

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding of the Research

1. The Students Learning Activity

Teachers and students can communicate using internet media. Teachers can provide material that has been prepared in advance, either in the form of files, videos, or writing (text). By using the google classroom application, a teacher can also teach in several places simultaneously. Students can get material provided by the teacher in the form of files or readings from the teacher concerned, send questions to the teacher, send contacts to other students, view information from the teacher concerned, and carry out examination assignments at the specified time.

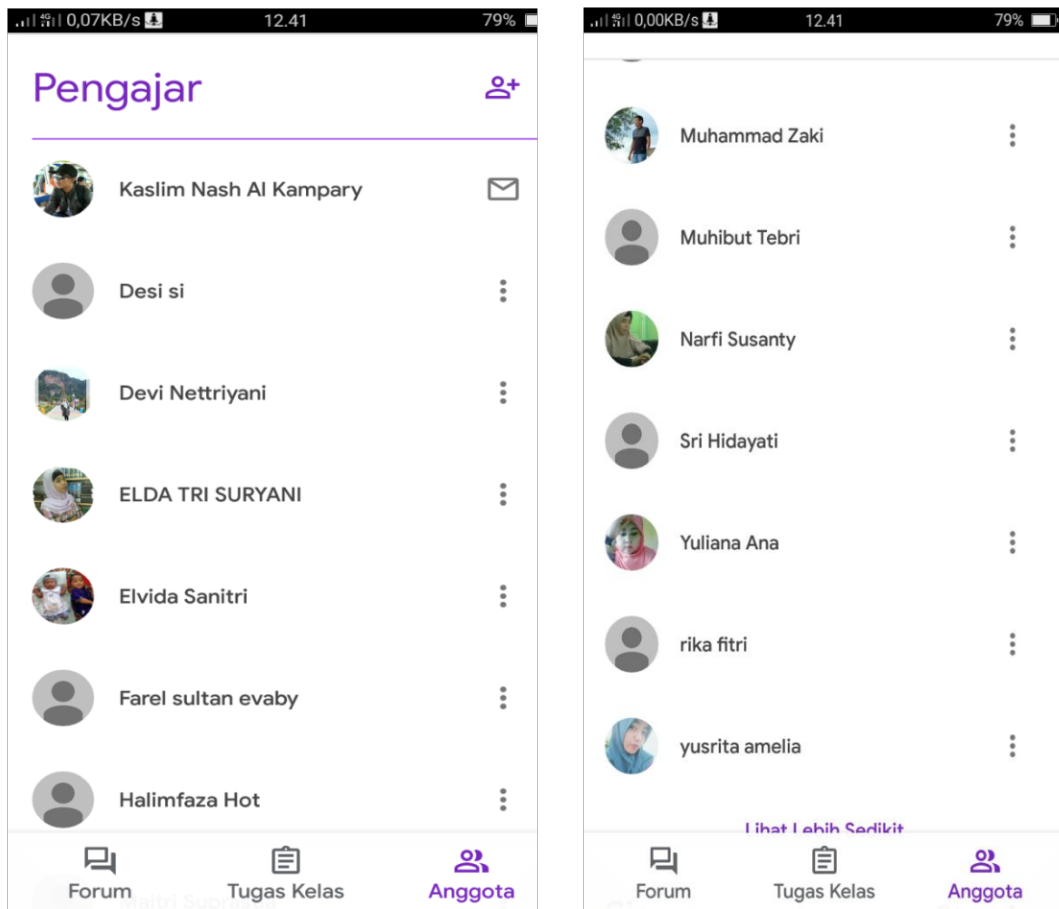
The following use Google Classroom for students. Students sign in using class.google.com and sign in using their Google Apps for Education account with each student's email address. To make a teacher class click the "+" button next to the email address. "Create class" will appear and then press. After that, add the class name. Teachers can add details about the class, such as descriptions and instructions for students on the "about" tab, as well as a Google Drive folder for class materials and can attach course outlines and lesson plans. After that the teacher distributes the class code to all students

and students can freely join the class that has been prepared by the previous teacher.

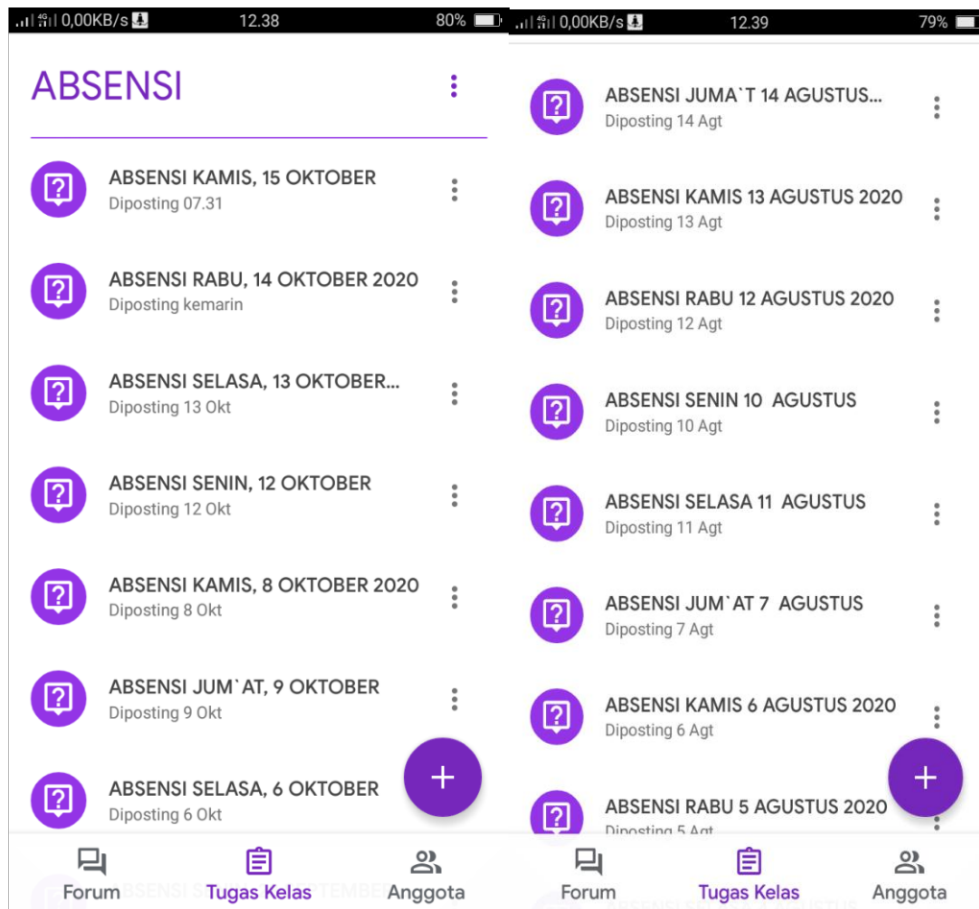
The following is how to teach teachers using the Google Classroom application. The teacher distributes material to students about expressing of opinion and students must download the file that has been sent by the teacher.

