

**THE EFFECTIVENESS OF GOOGLE-CLASSROOM APPLICATION
ON TEACHING GRAMMAR AT THE SEVENTH GRADE STUDENTS OF
SMPN 1 JENANGAN PONOROGO IN ACADEMIC YEAR 2017/2018**

THESIS



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ABSTRACT

PRASETIYOWATI, ANIK. 2018. *The Effectiveness of Google Classroom Application on Teaching Grammar (Quasi-Experimental Research at the Seventh Grade Students of SMPN 1 JenanganPonorogo in Academic Year 2017/2018)*. Thesis, English Education Department, Faculty of Teaching and Teachers Training, The State Institute of Islamic Studies of Ponorogo. Advisor Dr. Ahmadi, M.Ag.

Keywords: Google Classroom Application, Grammar Mastery.

Many factors cause the successful the outcomes of the English learning process within the class. Teaching grammar which has been become difficulties to the students can be solved by applying an effective way. Google Classroom is one of application that can be a means of distributing tasks, submitting tasks and very useful for online learning, available for free and can be used for any device remember that the usage of technologies are spread out in this era. This thesis discusses the use of Google Classroom Application in teaching English grammar at SMPN 1 JenanganPonorogo. The objective of this research is to find out whether the students taught by using Google Classroom Application have better grammar mastery than students who are not.

This research employed quantitative research that applied quasi-experimental design. The population was 210 taken from all students at the seventh grades of SMPN 1 JenanganPonorogo in academic year 2017/2018. Simple random sampling was applied as a sampling technique. The number of the sample was 60 students. The technique of data collection of this present research was test. The instrument used consisted of 30 multiple-choice items. The data was analyzed using SPSS 16.00 Windows.

The findings showed that: the experimental class has higher mean score in the post-test than the control class. The mean score of post-test in experimental class was 74.23, while the control class was 66.10. Besides, the results of T-test calculation showed that the value of t_{test} is higher than t_{table} . The value of t_{test} was 4.04 while the value of t_{table} with $db=50$ was 2.01. Based on those result, it can be concluded that H_a is accepted and H_o is rejected.

Based on those explanations above, it can be said that there is significant difference on students' grammar score who taught by Google Classroom Application than who are not (using lecturing strategy). In other word, Google Classroom Application is effective in grammar mastery to the seventh grade students of SMPN 1 JenanganPonorogo in Academic Year 2017/2018.

APPROVAL SHEET

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CHAPTER I

INTRODUCTION

A. Background of Study

Teaching English which has been mentioned in Education Contents Standard in Indonesia shows that the purposes of teaching this second language to increase the quality of our countries within the world on communication aspects, either on written or oral language. As we know, English is not our daily language; there are lots of things that we need to learn about it. The four basic aspects of teaching English that must be achieved by learners such as reading, speaking, listening, and writing. Among these kinds of basics English, writing becomes the most difficult part to be learned than the others. The factor that causes the writing aspect being difficult is because the writing comprehension is complex by its grammar or structure, diction, the writing mechanic such as the punctuations. From this writing aspect, learners felt difficult on grammar or structure considering that is not their first language.

Teaching grammar is important on learning English as a foreign language. Grammar teaches the learners to apply and to use the English language correctly. Besides, good grammar mastery will increase the learners' comprehend on writing and speaking. The low of grammar mastery in Indonesia shows that there are some problems on the teaching process. This kind of

problem needs to be solved indeed the learners' achievement depends on the teachers' way of transferring knowledge within the class. Teachers are forced to use some kinds of new strategies or methods while serving the material to the students. By implementing some strategies or new method of teaching grammar, learners are expected to master grammar in order to achieve the teaching purposes and gives good outcomes.

Grammar is a science that teaches speech and writing correctly. In learning English, grammar mastery is very important in order to speak English well and correctly.¹ Without the ability to connect each word or sentence on productive skills; writing and speaking, learners cannot create some text or discourse correctly. Those are the reasons why we should study grammar in order to convey and improve our writing or speaking comprehension.

In a new study conducted by Education First (EF skills of English grammar and related etc, the rank of Indonesia on 2017 decrease from the previous year, as follow the middle class) from 32 (the level of proficiency, being rank 39 (the level of easy skillfulness). Based on the data from the study, the value of the average English skills Asian countries is 53,60. While the average value of skills English in Indonesia is 52,15 that is under the average rate of English skills in the Asia region. With the ratings, Indonesia are still left behind far below Singapore in the value of 66,03 (the level of skillfulness very

¹Diana LailyFithri, *AnalisanPerancangan E-Learning Pembelajaran Grammar untukMeningkatkanPotensiSiswa*: JurnalSimetris, Vol 5 No 1 April 2014, Issn: 2252-498367, 68.

high proficiency which also occupy rank 5th around the world, and then follow up by Malaysia on number 13 with a value of 61,07, and the Philippines with a value of 60,59 in rank 15. This test is followed by more than a million people around the world than 80 countries participate in this EF EPI in 2017.²

A Grammar which has a relationship with writing aspect has low percentage of the other aspects. Based on the Sadtono's research states that the diagnosis of English survey result at junior high school level in four provinces in; Central Kalimantan, South Sulawesi, East Java, and South Sumatera, shows that the average the results of listening is 32 %, speaking 26%, reading 31%, and writing 20%.³

In Junior High school level, the learners felt difficulties on mastery grammar because it is complex to be applied. According to HennyKusumawati, she states that grammar is being an obstacle in teaching English because students mostly confuse the pattern of some sentence and how to implement while writing sentences. Besides, teaching grammar by using conventional methods or monotonous is less attract students' anxiety on learning grammar. So, they prefer to become the listeners and passive while learning process within the class then influences their score on writing getting low than the other English aspects.⁴

²[Http://m.kumparan.com.sec.android.app.sbrowser/readinglist/0328125638.mhtml](http://m.kumparan.com.sec.android.app.sbrowser/readinglist/0328125638.mhtml)

³Research Gate Article by Muh.Asfah Rahman, *Gambaran Tingkat PenguasaanMateri Kurikulum BahasaInggris SMP dan SMA*, <https://www.Researchgate.net/Publication/242616706>, posted on January 2009, 119.

⁴Interviewed with Mrs. HennyKusumawati, S.Pd. as English teacher on the Seventh grade at SMPN 1 JenanganPonorogo on March, 16th, 2018.

Based on that result, it can be concluded that teaching grammar needs a new challenge in order to attract the students' motivation while learning English and they can master grammar which is being prior on speaking and writing aspects.

From the statements above, it can be resulted that teachers must choose an alternative way to convey the teaching-learning process such as interactive strategies and methods. Besides, selecting media to serve out the materials is being the urgent things to be considered. The teacher should adopt and adapt the kinds of media which are appropriate with the target of teaching learning process. As we know that media can support the teaching learning process, the teacher should be considering the recent interactive media which has been spread out around the education's areas to attract the students' motivation on learning English easily.

Nurito states education world now entering the era of the world of media, where learning activities demanded method lectures reduced and replaced with the many media. For advance, activities in learning currently an emphasis on skill processes and active learning, so let the role of media learning, become increasingly important. This opinion is supported by Hadibin who states that the media learning is tools serves to explain part of the program of instruction

impossible to explain verbally. The matter would be easier and clear that in learning using media learning.⁵

The election of proper learning media gives benefits model in the learning process. The purpose of learning will be easier to reach with the help of learning media. Susilana and Riyana state that there are five benefits learning media, those are: 1) Clarify the message that is not too verbally; 2) Help teacher because of limited space, time, power, and the senses; 3) Cause passion for learning; 4) Allow the independent study; and 5) Give same stimuli of opinion.⁶ From this statement, it can be concluded that the use of the media in learning activities will be optimized to increase students' achievement.

Implementing e-learning will make the students be more active because the students are asked to look for the materials or visit the web. Not only the students but also the teacher will be more active because the teacher should prepare or ready to post the material anytime. In conclusion e-learning model is student center and teacher center. Food and Agriculture Organization of the United Nations stated that the aims to develop e-learning are to build cognitive skills, interpersonal skills, and psychomotor skills.⁷ In other words, the

⁵Galuh Puspita Ariputri, Eko Suprpto, *Peningkatan Hasil Belajar English Listening Skill dengan Menggunakan Aplikasi "Smarty Way" Berbasis Android*, Edu Komputika Journal, Edukom 2 (1) (2015) <http://journal.unnes.ac.id/sju/index.php/e>, 39.

⁶Ndayani, *Media Smart Log untuk Meningkatkan Kemampuan Menulis Kalimat Present Tense* Artikel Inovasi Pendidikan Bunga Rampai Kajian Pendidikan Karakter, Literasi, dan Kompetensi Pendidik dalam Menghadapi Abad 21, 195.

⁷Nur Ima, Thesis of *Developing Instructional Media of Basic English Grammar Weblog for the First Year Students of Senior High School 11 Makassar*, 4.

use of e-learning in the teaching-learning process will create an active and independent class.

To be successful at mastery grammar, students need to understand deeply when learning English within the class. The use of media has a big role to attract students' motivation. In addition, the usage of gadget in this millennial era influences the learning process. By using the internet or online media, the teaching-learning process within the class is more effective and efficient.

There are some problems in teaching grammar. First, students are the lack of motivation in learning English, they do not interest in learning English. Secondly, students who do not have the previous knowledge related to grammar's pattern felt confused and bored while learning about grammar. It also has a relation to their vocabulary mastery which was very limited. Thirdly, school's rule which allowed the students to bring smartphones/gadget, students were addicted in the gadget. Seldom, they open their gadgets and ignored the teacher's explanation while the learning process without teachers knowing. This behavior automatically influenced their learning process within the class and their achievements in English language learning.⁸

Based on the cases above, researcher considers if a problem occurs can be solved by making an appropriate strategy for teaching grammar. The researcher is choosing the media as a solution of those cases. The media used in

⁸Interviewed with Mrs. HennyKusumawati, English teacher at the seventh grade of SMPN 1 JenanganPonorogo.

the research is Google Classroom Application. This application tried to solve the problem through the different way of teaching grammar. Google Classroom can be a means of distributing tasks, submitting tasks and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free and can be used for any device.⁹ By applying this media, teacher creates the material using the document, video, powerpoint, or some kinds interesting games or adopting some relevant resources in order to make the learning process attractively. In addition, it was appropriate way by the cases above which is stated that students are addicted to use the gadget. Through this way, it becomes an alternative solution that's trying to conduct the learning process by using the Mobile media application which is free and usable in anywhere and anytime.

In this study, the researcher will combine two strategies, those are teaching grammar by using Google Classroom media and teaching grammar without using Google Classroom media. Based on the description above the researcher conducted a study entitled '**The Effectiveness of Google Classroom Application on Teaching Grammar (Quasi Experimental Research at the Seventh Grade of SMPN 1 Jenangan in Academic Year 2017/2018)**'.

⁹Google Company, *Google In Education: Is More Ever Enough?; Clarity Innovation, Intel Education*, published on December 2014, 41.

B. Limitation of the Problem

This study focuses on the applying Google Classroom Application on teaching grammar mastery the material related to descriptive text. This study discusses the effectiveness of this application as supporting media in teaching learning process, especially grammar. This research is conducted at the seventh grade students of junior high school in SMPN 1 JenanganPonorogo in academic year 2017/2018.

C. Statement of the Problem

Based on the background above, the researcher formulates the research problem as follow: Is there any significant different score on students' grammar mastery who are taught by using Google Classroom Application and who are not at the seventh grade students of SMPN 1 Jenangan in academic year 2017/2018?

D. Objective of the Study

The objective of this study is to find out whether: there is any significant different score on students' grammar mastery who are taught by Google Classroom Application and who are not at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018.

E. Significances of the Study

The result of this research is expected to give useful information contribute for an educational environment.

1. Theoretical

The result of this study is expected to be a reference in teaching grammar and as to theoretical basis to build student's grammar mastery by using Google Classroom Application.

2. Practical

The result of this study is expected to be beneficial for:

a. Teacher

The study is expected to be useful and helpful for the teacher to improve teaching activity in English which is used in teaching learning process or as a reference for them. The writer hopes that the teachers conduct Google Classroom Application in teaching grammar to increase their achievement.

b. Students

The study is expected to increase student's grammar mastery in learning grammar.

c. Readers

This study is expected to give a contribution to readers, particularly the students of English Department of IAIN Ponorogo, in enriching

references concerned with the conduct Google Classroom Application in teaching grammar mastery.

