

The Use of Google Drive to Improve Student's Essay Writing Skill, Faculty of Teacher Training and Education, Pancasakti University of Tegal

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The Use of Google Drive to Improve Student's Essay Writing Skill, Faculty of Teacher Training and Education, Pancasakti University of Tegal

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Abstrak

Penelitian ini menggunakan desain experimental dan kontrol grup dengan sampel sejumlah 48 mahasiswa semester empat tahun akademik 2017/2018 Fakultas Ilmu Keguruan dan Pendidikan Universitas Pancasakti Tegal. Sampel dibagi menjadi dua grup yaitu eksperimental dan kontrol grup dengan masing-masing 24 mahasiswa. T-test digunakan untuk menuji data. Dari hasil penelitian menunjukkan bahwa ada Google Drive efektif untuk meningkatkan kemampuan menulis esai mahasiswa. Google Drive dapat digunakan dalam proses pembelajaran menulis khususnya esai, akan tetapi dalam pelaksanaan membutuhkan bimbingan dosen.

Kata kunci: Menulis Esai, Google Drive

Abstract

This experimental research employs true-experimental design with two-group design type (experimental group and control group) and takes 48 fourth-semester English Education students of the academic year 2017/2018 of the Faculty Teachers Training and Education, Pancasakti University, Tegal as its samples, divided into 2 (two) groups: experiment group with 24 students and control group with 24 students. The research employs t-test for effectiveness test as its data analysis technique. The research results show that the usage of Google Drive based learning model effectively improves students' essay writing skill. The Google Drive based learning media can be applied to academic writing learning process, particularly essay, however, its practice requires intensive interaction between students and lecturer.

Keywords: Essay Writing, Google Drive

INTRODUCTION

Writing skill is the last sequence in language learning process following listening, speaking and reading skills. Among the four linguistic skills, writing skill is the most difficult skill to master. The reason of this is that writing skill requires mastery of various linguistic elements and external elements which will be expressed into the content of the essay. Writing skill is usually related to essay writing learning.

Essay is a paper (writing work) arranged based on author's ideas. Writing essay in English requires ability in word choice and good grammar usage. Language, including that in writing, reflects author's mindset. Therefore, to write appropriately and correctly, it is

important to get an understanding of native speakers' mindset of the language to be used. Many essays written by Indonesian uses English words but with writing logics, arrangement and mindset reflecting the author's language.

Google again launches its latest service called Google Drive. Google Drive is a new storage for your Google Documents, files, and folders. Just like an online flash disk, Google Drive provides a capacity of 5 GB for free, equipped with features to create Google based documents, manage files and share them. Using Google Drive, files owner has had a back-up files on internet, thus in case of something happens to his files stored in computer or laptop, for example a file gets damaged or lost or infected by virus, or the computer/laptop gets damages which causes the file unusable, the file in Google Drive will remain safe and accessible by using other internet-connected computer (Nasihin, 2017).

Google Drive is a popular cloud computing application which is also a Web 2.0 technology. Google Drive has a free-web word processor that allows people to share documents and collaborate online. Members of any group community can have access to the different documents from any computer that has an internet connection, or even from a mobile phone. One can invite members to join in so that they can share all the documents with them.

Features of Google Drive

1. Free document

Google does provide you storage space of 5 GB for free, and even each document you create in the Drive is also free.

2. Upload up to 30 file types

Google Drive supports storage and display of 30 popular types of file. Therefore, you may upload a movie to the Drive and replay it on your browser at any place.

3. Sharing of files, folders of the whole drive

This is a simple sharing feature provided by Google just with right click on a file, selecting "share..." and determining an option of that sharing. To give someone access to your whole drive, simply click on button with a person and plus mark on it.

4. Utilizing Google Goggle's

With Goggle's technology established on the Drive, you may search photo using searching bar. Similarly, you may search for text in scanned documents. After some tests, this feature is not really reliable, but is worth of trial when you need to find a file of photo.

5. Collaboration of videos, photos, and many more

The collaboration feature of Google Docs is now available for all file types. For example, when you upload a video to the Drive and share it with others, you can then discuss the video on the comment tool.