The teacher gives assignments to students about the previous material, namely expressing of opinion on the topic of COVID 19 that is happening at this time. Students are asked to issue their own opinions on the topic and students must make their respective opinions and send the assignment in the form of a file to the teacher via the Google Classroom application. And then the teacher checks the assignments that have been sent by students and gives a grade.

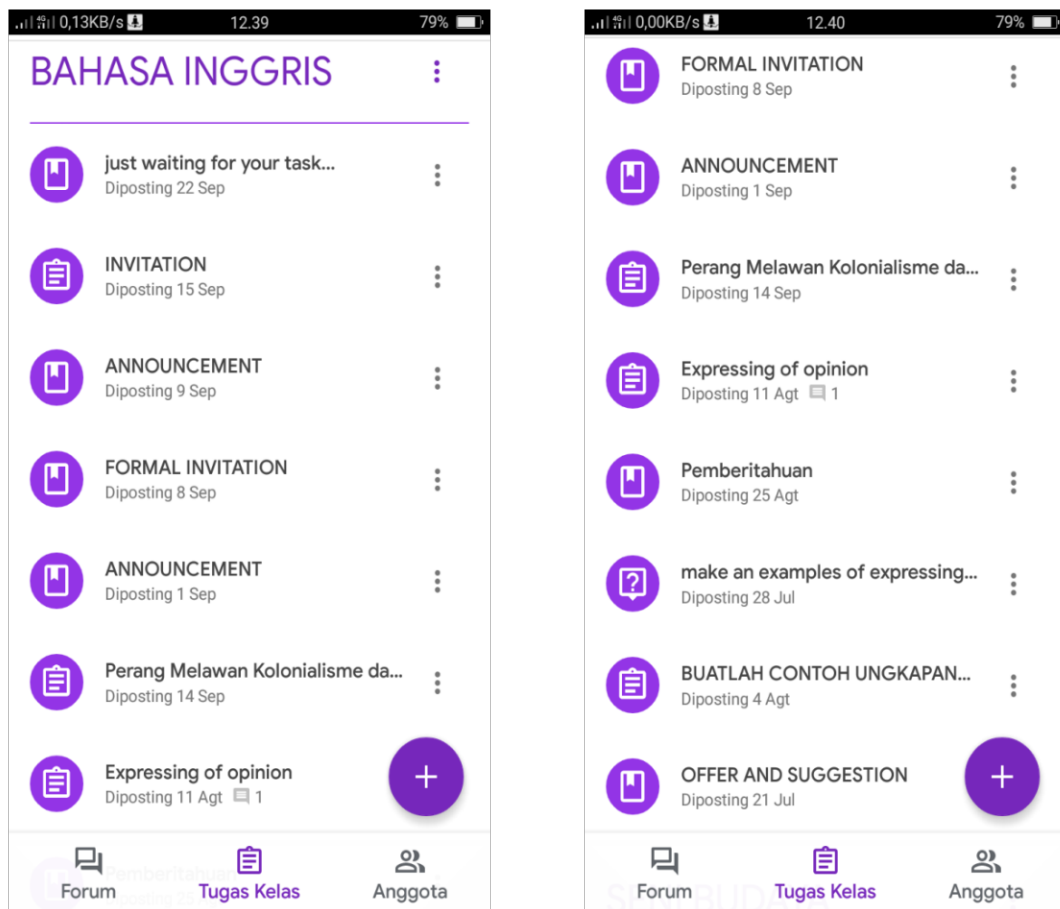
In the teaching learning process, especially learning English, the students first fill out the attendance list in Google Classroom application. The students follow the material given to them by the teacher. The students must open the file sent by the teacher. In the learning process, students must understand the material provide by the teacher and the assignments that have been given on time. However, only a few students make assignments and submitted to the teacher at the appointed time.



The picture above showed all the teachers who teach at SMAN 2 Kuok totaling 14 teachers. The teacher provides materials and assignments every day using the Google Classroom application.



Before starting the teaching and learning process, students must first fill in the attendance list with a list of their names every day in the Google Classroom application. After that the teacher checks student attendance with a list of student names in the Google Classroom application. One by one the students filled out their attendance lists. Then the teacher who taught that day gave 5 minutes to fill in the attendance list. Then the teacher checks the attendance of students before the teaching and learning process is carried out. And after that they continued their studies.



The picture above is the English language learning material. The English teacher provides material to students once a week because English lessons for each class are only once a week. The material is given to students following the syllabus. So, the teacher provides material that changed at each English learning meeting.

The screenshot shows a mobile interface for a Google Classroom assignment. At the top, there are navigation icons (back, menu, forward) and a status bar with network speed (5,20KB/s), time (12.44), battery (78%), and another network speed (5,96KB/s) with time (21.14) and battery (72%).

The assignment title is "OFFER AND SUGGESTION". Below the title, there is a video player area with the text: "SILAHKAN TONTON VIDEO DIBAWAH INI, CATATLAH MATERI DALAM BUKU CATATAN KAMU, INSYA ALLAH MINGGU DEPAN KITA COBAKAN UNGKAPAN (EXPRESSION) TERSEBUT DALAM BENTUK TUGAS. SELAMAT BELAJAR". Below this text is a video thumbnail and the caption: "Offer and Suggest. Materi Bahasa Inggris SMA/SMK".

On the left side, under the heading "Petunjuk" (Instructions), there is text: "transportasi ke sekolah, sekarang digunakan untuk membeli kuota internet yang lebih besar agar mampu mengikuti pembelajaran daring tanpa 'lemot'." and "Bukalah file dibawah ini untuk tugas anda dan buatlah dibuku latihan anda sendiri seperti contoh diatas Buatlah beberapa paragraf menurut pendapat anda sendiri. Setelah itu foto dan kirim tugas yang telah anda buat." Below the instructions is a "Lampiran" (Attachment) section with a "File Drive" icon.