F. Organization of the Thesis

In this research, the researcher uses the organization of the study that consists of five chapters as follow:

1. The first chapter is introduction consists of the background of the study, limitation of the study, statement of the problem, objective of the study, and significances of the study.
2. The second chapter is review of related literature consists of theoretical background, previous study, theoretical framework, and hypothesis.
3. The third chapter is research method consists of research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.
4. The fourth chapter is finding and discussion. It includes: data analysis, discussion, and interpretation.
5. The fifth chapter is conclusion and recommendation as the end discussion content series of thesis

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There is the previous study related to this research. There are two previous research findings related in this research. First, previous research finding that is conducted by DiemasBagas P. and RinaHarimurtiwith the title *“The Effect of Implementing Google Classroom Tools in Learning Model Project Based Learning on Student Learning Result”*. That is a Journal of IT Educational of Educational Technology from Surabaya State University. The research method used in this research is quantitative research method with Quasi-Experimental Design approach and Posttest Only Control Design research form. The result of this research that the application of Google Classroom Tools on the Project Based Learning model has the positive effect on student learning outcomes. Furthermore, the benefit of Application Google Classroom which is contained in the Google For package Education can be a new tool within teaching and learning activities so that learning does not stop when the lesson time is up. Besides, by using this application teacher can motivate students to more active in teaching and learning activities, because there are still many passive students in the activity learn how to teach. From the result of the questionnaire, the students responded very well to the questionnaire provided

regarding the implementation of Google Tools Classroom on Project Based learning model Learning.¹⁰

Second, previous research finding that is conducted by DhiaGhinaRamadhaniPutri S. with the title “*Communication Effectiveness of Online Media Google Classroom in Supporting the Teaching and Learning Process at the Civil Engineering University of Riau*”. That is a faculty of social and political sciences research of University of Riau. This research uses quantitative methods of data collection using a questionnaire that distributed to Civil Engineering students who are still actively using Google Classroom. This result shows that the effectiveness of Google Classroom in Civil Engineering is considered very effective for used in providing information on the Civil Engineering University of Riau.¹¹

The differences between both of previous research findings above and researcher’ research is the focus subject matter that is taught by using Google Classroom Application. Like in the first previous research finding with the title “*The Effect of Implementing Google Classroom Tools in Learning Model Project Based Learning on Student Learning Result*” focuses on the result as the end of the teaching learning process that is as the product of learning activity

¹⁰DiemasBagasPancaPradana, *PengaruhPenerapan Tools Google Classroom Pada Model Pembelajaran Project Based Learning TerhadapHasilBelajarSiswa*, Jurnal It-Edu. Volume 02Nomor 01 Tahun 2017, 67.

¹¹DhiaGhinaRamadhaniPutri S, *Communication Effectiveness of Online Media Google Classroom in Supporting The Teaching and Learning Process At Civil Engineering University of Riau*, JomFisip Volume 4 No.01 February 2017, 1.

within the class by that application as the ones of effective media in teaching. Besides that, in the second previous research entitled “*Communication Effectiveness of Online Media Google Classroom in Supporting the Teaching and Learning Process at the Civil Engineering University of Riau*” focuses on the case of that Google Classroom Application is one of supporting media that used in teaching learning process within the class in Civil Engineering University in Riau. While in this researcher’s research, the media that used in teaching learning process is also Google Classroom Application, but the focus of subject matter is English lesson especially grammar.

B. Theoretical Background

In this research, the writer uses theories that are relevant to the theme of the discussion. The theories are:

1. Grammar

a. Definition of Grammar

Grammar is very crucial on learning English. Our knowledge about writing or speaking will increase if we can convey the words correctly. According to Swan, grammar is the rules that say how words are combined, arranged, and changed to show different meaning.¹² Hartwell also states that grammar is a set of formal pattern in which the words of a

¹²Michael Swan, *Practical English Usage*, (New York: Oxford University Press, 1980), 23.

language are arranged in order to convey larger meaning.¹³ Meanwhile, Nunan defines grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language.¹⁴ From these statements, it can be concluded that grammar is a set of structure that are combined and arranged in order to shows the meaning.

Grammar as the system of rules governing the conventional arrangement and relationship of words in a sentence is very important since it takes the role in the idea of delivery.¹⁵ In other words, grammar becomes the basic case on learning English. We should learn grammar in order to combine and arrange the words into the correct sentences. On the other hand, Nan states that grammar as one component of communicative competence, one of the essential elements of language learning and teaching.¹⁶ From this statement, it is obviously clear that teaching grammar is needed to be practiced on school area to learners in order to produce communicative aspects on English and learn the elements of this language deeply.

¹³Patrick Hartwell, *Grammar, Grammars, and the Teaching of Grammar*, College English, Volume 47, Number 2, February 1985, 109.

¹⁴David Nunan, *Practical English Language Teaching Grammar*, (Singapore: Mc Graw Hill Company, 2005), 12.

¹⁵SuprihAmbawani, *Grammatical Errors On Indonesian – English Translation By Google Translate*, *Journal Prosiding Seminar Nasional Aplikasi Sains & Teknologi (Snast) 2014* Issn: 1979-911x Yogyakarta, 15 November 2014, 333.

¹⁶Chengyu Nan, *English Language Teaching*; Vol. 8, No. 12; 2015, ISSN 1916-4742 E-ISSN 1916-4750, Published by Canadian Center of Science and Education, 79.

Grammar is the most unique aspect of language. It has features that do not occur in other mental processes and that are not apparently found in animal languages. According to linguists (though psychologists often disagree), grammar is learned in different ways from anything else that people learn. In some ways, as grammar is highly systematic, its effects are usually fairly obvious and frequent in people's speech or writing – one reason why so much SLA research has concentrated on grammar.¹⁷

b. Types of Grammar

1. Prescriptive grammar

Prescriptive grammar is the grammar that 'prescribes' what people should or should not say. Prescriptive grammar is all but irrelevant to the language teaching classroom. Since the 1960s people have believed that you should teach the language as it *is*, not as it *ought to be*. Students should learn to speak the real language that people use, not an artificial form that nobody uses – we all use split infinitives from time to time when the circumstances make it necessary, and it is often awkward to avoid them. Mostly, however, these prescriptive dos and don'ts about 'between you and me' or 'it is I' are not important enough or frequent enough to spend much time thinking about their implications for language teaching. One area where prescriptive grammar still thrives is

¹⁷Vivian Cook, *Second Language Learning and Language Teaching: fourth edition*, (London: Hodder Education, an Hachette UK Company, 2008), 18.

spelling and punctuation, where everyone believes there is a single 'correct' spelling for every word.

2. **Traditional grammar**

Traditional grammar is grammar concerned with labeling sentences with parts of speech, and so on. It is usually taught in school areas. In essence, it goes back to the grammars of Latin, receiving its English form in the grammars of the eighteenth century, many of which in fact set out to be prescriptive. In the very first lesson of an EFL course for beginners called *Change*. According to Richard, the grammar summary uses the technical terms in English 'subject pronouns', 'possessive adjective', 'contraction' and 'statement'. Goodness knows how the students are supposed to have learned these technical. Learning and teaching different types of grammar terms in another language; modern language teachers in UK schools lament that pupils are no longer equipped with this framework of traditional grammatical terminology. Nor would switching to the students' first language necessarily be much help: in countries like Japan grammar does not come out of the Latin-based European traditional grammar, and it uses quite different terms and concepts.

3. Structural grammar

Structural grammar is the grammar that concerned with how words go into phrases, and phrases into sentences. Structural grammar is made up based on the concept of phrase structure, which shows how some words go together in the sentence and some do not. Structural grammar thus describes how the elements of the sentence fit together in an overall structure built up from smaller and smaller structures. Teachers have been using structural grammar directly in substitution tables since at least the 1920s.¹⁸

c. The Importance of Grammar

Grammar is the system of the rules governing the conventional arrangement and the relationship of words into a sentence. Therefore, grammar tells to the speaker how to construct a sentence (word order, verb and noun system, modifier, phrases, clauses, etc).¹⁹ Grammar also has become a preoccupation among applied linguists, informed teachers, and materials designers to find an approach to the teaching grammar.²⁰ Besides, over the centuries there are many various reasons have been offered for teaching grammar, those are²¹:

¹⁸*Ibid.*, 22.

¹⁹H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition* (New York: Pearson Education, 2001), 362.

²⁰Tricia Hedge, *Teaching and Learning in the Language Classroom* (New York: Oxford University Press, 2003), 145.

²¹Constance Weaver, *Teaching Grammar in Context* (Portsmouth: NH. Boynton/Cook, 1996), 8.

- 1) The study of grammar is important simply because language is the supreme human achievement that deserves to be studied.
- 2) The study of grammar will help students get the better score on standardized tests that include the structure, usage, and punctuation.
- 3) The study of grammar will help people master the socially prestigious conventions of spoken and/or written usage.
- 4) The study of grammar will help people become better users of the language, that is, more effective as listeners and speakers, and especially as readers and writers.

Those are the reasons why we should study grammar in order to convey and improve the comprehension within oral or written form.

2. Teaching Grammar

a. Definition of Teaching

Teaching is one of learning process activities. Teachers transform the knowledge and her/his material to the students through this way. According to Chambers, teaching is a complex of activities, strategies, mechanism, invitations, stimuli, and rhetorical plays design to help students learning and to become better learners.²²

²²Ellie Chambers & Marshall Gregory, *Teaching and Learning English Literature* (London: Sage Publication, 2006), 53.

Meanwhile, Brown states that teaching is a process of interaction. The teacher does something to students; the students do something in return, as a result of these reciprocal actions the students learn. So, teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.²³ From this statement, we know that teaching is an activity which is important to transform and transferring the information or knowledge from the teacher, and students are able to give the feedback as their responses. In teaching process, a teacher is a facilitator, a helper for her/his students in order to reach the educational target.

b. Teaching Grammar

Hedge states that teaching English grammar provides the explicit framework to guarantee producing correct structures and expedite the learning process. So, teaching grammar should have a tremendous concern with regard to any second language teaching process. EFL researchers and teachers should investigate the most appropriate method to enable students to understand the rules easily and to present accurate forms.²⁴

²³Douglas Brown, *Principle of Language Learning and Teaching*, (USA: San Fransisco University Press, 2004), 7.

²⁴Ishraq M. Aqel, *The Effect Of Using Grammar-Translation Method On Acquiring English as A Foreign Language*, *International Journal of Asian Social Science*, 2013, 3(12): 2470.

Talking about teaching in the educational environment, it was obviously clear that teaching English in Indonesian school has been difficulties that teaching the other subject. Many factors cause this problem such as the English is a foreign language that is complex to be learned; the strategy and method to teach English is quietly bored; the teacher's way in teaching is monotonous. The other important thing on teaching grammar, teachers should have a pedagogic skill, integrating the curriculum development, and the other aspect which are being the basic part of teaching learning process.

Based on the Education and Culture Ministerial Regulation Number 22 Year 2006 on the contents of the standard education one of the purposes of learning English in junior high school is to make students aware of the need about his true nature and the importance of English to increase the competitiveness of nation to the global community. The purpose containing meaning that the quality of the people of Indonesia in the eyes of the world laid on the quality of students. Students, as mandated in standard quality education, are the contents of the students have English to communicate, the building is just one. By controlling the English language as any of the languages used internationally, the competitiveness of the people of Indonesia will

increase as it cannot be denied that English is an important point for people to be able to compete in the world globally.²⁵

In education reform, there are some steps that are considered in order to serve out the important rule used in teaching grammar. Brown argues that grammar competence as a major component of communication has an important position and tenses which are considered as the most difficult skill to learn for the Indonesian students.²⁶ It means that the content of teaching process depends on the material that would be delivered to the students. One of the grammar components that are difficult to be receipt and have to be learned and mastered by the Indonesian students as the English language learners is tenses. There are sixteen tenses divisions in the English language with their own complexity on specific verb form changes and uses in sentences or utterances. It is different from the Indonesian language that there are no tenses and no specific verb form changes and uses in sentences. In tenses, the language learners or the writers have to combine and relate some parts of grammar, like the subject, adverbs,

²⁵Ndayani, Journal Inovasi Pendidikan, Media Smart Log
untuk Meningkatkan Kemampuan Menulis Kalimat Present Tense, 195.

²⁶Ibid., 196.

articles, auxiliary verbs, objects, adjectives, verbs, conjunction and so forth.²⁷

Relate to these terms, it was conducted on curriculum development which is being a foundation for making the certain purpose. The curriculum has been defined by Hilda Taba as a statement of aims and specific objectives; it indicates some selection and organization of content, it either implies or whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes.²⁸

c. The Procedures in Conducting Teaching Grammar

Henson also cited from Taba's statements, he stated that the model of curriculum development has eight steps. It also usually defined as the procedures in conducting teaching grammar within the research process which has been explained as follows²⁹:

1. Need Analysis of Teaching Grammar

Need analysis is the activities that are involved in collecting information that will serve as the basis for developing a curriculum

²⁷*Ibid.*,198.

²⁸WishnuPrawijaya, *Resume of Concept of Curriculum* available in <http://wisnucorner.blogs.uny.ac.id/2015/09/28/resume-konsep-kurikulum/> posted on September 28, 2015.

²⁹Cited by Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Yogyakarta: PustakaIfada, 2013), 15.

that will meet the needs of a particular group of students.³⁰ The focus of needs analysis is to determine the specific characteristics of a language when it is used for specific rather than general purposes.³¹ In other words, diagnosis or need analysis is a set of analysis that will be done to know what the students need and helping in define a program.

Based on the Education and Culture Ministerial Regulations Number 64 Year 2013 states that English subjects matter on the curriculum develop four core competences based on the types are presented in the following statements that for seventh grade of junior high school elaborate the competence which has the scope: a) Identify social function, the text structure of text very short and simple shaped descriptive; b) Communicate in interpersonal, transactional, and functional about myself and family, others, and the concrete and unimagined the closest to life and daily activities using language features shaped descriptive text, c) Composing oral and written text very short and simple descriptive text associated with use structures in serial text and sequential,

³⁰Dudley Evan, *Developments in ESP: A Multidisciplinary Approach*. (Cambridge: Cambridge University Press, 1998).