6. Installing third party's application

Third party developers have created applications which smoothly work with Google Drive. For example, Pixlr allows you editing uploaded photo, HelloFax allows you sending free fax, and DocuSign allows you signing official document, all of which are available for install in Google Drive. To obtain these applications and many more, go to Google Drive>Setting>Manage apps>Get more Apps

According to ⁶ the results of pre-research interview and observation, it is found that on writing subject, the ⁶ students of English Education Department, Faculty of Teachers Training and Education, Pancasakti University, Tegal have low mark and must take some remedies for maximum mark in the subject. In observance of the condition above, it needs attention and responsibility of various parties, particularly lecturers to improve students' ability in academic writing. With this condition, this research needs to be conducted, by developing the Google Drive based essay writing learning model to improve the writing skill of ⁶ students of English Education Department, Faculty of Teachers Training and Education, Pancasakti University, Tegal ⁶ of the academic year 2017/2018.

METHODS

²⁷ This research uses a quantitative research method as ¹⁴ the data are in numbers and then statistically analyzed. This is also considered as a descriptive as the information is collected to improve and modify a service or develop an inquiry due to the effectiveness of google drive based learning media to improve essay writing skill of the fourth semester students' reading ability ¹⁴ of English Education Study Program, Faculty of Teacher Training and Education, Pancasakti University of Tegal.

This research employs a true-experimental design with a two-group design. Sugiyono (2010: 112) explains that the main characteristics of a true-experimental design are the samples which are used for the experimental and control group are randomly selected from the population. This scientific ⁴ research is conducted on the fourth semester students of English Education Study Program, Faculty of Teacher Training and Education, Pancasakti University of Tegal, in the academic year of 2017/2018. Two groups are used in this scientific

research. In other words, there are randomly selected samples classified into two groups, namely experimental and control group. The students classified into the experimental group are taught using google drive based learning media, while those in control groups are taught using the conventional method.

The researcher uses pretest and posttest to figure out the students' writing ability. Pretest is used to know the students' writing ability before and after they are taught using google drive based learning media.

This scientific research is conducted on 48 fourth-semester English Education students of the academic year 2017/2018 of the Faculty of Teachers Training and Education, Pancasakti University, Tegal. Two sample groups are randomly chosen: experimental group and control group. The experimental group with 24 students is taught using Google Drive based learning media, while the control group with 24 students is taught using conventional method.

In the data analysis, the researcher compares the data of both groups, the group taught using Google Drive based learning media (experimental group) and the group taught not using k Google Drive based learning media (control group), using t-test.

RESULTS

After the results of pre-test and post-test are obtained then the next step is analyzing the data using t-test. Hypothetical testing is then conducted to examine the role of independent variable on the dependent variable. In this research, the hypothetical testing is conducted to examine "The Use of Google Drive Based Learning Media on the Fourth Semester Students' Reading Ability of English Education Study Program, Faculty of Teacher Training and Education, Pancasakti University of Tegal" using the statistical test based on the following steps:

1. Sample Homogenous Test

Table 1. Homogenous Test

Levene Statistic	df1	df2	Sig.
2.120	1	49	.152

Population said that homogeneous if score F is higher than 0.05 showed at the table above that score F is 0.152 with significant coefficient (sig.) $0.152 > 0.05$. It means sample in this study was homogenous.

2. Hypothesis Test

2.1. Paired Sample Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error	Mean
Pair 1 Pre-experiment	71.9259	24	2.96033	.56972	
Post-experiment	79.8519	24	3.87997	.74670	
Pair 2 Pre-control	70.8750	24	2.17321	.44360	
Post-control	72.6250	24	2.37400	.48459	

Tabel 2.1 above showed that:

Pair 1: Correlation mean pretest and posttest experimental group. Mean pre-post showed mean pretest is 71,92 and posttest is 79,85 from number of subject (N) were 24

Pair 2: Correlation mean pretest and posttest control group. Mean pre-post showed mean pretest is 70,87 and posttest is 72,62 from number of subject (N) were 24.

Tabel 2.2: Paired Samples Correlations

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pre-eksperimen & Post-eksperimen	24	.783	.000
Pair 2 Pre-kontrol & Post-kontrol	24	.909	.000

Table of correlation showed that pair 1 (pre and post) showed the number of correlation is 0,783 with significant level is 0,0 it means the result of pretest and posttest was real and strong.

Pair 2 (Pre and Post) Table of correlation showed that pair 1 (pre and post) showed the number of correlation is 0,909 with significant level is 0,0 it means the result of pretest and posttest was real and strong. The level of strength was higher than experimental group.

