

STUDENTS' WRITING COMPETENCE TOWARDS THE USE OF GOOGLE CLASSROOM IN LEARNING EXPOSITORY WRITING

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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan kompetensi menulis siswa tingkat perguruan tinggi terhadap penggunaan *Google classroom* dalam pembelajaran menulis akademik bahasa Inggris untuk penutur asing yaitu kelas *expository writing*. Partisipan dalam penelitian ini berjumlah lima belas orang yang terdiri dari mahasiswa sarjana dari salah satu universitas di Surabaya, Indonesia. Untuk mendeskripsikan kompetensi menulis mereka, rubrik penilaian menulis akademik digunakan untuk menganalisis tugas tertulis mereka. Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki kompetensi menulis yang sangat baik terhadap penggunaan *Google classroom* sebagai media pemfasilitas pembelajaran menulis akademis. Namun, meskipun mayoritas siswa mendapat nilai yang sangat bagus, beberapa siswa kesulitan terutama pada aspek pengembangan ide logis dan juga model dan kualitas ekspresi yang digunakan dalam tugas tertulis mereka.

Kata Kunci: Ruang kelas Google, menulis ekspositori, kompetensi menulis

Abstract

The purpose of this study was to describe students' writing competence of tertiary level students towards the use of Google classroom in learning EFL academic writing course, namely analytical and expository writing class. There were fifteen participants in this study consisted of undergraduate students of certain university in Surabaya, Indonesia. In order to describe their writing competence, an academic writing assessment rubric was used to analyze their written assignments. The results showed that the majority of students had excellent writing competences on the use of Google classroom as a medium for learning academic writing. However, although the majority of students got very good scores, some students had difficulties especially in the aspects of developing logical ideas as well as models and quality of expression used in their written assignments.

Keywords: Google classroom, expository writing, writing competence

INTRODUCTION

The way learning writing activity is conducted in higher education nowadays varies. One of the methods is by giving the lesson through online learning; by facilitating the course using Google classroom. When Google classroom is implemented, students are consequently expecting for better learning output. For example, the implementation of Google classroom in EFL academic writing course would influence their learning, since this learning platform helped them in term of its ease of use, usefulness, and accessibility; as a result their academic writing competence was improved (Albashtawi & AL Bataineh, 2020). In addition, Albashtawi et al also stated that Google classroom offered useful online learning platform features, and flexible learning session. In other words, students' EFL academic writing competence is improved through learning benefits from using Google classroom.

First of all, students are the first main subject who felt the benefit of Google classroom; they make use of Google classroom useful features. In fact, this learning platform made students are able to submit their work through one platform. According to (Ifathkar, 2016), he said that Google classroom enabled the assigned works to be accessed in single point, and further organizes all of it. In addition, students could collaborate with their peers; indeed, they receive feedback from their peers so they were able to make better works. As (Khalil, 2018) stated, that a collaborative learning environment could be created through the implementation of Google classroom, so that students would have advantage to share ideas with their peers. Besides, students could see changes that were made during students' simultaneous work session, and any changes that were made during this session could be saved and color coded within the document.

Another benefit is also received by the teachers who implemented Google classroom in their class. For instance, teachers are able to distribute learning materials

through one platform; as a result they could create a room to distribute assignments, feedbacks, learning materials and announcements for students. According to (Khalil, 2018), he asserted that since Google classroom is easy to set up, teachers were able to distribute course related materials within virtual classrooms they made. Moreover, Khalil further added that in term of feedback distribution, students' submission contents could be highlighted for immediate constructive feedback and performance evaluation.

