

# Google Classroom Mediated Peer Assessment in Students Writing Ability

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## ABSTRACT

This research was aimed at finding out the improvement of students' writing ability after being taught through Google Classroom mediated peer assessment and significant difference of students' writing skill among three different topics of the speech. The subjects of the research were twenty four students of SMA N 4 Metro. This research was a quasi-experiment in which one class was used as the subjects. The data were elicited through the pre and the posttest taking by the students in forms of students' writing. Their students writing scores were compared between the pre and the posttest with the significant level 0.05. The different topics were also analyzed to find out the best type of peer assessment in improving students' writing skills for this online learning model. The result showed that there was a statistically significant improvement of the students' writing ability after they were taught through Google classroom mediated peer assessment. This result also showed that free topic was the most impactful topic in students' writing. This suggests that Google Classroom mediated peer assessment facilitates the students to improve the capability of their writing ability.

**Keywords:** writing, Google Classroom, peer assessment, writing topic

## BACKGROUND

There are four aspects in learning English that should be comprehended. They would be listening, speaking, reading, and writing. Those four skills are categorized into two classifications. Listening and reading belong to receptive skills which the language learners need to receive the spoken

and written language. Contrastly, speaking and writing are productive skills which the learners involve their capability to produce language both spoken and written. Then, writing will make the students more complicated other skills. Even the students sometimes have the lack of some words and hard to build their ideas to write what they think and how to arrange in order to they will write more natural and qualified into draft to meaningful passage. Those four major skills in English should be well-organized including writing. In many preliminary researches publish that many students towards learning English have low proficiency in writing skills.

In line with the cases, according to Wahyuni (2019), the language learners expectedly are able to improve their concept, experiences, and thoughts of foreign language into writing activities. Besides, Brown (2004: 218) stated that undoubtful situation indicates some involvements in the literary world such as writing skill has become very essential and has implication in this global literature.). Heaton (1988) stated that writing skills are quite complex and hard to learn, the structural and considerable components are needed, then, to enable arranging word order and language style also are very necessary. Here is the study that concerning a lot of and diverse skills needs to write such a prose well within five significant factors or principal topics, such as the use of language, structural skills, the way of content, stylistic and considerable skills, for example, maintained that in order for the

learners to improve writing ability the learner should be able to assess and edit their own and peers work. In any teaching environment, assessment is essential. One of the assessments that can be used in learning English is peer assessment. It supplies the feedback and the assessment that are like professional practice among peers. Peer assessment, in which learners assess the work of other learners, is a form of learning that allows learners to provide feedback on each other's work.

According to Peng (2008), the method of peer assessment is usually associated with group work in which students wish to separate the assessment of individual contributions from the assessment of the groups "final products." Writing and peer assessment are two things that researchers have frequently connected to each other recently (Jahin, 2012; Yugandhar, 2015). "Studies of peer review in ESL and has been associated with its positive impacts on students' writing ability in general and on students' feelings of writing apprehension" (Jahin, 2012). According to (Wichadee, 2013), on-line discussions have the potential to motivate student inquiry and create a context in which collaborative learning occurs, promoting both reflection and critical thinking. One of them is Google Classroom. Google Classroom has proved its superiorities over old-school methods. Firstly, Google Classroom has a responsive design and hence can run on any device resolutions such as desktop, tablet or mobile phone. The use of Google classroom is oriented to make students comfortable learning and teaching processes without any inserted assignment during the class. Writing defines one of the productive skills that is also known as the most difficult skill among other skills (Haerazi et al., 2020). This is caused by complex writing activities such as; organize the ideas or information, avoiding ambiguity, making grammatical use, and choosing an appropriate vocabulary. This is in line with what was explained McLean (2011) that

improvementive writing involves the organization in developing ideas, argumentation, and information, a great exactness to keep away from ambiguity, an intricacy of grammatical use, and selecting an appropriate vocabulary. According to Janzen (2014), "mobile access to learning materials that are attractive and easy to interact with is critical in today's web connected learning environments". Iftakhar (2016) listed in her research some other benefits of this technology, one of which was flexibility. When used either parallel with physical class or as a merely virtual class, this app was accessible and easily used by both instructors and learners anywhere anytime, even during national holidays.

Furthermore, the teacher should be creative and innovative to deliver the materials for the students moreover by online learning during this pandemic. Here the reason the researcher wants to conduct Google Classroom mediated peer assessment in teaching writing ability. In short, students writing ability in English hopefully can be improved by applying peer assessment in Google Classroom. By following online class, the students do not only learn English in the classroom, but they also can practice and acquire English outside the classroom by joining discussion through Google Classroom. Furthermore, in order to know whether there is any difference of the students' writing ability based on the different degree of topic choice freedom, it is investigated in this research. There are three different degrees of the freedom in choosing the topic here. Therefore, in order to solve the problem above, this research is conducted to find out (1) whether there is an improvement of students' writing skill after being taught by using Google Classroom mediated peer assessment, and (2) what topics give the most impactful in students' writing ability among three different topics of writing after being taught through Google Classroom mediated peer assessment.

## METHODS

This research was a quantitative research and used one group time series design of which aim is to measure the improvement of students' writing ability through Google classroom mediated peer assessment. This research also was aimed at finding the most impactful topic in this online model. One Way Anova 4 formula was used to analyze the data since there were more than two data that should be measured. The instrument of this research was writing test. Furthermore, in order to find out the difference between the three topics, Scheffe test was used. Since it was a

quasi-experiment, there was only one class in which consisted of twenty-five students of SMA N 4 Metro. There were four tests which are pretest (T1), guided writing test (T2), controlled writing test (T3), and free writing tests (T4). Furthermore, the treatments were applied in between each three tests.