At the bottom, there is a "Komentar kelas" (Class Comment) section. A comment from "Kaslim Nash Al Kampary" dated "18 Agt" reads: "ASSALAMU ALIKUM STUDENTS,,, HARINI INI BAPAK TIDAK MEMBERIKAN TUGASBARU, BAPAK HANYA MEMINTA KAMU MENYELASAIKAN TUGAS SELASA YANG LALU(EXPRESSING OPINION) KARENA TUGAS INI TERMASUK ULANGAN HARIAN BAHASA INGGRIS". Below the comment are two "Tambahkan komentar kelas" (Add class comment) buttons with play icons.

Before starting the teaching and learning process the teacher said Assalamualaikum and the teacher instruction students to start learning. The teacher checks student attendance in the Google Classroom application. Before continue the material, the teacher asked several students who did not do the assignment after the deadline was over.

In whilst teaching, the teacher send the video about expressions. And the students open the video that is given to stimulate the students' thinking. After watch the video, the teacher instruction students to write concluded the material in the video so

that students understand the material. And then the teacher gives material to students about expressions.



For finished the meeting, the teacher instruction the students to watch the video again, the material about expressions and students can write their conclusions. The teacher gives assignments, students must make examples of suggest and offers in the form of a dialogue. Students submit assignments through the Google Classroom application.

First in the opening, before starting lessons in the Google Classroom, the teacher first gives greetings before giving material to students and the teacher checks the attendance list of students

who are given 5 minutes. Second in the whilst teaching, the teacher provides material via video to post students' thoughts about the material. After that the teacher gives assignments to the students. Third in the closing, the teacher gives assignments, students must make examples of suggest and offers in the form of a dialogue. Students submit assignments through the Google Classroom application.

So, it can be concluded that in the teaching and learning process the English teacher at SMAN 2 Kuok. Three used steps in the learning process using the Google Classroom application. The three steps used are opening, whilst teaching and closing.

2. The Description of Data

This research was conducted in SMAN 2 Kuok. The total of students are 34 in class XI IIS and class XI MIPA. They are consist 18 male and 16 female. The main concern of this research was focused on Analysis how students use Google Classroom application in writing skill of expressing opinion at eleventh grade of SMAN 2 Kuok.

In order to get the data of this research, the researcher used the test and questionnaire. The test was apply to measure the students writing skill of expressing opinion text at eleventh grade of SMAN 2 Kuok. The researcher gave the test to the students

regrade to the indicators of writing skill of expressing opinion text. Writing skill of expressing opinion text was divided into five indicators. They are content, organization, vocabulary, grammar, and mechanisms.

The questionnaire was used to get specific information from the use of the Google Classroom application in learning to reveal students responses related to students' writing skills in expressing opinion texts in class XI SMAN 2 Kuok.

Table 4.1
Interpretation of the Students' Score in Writing Test

No	Range Score	Category	Frequency	Percentage
1	80-100	Excellent	-	
2	70-79	Good	-	
3	60-69	Fairly Good	8	24%
4	50-59	Weak	13	38%
5	0-49	Poor	13	38%
		Total	34	100%

From the table above, the writer could categorized the students' writing skill in five levels: excellent level, good level, fairly good level, weak level and poor level. We can see that there 8 or 24% students in fairly good level, 13 or 38% students in weak level, and 13 or 38% students in poor level.

The only 8 or 24% students get 60-69 score in fairly good level. They weak to change of opinion or ideas, loosely organized

but main ideas clear, they adequate to choice of words but some misuse of words, idioms, and word forms, there have some errors in grammar, and they fair number of using spelling and punctuation in writing.

Meanwhile, there were 13 or 38% students who had weak level in writing skill. The students got 50-59 score in writing test. They could change of opinion or ideas but weak, they lack in logical sequencing, they confuse in using words, idioms, and word forms, they have many errors in grammar, and they frequent errors in spelling and punctuation.

Moreover, 13 or 38% students got poor level. They got score less than 49. They could not change of opinion or ideas, they have no organization or incoherent, they writing dominated by errors in grammar, and they have no control over spelling and punctuation.

From the data above, the writer make concluded that the students individual score in expressing of opinion text is categorized in weak level. Because the only 8 students who passed Minimum Mastery Criterion (KKM) in test. They got fairly good level score was above 64. While the average in this class only got score above 51. It means that he value of writing in the class of XI IIS and class XI MIPA is low or categorized in weak level.

Table 4.2
The Recapitulation of Mean Score of Total Frequency Rang
Ability in Test

NO	Indicator of Writing skill of Expressing Opinion Text	Frequency	Percentage
1	Content	115	57%
2	Organization	93	46%
3	Vocabulary	105	52%
4	Grammar	80	40%
5	Mechanisms	88	44%
	Total	481	47%

Based on table above, the mean score result frequency range ability in test is 47%. In this case, the mean score of test is located at category 0 – 49. It means the categorized of the students' writing skill in expressing opinion of the test is poor level. The students did not understand and in applying link the of writing skill such as: content, organization, vocabulary, grammar, and mechanisms.

Table 4.3

The Percentage of the Students Score in Presentation of Expressing Opinion Text.

No	Range Score	Category	Frequency	Percentage
1	80-100	Excellent	-	
2	70-79	Good	-	
3	60-69	Fairly Good	8	24%
4	50-59	Weak	13	38%
5	0-49	Poor	13	38%
		Total	34	100%

Based on the table above, it could be seen that there are 8 students or 24% in fairly good level. 13 or 38% students obtained weak level, and 13 or 38% students were in poor level. It can be concluded that the students individual score in expressing opinion text in test is categorized in weak level.

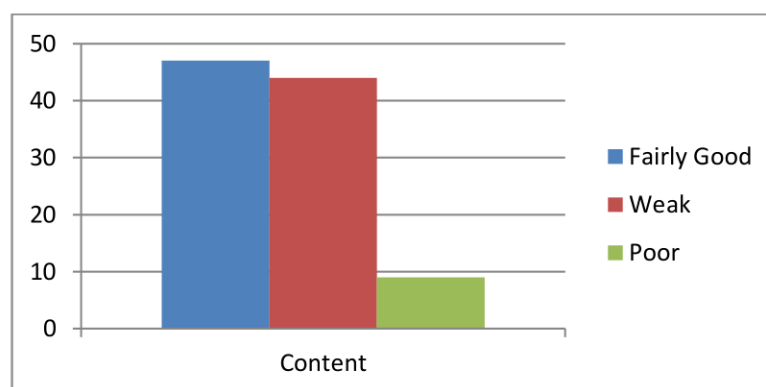


Figure 4.1

The Percentage of the Students' Writing Skill of Expressing Opinion Text of Content

Based on the figure 4.1 above, the only 16 or 47% of students getting a good level, the students get good level because students main idea state fairly and accurately, change of opinion relatively clear. 15 or 44% students obtained fairly good level, the students main idea some unclear or inaccurate, change of opinion statement some weak. 3 or 9% students obtained get a weak level, students main idea is not clear or accurate, the students change of opinion statement is weak. In calculating of the data, the mean score of the students' writing skill of expressing of opinion text writing skill of content is 57. It mean the students' writing skill of expressing opinion text of is weak level.

