IMPLEMENTING GOOGLE CLASSROOM-MEDIATED ACTIVITIES TO TEACH WRITING PERSONAL LETTER TEXT

BEST PRACTICE

By: Rifafita
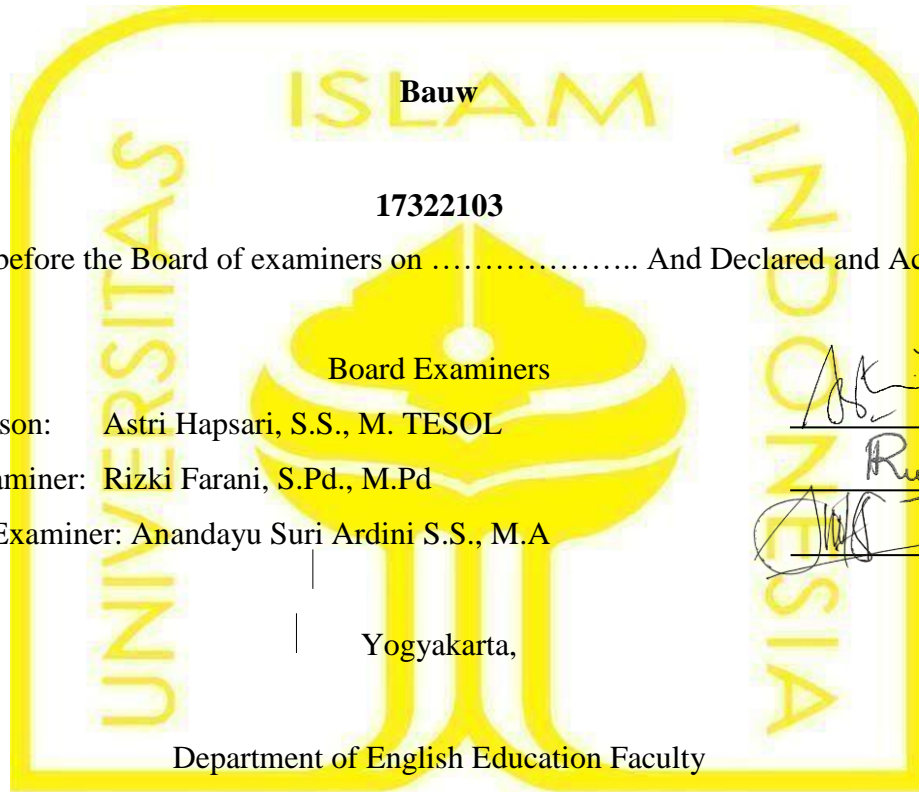
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ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY

OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES

UNIVERSITAS ISLAM INDONESIA

2022

RATIFICATION SHEET

IMPLEMENTING GOOGLE CLASSROOM-MEDIATED ACTIVITIES

TO TEACH WRITING PERSONAL LETTER TEXT

By: Rifafita

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Defined before the Board of examiners on ……………….. And Declared and Acceptable

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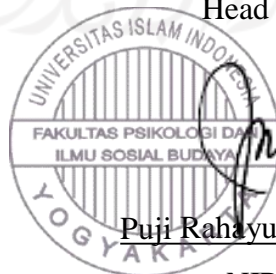Second Examiner: Anandayu Suri Ardini S.S., M.A

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis which I have written does not contain the work or parts of other people except those cited in the quotations and references, as a scientific paper should.
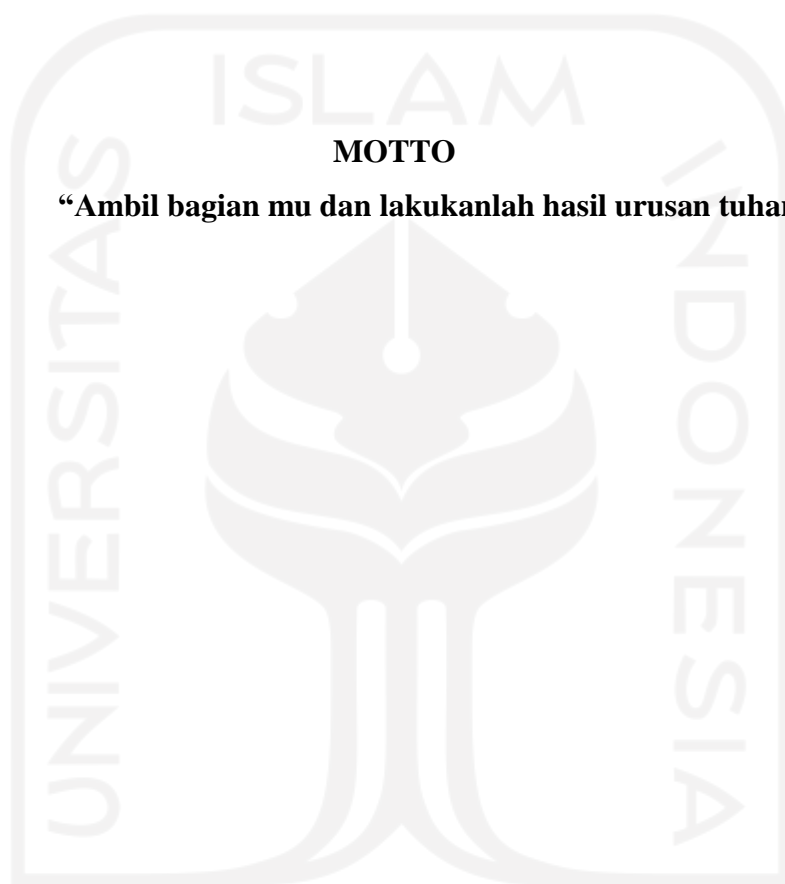
Yogyakarta, 28 June 2021

The writer,

Rifafita Bauw

17322103

MOTTO

"Ambil bagian mu dan lakukanlah hasil urusan tuhan"

DEDICATION

Appreciatively, I dedicated this best practice to myself, my family, my lecturers, and others especially:

1. My Honorable Inspiring and Supervisor Lecture; Astri Hapsari., S.S., M. TESOL she is always patient, guides, and supports me in doing this thesis

2. My beloved parents: who I am most proud of are my parents who always support me, who give me more than love in everything, and are good advisers in my life. I dedicate this to looking for smiles, to make them happy.