³¹Jack C. Richards, *Communicative Language Teaching*, (Cambridge: Cambridge Press), 11.

accurately, and grateful.³² Relate on the descriptive text, it was being obvious clearly that the structure of this text consists of grammar aspects.

Brown states the aims of need analysis or need assessment could be: 1) offering the needed foundation (information basis) for development or improvement of an educational or social program, 2) restructuring of an organization for improving the performances in relation to the established goals, 3) setting up criteria for contract services of human resources training and development, 4) identification of a solution for a complex problem or issue.³³

From those of terms above, it can be concluded that teachers should analyze to identify the ability of students, what knowledge they already have, what the problems, conditions, or their difficulties in a teaching process relate to grammar material which has complex content as a basic aspect to be learned in teaching learning English. In addition, the grammar which is has still being difficult to be applied and implement in Indonesian students, especially junior high school. Based on the English syllabus in seventh grades students of junior high school it was to be expected that the students

³²Permendikbud RI No. 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah, 78-79.

³³Pryla Rochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 17.

able to use either in written or oral language. To raise the teaching learning goals, the teacher should have an alternative way to attract their students to learn about grammar and its components.

2. Formulating Specific Objectives

After determining the need analysis, the next step is formulating specific objects. The formulation of specific objectives means that the elaboration of the general objectives diminished based on the identified needs that become the focus of the teaching learning unit.³⁴Taba states that the classification of educational objectives has some similarities with Gagné's statements that formulating objective is a system of learning outcomes and the conditions of learning which explain the ways for reaching desired outcomes.³⁵It means that an idea that focuses on the students should address outcomes and measure specific behavior.

Based on the Education and Culture Ministerial Regulations Number 68 Year 2013 about Fundamental Framework and Structure of the junior high school curriculum stated that English for junior high schools for learning lessons seventh grade classes in accordance with Basic Competence number 3.10 stated that the

³⁴Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Yogyakarta: Pustakalafada, 2013), 16.

³⁵Hilda Taba, *Curriculum Development: Theory and Practice*, (USA: Pentrice Hall, 1962), 208.

objective of the subject matter is such as to understand a social function, the structure of the text related on descriptive of a text by stating and ask about a description of a person, of an animal, and indeed the very short and simple, as appropriate to the functional context. In this case, teaching descriptive text will be related to learning grammar or the structure of a language.³⁶

3. Selecting the Content

Content or material exist in order to support learning and teaching, so they should be designed to suit the people and the processes involved.³⁷In this step, there are some kinds of activity to do such as: 1) selecting the content and knowledge concept, 2) determining the selecting criteria, 3) choosing and organizing the content. In developing the curriculum of selecting the content, the education program and teaching goals must be guided by the conceptualization of curriculum, content, experience, and educational environment.³⁸ The choice of content or material based

³⁶Permendikbud RI Nomor 68 Tahun 2013 tentang Kerangka Dasar dan Struktur Kurikulum Sekolah Menengah Pertama (SMP) atau Madrasah Tsanawiyah (Mts), 59.

³⁷John Edge, *Essential of English Language Teaching*, (London: Longman Press, 1993), 43.

³⁸Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Yogyakarta: Pustaka Fada, 2013), 71.

on correspondence with a specific purpose and should consider the level of validity and significance.³⁹

Relate to this terms, the material was in the junior high school level in Indonesia based on the School Based Curriculum (KTSP) and K-13 curriculum both of them are that there are three scopes of teaching English at this level; 1) The literacy competence, that deals with the ability to communicate using English through oral and written text, 2) Communicative competence, that deals with the ability to understand and create short functional text such as monologue, essays in form of procedures, descriptive, recount, narrative, and report text, and 3) Supporting competence which is dealing with linguistic competence, socio-cultural competence, strategic competence, and discourse competence.⁴⁰ All of those part in developing material or content must be fulfilled in order to facilitate and support the teaching learning process.

Based on the Education and Culture Ministerial Regulations number 64 year 2013 the English grammar subjects matter on K-13 curriculum on the seventh grade students of junior high school consist of some short functional text such as label, instruction,

³⁹*Ibid.*, 16.

⁴⁰PrylaRochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 104.

greetings card, recount, an announcement, narrative, and descriptive text in discourse interpersonal, transactional, and functional landscape functional on literacy.⁴¹Relate to those of competence above, grammar has been a part of communicative competence include the procedure and descriptive aspect that teach some kind of the structure of grammar.

4. Organizing the Content

After selecting the content or material, the next step to do is organizing the content. Organizing the material is done based on initial ability level and students interest. Pryla states that the material can be described in terms of units of analysis that were used in developing the syllabuses involved, as well as in terms of the scope and sequence of any resulting units. Syllabus developments in 2013 curriculum describe English subject matter curriculum develop four core competencies. Two components available from syllabus developments in the 2013 curriculum are 1) core competence (CC) consisting for religious, social attitude, knowledge, and knowledge application, 2) basic competences to show responsible and honest by descriptive text, to present and

⁴¹Permendikbud RI No. 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah, 79.

analyze descriptive text related to environment, and to gain main information from descriptive text.⁴²

While, Brown states that before adopting, adapting, and developing materials, the language programs overall orientation must be considered in terms of approaches and syllabuses, as well as in terms of how that orientation will influence the choices that must be made in the development and implementation of materials.⁴³ From this term, we know that the materials that applied in the class are developed from basic educational tools such as syllabuses and the others.

In the level of junior high school, the selecting content of the material such as the literacy, communicative, and supporting competence must be organized based on their capability and their grades. On the seventh grades of junior high school, the subject of material that was taught are short functional text relate to procedure and descriptive text which has been including the grammar aspect of it teaching.

⁴²PrylaRochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 50.

⁴³James Brown, *The Element of Language Curriculum*, (Heinle Publisher, 2001), 47.

5. Selecting Activities

Learning experiences are organized with the intention of interaction between students and learning materials. After the selection of the contents of the stage is the selection of experience. Of this phase includes many attempts to choose the concept of experience and teaching, determine the criteria for the selection, linking the experience with the vicinity of the school, choose and organize experience, making and created the educational environment, as well as a variety of components conducting curriculum with a planned curriculum instructional. Especially objectives on this phase are teaching strategy, an experience which is chosen and educational activities which is planned to facilitate learning school tuition.⁴⁴

According to Education and Culture Ministerial Regulations Number 81A Year 2013 about Curriculum Implementation, K-13 or 2013 curriculum develops two modes of the teaching process, those are; direct and indirect the teaching process. A learning process directly is an education process in which participant primary school students develop knowledge, the capacity to think and skills through the interaction of psychomotor directly to the source of

⁴⁴Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Yogyakarta: Pustaka Ifada, 2013), 17.

learning that is designed in the syllabus and lesson plans in the form of learning activities. Happening by integrated and is not separated. Learning directly with regard to learning that related to Basic Competence developed from Core Competence-3 and Core Competence-4. Both of them developed simultaneously in a process of learning and have to develop Basic Competence on Core Competence-1 and Core Competence-2. Indirect pertaining to learning by learning related to Basic Competence developed from Core Competence-1 and Core Competence-2. A learning process consists of five basic learning experiences, those are: a). observe; b). able to consult each other; c). gather information; d). association; and e). communicate. By doing those process of learning mentioned above accompanied by learning interesting strategy, is expected to interest to study for students relating to the English language particularly learning grammar.⁴⁵

According to Tyler, he suggested that should select educator learning experience that supports reaching its objectives. The determination of learning experiences has to consider the perception

⁴⁵Permendikbud RI Nomor 81A Tahun 2013 tentang Implementasi Kurikulum dan Pedoman Evaluasi, 4.

and experience that owned by students.⁴⁶ With select student learning experience highly complex expected to understand the extent of students' ability, particularly by the senior junior high school that we can say that lay in terms of learning grammar.

6. Organizing Activities

Student learning experience is organized and organized by sequences and material organization (content). According to Tyler, steps must be done in organizing learning experience is organize the experience the request into unit-unit and described various procedure of evaluation. In addition, in organize learning experience should be balanced with direct and sort experience learning and other with evaluating the effectiveness of planning and implementation.⁴⁷

By doing organizing and the ranking of students learning experiences in the level of education in Indonesia, especially the level of junior high school, it was hoped that this can conduct between the achievements of the student with individual learning experience which will be gained by later on. Let alone in terms of teaching grammar that are considered to be difficult for students so

⁴⁶Ralph Tyler, *Basic Principles Curriculum and Instruction*, (London: Longman Press, 1949), 48.

⁴⁷*Ibid.*,49.

should be given away use strategy and of certain methods in order to reach the targets of the learning and can plug that in learning experience so that students with learning more effective.

Same as the selecting activities above related on the Education and Culture Ministerial Regulations Number 81A Year 2013 about Curriculum Implementation and Evaluation Guidelines that learning strategy was needed to support the formation of all competence espoused in 2013 curriculum. In the sense that what you are supposed to contain curriculum taught to children, in contrast to learning is the way how that which is taught can is controlled by students. Presentation of teaching preceded by the preparation of lesson plans developed by the teacher both individually as well as groups with its reference to the syllabus.⁴⁸ Related to this, the strategy that was needed in teaching grammar obviously must be attractive to gain the students' curiosity. So, to teach grammar in junior high school, it was needed some motivation and innovation such using the current media. On this research, the teaching of grammar was using the application that is Google classroom in order to deliver the material easily and effectively. Teachers facilitate the students by some kinds of material that are related to

⁴⁸Permendikbud RI Nomor 81A Tahun 2013 tentang Implementasi Kurikulum dan Pedoman Umum Pembelajaran, Lampiran IV, 1.

the teaching learning grammar and students more actively on following the lesson by operating their gadget and guided by teachers.

7. Evaluation

Evaluation is done to know level achievement of goal unit by the student. Evaluation results are useful for determining objectives, diagnosing learning difficulties, as well as assessments for curriculum development and revision.⁴⁹ It is obviously clear that the evaluation is needed in order to know the strength and the weakness of teaching activities. Besides, evaluation is the way to make a conclusion at the end of the program. Evaluation is not just focused on the goal or aim of teaching learning, but also on the process of the progress.

According to Education and Culture Ministerial Regulation Number 81A Year 2013 about Curriculum Implementation and Evaluation Guidelines stated that Curriculum Evaluation is considered to UU No. 20 Year 2003, 57(2) about National Education System (*Sisdiknas*) which states that evaluation is done towards the students, colleges/schools, and education programs. Besides, based on Government Regulation (PP) Number 19 Year

⁴⁹PrylaRochmawati, *English Curriculum and Material Development*, (Ponorogo: STAIN Ponorogo Press, 2016), 72.

2005 about National Education System (*Sisdiknas*) states that curriculum evaluation is the way to gather and collect the information in order to increase the effectiveness of curriculum implementation in national degree, region, and education areas. On this regulation also states that in junior high schools level, the culture towards their students has entered, the stage of the capacity to think formal, the future evaluation of content the curriculum was carried out by the skilled in an art the subject matter. The evaluation carried out by the produces a variety of adjusted the lists of beneficiaries Basic Competence against Core Competence and the linkages between one Basic Competence with other Basic Competence. The result of the evaluation was given the confidence of horizontal organization and trading of the commodities content place at the expense of curriculum. The evaluation was completed as a basis for developing their activities in financing Basic Competence in the higher level. The evaluation carried out by the consistency of the done in a transparent way in the process of curriculum development.⁵⁰

Relating to this, evaluation in curriculum development learning grammar at the junior high school are still should be evaluated

⁵⁰Permendikbud RI Nomor 81A Tahun 2013 tentang Implementasi Kurikulum dan Pedoman Evaluasi Kurikulum, 1-4.

remember the acquisition score English also is still low. In addition, evaluation in the aspect of pedagogic teachers should also be paid attention due to reach the target learning not only depending on the ability of students but also in other things as strategy and methods used in learning, administration completeness learning, learning environment or others.

8. Checking Balance and Sequence

After the outline of teaching-learning is designed to be complete, it is necessary to check the consistency between all sections concerning the balance and sequence of topics that have been compiled or elements in the unit. Therefore, teachers should be selective on conducting the material related to the curriculum development in learning activities within the class.⁵¹

According to Richards, teachers were recommended to use a balance of fluency activities and accuracy and to use accuracy activities to support fluency activities. Accuracy work could either come before or after fluency work. For example, based on students' performance on a fluency task, the teacher could assign accuracy work to deal with grammatical or pronunciation problems the teacher observed while students were carrying out the

⁵¹Ahmadi, *Manajemen Kurikulum: Pendidikan Kecakapan Hidup*, (Yogyakarta: Pustaka Ifada, 2013), 17.

task.⁵²Relating to this case, it must be paid attention that to reach the target learning many factors that must be considered remember the target of teaching and learning activities was something important that must be fulfilled.

d. The Approaches in Teaching Grammar

Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive.

a. Deductive approach

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In conclusion, when we use deduction, we reason from general to specific principles.

b. Inductive approach

An inductive approach comes from inductive reasoning stating that a reasoning progression proceeds from particulars to generalities. It suggests that a teacher teach grammar starting with presenting some examples of sentences. In this sense, learners understand grammatical rules from the examples. The presentation

⁵²Jack C. Richards, *Communicative Language Teaching*, (Cambridge: Cambridge Press), 14.

of grammatical rules can be spoken or written.⁵³ From this terms, we can concluded that both of this approaches has each types and characteristics which are appropriate to be applied by considering the purposes of teaching-learning and other factors.