In addition to the useful features of Google classroom, this online learning platform made learning activities more flexible. During the learning activity, students could plan the time allocation with their own daily schedule, in case their teacher decided for an asynchronous learning. According to (Bueno, 2020), he said that asynchronous learning made online learning time could be accommodated by students, so that learning did not need to occur in the same place and time. Additionally, the materials were provided through digital materials; thus the materials were given in form of document sharing and video streaming in one online learning platform. Bueno also mentioned that with the learning session that were given virtually; most students were able to balance their family, work, and school so that it fitted their schedule. In addition, 21st century skill namely technology literacy was also indirectly obtained by the students; which happened through the involvement of ICT (Information Communication and Technology) in education, since most of learning activity nowadays relied on online learning platform (Heggart & Yoo, 2018; Staufer, 2020). Moreover, Staufer also added that technology literacy made the students better equipped to start the career path they have chosen, especially in this modern era.

Moreover, Google classroom enabled an EFL academic writing learning to be completely paperless. For instance, students would mostly deal with mechanical typing instead of hand writing, and written assignment would also be done in form of shareable digital document. According to (Khalil, 2018), he said that Google classroom made the documents could be converted, in order to match with word processing software version owned by teachers and students. In addition, (Korman, 2020; Nicholson, 2020) also stated that writing assisting tools were available within Google classroom namely Google docs and writing sheets. In other words, Google classroom was capable to facilitate learning writing activity.

Following the capability of Google classroom to facilitate virtual writing, Google classroom might benefit the learning activity of EFL academic writing. In the case of tertiary level writing, students were taught to write

various essays to communicate their views of certain issue in written form. According to (Nunan, 2015), he said that students need to express their ideas or feelings, in order to impress their readers so they would react towards it in some way. Similarly, one of several academic writing courses which emphasize certain stand points is called as expository writing. Indeed, when writing an expository writing, students were obliged to include quotation and citation to make its content credible; (Oshima & Hogue, 2006) mentioned similar idea that an academic writing genre must be supported with facts, statistics, quotations, and similar relatable information; in order avoiding plagiarizing. In addition, academic writing such as expository writing genre follow specific writing processes. According to (Harmer, 2007; Kirsznner & Mandell, 2015; Urquhart & McIver, 2005) there were four phase of writing process as follows :

1. Planning
This phase served the purpose of emphasizing any students' known knowledge so they could better prepared for drafting phase. Also, students could discover their writing topic by doing activities such as discussion, brain storming, and working on topic that aligned with students' interest. Thus, they would be more prepared to work on their topic; especially when they had full grasp of their topic of interest.
2. Drafting
Drafting phase filled with students' effort to get their ideas expressed on paper. Students did not need to mind with structures such as grammar; as it can be fixed at later time. Since the main goal of drafting is not about perfection, but to get their ideas down on the paper.
3. Revising
Revising is a phase where students reconsider and reshape the contents of their writing. During this phase, teacher assistance was required to confirm students intended message, needs for omission, and writing organization check. Accordingly, students need to imagine themselves in their readers' perspective to anticipate for text confusion or grammar arrangements mistake.
4. Editing
The focus of editing phase is concentrated on fixing errors such as punctuation, grammar, sentence style, and word choice. For these reasons, students would be aware of their own writing prior to officially publishing it; as well as accurately conveying their intended message.

According to those statements, students were expected to be able to create their own writing, and maintain the communication with readers through clarity of essay.

Following the phase of academic writing, there were also several aspects of academic writing genre that must be assessed. There were five assessment for academic writing that was compiled by (Brown, 2004). First of all, the first aspect is about organization of the text, where parts of the writing such as introduction, body, and conclusion in students' written work were evaluated. In addition, the evaluation focused on the students' capabilities to arrange appropriate title, introductory paragraph, topic flow, and supporting proof.

For the second aspect, the way students arrange logical development of their text would be evaluated. Furthermore, the correlation of the topic in each paragraph would be evaluated. The correlation here refers to the accuracy between each topics and subtopics presented by the students, as it would construct the whole writing into logically relatable ideas. However, to preserve that logical development of ideas, any non-relatable topic ought to be exempted.

For the third aspect, students' grammar mastery would be evaluated. Within their work, grammar affected communications engaged by the students within their writing. In addition, structures such as use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequence would be evaluated.