3. My amazing sister Fujiyanti Kotarumalos. She is always pushing me to be done and gives me motivation and inspiration to complete this thesis. Always there for me, becomes a sharing friend to discuss anything. Thank you for the kindness of accompanying me several times to spend the whole time in this Istimewa region, that is to say, Yogyakarta. You are the one and only people to acquaint yourself with this region to process my journey. Thank you for making me sure that I can, I deserve to finish it. A warm hug from me as a sincere thank you for being my best of the best partners, friends, and sister overseas even if you go back home.

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6. My appreciation is for myself to survive until now, to take a position during the processes to get up and down.

ACKNOWLEDGEMENT

بِسْــــــمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah Rabil 'Alamin, all praise belongs to Allah who has grace and has mercy, Salawat and Salam to Prophet Muhammad SAW that the researcher can complete this undergraduate thesis.

I would like to express my deepest gratitude to all lecturers, staff of the Islamic University of Indonesia, my best practices supervisor Miss. Astri Hapsari S.S., M.TESOL, faculty, and the English study program for helping me to complete this final project.

Sincere appreciation and gratitude to my beloved parents Mr. Abusalim Bauw and Mrs. Masna Hulihulis who have given inspiration and driving force in making the thesis done reasonably well. Thank you for raising me selflessly, who have poured out all their love and affection as well as moral and material attention. May Allah SWT always bestow grace, health, gifts, and blessings in this world and the hereafter for the kindness that has been given to the researcher. The researchers dedicate this small work to yours that I cannot possibly repay with just a piece of paper. Papers with the word love in the word offering. Hopefully, this will be the first step to making yours happy and proud because I realize that so far I haven't been able to do more.

The writer believes this best practice is still far from perfect. Therefore, suggestions and recommendations are compulsory for further improvements. The researcher expects this thesis can be beneficial for the readers.

Yogyakarta, 28 June 2020

Rifafita Bauw

17322103

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ABSTRACT

The best practice's objective is to explain how activities created by a pre-service English teacher to teach writing personal letters were mediated through Google Classroom as a learning platform. Uploading the PowerPoint presentation for the lesson plan and a video to assist the pre-service English teacher in explaining the text structure and linguistic characteristics of a personal letter were among the pre-task activities. My learning objective is to impart knowledge on the textual and linguistic elements of personal letters and to evaluate students' letter-writing abilities. The activities that the students completed through using Google Classroom were (1) responding to a quiz on informal letter text structure and (2) replying to a personal letter, which was shared on Google Classroom. Students followed the instructions to write one personal letter to someone special such as a friend or a family member after learning text structure and language features of personal letter. After learning about the textual and linguistic components of personal letters, students were given the task of writing one to a valued friend or family member. When creating activities for Google Classroom, the five ADDIE principles—analyze, design, develop, implement, and evaluate—were used. They turned in their personal letter, the assignment, in the Google Classroom task folder. After that, I graded their work and provided feedback. In my evaluation following best practices, I found that Google Classroom served as a learning platform that mediated my actions to deliver lessons, share schedules in the timeline, and share materials and upcoming tasks. Unpleasant things still happened during my best practice, such as unstable networking and no opportunity to meet face to face. These two challenges have an impact on learning as well, but by using Google Classroom as a learning platform, the basic competency learning objectives were met.

Keywords: Google classroom-mediated activities, teaching writing, personal letter, best practice.

CHAPTER 1

INTRODUCTION

1.1 Teaching Context

On August 10, 2020, I was assigned pre-service English teacher internship (or Program Praktik Lapangan in the department curriculum) at an international secondary school that incorporated Islamic beliefs, NAC (National Academic Curriculum), and Cambridge Curriculum for English, science, and social science. The school also had complete facilities and infrastructure, flexible-seating classrooms, and spacious parking. Student Advisory (SA) assists students both academically and non-academic with field trips. The students were supported many professional teachers who played their role as educators, communicators, facilitators, and motivators. During their study, the students were expected to demonstrate faith and devotion to Allah SWT, integrity, self-esteem, and sensitivity to the environment, both physical and social. The school also provided support learning media to facilitate students using Google Classroom, Google Meet, Google Forms, WhatsApp group, and video conferences by Zoom.

For my teaching practice, I was assigned to teach informal letter text supported by Google Classroom. There were five English teachers combined to major in science and social science with a focus on their respective fields. I was teaching in class social science XI English reading and writing (ERW) Cambridge and XI ELS. I taught two topics about hortatory exposition with ELS class and analytical exposition text with ERW class.

The students at this school were more familiar with speaking English very well. They had good pronunciations and accents. The students were very active and had reciprocity between teachers and students although learning is done online one of the supporting factors is creative and innovative teachers, who built enthusiasm and motivated students to also created learning media through short videos related to the material or topic to be studied, interesting Power Points, as well as learning resources taken through YouTube, Google, providing interesting pictures to train critical thinking students. I observed that the students enjoyed online learning process, had good critical thinking skills, could learn new knowledge, made class fun, gave positive energy, and students could build a class atmosphere with their respective characters to follow the

course. The point was that the school and its teachers were enthusiastic about creating interesting media and learning activities so that students did not feel bored or lack motivation in participating in the teaching and learning process.