3. Google Classroom Application

a. Definition of Google Classroom Application

Google Classroom is one of the educational features provided by Google Apps for Education (GAFE) released to the public on August 12, 2014. Google Classroom is an application that enables the creation of classrooms in cyberspace.⁵⁴ Google Classroom can be a means of distributing tasks, submitting tasks and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free and can be used for any device.⁵⁵

Google Classroom Application is a free collaboration tool for teachers and students. Teachers can create an online classroom, invite students to the class then create and distribute assignments. Within Google Classroom students and teachers can have conversations about the assignments and

⁵³HandoyoPujiWidodo, *Approaches and Procedures for Teaching Grammar, English Teaching: Practice and Critique* May 2006, Volume 5, Number 1, 126-127.

⁵⁴DhiaGhinaRamadhaniPutri S, *Communication Effectiveness Of Online Media Google Classroom In Supporting The Teaching And Learning Process At Civil Engineering University Of Riau*, JomFisip Volume 4 No.01 Februari 2017, 1.

⁵⁵Google Company, *Google In Education: Is More Ever Enough?; Clarity Innovation, Intel Education*, published on December 2014, 41.

teachers can track the students' progress.⁵⁶ Based on the statements above, it can be concluded that Google Classroom application is one of e-learning media that are support the teaching learning process for any subject by conducting the learning process using any devices and usable tools to used in anywhere either within the classroom or outside.

b. The Advantages of Google Classroom Application

There are some advantages of using Google Classroom Application.

Those are:

1. Google Classroom can be obtained free of charge by first signing up for a Google Apps for Education account, so it was easily to use in any devices.
2. The Google Classroom app is very useful for online learning, available for free and can be used for any device.
3. One of the sophistication of this application is that it can be used collaboratively in groups collaboratively
4. Both the students and the teacher have editing permissions giving the teacher the ability to provide feedback through the entirety of the assignment.⁵⁷

⁵⁶ www.webopedia.com/TERM/G/google-classroom.html

⁵⁷Google In Education: *Is More Ever Enough?* ; Clarity Innovation, Intel Education, published on December 2014, 41.

c. The Procedures of Using Google Classroom Application

There are some steps in using the Google Classroom Application, they are:

1. Teacher downloadsthe application in Play store for Android and App store for iOs platform.
2. Teacher signs in by using email and password then create a class and enter the Class name field. Then enter a short description in *Section* field and grade of the class.
3. Teacher invites the students to sign in to Classroom by download it or sign in to classroom.google.com
4. Students are asked to join the class and enter the class name.
5. Teacher sends an email to students with the class code, post the class code as an announcement on the class stream or write on the board in your classroom.
6. Students enter a class code on the left of the stream and joined as student.
7. Teacher creates the assignments, post announcements, return reviewed assignments, send messages or shared video, document, tutorial from youtube, or the others related to the grammar materials to be learned to the students.
8. Teacher divides the students into some groups then asked their cooperation within the group by using the application.

9. Teacher gives some material through the application and asked students to finish it based on their groups.
10. Students discuss the materials within the application together and guided by teacher.⁵⁸

Besides that, there are some addition ways in using this application especially on giving the students' score. Teachers can give the score on this application using the calculation that are available in this media.

C. Theoretical Framework

Theoretical framework is a concept in the theory can be related to the factors which are identified as the important problem. The thesis is experimental research the theories descriptions are:

X = Google Classroom Application

Y = Teaching Grammar

Based on the theoretical framework analysis above writer can apply the theoretical framework that using Google Classroom Application on teaching grammar comprehension. Google Classroom Application is hoped to increase the student grammar mastery.

⁵⁸*Ibid.*, 41.

D. Hypothesis

According to Lundberg, hypothesis is a tentative generalization the validity of which remains to be tested. In its most elementary stage the hypothesis may be any hunch, guess, the imaginative idea which becomes basis for further investigation.⁵⁹ After find out the idea sketches of research above, the researcher takes the hypothesis that:

Ho : There is no significant difference score on students' grammar mastery who are taught by using Google Classroom Application and who are not at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018.

Ha : There is significant difference score on students' grammar mastery who are taught by using Google Classroom Application and who are not at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018.

⁵⁹Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Romania: Bridge Center, 2005), 32.

CHAPTER III

RESEARCH METHODS

A. Research Design

In this research, the researcher used Quantitative approach. Quantitative research is the systematic collection of data that results in the quantification of characteristics of participants in the study.⁶⁰ Quantitative stressed on the analysis of the numerical data that is processed by the statistical method.

For the research design, the researcher used the experimental research. The basic intent of an experimental design is to test the impact of treatment on an outcome, controlling for all other factors that might influence that outcome.⁶¹ Later, this research specifically was designed as quasi-experimental research.

Quasi-experimental designs are those that are “almost true” experimental designs, except that the researcher studies the effect of the treatment on intact groups, rather than being able to randomly assign participants to the experimental or control groups.⁶² There are three types of quasi-experimental design: Nonequivalent (Pre-Test and Post-Test) Control-Group Design, Single-

⁶⁰Donna M. Mertens and John A. McLaughlin, *Research and Evaluation Methods in Special Education* (California: Corwin Press, 2004), page 52.

⁶¹John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE Publications Inc, 2009), 145-146.

⁶²*Ibid.*, 57.

Group Interrupted Time-Series Design, and Control-Group Interrupted Time-Series Design.⁶³ In this research, the researcher used Nonequivalent (Pre-Test and Post-Test) Control-Group Design for the design.

This research promotes a hypothesis “There is significant difference score on students’ grammar mastery who are taught y using Google Classroom Application and who are not at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018”. This research has two variables, those are:

1. Independent variable : Google Classroom Application
2. Dependent variable : Grammar mastery

In this design consists of experimental class (group A) and control class (Group B). Both groups take a pre-test and post-test. Only the experimental group received the treatment. The design of the experiment could be described as follows:⁶⁴

Group A : 01-----X----- 02

Group B : 03----- 04

⁶³John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (USA: SAGE, 2009), page160-161.

⁶⁴*Ibid.*,160-161.

Notes:

- Group A : Experimental Class, the class who is taught using Google Classroom Application
- Group B : Control Class, the class who is taught using conventional or lecturing method
- O1 : Pre-test for the experimental class
- O3 : Pre-test for the control class
- X : Treatment
- O2 : Post-test for the experimental class
- O4 : Post-test for the control class

Based on the research design above, this research had two classes. Those were experimental class and control class. The pre-test was given to the students to measure the effect of certain treatment.

This research design was divided into three steps, those are:

1. Pre research step

This consists of preparing the data that was needed by the researcher before beginning the research. The preparation can be determine the

experimental and control class, arrange lesson plan and instrument to get the data, and the others.

2. Research step

In this step, the researcher applied the treatment to the experimental class. The researcher taught the class by using Google Classroom Application as media. The data of the research will be gathered from pre-test and post-test.

3. Data analysis step

In this research step, the data which were collected will be analyzed by researcher. The steps were as follows': a) Collect the post-test score from experimental class and control class. b) Test the data using T-test. Before conducting T-test, the researcher must find the other results; they were means, standard deviation, and standard error from each variable.

Related to experimental research design, the research particularly was given by pre-test and post-test as the previous statement above. Pre-test was applied to know the students' grammar mastery before implementing by using Google Classroom Application and post-test was applied to know the students' grammar mastery after the implementation of Google Classroom Application.

Moreover, the procedures in the implementation of Google Classroom Application as follows⁶⁵:

- a. The teacher downloadsthe application in Play store for Android and App store for iOs platform.
- b. The teacher signs in by using email and password then create a class and enter the Class name field. Then enter a short description in *Section* field and grade of the class.
- c. The teacher invites the students to sign in to Classroom by download it or sign in to classroom.google.com
- d. The students are asked to join the class and enter the class name.
- e. The teacher sends an email to students with the class code, post the class code as an announcement on the class stream or write on the board in the classroom.
- f. The students enter a class code on the left side of the stream and joined as the students.
- g. The teacher creates the assignments, post announcements, return reviewed assignments, send messages or shared video, document, tutorial from

⁶⁵M. Fatkhur R, *Google Classroom: JadikanKelas Digital di Genggamannya*, (Bojonegoro: PustakaIntermedia, 2017), 13.

youtube, or the others related to the grammar materials to be learned to the students.

- h. The teacher divides the students into some groups then asked their cooperation within the group by using the application.
- i. The teacher gives some material through the application and asked students to finish it based on their groups.
- j. The students discuss the materials within the application together and guided by teacher.

Besides, in control class pre-test and post-test are used to measure the students' grammar comprehension which did not teach by using Google Classroom Application but using conventional or lecturing strategy. The procedures in the implementation of conventional or lecturing strategy as follows':

1. The teacher explains the learning material text
2. The teacher gives the formula/pattern to the students about the tenses in descriptive text relate to describing the habit of human, animal, and things around us. The teacher asks students to discuss together.
3. The teacher drills the students' knowledge about the material by asking question relate to the use of tenses in descriptive text.
4. Then the teacher gives the students questions to be answered.

B. Population and Sample

1. Population

Population is a group of individuals who have the same characteristic.⁶⁶ While, Mohammad Adnan Latief stated that population is all members of a real set of people, events, or subject that the result can be generalized. From those statements above, it can be said that population is the whole group of people, events, or subject that have the same characteristics. The population of this research was the seventh grade students of SMPN 1 Jenangan Ponorogo in academic year 2017/2018. The seventh grades students of SMPN 1 Jenangan Ponorogo is divided into seven classes: VII A, VII B, VII C, VII D, VII E, VII F, and VII G. The total of the population is 210 and the number of students in each class is 30 students.

2. Sample

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.⁶⁷ Sample is also defined as a portion of a population.⁶⁸ The sample of this research was taken by applying simple random sampling.

⁶⁶John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2002), 142.

⁶⁷*Ibid.*, 142.

⁶⁸Donald Ary, et al. *Introduction to Research in Education*, 148.

According to Sugiyono, technique simple random sampling is a technique the sample of the population by randomly without regard to strata in that population.⁶⁹ While Kerlinger stated that simple random sampling is a method withdraw from an entire population or of them in a certain way that each member of the population or of the last has an equal chance of being selected or actually takes.⁷⁰ So, it can be said that simple random sampling is a technique that takes the equal number of the population randomly.

In this research, the researcher conducted the lottery method to decide and choose the class to take the sample. The researcher takes two classes. The determination of class control and class experiment done with the methods a lottery because all classes they have in both average point classes and same ability in English subject. This is proven from its mean value the results of rapport 7 classes the English test that are equally 82. This value indicates that their level of knowledge and skills of students in English subject matter is equivalent and belonging to in the second level because it is located in over the criteria for the graduation at least 75.⁷¹ So, the researcher took the sample using lottery method for reason that the values of all of class in the seventh grade are same. From the lottery methods, it can

⁶⁹Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2001), 57.

⁷⁰Fred N. Kerlinger, *Foundation of Behavioral Research*, (New York: Holt Rinehart, 1973), 188.

⁷¹Interviewed with Mrs. Henny Kusumawati as English teacher in SMP 1 Jenangan Ponorogo on March, 3rd 2018.

be conclude that the results showed that the class of VII E as the experimental class which consists of 30 students and VII C as control class which consists of 30 students.

C. Instrument of Data Collection

The research instrument that is used by researcher is written test that consists of thirty items consists of multiple choices form. The data used in this research is the students' score on testing grammar. The test divided into two part; pre-test and post-test. The pre-test is to know students condition before getting treatment. Meanwhile, the post-test is to know students condition after giving treatment by using Google Classroom Application on teaching grammar. The following is the format of the preparation of research instruments in this research.

Table 3.1

Instrument of Data Collection

Title of the Research	Variable	Indicator	Number Item of Instrument
The Effectiveness of Google Classroom Application on	Independent Variable	a. Identifying the use of daily activity using present verb.	1, 2, 5, 10, 14, 19, 22, 23, 27, 28.

Teaching Grammar (A Quasy- Experimental Research at The Seventh Grade Students of SMPN 1 JenanganPonorogoi n Academic Year 2017/2018)	b. Using the present time verbs by distinguishing the single and plural subjects.	3, 4, 6, 7, 8, 11, 13, 15, 16, 17, 18, 20, 21, 25, 26, 30.
	c. Stating the liking and unliking verbs by determining the single and plural subjects.	9, 12, 24, 29.

Based on the instrument of data collection in the table above, the researcher used thirty item test to be applied to the students. In scoring the students' work, the researcher using the criteria as follows':

1. The 1 score was assigned if the students answer the test correctly.
2. The 0 score was assigned if the students answer the test incorrectly.

Good instrument must meet two requirements, there are validity and reliability.

1. Validity

Validity means the extent to which inferences made from assessment result are appropriate, meaningful, and useful in terms of the purpose of the assessment.⁷² Validity is the development of sound evidence to demonstrate that the test interpretation (of scores about the concept or construct that the test is assumed to measure) matches its proposed use.⁷³

In this research, the researcher conducted the test of validity in order to know whether the instruments of grammar mastery are valid. To count the validity of the instruments, the researcher used program SPSS 16.00 for windows.

