to complete and enrich their research by overcoming and covering the weaknesses of this research.

REFERENCES

- Agung, A. S. S., Surtikanti, M. W., & Quinones, C. A. (2020). Students' perception of online learning during COVID-19 pandemic: A case study on the English students of STKIP Pamane Talino. Kalimantan Barat: *Journal of Social Sciences and Humanities*, 10(2), 225-235. ojs.pnb.ac.id/index.php/SOSHUM/
- Albashtawi, A. H., & Al Bataineh, K. B. (2020). The effectiveness of Google classroom among EFL students in Jordan: An innovative teaching and learning online platform. *Irbid: Ijet*, 15(11), 78-87. <https://doi.org/10.3991/ijet.v15i11.12865>

- Alqahtani, A. (2019). Usability testing of Google cloud applications: Students' perspective. Dammam: *Journal of Technology and Science Education*, 9(3), 326-339. <https://doi.org/10.3926/jotse.585>.
- Arta, G. J., Ratminingsih, N. M., & Santosa, M. H. (2019). The Effectiveness of blended learning strategy on students' writing competency of the tenth-grade students. Singaraja: *Jurnal Pendidikan Indonesia*, 8(1), 29-39. <http://0.23887/jpi-undiksha.v8i1.13501/>
- Azhar, K. A., & Iqbal, N. (2018). Effectiveness of Google classroom: Teachers' perceptions. Hodgson: *Prizren Social Science Journal*, 2(2), 52-66. <https://prizrenjournal.com/index.php/PSSJ/article/view/39>
- Creswell, J. W. (2012). *Educational research planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education, Inc. <https://www.researchgate.net/publication/324451568>
- Fraenkel, J. R., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education (Eighth edition)*. New York: The McGraw-Hill Companies, Inc. https://saochhengpheng.files.wordpress.com/2017/03/jack_fraenkel_norman_wallen_helen_hyun.pdf
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve the writing of adolescents in middle and high schools*. Washington, DC: Alliance for Excellent Education. www.all4ed.org.
- Gunawan, F. (2020). The effectiveness of Google Classroom as an instructional media: A case of State Islamic Institute of Kendari, Indonesia. Melaka: *Humanities & Social Sciences Reviews*, 7(2), 240-246. <https://doi.org/10.18510/hssr.2019.7227>
- Harjanto, A. S., & Sumarni, S. (2019). Teachers' experiences on the use of google classroom. Jakarta: *3rd English Language and Literature International Conference (Ellis)*, 3(1), 172-178. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/download/4704/4231>
- Howitt, D. (2016). *Introduction to qualitative methods in psychology (Third Edition)*. Edinburgh Gate: Pearson Education Limited. www.pearson.com/uk
- Hussaini, I. (2020). Effectiveness of Google classroom as a digital tool in teaching and learning: students' perceptions. Nigeria: *International Journal of Research and Innovation in Social Science (IJRISS)*, 4(4), 51-54. www.rsisinternational.org.
- Iswati, L. (2021). When teaching must go on: ESP teachers' strategies and challenges during a covid-19 pandemic. Yogyakarta: *Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra*, 5(1), 36-52. <https://ojs.unm.ac.id/eralingua>.
- Laili, E. N., & Mufliah, T. (2020). The effectiveness of Google Classroom in teaching writing of recount text for senior high school. Surabaya: *JOLLT Journal of Languages and Language Teaching*, 8(4), 348-359. <https://doi.org/10.33394/jollt.v%vi%i.2929>.
- Lestyanawati, R., & Widyantoro, A. (2020). Strategies and problems faced by Indonesian teachers in conducting e-learning systems during the covid-19 outbreak. Indonesia: *CLLiENT Journal (Journal of Culture, Literature, Linguistics, and English Teaching)*, 2(1), 71-82. <https://ojs.unsiq.ac.id/index.php/cllient/article/view/1271>.
- Nanthinii, M. (2020). A study of Google classroom as an effective LMS to improve the LSRW skills of ESL learners. Coimbatore: *International Journal of Scientific & Technology Research*, 9(6), 1116-1119. www.ijstr.org
- Peralta, F. S. (2019). Google Classroom: An effective virtual platform to teach writing in an EFL composition course. Costa Rica: *International Journal of English Language Teaching*, 6(1), 27-35. <http://ijelt.sciedupress.com>
- Phakiti, A. (2014). *Experimental research methods in language learning*. London: Bloomsbury Publishing Plc. www.bloomsbury.com
- Rakhmawati, I. (2020). The effectiveness of Google classroom on the first semester students' writing skills at STKIP PGRI Tulungagung. Tulungagung: *BRIGHT: A Journal of English Language Teaching, Linguistics, and Literature*, 3(1), 21-33. <https://jurnal.stkipppgritulungagung.ac.id/index.php/bright/article/view/1545>

- Ridho, D. M., Sawitri, I. D., & Amatulloh, N. A. (2019). Students' perception toward google classroom application in EFL classroom. Majalengka: *Seminar Nasional Pendidikan*, 1325-1332. <https://prosiding.unma.ac.id/index.php/semnasfkip/article/view/194>
- Sansinadi, I. T. (2020). Teacher's perspectives toward Google classroom as a tool for improving ELT classroom interaction. Yogyakarta: *Getsempena English Education Journal (GEEJ)*, 7(2), 370-381. <https://ejournal.bbg.ac.id/geej/article/view/1174>.
- Sujannah, W. D., Cahyono, B. Y., & Astuti, U. P. (2020). Effect of blended learning using Google classroom on writing ability of EFL students across autonomy levels. Malang: *Teaching English with Technology*, 20(2), 82-97. <http://www.tewtjournal.org>
- Taufikurohman, I. S. (2018). The effectiveness of using Padlet in teaching writing descriptive text. Ciamis: *JALL (Journal of Applied Linguistics)*, 2(2), 71-88. <https://jurnal.unigal.ac.id/index.php/jall/index>
- Tukan, F. M. E. (2020). Challenges and strategies using the application in teaching online classroom during pandemic covid-19. Yogyakarta: *ELITE Association Journal*, 2(2), 155-172. <https://www.elitejournal.org/index.php/ELITE>.
- Uspayanti, R. (2021). Challenges and teaching strategies in the industrial revolution 4.0 era. Merauke: *Journal of English Education and Development*, 4(2), 88-98. <https://doi.org/10.31605/eduvelop.v4i2.894>.