Eventhough from my observation I did not find what could be the obstacles and challenges in learning English, I tried to analyze the students' need for teaching informal letter. I learned that they still need to be introduced to the structure of informal letter, how to compare formal and informal letter, and also some features of mechanics, such as: accuracy in using capital letters for the first letter of a name, a street, or a city.

1.2 Consideration for using Google Classroom-Mediated Activity to Teach Writing a Personal Letter

An informal letter is a personal letter involving writing from one person to another person both of addresser and the addressee from any persons. According to Nor (2018), writing is a process in which the author uses structures to deliver messages to the readers. The hardest skill to master is writing, which involves using appropriate syntax and vocabulary to construct effective personal messages.

In the case of my PPL in 2020, I observed that the teacher used Google Meet to take a presentation and present the information. The school selected Google Classroom as a learning tool for several reasons. First, Google Classroom can speed up the teaching and learning process. It can be accessed on a variety of devices, including computers, laptops, smartphones, and tablets. It can be accessed through web browsers (such as Google Chrome, Microsoft Edge, Firefox, and others) as well as Android and iOS applications, and both teachers and students only need Wi-Fi or 4G/5G to log in. Automatic linking and storage of the data in the Google Drive folder. Documents can be accessed by teachers directly through Google Drive or Google Classroom. The protection of the environment was the second reason. In addition to enabling meetings, Google Classroom allows students and teachers to reduce the amount of paper used in each shared and completed assignment. Google Docs or Microsoft Word are both paperless tools that may be used for everything. With free applications, no adverts, and a variety of other support and help features, Google Classroom is an easy platform to get started with. It also allows teachers and students to download it. The ability of Google Classroom to

facilitate group conversations was the third justification. The teacher was able to submit messages in Google Classroom that are viewable by all students. As a result, students may submit comments to the meeting or announcement in both public (visible to other students) and private modes (only seen by the teacher). In addition to asking the question, students might also create a question for discussion with the teacher or other students with the teacher's approval. Teachers may also utilize notices, assignments, and reuse postings to communicate essential information. The feature-rich conclusion can help students take collaborative classes.

It may be said that Google Classroom was a useful learning tool for teachers and students participating in online learning. The participants continue to use various media learning tools to manage the learning and teaching process while utilizing the unanticipated traditional learning transfer to online teaching. This learning platform can assist teachers in achieving learning objectives based on the circumstance. Thus, after observing the writing course, it was discovered that both students and teachers can effectively connect with one another and ask questions when running into problems with a certain task or piece of content, even in person during Google Classroom-mediated activities. In order to teach writing personal letters, the author therefore chose to integrate Google Classroom-mediated exercises.

CHAPTER II
TEACHING CONSTRUCT

2.1 Google classroom as a Learning Platform

Online courses are currently used as a means of completing education, especially in modern learning. Even if there are no longer any boundaries between learning and geography, time, or distance today, technological advancements have made a significant impact on the educational landscape through both online and offline learning. Learning solutions like Google Classroom promote the current effectiveness of online learning. According to Liu & Chuang (2016), Google Classroom features enable interaction between teachers, lecturers, and students in the virtual world. It provides teachers with information on the objectives of all students, along with student-submitted tasks, comments, and edited tasks. Google Classroom is the greatest tool developed by Google's web team to assist the performance of teachers and students in teaching-learning activities. It is a piece of soft application software that organizes tasks, fosters teamwork, and enhances communication. It is accessible to all users and can be used with a variety of devices and browsers from any location at any time. The tool is adaptable enough to work with a variety of gadgets and equipment. The creation of assignments and quizzes, the gathering of assignments, the administration of assessments, and the addition of student comments all take place online. Students and teachers can utilize Google Meet in addition to Google Classroom to provide materials via video conferencing.

Historically, Google Classroom was launched on May 6, 2014, for the Google G Suite for Education program. Nonetheless, this service was released publicly on August 12, 2014. Beal (2017), highlights that Google classroom helps the teacher can make and distribute assignments for learners in an online classroom for free, a tool that facilitates student and teacher collaboration. Google Classroom can be a platform that makes learners become active participants too makes educators construct groups to share assignments and announcements. Furthermore, Nagle (2017) maintains that teachers make effective lessons that are cantered, interactive, and memorable through Google Classroom, an easy-to-use learning tool for students of all categories to work together.

There are many benefits of using Google Classroom as a learning platform to mediate learning activities. Shaharanee, Jamil & Rodzi (2016) pointed out Google classroom simplifies teachers' and lecturers' coordinating communicating with the class, giving feedback, and submitting the tasks. Additionally, it sets aside time and creates the environment for teaching so that students can learn by talking, interacting, and communicating.

In addition, Coffman & Klinger (2016) explain how learners mix their learning with social participation. In this sense, Google Classroom is a compelling platform for innovation in education since it offers many benefits, such as simple accessibility wherever and at any time that teachers and students need an internet connection. Google Classroom also offers a lot of advantages for blended learning. Google Classroom is a highly helpful learning tool, especially in an EFL setting when English is not the primary language of speech. Students who are not in class or on campus can still speak with teachers in English via Google Classrooms.

Furthermore, it is more likely to be used for managing class content, discussion, and learning. Google Classroom is a tool for teachers to use to create classes and publish announcements, assign work, and receive feedback rapidly. According to Janzen (2014), Google Classroom's design intentionally makes it easier to use by simplifying the instructional interface, the options used to deliver and track assignments, and communication with the entire course or specific students. Google Classroom is a mediating learning activity to enable teachers to share, produce, and collaborate, according to Laili and Muflihah (2020).