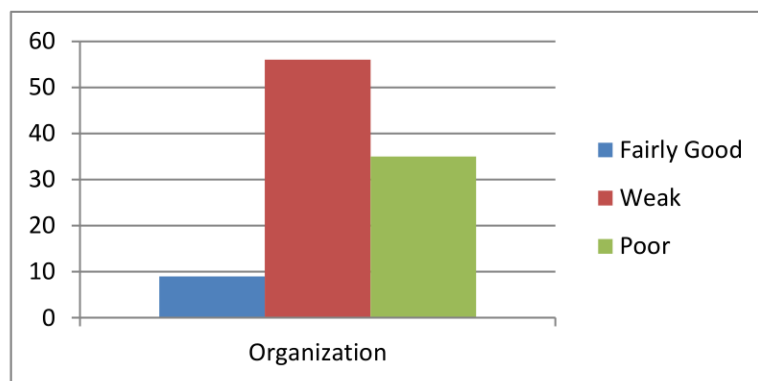


Figure 4.2

The Percentage of the Students' Writing Skill of Expressing Opinion Text of Organization

Based on the figure 4.2 above, the only 3 or 9% students get good level, the students get good level, fairly well organized and generally coherent. 19 or 56% students obtained fairly good level, the students get fairly good level because loosely organized

but main idea clear, logical but incomplete sequences. 12 or 35% students obtained get a weak level, the students ideas disconnected, lack logical sequencing. In calculating of the data, the mean score of the students' writing skill expressing of opinion text writing skill of organization is 46. It mean the students' writing skill of expressing opinion text of organization is poor level.

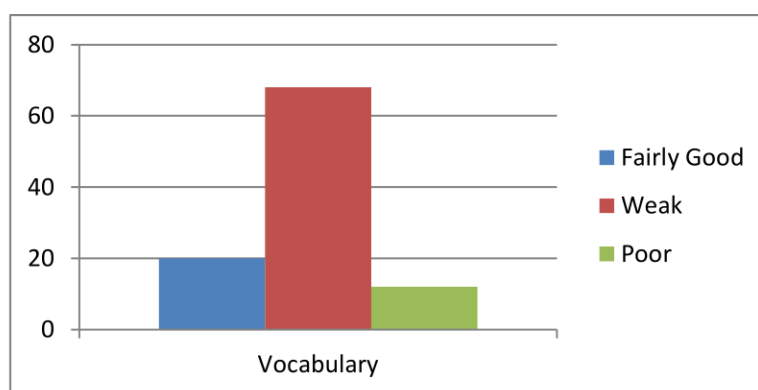


Figure 4.3

The Percentage of the Students' Writing Skill of Expressing Opinion Text of Vocabulary

Based on the figure 4.3 above, the only 7 or 20% students get good level, the students get good level, effective choice of words and use of idioms and word forms. 23 or 68% students obtained fairly good level, the students adequate choice of words but some misuse of words, idioms, and word forms. 4 or 12% students obtained get a weak level, limited range students, confused use of word, idioms, word form. In calculating of the data, the mean score of the students' writing skill expressing of

opinion text writing skill of vocabulary is 52. It mean the students' writing skill of expressing opinion text of vocabulary is weak level.

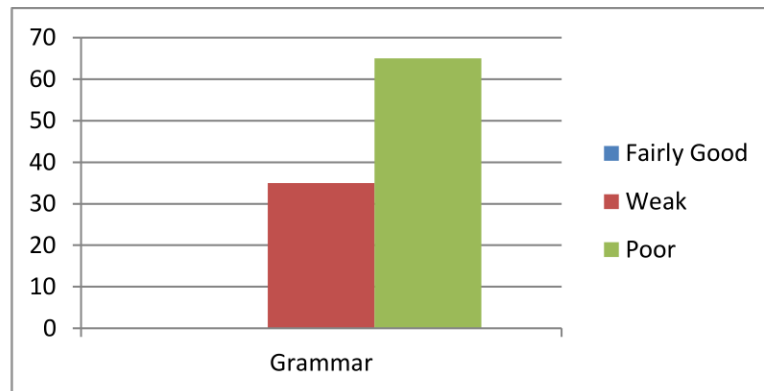


Figure 4.4

The Percentage of the Students' Writing Skill of Expressing Opinion Text of Grammar

Based on the figure 4.4 above, the only 12 or 35% students get a fairly good level, the students get a fairly good level because students of some errors, fair control of structure. 22 or 65% students obtained get a weak level, the students many errors, poor control of structurer. In calculating of the data, the mean score of the students' writing skill expressing of opinion text writing skill of grammar is 40. It mean the students' writing skill of expressing opinion text of grammar is poor level.

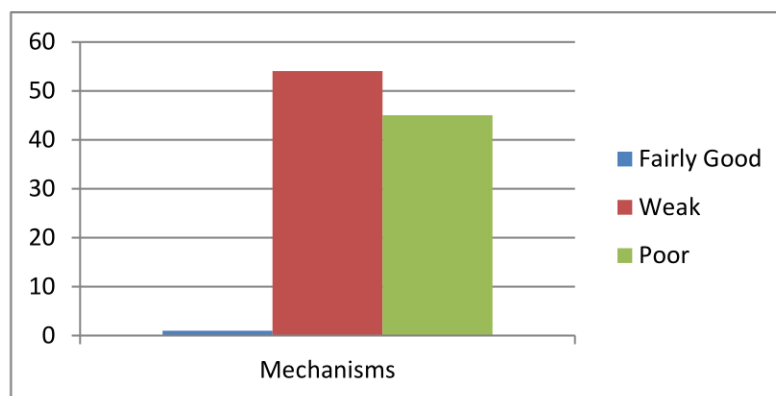


Figure 4.5

The Percentage of the Students' Writing Skill of Expressing Opinion Text of Mechanisms

Based on the figure 4.5 above, the only 1 or 1% students get a good level, the students get a good level because few errors in spelling and punctuation. 18 or 54% of students obtained get a fairly good level, the students get a fairly good level because fair number of spelling and punctuation errors. 15 or 45% students obtained get a weak level, the students frequent errors in spelling and punctuation. In calculating of the data, the mean score of students' writing skill expressing of opinion text writing skill of mechanisms is 44. It mean the students' writing skill of expressing opinion text of mechanisms is poor level.