The analyzed was used to find out the r_{xy} then consulted with r_{table} with 5% significance level for product moment with db is $n-r$; $30-2 = 28$. According to Sugiyono, r_{table} value for $N = 28$ on the 5% significance level, it listed 0,361.⁷⁴ It means that r index is 0,361. If the value of r_{xy} is higher than the value of r_{table} , it indicated that the item test is valid. If the value of r_{xy} is lower than the value of r_{table} , it indicated that the item test is invalid.

⁷² H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 22.

⁷³ *Ibid.*, 159. 0,3610,

⁷⁴ Retno Widyaningrum, *Statistika*, ((Yogyakarta: Pustaka Felicha, 2015), 215.

Finally, the results of instruments of the test are valid which was stated as follows':

Table 3.2
The Results of Validity Statistical Calculation

Number of Item	r_{table}	r_{xy}	Criteria
1	0,361	0,064	Invalid
2	0,361	0,800	Valid
3	0,361	0,365	Valid
4	0,361	0,365	Valid
5	0,361	0,800	Valid
6	0,361	0,800	Valid
7	0,361	0,800	Valid
8	0,361	0,800	Valid
9	0,361	0,211	Invalid
10	0,361	0,800	Valid
11	0,361	0,381	Valid
12	0,361	0,445	Valid
13	0,361	0,800	Valid
14	0,361	0,365	Valid
15	0,361	0,800	Valid
16	0,361	0,326	Invalid
17	0,361	0,576	Valid

18	0,361	0,308	Invalid
19	0,361	0,474	Valid
20	0,361	0,706	Valid
21	0,361	0,677	Valid
22	0,361	0,473	Valid
23	0,361	0,107	Invalid
24	0,361	0,519	Valid
25	0,361	0,313	Invalid
26	0,361	0,092	Invalid
27	0,361	0,781	Valid
28	0,361	0,185	Invalid
29	0,361	0,422	Valid
30	0,361	0,364	Valid

The table above showed the result of the validity test which is conducted with 30 respondents. The test used 30 items of Grammar test. Based on the statistical calculation, there are 22 valid items. Those are number 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21, 22, 24, 27, 29, and 30. While the number which belong to invalid item of the test is number 1, 9, 16, 18, 23, 25, 26, and 28.

2. Reliability

A reliable test is consistent and dependable.⁷⁵ Reliability means that scores from an instrument are stable and consistent.⁷⁶ Reliability refers to consistency throughout a series of measurements.⁷⁷ So, reliability test shows the dependable or consistency of the instrument. In this research, the researcher used SPSS 16.00 program for windows in order to measure the reliability of item of the test.

Table 3.3

The Result of Reliability Statistical Calculation

Cronbach's Alpha	N of Item
.732	30

The coefficient of High and low reliability was indicated by a figure called the value of reliability. High reliability was shown by the value of r_{xy} closer to 1. The reliability generally considered quite satisfactory if Alpha = 0.700. If alpha > 0.900 it was mean that the reliability was so perfect. If alpha between 0.70 0-0.900 it stated so high reliability. If alpha is 0.500-0.700 belongs to middle reliability. While, if alpha was 0.500 it belonged to low

⁷⁵*Ibid.*,20.

⁷⁶Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 159.

⁷⁷PrabhatPandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques*, 21.

reliability. If alpha low, the possibility of a/an or some items not it is reliable.⁷⁸

D. Technique of Data Collection

The techniques of data collection in this research are:

1. Test

Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.⁷⁹The researcher conducted the test to collect the data. The kind of test is grammar question related to descriptive text. The test uses objective test in the form of multiple choice which consists of thirty questions.

2. Documentation

The researcher uses documentation to the object research such as students name list to be used in determining for data of the experimental and students' score of the test. Furthermore, the researcher has to know the school profile for research document.

⁷⁸<http://unbasuniversity.ac.id/21dc%2-reabilitas-penelitian-dan-koefisien.html>.

⁷⁹Donald Ary, et al. *Introduction to Research in Education*, 8th(Canada: Wardsworth Cengage Learning, 2010), page 201.

E. Technique of Data Analysis

The data has been collected by using research instrument to be analyzed. Dealing with research construction, it correlates between two variables and two data that were obtained are interval.

1. Assumption Test

After the test is given to the students in the pre and post test, it will be tested. The test is focused on student pre- and post-test. The result from the test will be analyzed by Assumption Test, those are: the test of normality and test of homogeneity. It will be calculated which using SPSS 16 version. The formula for normality and homogeneity as follows':

a) The Normality Test

Normality Test is used to identify the data is normal or not. The researcher used Kolmogorov-Smirnov formula. After calculating the data, and then compare the maximum result of data analysis with Kolmogorov-Smirnov.⁸⁰The calculation of normality test used SPSS 16 version.

b) Homogeneity Test

Homogeneity test is used to know before we compare some of groups. It is useful to test the homogeneity of variance in compared two

⁸⁰SyofianSiregar, *StatistikParametrikuntukPenelitianKuantitatif*, (Jakarta: PT BumiAksara, 2014), 153.

or more groups.⁸¹ To calculate the homogeneity test, the researcher used SPSS 16 version.

2. Hypothesis Test

After collecting data, the researcher uses SPSS Statistic 16 version to calculate data. That is hypothesis of the test:

Ho : There is no significant difference score in grammar comprehension for students who are taught by using Google Classroom Application and who are not taught by using Google Classroom Application at the seventh grade students of SMPN 1 JenanganPonorogo in 2017/2018 academic year.

Ha : There is significant difference score in grammar comprehension for students who are taught by using Google Classroom Application and who are not taught by using Google Classroom Application at the seventh grade students of SMPN 1 JenanganPonorogo in 2017/2018 academic year.

Ho is accepted if probabilities < 0.05 , there is no significant difference score in grammar mastery for students who are taught by using Google Classroom Application and who are not taught by using Google Classroom Application at the seventh grade students of SMPN 1 JenanganPonorogoin academic year 2017/2018.

⁸¹RetnoWidyaningrum, *Statistika*(Yogyakarta: PustakaFelicha, 2015), 212.

H_a is accepted if probabilities > 0.05 , there is significant difference score in grammar mastery for students who are taught by using Google Classroom Application and who are not taught by using Google Classroom Application at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018.



CHAPTER IV

RESEARCH FINDING

A. General Findings

1. The History of SMPN 1 Jenangan

The history of the establishment of SMPN 1 JenanganPonorogo cannot be separated by the wishes of people in Jenangan district. The background the establishment of the SMPN 1 JenanganPonorogo is because of the reason of the absence of junior high school in the Jenangan region at that time. There is only impress primary school for that moment. The residents want to exist in school as a means to face everlasting and place for studying. Finally in 1983, SMPN 1 JenanganPonorogo was standing on a directive government decision (SK) 1983/84 04721/O/83. SMPN 1 JenanganPonorogo was standing in the shade of land ownership government of Ponorogo. To study groups and classrooms every year undergo development. The Headmaster of SMPN 1 JenanganPonorogo has changed seven times that are: Muh. Soetomo (1994-1990), J. Soemarno (1990-1994), Drs. Mardjuki (1994-1998), Hj. Miswati (1998-2005), Drs. Sumanto (2005-2006), Drs. AchmadSubiakto (2006-2011),Sudarmadi, M.Pd (2011-2013), and the last Basuki, M.Pd (2013-now). In 2008, SMPN 1 Jenangan obtained the predicate of National School Standard (SSN). SMPN 1 Jenangan trying

top keep showed its existence in the education world started from 1983 until now becomes the school which is running Adiwiyata program in the national standard school.

2. The Profile of SMPN 1 Jenangan

a. General Location

SMPN 1 Jenangan was located at Street Raya Jenangan – Kesugihan, Jenangan, Ponorogo. This school is located on the coordinate of Longitude 111, 547⁰ LU and Latitude 7, 8245⁰ LS. It is located in the eastern side from the city center by this limitation:

- a. Northside : Street Raya Jenangan - Ngebel
- b. Southside : Street Raya Jenangan - Kesugihan
- c. Eastside : Villagers' field areas
- d. West side : Street Raya Jenangan - Kesugihan

This school started to be operated in 1983. SMPN 1 JenanganPonorogot “A” accreditation with the value of 96 and got the SSN school category. The width of school buildings was 1920 m² which consist of 21 classes, headmaster’s office, teacher’s office, administration room, counseling room, a library, science laboratory, multimedia/language room, guest room, 2 canteens, mosque, and the others.

This school is supported by professional educators with education qualification of S1 and S2. The headmaster Mr. Basuki, M.Pd. prided

because the school developed continuously for over the years. As a fact, SMPN 1 JenanganPonorogo got many achievements both in academic or non-academic.

SMPN 1 JenanganPonorogo used both KTSP and 2013 curriculum. This curriculum was developed standard of content by school based on their content and potentials and always improved it during the time. The school used KTSP for the ninth grade students and 2013 curriculum for the seventh and eighth grades.

b. Vision, Mission, and Goal

Vision

“Establish in cultural achievement based on faith and taqwa”

Mission

- a. Steadying the schools as National Standard School (SSN).
- b. Manifesting the schools as education center or resting place to develop the knowledge of: logic, ethics, aesthetics, and practices in order to create a whole person by celebrating cultured education on the principle of faith and taqwa.
- c. Educating, training, guiding, and creating school tuition in the work and so able to develop the potential of creators themselves and its environment and capable of who performed well as generation to compete in globalization era with the national anthem of excellence.

- d. Guiding and training school tuition organization so that to become cadres for a nation that tough and quality

Goals

- a. The development of the competence graduates.
- b. The development of a standard of the contents.
- c. The development of a standard process.
- d. The development of teachers and education staff.
- e. The development of school facilities and infrastructure.
- f. The development of a standard of the management.
- g. The development of a standard of the financing.
- h. The development of and the implementation of the assessment systems.

c. The Organization Structure

The organization structure of SMPN 1 Jenangan was listed as follows:

1. Headmaster : Basuki, M.Pd.
2. Deputy of Curriculum : Mohammad Ma'ruf, S.Pd.
3. Deputy of Students : Pujiono, S.Pd.
4. Deputy of Infrastructure : MigTribawono, S.Pd.
5. Deputy of Public Relation : HeruSukamto, S.Pd.
6. Deputy of Administration : Yennywati, S.E.

3. Teachers and Students in SMPN 1 Jenangan

Teachers were the figure to be a good example for the students. The teachers have to act as the advisor for the students in developing their creativity and potential. Besides, teachers should be the facilitator for their students within the class. Moreover, the teachers have to be motivator which has guided them to raise their goal.

The teachers' qualifications of SMPN 1 Jenangan Ponorogo are S1 and S2. The most of teachers are graduated from State University. The total of the teachers is 42 consists of 17 men and 21 women.

Students are the important element in the education area. School without students is meaningless. The total number of students of SMPN 1 Jenangan in academic year 2017/2018 was 499 which are divided into three grades. This number belongs to high number remember there are 21 classes which divided into seven classes of each grade.

No	Class	Number of Students
1	VII	170 students
2	VIII	156 students
3	IX	173 students
Total		499 students

4. The Infrastructure of SMPN 1 Jenangan

In educational areas, it is necessary to facilitate and recognize the infrastructure. Infrastructure becomes the important thing to be served in the school in order to help the school activities such as helping on teaching and learning process, developing the students' potential through extracurricular class, and so on. Considering the role of infrastructure within the school, the school served and improved some infrastructure devices and rooms. The table below showed the list of infrastructure in SMPN 1 Jenangan:

No	Name of Infrastructure	Total	Condition
1	Headmaster's room	1	Good
2	Administration's room	1	Good
3	Teacher's room	1	Good
4	Students deputy's room	1	Good
5	Counseling room	1	Good
6	Health room	1	Good
7	Classroom	21	Good
8	Library	1	Good
9	Cooperation	1	Good
10	Canteen	2	Good
11	Radio room	1	Good

12	Science Laboratory	1	Good
13	Multimedia/Language Laboratory	1	Good
14	Mosque	1	Good
15	Auditorium	1	Good
16	Sport field	1	Good
17	Ceremony Field	1	Good

B. The Data Description

In this research, the researcher used quasi-experimental research where the researcher took two classes as a sample. Then they were taught by using different media to find out the effectiveness of a certain strategy. In this research, the researcher took the seventh grade students of SMPN 1 Jenangan Ponorogo as population. The researcher took two classes as sample applied simple random sampling. The researcher conducted lottery method to take sample, one class as experimental class and one another as control class. The total number of students of experiment and control class is 60 students and each class has 30 students.

In experimental class, the students were taught by using Google Classroom Application. Meanwhile, in control class the students were not taught by using Google Classroom Application, but by lecturing or conventional

strategy. In the end of the research, the researcher wants to compare between score on students' grammar mastery who are taught by using Google Classroom Application and those who are not.