With Google Classroom, students are inspired and motivated to complete an online course. Education is moving to online learning as a result of government initiatives supporting employment from home. The usage of multiplatform tools like Google Classroom facilitates learning activities and is simple to utilize from computers or other devices (Sukmawati & Nensia , 2019). For instance, Okmawaty (2020) discovered that the Google Classroom platform can mediate instruction in online learning. Khalil (2018) discovered that Google Classroom facilitates and makes it simple for teachers to interact

with students. It informs teachers of the objectives of all students, along with the tasks that students have submitted, commented on, and edited.

2.2. Relevant Studies on Google Classroom-mediated activities

Supporting researchers who agree with benefits of using Google Classroom as a learning platform, some researchers also find that Google Classroom mediates learning activities. According to Dewi et al. (2020), learning workflows for students that are facilitated by Google Classroom-based activities can be accomplished by providing access to a series of discussions and assignments to minimize potential or shorten communication, next to more organized and keep students document easily saved their assignments and reduce paper use, and another is teachers will be more quickly identify students if feel not understand with the assessment, the last is the process of the process of the process of the assessment. As a result, Google Classrooms make it simpler for both teachers and students to manage their teaching and learning, including gathering, distributing, and grading assignments.

According to Beal (2017), a platform that promotes student and teacher collaboration, Google Classroom offers teachers a free way to create and distribute assignments for students in an online classroom. With the help of Google Classroom, teachers can easily create groups for their students to share assignments and announcements, encouraging both students and teachers to participate actively. Furthermore, Google Classroom, a user-friendly learning application that enables students of all grade levels to collaborate, is used by teachers to create engaging courses that are cantered, interactive, and memorable, according to Nagle (2017). Regarding the assignment, Vangie (2020) Google Classroom can track students' progress and encourage dialogue between teachers and students. As a result, learning media platforms are created by educators and students to support online courses and encourage students to discuss assignments.

2.3. Using Google classroom to teach writing personal letter text

An informal letter text is a simple text for learners to pour their ideas into. The learners have some activities to write an assignment, an essay, a personal letter, or take

notes. Arianto, Refnaldi, & Rosa (2016) reveal that to write some activities is not have a good language even though the writer must have the skill to initiate an interesting text to show in public. Therefore, most learners still suppose that writing an essay is an extremely difficult job. But, learners were known for good processed and techniques of writing skills. How they make an interest in writing because they are someone special. The writing is not only how writers feel but how the writers convey the messages to the readers. The process of interesting writing is not instantaneous, although the students in the school must have productive skills to write by doing some activities such as taking notes, writing an essay, making an assignment, and also writing a letter for someone.

The advantages of Google classroom to teach writing media are that making advances students' new desires, and motivation, stimulation students learning activities, and exactly to find students writing skills. In the emergencies of pandemic COVID19, writing skills through online courses is the issue in the education of most people taking the time to write some letters or articles. Jannah & Yuniarti (2019) report the most important writing skills must be understood by students. Haerazi, Irwan, Suadiyanto, and Hidayatullah (2020) also supported that the most difficult skills are writing skills rather than other skills. It related to Ziad's (2016), present that to teach writing skills in the past teacher and students used media platform education. Therefore, the emergency of this situation provides a platform as a media such as Google classroom to teach writing skills. It was conducted on my PPL in Islamic bilingual International school, the impact of writing using Google classroom handle by teachers that making students effective and correctly students are writing after submitted task in Google classroom.

It also supported by Setiadi (2020) that utilize of Google classroom to teach writing have some topographies consist of posting and sharing handling by teachers to post links on the class website, post materials (file, PPT, and PDF), teachers and students can creating, distributing, collecting the tasks quickly and easily, for student assignments teachers easily to give score and add private feedback comments, and last is with the calendar available on Google Classroom, it makes it easier for teachers and students to remind their deadline. Fitriningtyas, Umamah, and Sumardi (2019) outlining the fives

extent of the ADDIE for cultivate Google classroom as a learning process. The fives-extent model comprises of analyze, design, develop, implement, and evaluate.

Images 1. Developmental phase of ADDIE Modals (Fitriningtyas, et.al, 2019)

The first extents of the ADDIE model is *analyze*. It was occurred needed assessment, problem identification, and task analysis. This analysis model aims to carry out learning and the tasks of students can be structured to clear instructions in order to students can easily understand assignments. Ocampo (2017) support a learning platform utilize Google classroom in the learning process as an education platform that can help teachers schedule and sequentially give instructions, post teaching materials, and give assignments to students.

The second extent is *design*. At this extent it is easier for the teacher to transfer learning material, the development test, writing objectives, and planning instructions identifying resource. The application was design to help teachers and students to share assignments and reduce paper usage because it is automatically saved in the form of a file on an account that has been created by the student first. Therefore, the application such as Google classroom support teaching learning process applying four functions (a) By providing scheduled instructions that minimize the workflow of students with discussion of specific topics and assignments, (b) -Without the use of paper, all tasks can be saved

and their documents more organized, (c) Potentially teachers can help students minimize difficulties with assignments and conduct assessments or provide scores on student work by taking advantage of the available features (Dewi et al., 2020; Sukmawati & Nensia, 2019).

The third extent is *development*. The aims of the extent are achieve learning plans and learning materials utilizing platform such as Google classroom. In the modern of education, make learning media a facility for teachers and students to deliver material through PPT, PDF, or Word documents for effective and efficient teaching and learning activities (Anderson, 2005; Sadikin & Hamidah, 2020).