Based on the 5 indicators of writing skills above, the writer identify the problem as follow:

1. In indicator content, the mean score of the students writing skill of expressing opinion text is 57. It mean the students

writing skill of expressing opinion text of is weak level. Because, the students have difficulty finding main ideas is not clear or accurate, and the students cannot change their opinion statements.

2. In indicator organization, the mean score of the students writing skill of expressing opinion text is 46. It mean the students writing skill of expressing opinion text of is poor level. Because, the students cannot finding organization and incoherent.
3. In indicator vocabulary, the mean score of the students writing skill of expressing opinion text is 52. It mean the students writing skill of expressing opinion text of is weak level. Because, the students have difficulty finding limited range, confused use of word, idioms, and word form.
4. In indicator grammar, the mean score of the students writing skill of expressing opinion text is 40. It mean the students writing skill of expressing opinion text of is poor level. Because, the students dominated by errors, and no control of structure.
5. In indicator mechanisms, the mean score of the students writing skill of expressing opinion text is 44. It mean the students writing skill of expressing opinion text of is poor

level. Because, the students no control over spelling and punctuation.

There are some causes that make students' difficult in writing skills. Student difficulties in the learning process to conditions caused by COVID 19. Students cannot find a topic to write about. Students lack grammar and lack vocabulary de. Students have difficulty getting a good internet connection, because of the data package they are use.

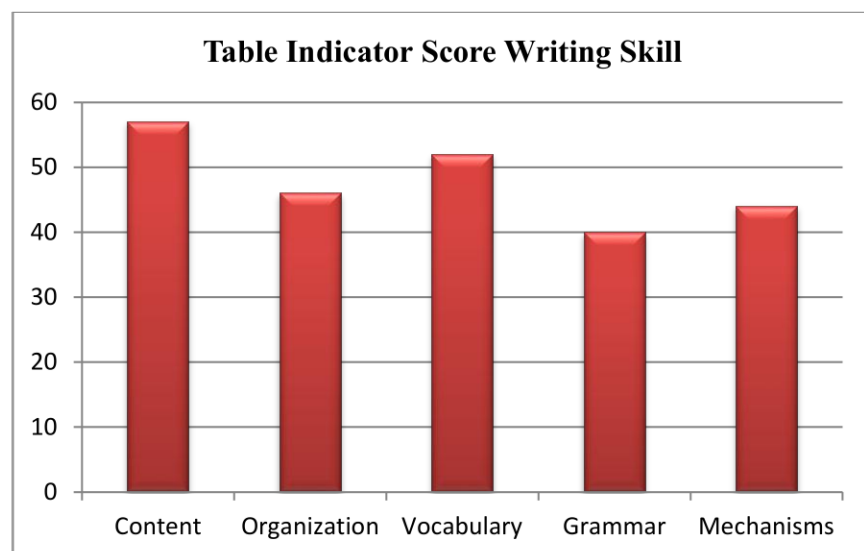


Figure 4.6 The Indicator Score Writing Skill

Based on the figure 4.6 above, the higher indicator is content. Which are the students got total score 57 in the indicator. The lowest indicator is grammar. Which are the students got total score is 40. There were organization, vocabulary and mechanisms. Meanwhile, organization, vocabulary and mechanisms the students

got total score each indicator is 46, 52 and 44. It can be concluded that, the easy indicator is content. It's mean the students master content better. But, the student lowest indicator is grammar. It's mean the students not master in this indicator.

So it can be concluded that, from this research. The students' writing skills in expressing opinion text is weak level. The results showed that the average score of the test was 51. It is concluded that the students' writing skill in learning English using the Google Classroom application in expressing the test opinion text was at a weak level.

3. The Result of Questionnaire

The result of the questionnaire was analyzed to get specific information dealing with students' problem writing skill in expressing opinion text at XI grade of IIS and MIPA of SMAN 2 Kuok. To make them clear the researcher analyzed each categorize of the questionnaire as follow :

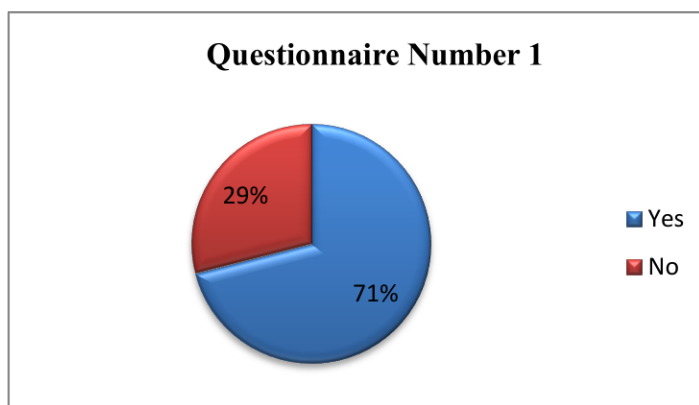


Figure 4.6

The Students benefit from using the Google Classroom application in writing skills

Based on the picture above, 71 or 71% of students benefit in writing skill using Google Classroom application. The Google Classroom application makes it easier for them in the learning process. Meanwhile, 29 or 29% do not benefit from using the Google Classroom application, because they do not understand how to use the Google Classroom application. It can be concluded that 71 or 71% of students feel the benefits of using the Google Classroom application. And then 29 or 29% of students do not feel the advantage to use the Google Classroom application.

It can be seen that there are benefits felt by students when learning to use the Google Classroom application, because more students choose the option yes 71% and the option no 29%. This can be proved that students feel the benefits in using Google Classroom.