From both groups, the level of significant is under 0,05. So, the basic of conclusion making as follows:

- H0 : Mean of Pretest scre and posttest is identical

- H1 : Mean of Pretest score and posttest is not identical.
- If probability > 0.05, Ho accepted, but if probability < 0.05, Ho rejected.

3. Independent T-Test

Tabel 3.1: Statistic Group

Treatment	N	Mean	Std. Deviation	Std. Error Mean
Score Experiment	24	79.8519	3.87997	.74670
Control	24	72.6250	2.37400	.48459

Tabel 3.1 above shows that:

Pair 1: Correlation mean pretest and posttest experimental group. Mean pre-post showed mean pretest is 71,92 and posttest is 79,85 from number of subject (N) were 24.

Pair 2: Correlation mean pretest and posttest control group. Mean pre-post showed mean pretest is 70,87 and posttest is 72,62 from number of subject (N) were 24.

FINDINGS

Comparison of pre-test and post-test mean values of experimental group

The pre-test mean value is 71.62 and post-test mean value is 79.41 with 24 subjects (N). The correlation figure is 0.714 with significance level of 0.0, which means that the pre-test and post-test results are real and strong/firm. Based on SPSS output, we find that the p value is 0.000, which means that the probability is less than 0.05 and H0 is rejected, thus the treatment given to the experimental group is non-identical. In other words, the treatment given to the experimental group evidently, effectively improves students' essay writing skill.

Comparison of pre-test and post-test mean values of control group

The pre-test mean value is 70.87 and post-test mean value is 72.62 with 24 subjects (N). The correlation figure is 0.909 with significance level of 0.0, which means that the pre-test and post-test results are real and strong/firm. The firmness level is higher than that of the experimental group. The t test results show significance with value of 0.000, which is below 0.05. Just like the experimental group, the increase of pre-test and post-test average value of the control group is also significant.

Based on the results, a comparison of pre-test and post-test mean values of the experimental and control groups is obtained, although it can be seen that the use of treatment and non-use of treatment show equally significant/effective increase of both groups' average

value. However, we can see the difference that the experimental group's average mean value increases higher, with average increase of 7.79, compared to the increase of 1.75 of the control group's average value. Therefore, we may state that the treatment given to the experimental group presents higher increase than that of the control group.

Writing skill comparison of experimental group and control group

Based on the data processing results, it is found that Sig (2 tailed) = 0.000, which means that the probability is less than 0.05 and H_0 is rejected, thus there is difference in essay writing skill of experimental group and control group. In other words, the Google Drive learning model treatment given on the experimental group evidently, effectively improves students' essay writing skill.

CONCLUSION

Based on the research results, the conclusions may be drawn as follows:

1. Learning model is a learning technique which may be applied in academic writing learning, in this case, essay, which in its implementation is integrated with writing process stages, mainly polishing stage.
2. Learning by using Google Drive based learning media is not limited by space and time, which means that it can be performed at any time and any place. The most important thing is internet connection, which constitutes a learning technique which may be applied to academic writing learning, in this case, essay.
3. Based on the results of data analysis in this progress report, we may conclude that using Google Drive based learning media effectively improves students' essay writing skill.
4. The statistical test results show that students taught using Google Drive based learning media have higher essay writing skill than students not taught using Google Drive based learning media

SUGGESTIONS

The suggestions that the author may recommend are as follows. 1) Google Drive based learning media is one of the alternative interactive learning media to develop the students' active, independent, and creative attitudes that these instructional media should be used for the writing skills. The preparation for more active assessment format for students is also highly emphasized to obtain more complete data. 2) Before the implementation of learning using this media, the lecturers should be able to provide the supporting components, such as a

more systematic learning plan, materials and assignments dealing with the Google Drive based learning media, should have been well provided before the learning begins. 3) Google Drive based learning media require extra time for the preparation that before starting the courses, the lecturers should provide the materials very carefully as the media are used by the lecturers during the learning processes. The students' conditions when learning through google drive based learning media should be paid more attention since the students require their independence to explore the materials taught in depth and develop their knowledge broader. 4) Needs for the internet connection facilities as the supporting factor for the application of this learning should be adequate provided that the learning effectiveness may be well achieved. The learning processes conducted with web-based learning media are highly dependent on the availability of internet connection that when the internet network facilities are disrupted, the learning processes may also be disrupted.

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