In the fourth aspect, mechanics of the essay would be evaluated in term of punctuation, spelling, and mechanics of the text. For these reasons, the mechanical correctness of students' work would be evaluated. The mechanical correctness refers to the appropriateness of spelling, capitalization, punctuation, and the organization of the paragraph.

The fifth aspect evaluated style and quality of expression that were used in the students' essay. This writing aspect dwelled on how students express their thought in their writing, thus appropriate use of vocabularies, words repetition, information comprehension, and tone of the essay would be evaluated; in other words students' capability to create variety of expression and maintain communication with readers is the main points in this aspect.

However, despite the shifted learning method practiced nowadays, Google classroom and its features were rarely paired in writing courses. According to (Yunus, Nordin, Salehi, Embi, & Salehi, 2013), they mentioned in their study that the use of technology mediated writing course was considered not very engaging. Nevertheless, these are several previous studies which explored the domain of Google classroom to facilitate writing courses.

In the first previous research, a study was conducted by (Albashtawi & AL Bataineh, 2020) that investigated the impact of Google classroom on Syrian EFL university students in Jordan. They investigated the effect of Google classroom on both reading and writing performance of EFL students, as well as their attitude towards the use of Google classroom. According to the result of their study, students' reading and writing performance were improved through the use of Google classroom. Furthermore, those students perceive Google classroom positively as the result of Google classroom benefits; namely usefulness, ease of use, and accessibility.

The second study was conducted by (Zafrin, 2018) about peer-assessment in Google classroom of ESL learners of private university in Bangladesh. They investigated students' writing skill improvement through Google classroom per-assessment, and find out their motivation during free-writing phase for its accuracy awareness and reflection from outside the class. Their result showed that peer-assessment through Google classroom enhanced their writing, since receiving feedback from outsiders' audience made them motivated.

Another study was conducted by (Suwantarathip & Wichadee, 2014), about collaborative writing activity using Google docs on private university students in Thailand. They investigated the impact of Google docs on their writing, including cooperation between students during work group. According to their study, students who gave comment or feedback for their peers obtained more understanding about writing process, hence they managed to perform better individual post test compared to face-to-face groups.

A similar study was also conducted by (Woodrich & Fan, 2017), about Google docs as a tool for collaborative writing in middle school. They investigated about whether anonymous collaborative writing given through Google docs was able to encourage students' participation from different background of languages. The result showed that an anonymous collaboration could not lead to successful writing output.

According to the previous researches about the use of Google classroom in writing course mentioned above, there was lack of information regarding to the Google classroom use in EFL academic writing. In addition, there were no specific studies about Google classroom to facilitate academic writing namely expository writing. Furthermore, this study measured students' writing competence towards learning activity that was given through Google classroom, instead of its effect on collaborative writing. With those reasons, the researcher wanted to fill the existing research gap. In other words, this study was similar in term of Google classroom to facilitate learning writing, while differ in term of the

facilitated writing course and aspect that was measured. Therefore, this study was conducted to know how was the student's writing competence towards the use of Google classroom in learning expository writing.

METHOD

To answer the formulated research questions, a descriptive qualitative research design was used to obtain understanding of students' writing competence towards the use of Google classroom. Accordingly, the data was obtained from written work of expository writing students after the researcher received approval from the respective course supervisor, and thus the data was collected from the course final work. In her book (Ary, Jacobs, Sorensen, & Razavieh, 2010) mentioned that in order to describe and interpret various data based on the participants, data collection techniques such as document review of students' work sheet could be used. Moreover, the obtained data would be further evaluated with research instrument in form of adapted academic writing rubric proposed by (Brown, 2004). While, the data analysis was conducted by using qualitative research data analysis; namely familiarize and organize the data, code and reduce the data, then interpret and represent the data (Ary et al., 2010). Since the goal was to know how students' writing competence towards the use of Google classroom, hence the result would be presented in descriptive way to understand their writing competence. Similarly, according to (Ary et al., 2010; Kothari, 2004), they mentioned that qualitative study were used to seek out an understanding of participants' behavior within a particular setting, describe the assessment of their attitudes, opinions, and behavior. In other words, obtained information would be generated in non-numerical data and further describe and present it in form of words.