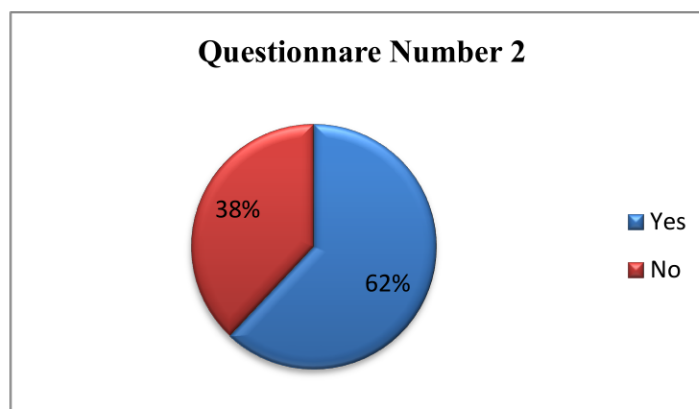


Figure 4.7

Google Classroom application display in writing skills

Based on the picture above, 21 or 62% of students were understand in using Google Classroom application display. Meanwhile 13 or 38% students did not understand using the Google Classroom application display. They said they understand using of the Google Classroom application display. It can be concluded that 21 or 62% of students understand and are clear in using the Google Classroom application display and 13 or 38% of students do not understand the use of the Google Classroom application display when sending assignments to teachers.

It can be seen that students understand and easily to use Google Classroom display, because more students choose the yes option 62% and the option no 38%. This can proved that students clearly and understand how to use Google Classroom when studied.

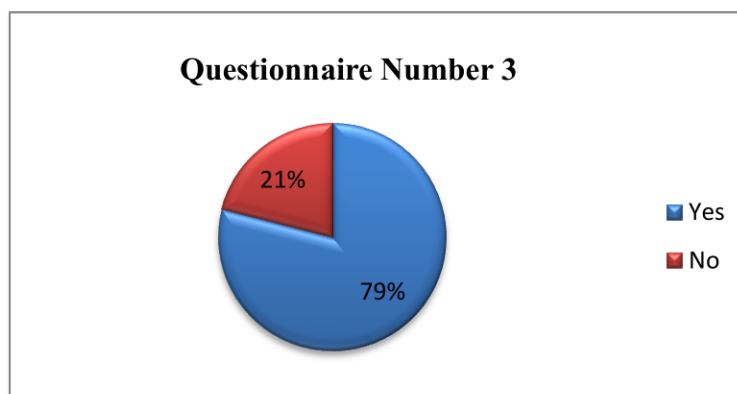


Figure 4.8

The Students can get announcements, materials, and assignments in Google Classroom

Based on the picture above, 79 or 79% the students can get announcements, materials, and assignments from the teacher well. They said that the teacher explained easy about the material to expressing opinion. Meanwhile, 21 or 21% of students did not understand the material or assignments given by the teacher. It can be concluded that 79 or 79% of students have been able to get job announcements and materials that have been sent by the teacher to Google Classroom. And then 21 or 21% of students do not understand to get assignments and materials from the teacher.

It can be seen that students can get announcements and materials provided by the teacher in the Google Classroom, because more students choose the yes option 79% and the option no 21%. This proves that students can get the information in the Google Classroom application.

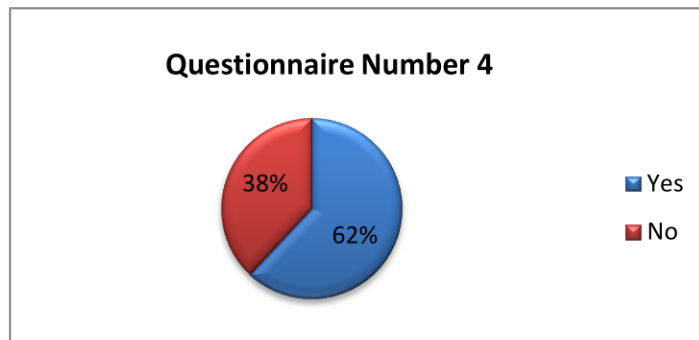


Figure 4.9

Google Classroom application features in writing skills

Based on the picture above, 21 or 62% of students can use the Google Classroom application features easily. In addition, 13 or 38% of students cannot use the features of the Google Classroom application. It can be concluded that 21 or 62% of students already understand and are clear about using the Google Classroom application features and 13 or 38% of students do not understand the use of the Google Classroom application features when sending assignments to teachers.

It can be seen that students understand to use Google Classroom features, because more students choose the yes option 62% and the option no 38%. This can proved that students clearly and understand how to use Google Classroom when studied.

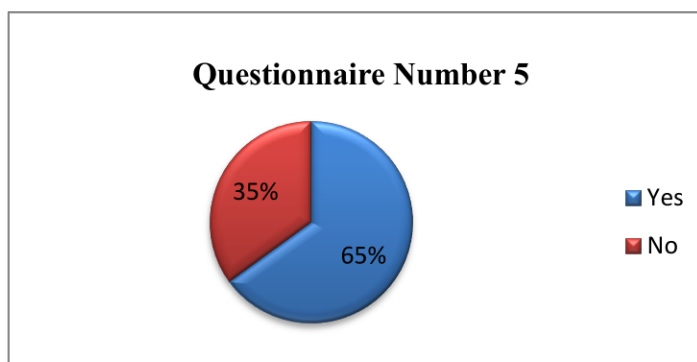


Figure 4.10

Google Classroom completes assignments on time

Based on the picture above, 22 or 65% of students can complete the assignment given by the teacher at the time specified in the Expressing Opinion text material. Students can collect assignments quickly. Meanwhile, 12 or 35% of students cannot complete the assignment given by the teacher on time. It can be concluded that, 22 or 65% of students can use Google Classroom to complete the assignments given by the teacher on time. And then 12 or 35% of students do not understand how to properly complete the assignments that have been given by the teacher in the Google Classroom application.

It can be seen that students can complete assignments given by the teacher on time in Google Classroom, because more students choose the yes option 65% and the no option 35%. This proves that students can complete assignments on time in the Google Classroom application.

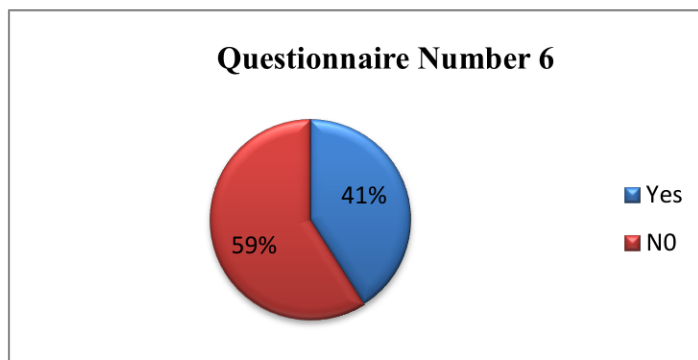


Figure 4.11

Changes in students when learning writing skills using the Google Classroom application

Based on the picture above, 14 or 41% of students experience changes when learning using the Google Classroom application, because it can make it easier for them to learn and can complete assignments given by the teacher well in the expressing opinion. Meanwhile, 20 or 59% of students do not feel the change using the Google Classroom application, because they are more focused on learning at school. It can be concluded that, 14 or 41% of students felt there was a change when learning using the Google Classroom application. then 20 or 59% of students cannot feel the changes when learning using the Google Classroom application.