## RESULTS

The not working hypothesis ( $H_0$ ) is rejected if the significant level is higher than 0.05. On the other hand, the working hypothesis ( $H_1$ ) is accepted if the significant level is lower than 0.05.

Table 1: Anova Test

ANOVA					
Test	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1455.219	3	485.073	11.261	.000
Within Groups	3704.528	86	43.076		
<b>Total</b>	<b>5159.747</b>	<b>89</b>			

According to the table above, the significant level value is 0.000 which is lower than 0.05. It means that the working hypothesis ( $H_1$ ) is accepted. Likewise, it can be said that there significant improvement of students' writing ability after being

taught by Google classroom mediated Peer assessment. Furthermore, in order to know whether each of the topics is the most impactful towards another topic in the students' writing ability, *Scheffe* test was used.

Table 2: Post Hoc Scheffe Test

Multiple Comparisons						
(I) TESTS		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Guided Topic	Controlled Topic	2.708	2.006	.407	-2.31	7.73
	Free Topic	-4.813	2.006	.043	-9.83	.21
Controlled Topic	Guided Topic	-2.708	2.006	.407	-7.73	2.31
	Free Topic	-7.521*	2.006	.002	-12.54	-2.50
Free Topic	Guided Topic	4.813	2.006	.043	-.21	9.83
	Controlled Topic	7.521*	2.006	.002	2.50	12.54

Based on the table above, each comparison has lower significant value than 0.05, meaning that there is statistically significant difference of students' writing ability among three different topics of the student' writing after being taught in Google classroom mediated Peer assessment. Furthermore, it is needed to discover which topic is good for this online model. Correspondingly, in order to investigate which topic is appropriate for teaching writing in online learning, the gains of all the tests are compared.

Table 3: Score Gain

Topic	Pre Test	Test after treatment	gain	percentage
Guided Writing	73	79	6	8%
Controlled Writing	79	77	-2	-3%
Free Writing	77	84	7	9%

It can be seen from table above that writing free topic (free writing) was in the place with the highest gain (9%). On top of that, guided writing had only 8%. Furthermore, the lowest is placed by controlled writing of which percentage is (-3%). Nevertheless, each comparison has lower significant value than 0.05, meaning that there is statistically significant difference of students' speaking skill among

three different topics of the speech after being taught through Google Classroom mediated peer assessment. Even though the difference is not too far, it gives improvement on the students' writing during the treatment. In addition, the differences still need to be considered in order to decide the best topic to improve students' writing ability in online learning class. Thus, free topic or free writing is concluded as the best topic to improve students' writing ability in online learning.

## DISCUSSION

Based on the results of the research, the researcher considered Google Classroom mediated peer assessment as one of the techniques to give significant improvement towards the students' writing ability in teaching analytical exposition paragraph. This result concurs with Randy, Karen, Jasmine, Christian, and Nieva (2018) who discovered that Google Classroom was evaluated using ISO, and the results revealed that this app was extremely useful in collaborative learning. Fauzan (2019) revealed that the use of google classroom media was improvementive in improving the students' learning outcomes. In terms of quality of learning, using google classroom media is more improvementive and certainly fun, this is shown by the enthusiasm of students in participating in learning to use google classroom media. The level of intensity and time, the use of google classroom media is very practical and efficient because it can be used anywhere and anytime. Moreover, ElaNurlaili (2020) in her research found that Google Classroom significantly affects students' writing performance and helps them finish and collect the assignment without any bound by time and space. Nevertheless, peer assessment through Google Classroom triggers students to give comment and suggestion to their friends' writing. They learned much about writing just by reading what their peers had written, as well as they learned by providing peer assessment. Moreover, the suggestion that were

provided by their peers could improve their writing. This is relevant with Hu (2005) that the students believed that their peers had good suggestions for improving texts they had written.

From the finding, it is also identified that free topic has the highest among three topics. In other words, when students have opportunity to choose their own topic, they tend to perform well than when the topic is decided by the teacher. It occurs since students can express and share their ideas freely without constraint or rules as a result they enjoy writing the task. This finding is in line with Elbow (2000) that free topic stimulates thinking by allowing the student writer to pour more attention, focus and energy into a brief writing act, which in turn, helps to discover and generate more ideas. When the anxiety about writing for a perfect product is removed, students will find the writing process more enjoyable, liberating and empowering.

## CONCLUSION

According to the data that had been collected and analyzed, it is proved that Google classroom mediated peer assessment can give significant improvement to students' writing ability profoundly in every aspect of writing. In addition, it is better to use free topic in this blended class to improve the students' writing ability. The more the students like and enjoy the material, the better their writing performance is. The topic that is freely chosen by the students gives more positive aspect to help the students develop their idea to write.

## SUGGESTION

After doing this research, the author found some things that need to be considered, (1) In the process of using Google classroom in teaching; make sure the students have a good internet connection to support the process of online class. If the internet connection is bad, we need to provide more days so that those who have not joined the online class before can join it another day when their internet connection

is good. (2) for those who want to use Google classroom mediated peer assessment in teaching is suggested to choose the appropriate topic, which is familiar to the students and prepare a clear guideline about the procedure of the activity.

**Acknowledgement:** None

**Conflict of Interest:** None

**Source of Funding:** None

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How to cite this article: Rini Putri Malinda. Google classroom mediated peer assessment in students writing ability. *International Journal of Research and Review*. 2021; 8(5): 53-57. DOI: <https://doi.org/10.52403/ijrr.20210508>

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