The participants of this study were fifteen undergraduate students of English education major in certain university in Surabaya, Indonesia. Furthermore, they were currently learning one of academic writing genre namely analytical and expository writing course. In addition, Google classroom was also implemented to facilitate their learning writing activity. Thus, their final expository writing work was analyzed to understand their writing competence towards the use of Google classroom.

RESULT AND DISCUSSION

To answer the formulated research question, the researcher had evaluated the students' final expository written work, by evaluating it with writing rubric proposed by (Brown, 2004). During the evaluation of students' written work, there were five aspects that would

be evaluated to determine their writing competence. However, grammar aspect was exempted for the evaluation, since analytical and expository writing course was considered as a preparatory course prior to thesis writing. Thus, the remaining four academic writing aspects were analyzed and descriptively interpreted to understand their writing competence.

Table 01 Assessment result of students' organization of the text

| Student | Organization of the text scores | Category |
|---------|---------------------------------|-----------|
| 1 | 18 | Adequate |
| 2 | 24 | Excellent |
| 3 | 18 | Adequate |
| 4 | 18 | Adequate |
| 5 | 7 | Bad |
| 6 | 20 | Adequate |
| 7 | 17 | Adequate |
| 8 | 20 | Adequate |
| 9 | 20 | Adequate |
| 10 | 18 | Adequate |
| 11 | 24 | Excellent |
| 12 | 24 | Excellent |
| 13 | 24 | Excellent |
| 14 | 23 | Excellent |
| 15 | 24 | Excellent |

This writing aspect consisted of introduction, body of the text, and conclusion. There were six students who scored "Excellent" category. The following is the Student 2 writing result with an excellent category of organization of the text.

| |
|--|
| Title : <i>COVID-19 and students' activity</i> |
| Introduction : <i>It has been a month after the government of Indonesia makes a command to limit human activity outside their house to prevent the spread of COVID-19. Moreover, all schools in Indonesia have been locking down since three weeks ago. As an impact, students must join classes from home. COVID-19 inhibits students learning activity in Indonesia.</i> |
| Body : <i>The first, learning from home (LFH) system makes students difficult to understand lessons material.... The teacher will send the material and explain it through several media that require internet access. As a result, the explanation is received by students becomes more difficult to understand compared with the explanation</i> |

by face to face.

Second, students who want to attend the class must prepare several things before attending the class. As I wrote in the second paragraph, the material will be shared by teachers through several media that require internet access, so students must download several platforms first to join the class...

Conclusion :

COVID-19 causes many problems for human life not an exception for students. In summary, COVID-19 causes many problems for students in Indonesia.

Based on the “Excellent” category obtained by Student 2, it could be understood that she was considered capable in arranging proper title, cohesive introductory, clear flow of topic, and supported evidence (Brown, 2004). Besides, there were eight students scored “Adequate” category. They who had obtained this category were considered capable in maintaining the organization of the text, but few areas could still be developed. According to the work of Student 1, he used correlation signal of “First” to sequence his introductory paragraph, but he plainly continue the next paragraph without using correlation signal. In this case, he was supposed to maintain correlation between each presented paragraph by using correlation signal (Oshima & Hogue, 2006). Moving on to the remaining category, there was only one student that scored “Bad” category. This category was given when insufficient information was provided. For instance, the title used by the student 5 did not reflect the body of the paragraph, and would be better if the title was presented in a way the reader immediately able to guess its content. Since Student 5 wanted to present “*advantages of working at home*”, she should have used title that made the reader to think about advantages of working at home, instead of working at home in general. In addition, she need to add more back general information about the topic to hook reader’s interest, especially before she began to present body of the paragraph (Oshima & Hogue, 2006). This referred to the second line of her introduction which says “*work from home, studying at home, and worship at home...*” the writer should have provided supporting ideas, such as how was working previously conducted before the pandemic occurred. After the supporting ideas were given, the students could briefly introduce “advantages of working at home” within body of the text.