1. The Schedule of Research

In experimental class, the learning process consisted of four meetings. They were pre-test, first and second treatment by using Google Classroom Application, and the last was post-test. Furthermore, in control class, the learning process is also consisted of four meetings. They were pre-test, first meeting, second meeting, and the last was post-test. The researcher conducted research in SMPN 1 Jenangan based on research schedule as follows:

The Schedule of Experimental Class

No.	Date	Activities
1.	February, 22 nd 2018	Pre-test
2.	March, 1 st 2018	1 st treatment using Google Classroom Application
3.	March, 15 th 2018	2 nd treatment using Google Classroom Application
5.	April, 14 th 2018	Post-test

The Schedule of Control Class

No.	Date	Activities
1.	February, 24 th 2018	Pre-test
2.	March, 3 rd 2018	1 st treatment using conventional method
3.	March, 10 th 2018	2 nd treatment using conventional method
5.	April, 14 th 2018	Post-test

2. The Procedure of the Research in Experimental and Control Class

In experimental class, the researcher taught the students by using Google Classroom Application. Before describing the process of using Google Classroom Application, there are some ways in conducting learning process in teaching grammar. Based on the previous chapter (see on the chapter II) whether the ways to construct a model teaching plan using Google Classroom Application on teaching grammar at the seventh grade students of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018 is quiet complete. From those of model teaching plan, it can be summarized that the teacher should make some arrangement such as need analysis of teaching grammar, formulating the specific objectives, selecting the content, and then organizing the content, selecting and organizing the activities, giving evaluation, and the last checking

the balance an sequence. After doing this all of sequential procedures, teachers can applying the model in the teaching-learning grammar within the class. In addition, to the experimental class was applied the Google Classroom Application in the learning process.

Before conducted the treatment, the researcher gave pre-test to the students that is consist of thirty item test focus on descriptive text. After conducted pre-test, the researcher conducts first treatment. In the first and second treatment, students were guided by teacher in using the application while learning process. These are the steps that applied the Google Classroom Application as a media in the learning process in the experiment class which has been as follows':

- 1) The teacher downloads the application in Play store for Android and App store for iOs platform.
- 2) The teacher signs in by using email and password then create a class and enter the Class name field. Then enter a short description in *Section* field and grade of the class.
- 3) The teacher invites the students to sign in to Classroom by download it or sign in to classroom.google.com.
- 4) The students are asked to join the class and enter the class name.

- 5) The teacher sends an email to students with the class code, post the class code as an announcement on the class stream or write on the board in the classroom.
- 6) The students enter a class code on the left side of the stream and joined as the students.
- 7) The teacher creates the assignments, post announcements, return reviewed assignments, send messages or shared video, document, tutorial from youtube, or the others related to the grammar materials especially about the usage of simple present tense in descriptive text to be learned to the students.
- 8) The teacher divides the students into six groups then asked their cooperation within the group by using the application.
- 9) The teacher gives some material through the application and asked students to finish it based on their groups.
- 10) The students discuss the materials within that application together and guided by teacher.

Besides that, in control class, the researcher taught the students by using lecturing or conventional strategy. The researcher gave explanation about the learning material to the students during the class. After that, the researcher gave the descriptive text to the students and asked the students to answer some questions related to the material. In control class, the learning material and

form of the test were same like in the experimental class but different strategy on the way teaching.

The researcher held post-test for experiment and control class, which purposed to know the students' achievement after having treatment. There were thirty item tests in the form of multiple choices.

3. Students' Grammar Mastery Score of Experimental Class

The table below showed the result of students' grammar mastery achievement for students who taught using Google Classroom Application in experimental class. The table showed pre and post-test score.

Table 4.1

The Students' Grammar Mastery Score for Experimental Class

No	Nama	Score	
		Pre-Test	Post-Test
1.	Adwin Ardiansyah	43	77
2.	Aidil Ahmad Maulidin	50	73
3.	Aisyah Widiatun	47	70
4.	Aldi Abriyansyah	57	80
5.	Ameliya Ananda Putri	53	77
6.	Andi Bima Sakti	30	73
7.	Anggi Reva Juliani	47	77

8.	Anita LutviaWijayanti	47	67
9.	DilaOktaviaPutriRamadhani	53	80
10.	DitaRistanti	67	77
11	DoniAnandaNurDiansyah	63	83
12.	EvriliaSilvina	57	80
13.	FaizalMaulanaPrayoga	43	70
14.	Fransisca Tri Noviana	40	67
15.	HengkiNgainCahyani	47	73
16.	IrawatiDewiAnggraini	27	67
17.	Jony Joshua	57	83
18.	LintangBaruBaramukti	50	73
19.	MaharasheBriyanKusuma W.	47	67
20.	Melinda Zaliani	43	67
21.	Muhammad NasrulFahrudin	63	80
22.	Muhammad Nur	67	83
23.	Muhammad SofyanNajib	50	70
24.	NurulMahmudah	57	77
25.	PriyankaHendraDwiPratama	33	73
26.	Pungkas Tri Cahyono	37	77
27.	RikkyNurcahyo	40	73
28.	Risky Hermansyah	27	63
29.	YesintaHeldaFatikasari	57	80

30.	YusnandaFajarNurIkhwan	50	70
Total		1.449	2.227
Mean		48.33	74.23

The table above showed the highest and the lowest pre-test scores students' of experimental class. It can be seen that the highest score in the pre-test was 67 and the lowest score was 67. Meanwhile, the highest score in the post-test of experimental class was 83 while the lowest score was 63. The total score in the pre- and post-test was 1.449 and 2.227. The mean of pre-test was 48.33 while the post-test was 74.23.

The result of students' test of experimental class can be seen clearly in the following table.

Table 4.2
Frequency Distribution of Pre-Test in Experimental Class
pre-test of experimental class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27	2	6.7	6.7	6.7
30	1	3.3	3.3	10.0
33	1	3.3	3.3	13.3
37	1	3.3	3.3	16.7
40	2	6.7	6.7	23.3
43	3	10.0	10.0	33.3
47	5	16.7	16.7	50.0
50	4	13.3	13.3	63.3

53	2	6.7	6.7	70.0
57	5	16.7	16.7	86.7
63	2	6.7	6.7	93.3
67	2	6.7	6.7	100.0
Total	30	100.0	100.0	

From the table above it was described that the score of students' grammar mastery was various. There were 2 students or 6.7% got score 27, 1 student or 3.3% got score 30, 1 student or 3.3% got score 33, 1 student or 3.3% got score 37, 2 students or 6.7% got score 40, 3 students or 10% got score 43, 5 students or 16.7% got score 47, 4 students or 13.3% got score 50, 2 students or 6.7% got score 53, 5 students or 16.7% got score 57, 2 students or 6.7% got score 63, and 2 students or 6.7% got score 67.

Based on the table above, it can be described in the form of the histogram which is can be seen as follows':



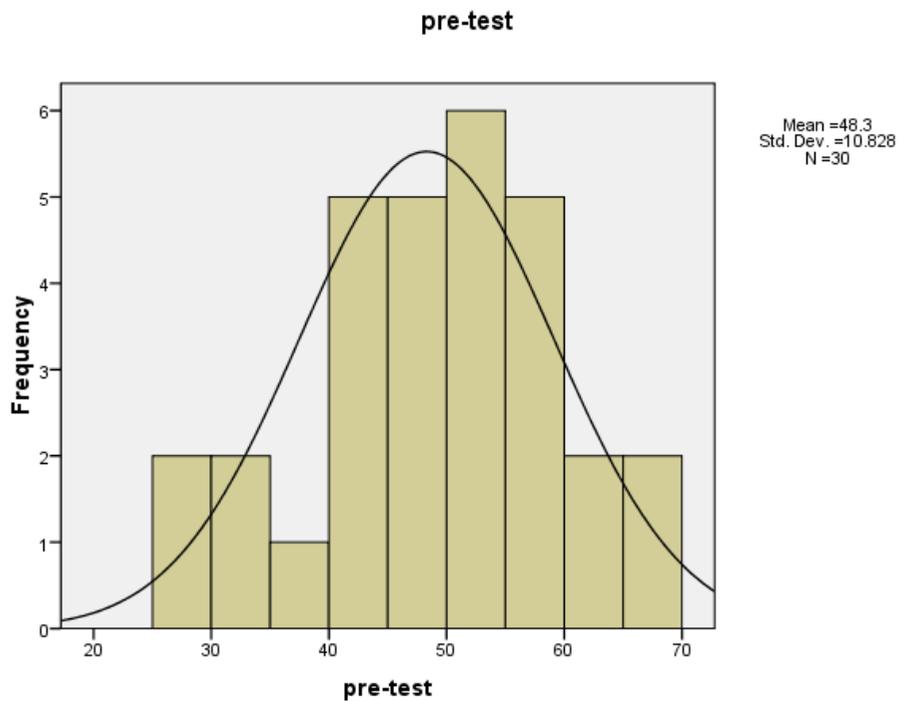


Figure 4.1

Histogram of Pre-test in Experimental Class

From the histogram above, it showed that the $M = 48.3$ and $SD = 10.828$.

To determine the category of the students' grammar mastery was good, medium or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($48.3 + 10.828 = 59.128$) was categorized into good.
2. Between $M - 1.SD$ ($48.3 - 10.828 = 37.472$) to $M + 1.SD$ ($48.3 + 10.282 = 59.128$) was categorized as medium.
3. Less than $M - 1. SD$ ($48.3 - 10.828 = 37.472$) was categorized as low.

Thus, it can be seen that the scores which are more than 59.128 was considered into good, the score between 37.5 – 59 was categorized into

medium, while the score is less than 37.5 was categorized into low. That categorization can be seen clearly in the following table:

Table 4.3
The Categorization of Students' Pre-Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 59	4	13.4%	Good
2	Between 37.5 – 59	21	70%	Medium
3	Less Than 37.5	5	16.6%	Low
Total		30	100%	

From the table above, it could be seen that the score of students' grammar mastery of experimental class in pre-test showed that 13.4% in the good category, 70% in the medium category, and 16.6% in the low category.



Table 4.4
Frequency Distribution of Post Test in Experimental Class
 post test_experimental class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 63	1	3.3	3.3	3.3
67	5	16.7	16.7	20.0
70	4	13.3	13.3	33.3
73	6	20.0	20.0	53.3
77	6	20.0	20.0	73.3
80	5	16.7	16.7	90.0
83	3	10.0	10.0	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students' grammar mastery was various. There were 1 student or 3.3% got score 63, 5 students or 16.7% got score 67, 4 students or 13.3% got score 70, 6 students or 20% got score 73, 6 students or 20% got score 77, 5 students or 16.7% got score 80, and 3 students or 10% got score 83.

Based on the table above, the histogram can be seen in as follows:

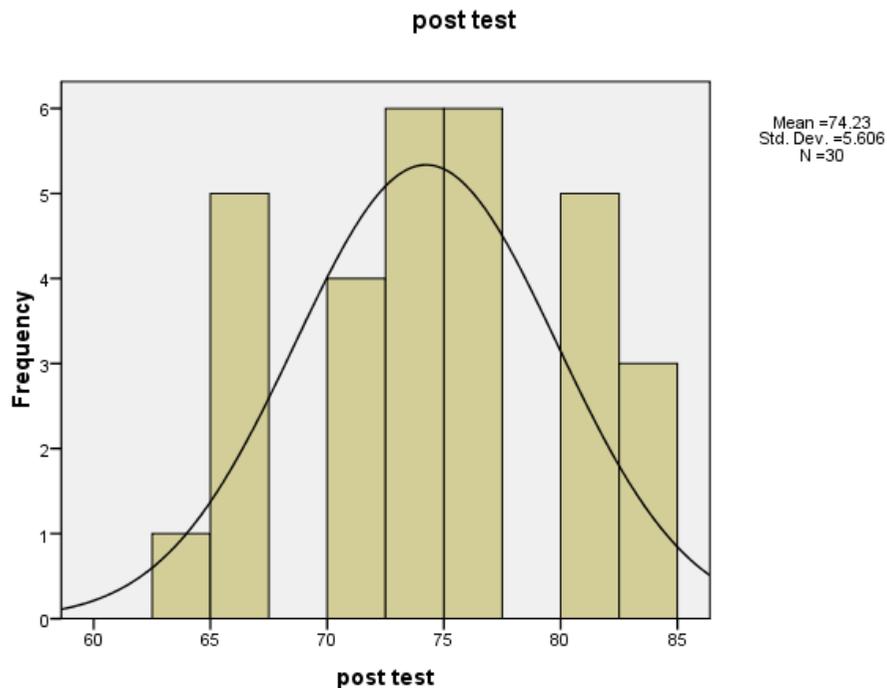


Figure 4.2
Histogram of Post-Test in Experimental Class

From the histogram above, it was showed that $M = 74.23$ and $SD = 5.606$.

To determine the category of the students' grammar mastery was good, medium or low, the researcher grouped scores using the standard as follows':

1. More than $M + 1.SD$ ($74.23 + 5.606 = 79.836$) was categorized into good.
2. Between $M - 1.SD$ ($74.23 - 5.606 = 68.624$) to $M + 1.SD$ ($74.23 + 5.606 = 79.836$) was categorized into medium.
3. Less than $M - 1.SD$ ($74.23 - 5.606 = 68.624$) was categorized into low.

Thus, it can be seen that the scores which are more than 79.836 was considered into good, the score between 68.6 – 79.8 was categorized into medium, while the scores which are less than 68.6 was categorized into low. That categorization can be seen clearly in the following:

Table 4.5
The Categorization of Students' Post Test in Experimental Class

No	Score	Frequency	Percentage	Category
1	More Than 79.8	8	26.7%	Good
2	Between 68.6 – 79.8	16	53.3%	Medium
3	Less Than 68.6	6	20%	Low
Total		30	100%	

From the table above, it could be seen that the score of students' grammar mastery in post-test for students who are taught by using Google Classroom Application showed that 26.7% in the good category, 53.3% in the medium category, and 20% in the low category.