The fourth extent is *implementing*. In this extent ensure the delivers of learner's knowledge and expand learners recognizing of the material through online learning courses. The target from the stages is produces effective and efficient instructions. The implementation in the teaching and learning process through Google classroom in the terms of blended learning it is created by Google the consists to help teachers and students to prepare the class by share links giving assignments accompanied by collecting grades, and communicating with students. It is related to Miarso (2004) point out as a learning strategy that organizes learning materials, delivery and management of activities that are influenced by learning objectives, learning barriers, accompanied by student characteristics in order to create effective and efficient learning. Blended learning is a learning activity that uses a platform or media supported by the internet that can send, deliver, and improve students' knowledge and skills.

The five extents is *evaluation*. At this extent the fact that the evaluation has an attachment to the 4 elements listed above. This extent is called the formative evaluation extent because the purpose at this extent is to review the needs of students for feedback sessions or provide improvements to the tasks that have been done. Evaluation also includes the media platform to create for helping teacher's measure effectiveness and efficiency for students. Through this media platform, it can support teachers and students to conduct online teaching learning during emergency situations such as COVID-19. This seems to be the case with the design of Google classroom, which is useful as a send and track task,

communication whole of students by including announcements and students receiving notifications via their respective emails. Google classroom also helps automatically managed distribution and collecting tasks, managed time and most importantly can conduct consultations, collaborative learning, teachers can download and send materials and provide feedback on student work through personal comments or in the form of files (Chehayeb, 2015; Crawford, 2015 & Keeler, 2015).

The conceptual framework is presented as followed:
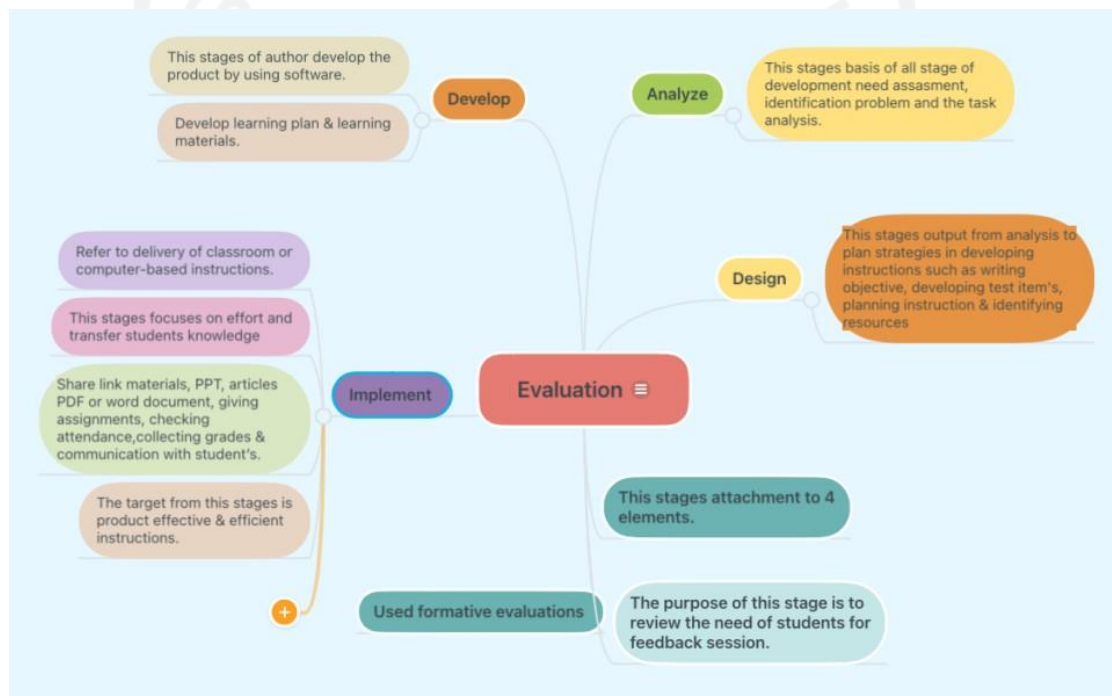
Images 2. Conceptual framework of the ADDIE (Fitriningtyas, et.al, 2019)

CHAPTER III

IMPLEMENTATION

This section explains activities which were mediated by utilizing Google Class to teach writing a personal letter using Google classroom including PPT and video. During my internship, I used Google classroom in XI grades. My material was informal letter text. My previous teaching practice with students in SCIENCES class was very active. I prepared myself for another active class at that time. I implemented five aspects of ADDIE (analyze, design, develop, implement, and evaluate) in designing activities mediated by Google Classroom. According to Daud (2019), teachers utilizing Google Classroom to obtain the learning goals will be uploading and submitting their own assignments, learning materials, and grading students' work. Use this platform to make it simple for teachers to teach a virtual online course. Teachers should provide materials in the form of files, videos, and explanations of the course topic. They should also establish assignments for the students and a timetable for the dateline.

3.1 Analyze

I analyzed students need in accordance with the lesson plan. Understanding, applying, and analyzing with KD 4.6 writing a personal letter text with building students' knowledge regarding Informal Letter Text, Identifying the generic structure of Informal Letter Text.

3.2 Design

Google classroom that has been designed in advance by the subject teacher then teacher was invited me as a pre-service teacher to join. First I posted the zoom meeting link for teaching. Second, I post PPT and video materials as learning media because Google Classroom is fully managed by the teachers of this school.

3.3 Develop

On 3 September 2020, I posted instructions for all students to join our launch meeting zoom, post PPT, videos and I also created pool assignment in Google classroom.

3.4 Implement

I delivered PPT as a material to transfer students knowledge in Google classroom, uploaded a short video from YouTube in Google classroom to building students' knowledge regarding informal Letter even though I uploaded an example video "How to write a good personal letter" in Google classroom and the last activities is I created students assignment in Google classroom. Meanwhile students compose a personal letter and post the assignment in the pool provided by the teacher on the Google classroom account.