Table 02 Assessment result of students’ logical development of the text

| Student | Logical development of ideas | Category |
|---------|------------------------------|-----------|
| 1 | 16 | Adequate |
| 2 | 24 | Excellent |
| 3 | 20 | Adequate |
| 4 | 20 | Adequate |
| 5 | 15 | Fair |
| 6 | 20 | Adequate |
| 7 | 15 | Fair |
| 8 | 20 | Adequate |
| 9 | 20 | Adequate |
| 10 | 20 | Adequate |
| 11 | 24 | Excellent |
| 12 | 24 | Excellent |
| 13 | 24 | Excellent |
| 14 | 23 | Excellent |
| 15 | 24 | Excellent |

The Second writing aspect is about the logical development of the text made by the students. There were six students who scored “Excellent” category. Surprisingly, these students were the same students whom scored “Excellent” category on previous writing aspect. In this category, students are considered capable when accuracy between each topics and subtopics were successfully maintained, so that it would construct coherence and guide the reader from one idea to another (Oshima & Hogue, 2006). Student 02, for instance, she was able to maintain the logical development of ideas by presenting proper thesis statements, so that it lead readers towards emphasis, scope, content, and Student 2 view point as author; thus unrelated points outside the topic were not present (Kirsznar & Mandell, 2015). Moving to the “Adequate” category of the text, there were seven students scored this category. The following is the Student 9 writing result with an adequate category of logical development of the text.

Title :

Work from Home as a Solution to Maintain Balance And Infallibility of Working Life

Introduction :

Work from home is an innovation that was initiated by many companies since the 2000s, which is known by the emergence of the term BYOD (Bring Your Own Device). Although many companies have launched this concept, but this concept has not been able to run until now because it still has many obstacles that cannot be applied massively. With the rampant cases of the Covid-19 outbreak, Work From Home activities began to take effect in order to break the chain of the spread

of this virus. Work From Home itself has many advantages if implemented correctly and in accordance with its function, for example like the productivity of workers can increase, work-life balance, avoid distraction in the workplace, and for companies work from very useful in saving office infrastructure costs

Body :

The first example of the benefits of work from home is the productivity of workers can increase. Work productivity is the ability of an employee to produce with the input he has, and is able to produce goods or services in a short and fast time..... By working at home employees can reduce their stress levels because working in a family environment can increase their enthusiasm for working.... With the high motivation can also make productivity increase so that the existing work can be quickly completed.

Then, there is a work-life balance for an employee because of implementing a work from home system. When employees work from their homes, they will get a balance between their personal lives and their work lives. With this work from the employees can do their personal activities and work directly and also the role they do can go hand in hand....

Finally, there are advantages for companies that implement work from, which is very useful in saving operational budgets. This is because, when employees of a company implement a work from home system, they get the benefit of reducing operational costs in the form of electricity costs, building rental fees, then transportation costs, business travel costs, repairs to taxes....

Conclusion :

In sum up, work from home has many benefits for the employees of a company or the company itself. Work from home is proven to be of benefit if it is run well and not balanced by feeling lazy due to working at home. With today's technology that has dominated the world, work from home activities alone will not be difficult to do with technology such as computers or laptops. However, work from home activities must be tried for large companies and startups because of their advantages.

Based on the "Adequate" category obtained by Student 9, it could be understood that she was still considered capable to maintain logical ideas, since she had properly presented her topic already. For instance, she correctly presented general information about "Advantages of working from home". However, her thesis statements at the end of introductory paragraph were very long, and would be better if she added a colon ":" to present the sub topics (Oshima & Hogue, 2006). Moving to the "Fair"

category, there were two remaining students whom scored this category. According to Student 05 written work, his essay was not fully reflects his assigned title. He wished to present essay about "Advantages of working at home", but he concluded about "solution to maintain working at home" in the conclusion section he made which has different goal from his title.