It can be seen that students have not been able to feel any changes when learning using the Google Classroom application, because more students choose the no option 59% and the yes option 41%. This proves that students have not felt the change in using the Google Classroom application while studied.

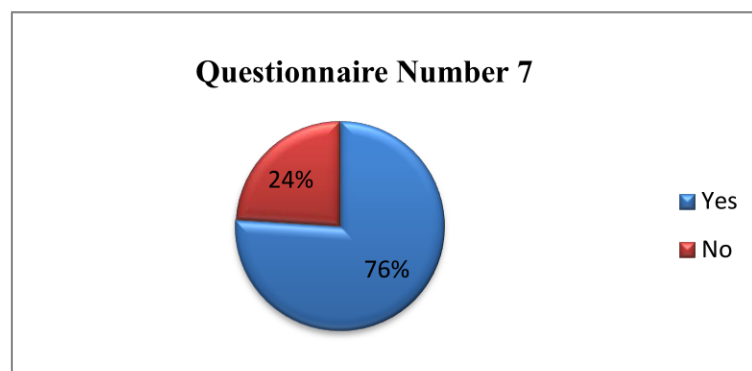


Figure 4.12

The Students can use the Google Classroom application

Based on the picture above, 26 or 76% of students can use the Google Classroom application, because of its easy-to-understand appearance. Meanwhile, 8 or 24% of students cannot use the Google Classroom application, because they are still confused about how to use it. It can be concluded that 26 or 76% of students can and understand using the Google Classroom application. And then 8 or 24% of students cannot and understand using the Google Classroom application.

It can be seen that students can use the Google Classroom application well, because more students choose the yes option 76% and the no option 24%. This proves that students understand how to use the Google Classroom application.

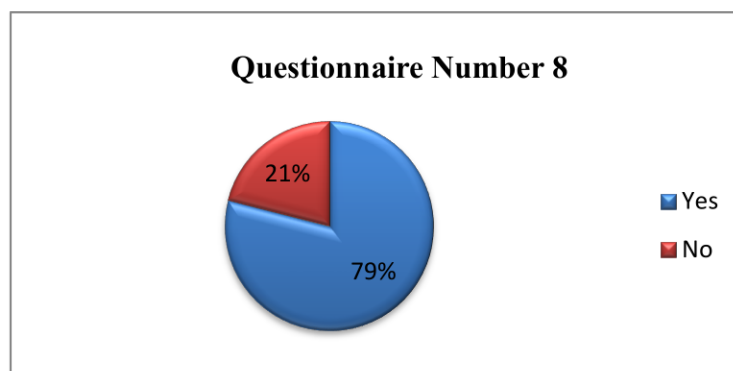


Figure 4.13

Obstacles using in Google Classroom application

Based on the picture above, 27 or 79% of students experience obstacles in using the Google Classroom application, because the difficulties in accessing the internet network. Meanwhile, 7 or 21% have no difficulty using the Google Classroom application, because their network is good. It can be concluded that 27 or 79% of students have difficulty using the Google Classroom application because they experience problems accessing the internet network for learning. Then 7 or 21% of students have no difficulty accessing the internet network when using the Google Classroom application while studying.

It can be seen that students experience obstacles in accessing the internet network when using the Google Classroom application, because more students choose the yes option 79% and the no option 21%. This proves that students experience obstacles in the internet network because of the data packages they use when studied using the Google Classroom application.

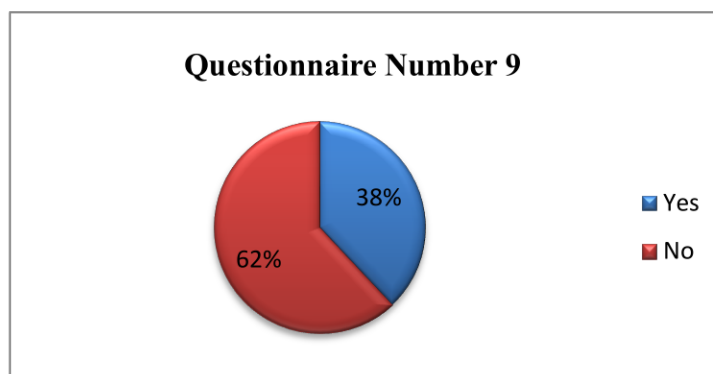


Figure 4.14

Understand the lessons using the Google Classroom application

Based on the picture above, 13 or 38% of students can understand the material provided by the teacher using the Google Classroom application. Meanwhile, 21 or 62% of students cannot understand the material provided by the teacher using the Google Classroom application, because they do not focus on learning at home. It can be concluded that, 13 or 38% of students can understand the lessons given by the teacher in the Google Classroom application. then 21 or 62% of students could not understand the lessons given by the teacher.

It can be seen that students have not been able to understand the lessons given by the teacher through the Google Classroom application, because more students choose option no 62% and the yes option 38%. This proves that students do not understand the lessons given by the teacher.

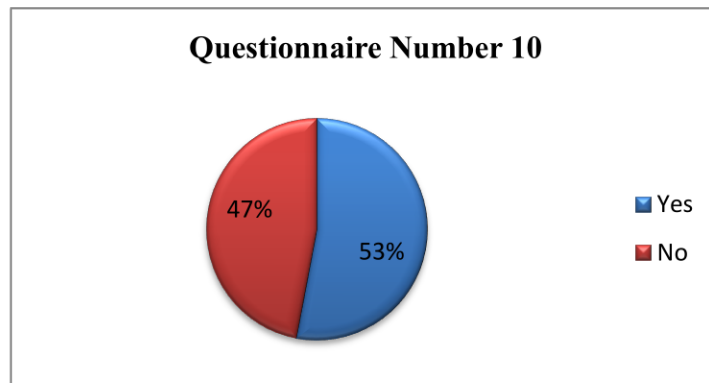


Figure 4.15

Student Opinions Like using the Google Classroom application

Based on the picture above, 18 or 53% of students enjoy learning using the Google Classroom application, because it makes it easier for them to get material and send assignments to the teacher. Meanwhile, 16 or 47% of students do not like learning using the Google Classroom application, because they do not understand the material provided by the teacher. It can be concluded that, 18 or 53% of students like to learn using the Google Classroom application because it makes it easier for them to learn remotely with the teacher. Then 16 or 47% of students do not like learning to use the Google Classroom application because they do not understand its use in the distance learning process with the teacher.