3.4.1 Pre-teaching activity

I analyzed the students' need and design the lesson planning (appendix 1). The teacher was invited a pre-service teacher to join a Google classroom account; I also prepared link zoom meeting to uploaded the activities and materials in Google classroom, such as the PowerPoint to introduce the material and also used a video to show a personal letter. There were two meetings and two tasks with different days and different topics. In the first meeting, I used PowerPoint to teach personal letters, and second meeting I'm using a short video to explain the personal letter. This way was ordered to provide the task from the online learning media application Google classroom.

3.4.2 Whilst-teaching activity

Referring to the implement stage in ADDIE, on the first task, my teaching objective was to explain materials, the definition and the differences between personal letter text, types of analytical exposition text, and the element and the structure of personal letter text.   I uploaded the power point material about personal letter in the Google Classroom and students check attendances.
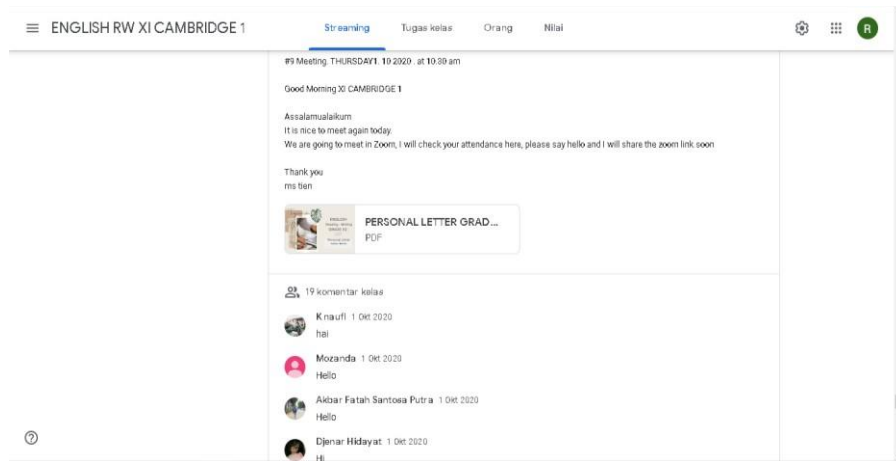
Images 1. Uploaded PowerPoint in Google classroom

In a preferable version of mediated activity to teach writing a personal letter, the educators explicate and give an example attendant placement of heading and structure in the form of personal letter text. Nevertheless, I was determined to use media application for education to deliver teaching and learning process because students needed a mediated activity to apply the structure of the personal letter text in situation emergency in the era of pandemic covid-19. Therefore, the educator implemented Google classroom as mediated activities to a shared file, document materials such as short video explicate by the teacher was uploaded from YouTube the building students' knowledge to write personal letter text sending by someone https://youtu.be/P3k148sIiSk. It was an animated video. It is a short video the duration is 2 minutes 04 seconds. A brief explanation of the video following the senders addressed the date, solutions, introduction, content, conclusions, and replaying letters along with how to end the letters. Furthermore, I presented an example video concerning how to write a letter such as a personal letter text sent for someone in reverse replaying a letter for someone too.
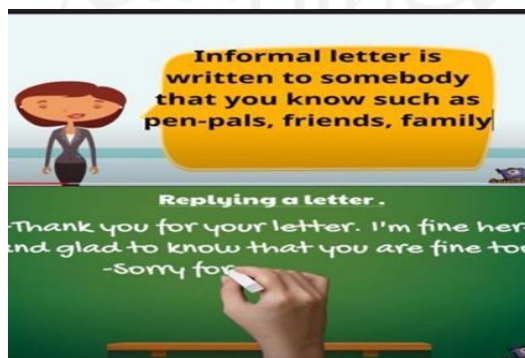
Images 2. Video personal letter and replaying letter

I presented the video based on the subject matter is learning personal letter text. I delivered a video learning media concerned writing personal letter text, to ask students have you ever written a letter to someone, the heading of the letter, and how to replay letters for someone too. As soon as, students follow the instructions to make one personal letter send it to someone such as friends, family, or other people after learning personal letter. Through a media Google classroom application, students mark as were done their task, teachers assess their tasks, give feedback and evaluation and others give grades. With a Google classroom, every student easily accesses their task, looks for their feedback and correctly the task also students can find a private comment by teachers.

3.4.3 Post-teaching activity

While referring to develop stage in ADDIE in my design, I kept focusing my best practice in reading and writing skills. I utilized Google classroom to upload, manage, and assess students writing personal letter tasks. Firstly, I prepared video conferences by using zoom meet hereupon I upload Google classroom for students to access the link. Before starting the course, I opened the online course with greetings and a student leads a prayer together. I stay presented personal letter text expressly the grammatical, spelling, and used tenses to write the letter. Meanwhile, I uploaded a new assignment in Google classroom and students followed the rules to make interesting personal letter text by themselves.

15 August 2019

Lauren Smith
16 South Road,
Pennsylvania

Dear Jenny..

Hi, i'm good here, what about you? how are you?

I like this city. It is a nice city to live. I have big bedroom looking over my swimming pool. Color for the wall, i chose our favorite colour. Gray is the best.

I have a good neighborhood. He's name is Mars. And u know what? He is in the same school with me. Gray is his favorite color too. Mars is very good at Sport. He has a dog name swici.

Do u want me to send you my story like this? If u want, i will write a lot soon. I'm really wait to hearing all your news.

A warm hug,
Lauren Smith

New assignment:
PERSONAL LETTER .
Posted 3 Sept 2020

Add class comment

Images 3. Personal letter text by Google classroom.