Table 03 Assessment result of students' punctuation, spelling, and mechanics of the text

| Student | Punctuation, spelling, and mechanics of the text | Category |
|---------|--|-----------|
| 1 | 20 | Adequate |
| 2 | 24 | Excellent |
| 3 | 8 | Bad |
| 4 | 24 | Excellent |
| 5 | 17 | Adequate |
| 6 | 24 | Excellent |
| 7 | 24 | Excellent |
| 8 | 19 | Adequate |
| 9 | 24 | Excellent |
| 10 | 20 | Adequate |
| 11 | 24 | Excellent |
| 12 | 24 | Excellent |
| 13 | 24 | Excellent |
| 14 | 21 | Excellent |
| 15 | 24 | Excellent |

The third writing aspect is about the mechanic of the students' written work. This aspect consisted of students' ability to properly use punctuation, spelling and mechanic of the text; there were ten students who obtained "Excellent" category. Students who scored in this category were considered capable to maintain appropriate use of spelling, capitalization, punctuation, and the paragraph organization within their essay. For example, Student 5 managed to maintain the correct convention of English writing; such as proper use of spelling, capitalization, punctuation, and five spacing on each beginning of new paragraph. Moving on the "Adequate" category, there were four students who scored this category. In this case, the students were still considered as capable, however errors were frequently spotted such as not adding comma. For example, Student 1 used run-on sentences by using the conjunction of "and" to connect more contents in one sentence. On the other hand a full stop could be used to make the remaining contents into new sentence (Oshima & Hogue, 2006). On the remaining category, there was only one student who scored "Bad" category. The following is the

writing result of student 3 who obtained “Bad” category of mechanic of the text.

Title :

The Cause of Increasing Corona Virus Positive Patients in Indonesia

Introduction :

At this time, corona virus has been wide spread throughout the world. It can be proven from the increasingly of number positive patients with corona virus in Indonesia. This can happen because of several things which the main problem is the lack of awareness from community.

Body :

For the first cause is some people are still doing any activity in the outside. The government has been making a policy for all school and work corporation to dismiss the activity and suggest to doing the activity in home. Moreover, because of that policy some immigrants want to go back to their hometown, because some of them are fire employees, then they get on this situation because the company where...

The second cause is many of Indonesia citizens do not use personal protective equipment (PPE) such as mask, glove, and hands sanitizer when they leave from home, for example, buy needs in supermarket, buy medicine in pharmacy and go for work. In addition, people are difficult to get personal protective equipment as long as many of the PPE manufacturers are difficult to find a material to make personal protective equipment and there are some bad people who hoard that, it is a bad habit and the government has a policy for people who hoard a staple goods and medicine.

Conclusion :

In conclusion, awareness and alertness the citizen of Indonesia is very needed to eliminate this epidemic. The government and all people have an importance role to remind and strengthen each other. Moreover, we do not be a selfish person, and we must follow a policy from the government, because these are for our importance.

Based on the Student 3 work above, it could be understood that she was considered to have low competence in handling correct use of English mechanics. For example, Students 3 frequently forgot to add semicolon “;” or period “.” to separate the run-on sentences such her second body paragraph. She supposed to add semicolon “In addition, people are difficult to get personal protective equipment; as long as many of the PPE manufacturers are difficult to find a material to make personal protective equipment” or period such as

“In addition, people are difficult to get personal protective equipment. Many of the PPE manufacturers are difficult to find a material to make personal protective equipment”. In addition, she could also use coordinating conjunction such as “and” for the remaining sentence “There is some bad people who hoard the protective equipments, **and** is considered as bad habit”. Thus, incorrect use of comma that caused run-on sentences could still be fixed by using semicolon and period, and coordinating conjunction (Oshima & Hogue, 2006).