4. Students' Grammar Mastery Score of Control Class

The table below showed the result of students' grammar mastery for the students who are taught by using conventional or traditional method (control class) or not using Google Classroom Application. This table showed pre- and post-test score.

Table 4.6**The Students' Grammar Mastery Score for Control Class**

No.	Nama Siswa	Score	
		Pre-Test	Post-Test
1	Ahmad Nuskhutul Haqqi	53	67
2	Alvin Aldiano	70	70
3	Ameliya Sasanty	67	73
4	Arwinda Ilma Hestika	57	60
5	Bambang Tri Atmojo	53	73
6	Bima Bayu Pratama	60	73
7	Calista Luthfia Cinta Iignes	63	77
8	Cut Mila Firnanda Diasty	47	70
9	Dana Pribadi	37	60
10	Dhea Putri Damayanti	47	63
11	Dwi Norjanah Fitri Ardika	47	57
12	Faiz Aldila Akmal	43	50
13	Frenki Ma'ruf Ardianto	40	53
14	Gita Dwi Wardani	53	77
15	Hardianto Rega K.	57	70
16	Imam Afifuddin Zuhri	47	70
17	Imelda Citra Agustina	43	63

18	Isnadia Rasyiatul Khusna	40	73
19	Iwan Junaidi	37	70
20	Khoirul Trio Abidin	53	47
21	Muhammad Abdurrosid	57	73
22	Muh. Khairun Nizam	50	67
23	Nungki Prameswari Putri	80	80
24	Rega Sufiat Saputra	23	70
25	Rizky Adjie Ashari	47	57
26	Septiano Fisal Niagara	37	43
27	Shelli Oktavia	40	70
28	Tegar Nur Hidayat	47	77
29	Ucik Melatriana	50	57
30	Wira Fransiska Aditya	53	73
Total		1.498	1.980
Mean		49.93	66

From the table above, it can be seen that the highest pre-test score in control class was 80 while the lowest score was 23. Meanwhile, the highest post-test score was 80 and the lowest score was 43. The mean score of pre-test was 49.93 and the mean score in post-test was 66. The result of students' test of control class will be explained clearly in the following table. It will explore about pre-test and then the result of post-test in the control class.

Table 4.7
Frequency Distribution of Pre-Test in Control Group

pre-test_control_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 23	1	3.3	3.3	3.3
37	3	10.0	10.0	13.3
40	3	10.0	10.0	23.3
43	2	6.7	6.7	30.0
47	6	20.0	20.0	50.0
50	2	6.7	6.7	56.7
53	5	16.7	16.7	73.3
57	3	10.0	10.0	83.3
60	1	3.3	3.3	86.7
63	1	3.3	3.3	90.0
67	1	3.3	3.3	93.3
70	1	3.3	3.3	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students' grammar mastery was various. There were 1 student or 3.3% got score 23, 3 students or 10% got score 37, 3 students or 10% got score 40, 2 students or 6.7% got score 43, 6 students or 20% got score 47, 2 students or 6.7% got score 50, 5 students or 16.7% got score 53, 3 students or 10% got score 57, 1 student or 3.3% got score 60, 1 student or 3.3% got score 63, 1 students or 3.3% got score 67, 1

student or 3.3% got score 70, and 1 student or 3.3% got score 80. Based on the table above, the histogram can be seen in as follows':

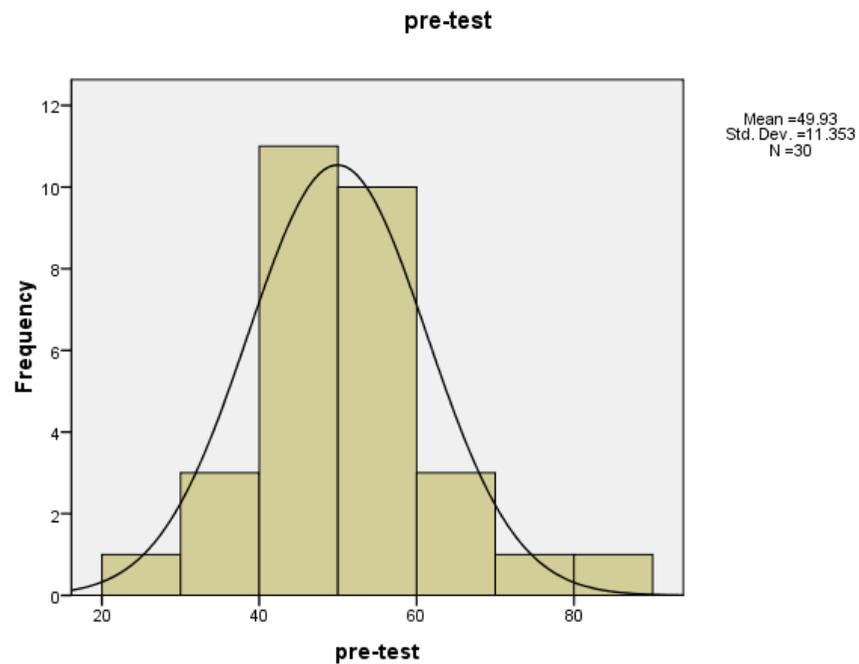


Figure 4.3
Histogram for Pre-Test in Control Group

From the histogram above, it described that $M = 49.93$ and $SD = 11.535$. To determine the category of students' grammar mastery was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($49.93 + 11.535 = 61.465$) was categorized into good.
2. Between $M - 1.SD$ ($49.93 - 11.535 = 38.395$) to $M + 1.SD$ ($49.93 + 11.535 = 61.465$) was categorized into medium.

3. Less than $M - 1.SD$ ($49.93 - 11.535 = 38.395$) was categorized into low.

Thus, it can be seen that the scores which are more than 61.465 was considered into good category, the scores between 38.4 – 61.5 was categorized into medium, while the scores which are less than 38.4 was categorized into low category. That categorization can be seen clearly in the following table.

Table 4.8
The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 61.5	4	13.3%	Good
2	Between 38.4 – 61.5	22	73.4%	Medium
3	Less Than 38.4	4	13.3%	Low
Total		30	100%	

From the table above, it could be seen that the score of students' grammar mastery in the pre-test showed that 13.3% in the good category, 73.4% in the medium category, and 13.3% in the low category.

Table 4.9
Frequency Distribution of Post-Test in Control Class

post-test_control_class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 43	1	3.3	3.3	3.3
47	1	3.3	3.3	6.7
50	1	3.3	3.3	10.0
53	1	3.3	3.3	13.3
57	3	10.0	10.0	23.3
60	2	6.7	6.7	30.0
63	2	6.7	6.7	36.7
67	2	6.7	6.7	43.3
70	7	23.3	23.3	66.7
73	6	20.0	20.0	86.7
77	3	10.0	10.0	96.7
80	1	3.3	3.3	100.0
Total	30	100.0	100.0	

From the table above, it could be seen that the score of students' grammar mastery was various. There were 1 student or 3.3% got score 43, 1 student or 3.3% got score 47, 1 student or 3.3% got score 50, 1 student or 3.3% got score 53, 3 students or 10% got score 57, 2 students or 6.7% got score 60, 2 students or 6.7% got score 63, 2 students or 6.7% got score 67, 7 students or 23.3% got score 70, 6 students or 20% got score 73, 3 students or 10% got score 77, and 1 students or 3.3% got score 80.

Based on the table above, the histogram can be seen in as follows':

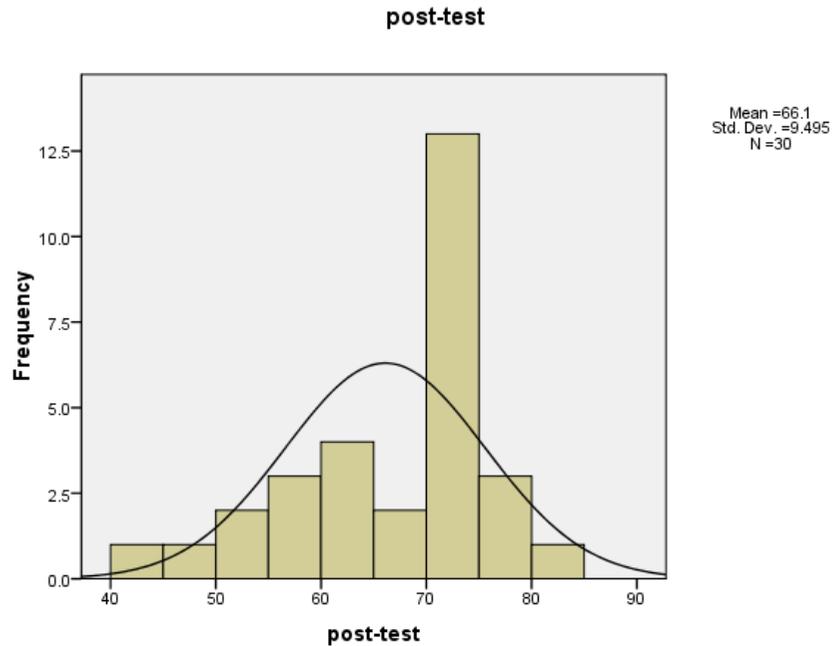


Figure 4.4
Histogram for Post-Test in Control Group

From the histogram above, it described that $M = 66.1$ and $SD = 9.495$. To determine the category of students' grammar mastery was good, medium, or low, the researcher grouped scores using the standard as follows:

1. More than $M + 1.SD$ ($66.1 + 9.495 = 75.595$) was categorized into good.
2. Between $M - 1.SD$ ($66.1 - 9.495 = 56.605$) to $M + 1.SD$ ($66.1 + 9.495 = 75.595$) was categorized into medium.
3. Less than $M - 1.SD$ ($66.1 - 9.495 = 56.605$) was categorized into low.

Thus, it can be seen that the scores which are more than 75.595 was considered into good category, the scores between 56.6 – 75.6 was categorized into medium, while the scores which are less than 56.6 was categorized into low category. That categorization can be seen clearly in the following table.

Table 4.10
The Categorization of Students' Post Test in Control Class

No	Score	Frequency	Percentage	Category
1	More Than 75.6	4	13.3%	Good
2	Between 56.6 – 75.6	22	73.4%	Medium
3	Less Than 56.6	4	13.3%	Low
Total		30	100%	

From the table above, it could be seen that the score of students' grammar mastery in the post-test showed that 13.3% in the good category, 73.4% in the medium category, and 13.3% in the low category.

C. Data Analysis

Before testing the hypothesis, the data had to fulfill the assumption for testing hypothesis. There were normality and homogeneity test of the data.

1. Normality

Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be

done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. In deciding the data are in normal distribution or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of the statistic is lower than the value of Kolmogorov-Smirnov table for 5% level of significance, it can be concluded that the data are in normal distribution. On the other hand, if the highest value of the statistic is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in normal distribution. The value of Kolmogorov Smirnov table for N = 30 at 5% level significance was 0.24.

In this research, the research used Kolmogorov-Smirnov formula and the calculation by using SPSS 16 as follows:

a. The Normality Test of Experimental Class

Table 4.11
The Normality Test of Experimental Class
One-Sample Kolmogorov-Smirnov Test

		experimental_ class
N		30
Normal Parameters ^a	Mean	74.23
	Std. Deviation	5.606
Most Extreme Differences	Absolute	.156
	Positive	.120
	Negative	-.156
Kolmogorov-Smirnov Z		.854
Asymp. Sig. (2-tailed)		.460

One-Sample Kolmogorov-Smirnov Test

		experimental_ class
N		30
Normal Parameters ^a	Mean	74.23
	Std. Deviation	5.606
Most Extreme Differences	Absolute	.156
	Positive	.120
	Negative	-.156
Kolmogorov-Smirnov Z		.854
Asymp. Sig. (2-tailed)		.460

a. Test distribution is Normal.

The calculation of normality test above used One-Sample Kolmogorov-Smirnov test. Table 4.11 showed that D_0 was 0.460. It was smaller than D_{table} with the closest Kolmogorov-Smirnov critical points of 30 was 0.24. It means that the data of experimental class was normal.

b. The Normality Test of Control Class

Table 4.12

The Normality Test of Control Class

One-Sample Kolmogorov-Smirnov Test

		control_ class
N		30
Normal Parameters ^a	Mean	66.10
	Std. Deviation	9.495
Most Extreme Differences	Absolute	.226
	Positive	.100
	Negative	-.226
Kolmogorov-Smirnov Z		1.238
Asymp. Sig. (2-tailed)		.093

One-Sample Kolmogorov-Smirnov Test

		control_class
N		30
Normal Parameters ^a	Mean	66.10
	Std. Deviation	9.495
Most Extreme Differences	Absolute	.226
	Positive	.100
	Negative	-.226
Kolmogorov-Smirnov Z		1.238
Asymp. Sig. (2-tailed)		.093

a. Test distribution is Normal.

The calculation of normality test above used One-Sample Kolmogorov-Smirnov test. Table 4.12 showed that the D_0 is 0.093. It was smaller than the D_{table} with the closest Kolmogorov-Smirnov critical points of 30 is 0.24. It means that the data of control class was normal distributed.