I assigned the students to submit their work in the task folder of in the Google classroom. The learning objective was students should be able to compose the text of a personal letter related to the activities of themselves and those around them. Following my instruction in the Google Classroom timeline, students uploaded their task in the form of file/document and the teacher's given feedback and evaluation worksheet using Google classroom. I made a dateline for students to upload their tasks in the Google classroom. This is in line with Fitriningtyas et.al (2019)'s best practice which also utilizing Google classroom as an education learning platform which enabled the students to upload their files/document tasks including personal viewers by the students' assignment menu, management class, and transfer of calendar ownership. In addition, it also aligns Sholah's (2020) elaboration on the use of Google Classroom by teachers can be to provide assignments, upload materials, and submit student work.

3.5. Evaluate

In the assignment I gave, learners still used a short paragraph to write a letter. By using Google classroom the students were effective and easy to understand and created interesting personal letter text. Teachers made a dateline for students to upload their tasks in the Google classroom.
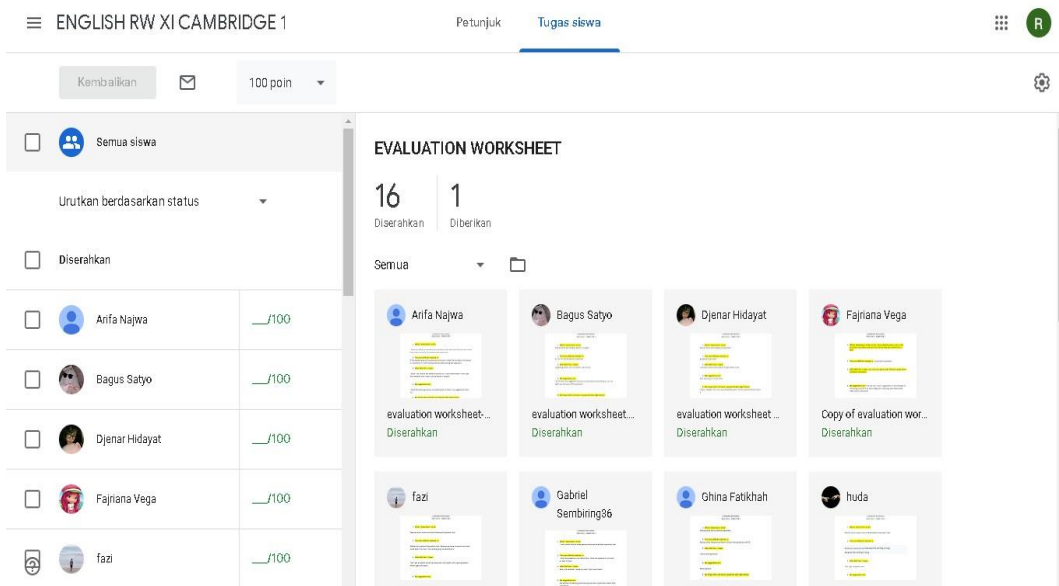
Images 4. Teacher Evaluation worksheet on Personal letter text in Google classroom

In Figure 4 the teacher evaluates the worksheet on all materials including personal letter text. The yellow color that we can see in the image above is the output and input that students get during the online learning process while using Google Classroom and it is proven that Google Classroom is quite to efficient and effective to measure students understanding.

Images 5. Given Grades in Google Classroom

After students uploaded their task in Google classroom, teacher made an evaluation and given feedback session in Google classroom to the teacher asks the students' targets for the new material in the following new semester. Meanwhile, Judging from the picture above, Google Classroom is very effective and efficient to teach writing personal letters because there are three students who are late in submitting assignments.

3.6. Reflection

From my reflection after doing best practice, I accomplished my teaching objectives by utilizing Google Classroom. My teaching objective is to deliver knowledge on personal letter text structures and language features and assess students writing skills in writing a personal letter. The students' activities which were mediated by Google Classroom were: (1) responding to a quiz about informal letter text structure and personal letter -in which the link was shared in Google Classroom; (2) responding to a personal letter. Students followed the instructions to write one personal letter to someone special such as a friend or a family member after learning text structure and language features of personal letter. They submitted the assigned task- the personal letter in Google classroom task folder. After that I assessed their work by giving feedback and score. In my

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reflection after doing best practice, as a learning platform, Google classroom mediated my activities to give instruction and share schedule in the timeline, to share the materials and scheduled assignments.