Table 04 Assessment result of students’ style of expression

| Student | Style of expression | Category |
|---------|---------------------|-----------|
| 1 | 18 | Adequate |
| 2 | 24 | Excellent |
| 3 | 17 | Adequate |
| 4 | 20 | Adequate |
| 5 | 15 | Fair |
| 6 | 20 | Adequate |
| 7 | 15 | Fair |
| 8 | 24 | Excellent |
| 9 | 20 | Adequate |
| 10 | 20 | Adequate |
| 11 | 24 | Excellent |
| 12 | 24 | Excellent |
| 13 | 19 | Adequate |
| 14 | 21 | Excellent |
| 15 | 21 | Excellent |

The fourth writing aspect is about style and quality of expression, which dwelled on how students expressed their thought from appropriate use of vocabularies, words repetition, information comprehension, and tone of the essay (Kirsznner & Mandell, 2015; Oshima & Hogue, 2006). In addition, there were six students who scored “Excellent” category. For example, in her work, Student 2 managed to express her topic well, as she was able to maintain proper style and quality of expression; that consisted of proper use of vocabulary, parallel structures, precise word choice, and formal tone. Moving on to the “Adequate” category, there were seven students who scored within this category. For example Student 1, he managed to express his essay properly in a way that the essay is fairly acceptable, but still required improvement. Besides, on the last sentence of his introductory paragraph, he used the word “maintaining hand hygiene” that could be replaced by “Maintaining hygiene” instead, because the reader could guess the point already. In

addition, the tone used for academic writing such as expository writing should be formal. On the contrary, on the beginning of Student 1 introductory paragraph, he used first person pronoun of "My". He could have changed it with "according to the research by..." to maintain the formal language between writer and the reader, this way he could formally state a reliable facts as well (Oshima & Hogue, 2006). Moving to the "Fair" category, there were two remaining students who obtained this category. The following is the writing result of student 5 who obtained "Fair" category of style and arrangements of the text.

Title :

Work from Home during Coronavirus

Introduction :

Coronavirus outbreaks that are increasingly dangerous and rapidly spreading from day to day make Indonesian President Joko Widodo instruct all people to increase awareness of the spread of coronavirus and COVID-19 disease. According to Jokowi, it is time for the community to implement social distancing, namely working from home, studying at home, and worship at home. We need to know that work from home also has several advantages, there will be 3 advantages that I will explain and also that we can enjoy during the coronavirus.

Body :

First, more flexible in completing work. We can actually work anywhere that is important in the house, in the living room, bedroom, dining room, patio, and so on....

Next, reduce transportation costs, we don't need to spend money to pay for transportation costs or gasoline costs. We can also save time on travel...

And the last, productivity increases. In addition to traffic jams from home to the office, one of the triggers of stress is the accumulation of work to be done...

Conclusion :

In conclusion, work from home can be carried out effectively, if both the company and we (employees) work together responsibly. Even though we working in different places, we must not forget to maximize communication in order to avoid things that are not desirable

Referring to the Student 5 work, the reason she received this category was because of several mistakes she made. For instance, Student 5 made a wordy sentence which shown on her first sentence of the introductory paragraph which said "*Coronavirus outbreaks that are increasingly dangerous and rapidly spreading from day to day make Indonesian President Joko Widodo instruct all people to*

increase awareness of the spread of coronavirus and COVID-19 disease" Because of that , she used too many words to describe the "*danger of corona virus*" which supposedly can be omitted and presented into "*Nowadays, corona virus spreads rapidly, this made Indonesian president Joko Widodo remind people to have more awareness towards the danger of this disease.*".

CONCLUSION

In conclusion, students were considered to have excellent expository writing competence. Because, most of the students work evaluation were showing "Excellent result". Furthermore, based on four writing aspects ranging from organization of the text, logical development of the text, mechanics, and style of expression; there were no students who received "Unacceptable" scoring category. However, despite the majority of excellent results, there were few students who scored "Fair" and "Bad" category as well despite the majority of good scores. In addition, these students have difficult time to maintaining logical development, and quality of expression within their work.

The use of Google classroom was not limited only at academic writing, but also other language skills that were taught in tertiary level education. Moreover, there were also other genres of academic writing that could be integrated with Google classroom. Thus, it would be a good consideration for future researcher to describe tertiary students' competencies towards other academic writing genre.

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