2. Homogeneity

Homogeneity tests were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of the test. Moreover, homogeneity of a test was used as a requirement to calculate T-test. The calculation by using SPSS 16 was cited as follows:

Table 4.13
The Homogeneity of Variances
Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.423	5	23	.828

From the result of homogeneity test in the table above, it could be seen that the degree of significant based on mean is 0.828. It was smaller than the F_{table} was 2.00. It means that both, experimental and control class were homogeneous.

3. T-test

The researcher calculated t-test by using SPSS 16 program to found out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of the control group and experimental group were normally distributed and homogeneous. The researcher conducted t-test calculation by using SPSS program. The result of the calculation as follows:

Table 4.14
The Mean Score of Experimental and Control Class
Group Statistics

class	N	Mean	Std. Deviation	Std. Error Mean
Score experimental class	30	74.23	5.606	1.023
control class	30	66.10	9.495	1.734

Based on the data in the table above, the result of data analyzes showed that the mean score of students grammar mastery who are taught by Google Classroom Application (experimental class) was 74.23. It was higher than the result of the mean score of students' grammar mastery who are taught by lecturing or conventional method (control class) was 66.10.

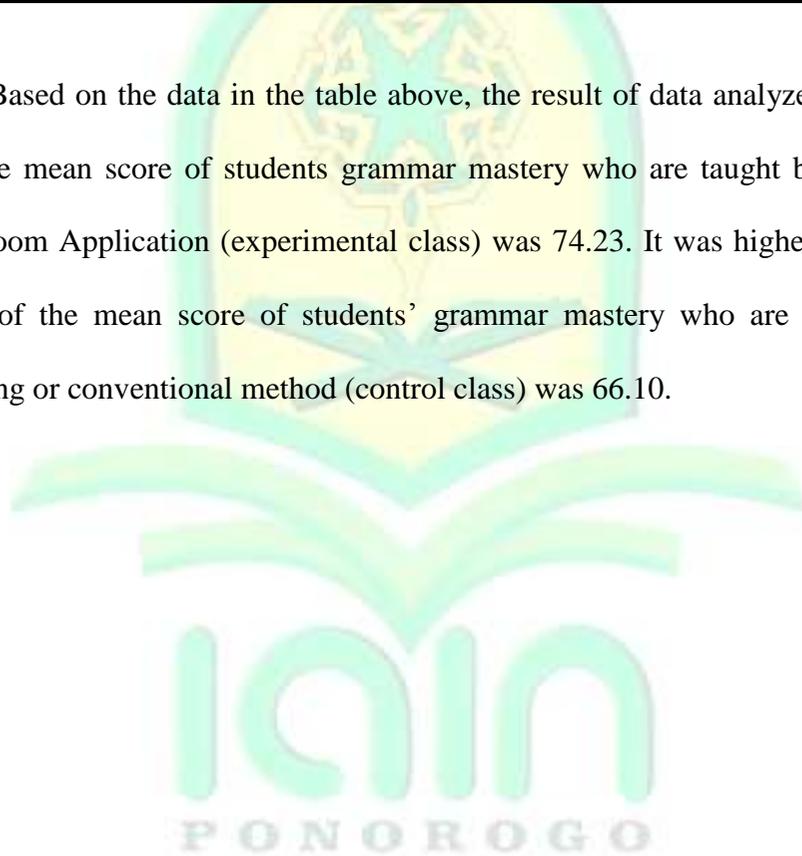


Table 4.15
The Calculation of T-Test
 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	7.866	.007	4.040	58	.000	8.133	2.013	4.103	12.163
Equal variances not assumed			4.040	47.026	.000	8.133	2.013	4.083	12.183

From the table above, it could be seen that the value of t_{test} is 4.040 and the degree of freedom was 58. The value of significance 5% of t_{table} of $db=50$ is 2.01. To interpret the data above, the researcher formulates the test of hypothesis as follows:

H_a : There was significant effect of teaching by using Google Classroom Application in teaching grammar mastery.

H_o : There was no significant effect of teaching by using Google Classroom Application in teaching grammar mastery.

The result of the research showed that the value of T-test is higher than T_{table} ($4.040 > 2.01$). It means that H_a was accepted and H_o was rejected. It can be concluded that there was significant different score on students' grammar

mastery who are taught by Google Classroom Application and those who are not.

D. Discussion and Interpretation

This research is conducted to find out the effective teaching strategy, especially in grammar mastery. There also some ways to construct a model teaching plan using Google Classroom Application on teaching grammar at the seventh grade students of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018 is quite complete. From those of model teaching plan, it can be summarized that the teacher should make some arrangement such as need analysis of teaching grammar, formulating the specific objectives, selecting the content, and then organizing the content, selecting and organizing the activities, giving evaluation, and the last checking the balance and sequence. After doing this all of sequential procedures, teachers can apply the model in the teaching-learning grammar within the class. Realizing that each of school has their regulation in developing their curriculum depends on the needed, it is necessary to always check and reconstruct the model of teaching plans. Based on the results of the research, the researcher constructs the model teaching plan by using the Google Classroom as a media. It has been discussed that Google Classroom Application is one of effective strategy and media which can be applied in teaching and learning process. The discussion of this research discuss

that the use of Google Classroom Application is effective in teaching grammar mastery.

Firstly, Google Classroom Application tried to solve the problem through the different way of teaching grammar. Google Classroom can be a means of distributing tasks, submitting tasks and even assessing the tasks that students collected. Besides, the Google Classroom app is very useful for online learning, available for free and can be used for any device.⁸²

Secondly, Google Classroom is an application that enables the creation of classrooms in cyberspace.⁸³ It means that this application can be used in everywhere whether in the class or the outside of the class. Teacher shared the material in form of picture, videos, tutorial, or the other by using this application.

Lastly, the students will more learn and learn more about the grammar materials by the use of Google Classroom Application on their mobile phones. It can attract their motivation because of the efficient. Students were able to learn more about English, especially grammar by the material which was shared by teacher in the digital class through the application.

⁸²Google Company, *Google In Education: Is More Ever Enough?*; Clarity Innovation, Intel Education, published in December 2014, 41.

⁸³DhiaGhinaRamadhaniPutri S, *Communication Effectiveness Of Online Media Google Classroom In Supporting The Teaching And Learning Process At Civil Engineering University Of Riau*, JomFisip Volume 4 No.01 Februari 2017, 1.

Related to the computation of statistical calculation in the previous finding, it was shown that the difference coefficient of students' grammar mastery who are taught by using Google Classroom Application and students who are not taught by using Google Classroom Application was 4.040. The result was used to find out whether the difference coefficient was a significant coefficient or not.

Hypothesis test (t_0) at 4.040 from the computation above would be compared to the "t" index (t_t or t_{table}) with the condition stated below:

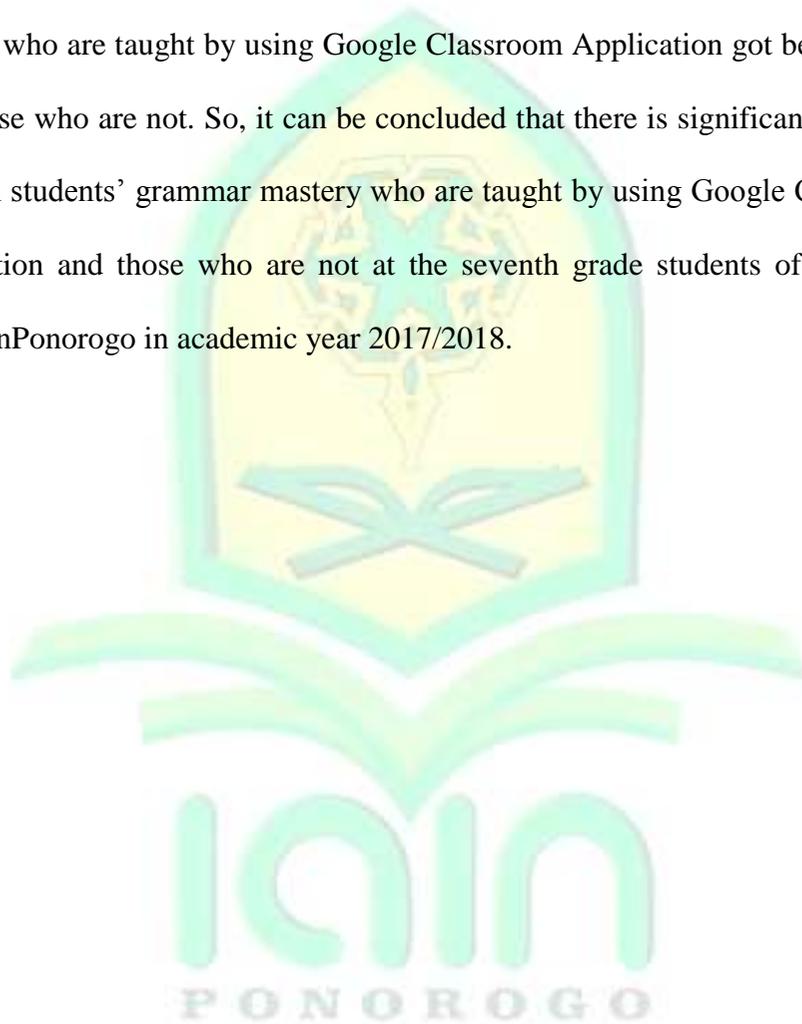
1. If the $t_0 > t_t$, H_a was accepted. It means that there was a significant different score on students' grammar mastery who are taught by Google Classroom Application and who are not.
2. If the $t_0 < t_t$, H_a was refused. It means that there was no a significant different score on students' grammar mastery who are taught by Google Classroom Application and who are not.

To determine the value of t_0 , the researcher was checking db and consulted with t_t score:

$$\begin{aligned} Db &= n_1 + n_2 - 2 \\ &= 30 + 30 - 2 \\ &= 58 \end{aligned}$$

At the significant standard 5%, the value of t_t is 2,01. Then the value of t_0 is compared to the value of t_t . The value of t_0 is 4.040. So, the value of $t_0 > t_t$. It means that H_a is accepted and H_0 is rejected.

From the calculation above, it can be seen that the students' grammar mastery who are taught by using Google Classroom Application got better score than those who are not. So, it can be concluded that there is significant different score on students' grammar mastery who are taught by using Google Classroom Application and those who are not at the seventh grade students of SMPN 1 JenanganPonorogo in academic year 2017/2018.



CHAPTER V

CLOSING

A. Conclusion

Google Classroom Application is one of the alternative solutions that can be used by the teacher to teach grammar. Grammar which it becomes one of terrible part in English subject needed to be solved by the appropriate way. Google Classroom Application tries to make the learning process within the class easily and effectively. Through this application, teacher can share the material in the form of tutorial videos, pictures, document, or the other data in order to make the learning process efficiently remember that students are familiar to use the mobile phone recently.

Based on the data calculation of research to the seventh grade students of SMPN 1 Jenangan Ponorogo in Academic Year 2017/2018, it can be seen that the students' post test score in the experimental class is 74.23, while the post-post test in control class is 66.10. It is indicated that the students who taught by using Google Classroom Application got the better score that the students who learn with conventional or lecturing strategy. The conclusion can be seen from the result of the statistical calculation in the previous chapter, where the value of T_{test} is higher than T_{table} ($4.040 > 2.01$). From the explanation above, it can be concluded that Google Classroom Application is an effective way of teaching

English, especially grammarmastery to the seventh grade students of SMPN 1 JenanganPonorogo in Academic Year 2017/2018.

B. Recommendations

Based on the result of the research, the researcher feels necessary to give the recommendation as follows:

1. For the English teacher of SMPN 1 JenanganPonorogo.

It will be better for the teacher to improve the strategy of teaching grammar, especially using the modern technologies such as Google Classroom Application, so the learning process in the class will be effective and efficient. The researcher expects the teacher of SMPN 1 JenanganPonorogoto be more creative and innovative in delivering the material using current technologies and make the students get the optimal benefits of this application and the disadvantages of it can be minimized.

2. For the students of SMPN 1 JenanganPonorogo

The researcher expects that the students at the seventh grade of SMPN 1 Jenangan become more active and confidence in English class, especially when the teacher applies the Google Classroom Application. By using this application, they should not be afraid to explore their creativity and knowledge. Moreover, the school facilitates them by Wi-fi which is usefulfor helping the teaching-learning process. Teaching English especially grammar

using Google Classroom Application is expected to make students become creative, active, and understand the material which is given by teacher through the application in students' mobile phone. In this way, students are not only learning English within the classroom, but they can use this application anywhere and anytime. The use of Google Classroom Application is very helpful in teaching learning process, so it will effectively and efficiently.

4. For the further researchers

The further researchers who are interested in applying application such as Google Classroom Application should understand the steps first. They should be able to guide the students systematically to use the application through several steps in order to make them easier to learn English, especially grammar. They also should be able to facilitate the students by some material and guided them to use the application correctly and wisely remember that students are familiarly to use such the other application freely and without limitation. Furthermore, teaching English especially grammar by using Google Classroom Application can be implemented to investigate some other issues from the different perspective such as teaching which is just focused on the certain active students within the class. For the other researcher, it is necessary to look for and try out the other method and strategy so that the strategy in teaching learning English grammar will be more various.

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