It can be seen that students like using the Google Classroom application when studied, because more students choose the yes option 53% and the no option 47%. This proves that students really

like to learn using Google applications do not understand the lessons given by the teacher.

Based on this data, it is clear that there are problems in the English class using Google Classroom from the 10 questions below:

1) First question, 10 or 29% of students do not benefit from using Google Classroom, because they do not understand how to properly use Google Classroom.

2) Second question, 13 or 38% the students did not understand using the Google Classroom application display when sending assignments to teacher.

3) Third Question, 7 or 21% students did not understand the material or assignments given by the teacher.

4) Fourth question, 13 or 38% students do not understand the use of the Google Classroom application features when sending assignments to teacher.

5) Fifth question, 12 or 35% students do not understand how to properly complete the assignments that have been give by the teacher in the Google Classroom application.

6) Sixth question, 20 or 59% students do not feel the change using the Google Classroom application, because they are more focused on learning at school.

7) Seventh question, 8 or 24% students cannot use the Google Classroom application, because they are still confused about how to use it.

8) Eighth question, 27 or 79% student have difficulty using the Google Classroom application, because they experience problems accessing the internet network for learning.

9) Ninth question, 21 or 62% students cannot understand the material provided by the teacher using the Google Classroom application, because they do not focus on learning at home.

10) Tenth question, 16 or 47% student do not like learning using the Google Classroom application, because they do not understand the material provided by the teacher.

The result questionnaire 8 or 24% the students learning expressing opinion text well using the Google Classroom application. Meanwhile, 13 or 38% could not understand of writing expressing opinion text. It is support the result of the students writing skill using the Google Classroom application in expressing opinion text is weak level.

From the questions above that have been given to all students, the authors concluded that, the problem in online English class using the Google Classroom application at SMAN 2 Kuok. There were several problems found. The first problem is some students do not get the benefit of learning using the Google Classroom application, because students cannot understand the subject matter provided by the teacher. students said that understand better learning at school than learning using the Google Classroom application, because the teacher explain in more detail the material presented to students. Meanwhile, using the Google Classroom application the teacher only share the file of the material and examples such as video for the students.

The second problem is the students experience in learning English by using Google Classroom application. Students have difficulty in getting a good network, because students used various internet cards which internet network did not work well. When students want to send assignments to the teacher because of the data packages they use and students cannot complete the assignments at the moment set by the teacher. Students also find it difficult to buy internet packages. The third is that students cannot feel the change in learning using the Google Classroom application, because students cannot understand the material provided by the teacher.

So it can be concluded that students get difficulties and do not understand the lessons in using the Google Classroom application provided by the teacher, because students have to studied independently at home. And students also have difficulty in getting a good internet connection because of the data packages they use.

B. Discussion

The aim of this study is to know students' writing skill by using Google Classroom and to find out of the problem in online class by using Google Classroom at SMAN 2 Kuok. Based on the data, using Google Classroom in teaching writing skill showed that the student were interested, but did not understand the material. It was supported by the frequency and rate percentage of the result of the students' score in writing skill by using Google Classroom.

Based on the analysis, mean score of the student writing skill is 51. In this case, mean score of test is in 50-59 category. It means the categorize of the students' writing skill in expressing opinion of the test is in weak level. The students did not understand in applying writing skill. They have low ability in arranging the content, organization, vocabulary, grammar, and mechanisms. It can be concluded that the students' writing skill in learning English by Using Google Classroom in expressing opinion text is weak.

It is line with (Nurhidayah, 2017) on her research, the students still have problems in writing well. The student scores in writing is still low. Only a few students got good grades. The problem are; the student rare opportunity of using English because in this case, English not as a main daily communication. The students do not have enough practice in writing. So, students can make mistakes, such as: arranging the content of the text, use appropriate words, and arrange sentences.

There are some problems on the students' learning in online class by using Google Classroom. The problems are: the students do not understand in learning English by using Google Classroom because the teacher only share the file of the material and examples such as video for the students. Furthemore, the student have difficulty in getting a good internet connection because they used various internet cards which did not work well. Therefore, the students cannot complete the assignments at the moment set by the teacher. It is line with (Annita Muslimah, 2018), Technology is being developed to simplify the learning process. One of them online learning is Google Classroom.

Based on some explanation above, the researcher concluded that learning writing skill is difficult for the student in SMAN 2 Kuok, they need study hard for writing skill. The students need

motivated from the teacher, and the teacher also need to be creative in teaching learning process.

Teaching writing skill by using Google Classroom as a media in online class make the students easy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used Google Classroom as a media online that the students always used to learning during the condition of virus or corona. So, it is new for the students in learning process that never been used by the teachers at SMAN 2 Kuok. Although, it does not give good benefit for the students yet.

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This chapter deals with concluded about the results. Researchers focused on students' writing skills in expressing opinion texts using the Google Classroom application and what are the problems in learning online classes using the Google Classroom application in the eleventh grade of SMAN 2 Kuok, as follow:

1. The students writing skill in expressing opinion text is low. The Result show the mean score of test is 51. It is classified that the students writing skill in learning by using the Google Classroom application is in weak level.
2. Based on the finding, there are some problems on the students' learning in online class by using Google Classroom. The problems are. first, the students do not understand in learning English by using Google Classroom because the teacher only share the file of the material and examples such as video for the students. second, the student have difficulty getting a good internet connection because they used various internet cards which does not work well therefore, the students cannot complete the assignments at the moment set by the teacher.

B. The Suggestion

1. Suggestion for the Students

The students should have write more about English, it will make the students easy when do exercise from teacher. And the students should study hard in learning English, especially for writing skill. And the last the students should ask their teacher how to used appropriate word based on the context.

2. Suggestion for the Teacher

The teacher should find out why the students low in writing expressing opinion text, then teacher must find the solution for students. The teacher should fine out the best and effective technique in order to make teaching and learning process enjoyable, interesting, and fun. So, they will have good writing. And the teacher should give more motivation for the students to be professional in English.

3. Other Researcher

There are still many aspect which can be analyzed about English, especially in writing skill. Finally, other researchers can analyzed other aspects in writing skill and the result of this study can be used as clearly information to conduct other researcher.

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