From my reflection after doing best practice, as a learning platform, Google classroom mediated my activities to give instruction and share schedule in the timeline, to share the materials and scheduled assignments. To some extent, I agree with Kassim's (2021) stance that Google Classroom helps in managing assignments, fostering collaboration, and enhancing communication, support the efficacy of the online learning process. However, I also faced some challenges. Unpleasant things still happened during my best practice, such as unstable networking and no opportunity to meet face to face. These two things also affect learning, but by utilizing Google classroom as a learning platform, the learning objectives of the basic competence were achieved.
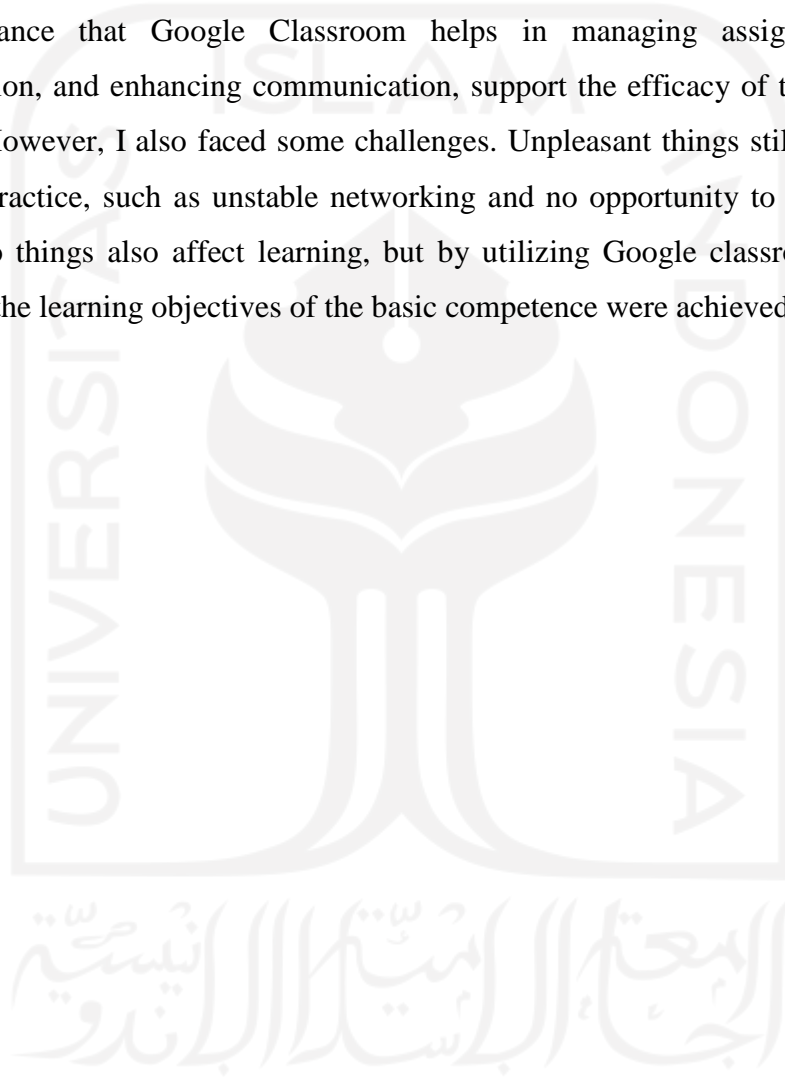
CHAPTER IV

CONCLUSION AND RECOMMENDATION

4.1 CONCLUSION

The use of Google classroom helped me to deliver activities to teach English writing during the COVID-19 in my internship at one Islamic international school in Yogyakarta. I referred to ADDIE in designing instruction for the activities mediated by the Google Classroom. In my best practice, the activities mediated by Google classroom were: checking attendances, sharing an announcement, submitting assessments, giving grades and evaluating. Google Classroom can also be accessed from anywhere and anytime. It has cloud storage system integrated with Google Drive. I can set the material, time management, task, and private comment. Students can easily access whole notifications from Google Classrooms such as text, articles, PPT, or short videos, share announcements involving chat, or private comments in the box. Students were enthusiastic about working easy to submit, seeing feedback on private comments, and practicing understanding using Google classroom. It may be said that Google Classroom is highly helpful for both teachers and students who want to conduct activity-based online learning. This learning platform can assist teachers in achieving learning objectives based on the circumstance.

4.2 RECOMMENDATION

I recommended that teachers and students do online learning platform using Google classroom because it can help, simplify teachers in creating, distributing and assigning assignments in a paperless way. Make it easier for students to do tasks, upload tasks, manage time, and help students understand according to the instructions listed in Google classroom. In the future, teachers and students are required to continue to update technology-based learning media in order that learning is not boring and as a form of media to motivate students to keep learning.

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SMA INTERNASIONAL
BUDI MULIA DUA

Ayat Al-Quran **:** Al-A'la Verse 9

فَذَكِّرْ إِن نَّفَعَتِ ٱلذِّكْرَىٰ ﴿٩﴾

SAHIH INTERNATIONAL
So remind, if the reminder should benefit;

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran **:** English Reading Writing - ERW

Kelas **:** XI IPA - IPS

Nama Guru **:**

Kompetensi Inti **:** 3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

Kompetensi Dasar **:** 4.6 Teks surat pribadi

4.6.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya.

4.6.2 Membedakan teks khusus dalam bentuk surat pribadi (Personal Letter and Informal Letter) terkait kegiatan diri sendiri dan orang

sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.6.3 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan dan tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Pertemuan Hari, Tanggal, Waktu	Kegiatan Pembelajaran	Materi/ Media/ Bahan	Cara	Deskripsi
4th meeting	- Building students' knowledge regarding Informal Letter Text/personal letter	PPT https://www.youtube.com/watch?v=yEtIouhijjM&t=29s	Zoom, Google Classroom, WhatsApp group, LINE Group	**Online** - Peserta didik masuk google classroom dan guru mengecek kehadiran siswa dan berdoa - Guru menyampaikan target pembelajaran - Peserta didik mendengarkan penyampaian dari guru terkait informal letter - Peserta didik membedakan formal and informal letter - Peserta didik mengidentifikasi fungsi sosial, struktur text serta unsur kebahasaan - Peserta didik melakukan refleksi kegiatan pembelajaran

| 5th meeting | - Identifying the generic structure of Informal Letter Text. | https://youtu.be/P3k148sIiSk How to write an informal letter? https://quizizz.com/join/quiz/5f4fabfa60ea74001c49796e/start?studentShare=true assignment testing informal letter Menyusun Informal LetterText | Zoom, Google Classroom, WhatsApp group, LINE Group | **Online:** - Peserta didik masuk google classroom dan guru mengecek kehadiran siswa dan berdoa - Guru menyampaikan target pembelajaran - Guru menunjukkan video terkait How to write an informal letter - Peserta didik menonton video tentang how to write informal letter - Peserta didik mengerjakan kuis melalui sebuah platform online (quizizz.com - Peserta didik menjawab pertanyaan terkait beberapa bentuk informal letter - Peserta didik dapat menyusun Informal letter - Peserta didik mengumpulkan tugas melalui google classroom - Peserta didik melakukan refleksi kegiatan pembelajaran |