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Research Article

Implementation of The PjBL Learning Model Through Google Classroom in Learning to Write Procedure Texts During the Covid-19 Pandemic

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ABSTRACT

Distance learning activities are a big challenge for teachers because they have never experienced it before. Project-based learning through Google Classroom is an alternative method that can be applied by teachers in distance learning activities (PJJ). The purpose of this study was to determine whether the project-based learning model through Google Classroom could be applied to the learning activities of class IX-9 students of SMP Negeri 8 Pematangsiantar. Project-based learning grammar, namely, first, basic questions, second, designing product plans, third, preparing a manufacturing plan, fourth, monitoring project activities and development, fifth, test results, and sixth, evaluating the learning experience. The results showed that the average student could write the program text correctly. Student performance can be described with an average score of 82 points, the highest score of 95 points, and the lowest score of 70 points. There is 1 person with a score of 95, 3 students with a score of 89, and 7 students with a score of 89. 86, 2 students have 85 points, 6 students have 83 points, 3 students have 79 points, 2 students have 77 points, and 71 students have 7 points.

Keywords: Covid-19 pandemic, Google classroom, Procedure text, Project-based learning

Introduction

Class IX-9 students of SMP Negeri 8 Pematangsiantar are students who have the lowest online attendance participation compared to the other 5 classes. Likewise, their enthusiasm for participating in Distance Learning (PJJ) activities is also lacking. This can be seen from their inactivity in communicating or writing in

WA group chats or chat forums in Google Classroom. Less active in writing this, the writer will try to find a solution so that they can improve their English learning, especially in writing procedure text material (Siahaan, Manurung, et al., 2021).

Learning procedure texts in class IX-9 is quite complex in its scope of problems. The

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Pematangsiantar City Education Office stated that learning procedure texts in the Pandemic Period were stated in KD 4.1. Capturing contextual meaning related to social functions, text structures, and linguistic elements of oral and written procedure texts, very short and simple, in the form of recipes and manuals (Siahaan, Lumbangaol, et al., 2021).

According to Napitupulu (2019) two sub-materials will be studied by students, namely procedure text about recipes and procedure text about manuals. Procedure text about recipes relates to how to make a food or drink. While the procedure text about the manual is related to how to operate something. The Essential Indicators are; first, applying social functions, text structures, and linguistic elements in spoken and written procedure texts; second, explain and apply several procedural texts (food and drink recipes) both orally and in writing. Given that the procedural text material is quite complex, it is necessary to formulate contextual and relevant learning activities (Juita & Widiyanto, 2019).

By looking at the situation and conditions that are still in the Covid-19 Pandemic Prevention period, the learning model that is considered suitable for class IX-9 is the Project-Based Learning model. This learning model is very suitable to be applied in distance learning activities.

In the current era, teachers are given the freedom to choose which online applications are deemed suitable so that teachers and students can interact and communicate in virtual classrooms (Soleh, 2021). Therefore, this learning activity will use Google Classroom. This application is considered suitable for teaching students to write procedural texts using the Project-Based Learning learning model. This learning activity is designed to be applied to Distance Learning or Home Learning activities. Biasutti & EL-Deghaidy, (2015); Vidergor & Krupnik-Gottlieb, (2015)

Based on the description above, the formulation of the problem in writing this best practice is; 1) whether the competence to write procedure text can be achieved through Project-Based Learning Learning Model using Google Classroom. 2) what is the syntax of the Project-Based Learning Learning Model. The objectives

in this writing are; First, students can write procedure text correctly. both students can master digital literacy by using Google Classroom online media (Richards, 2013).

This research is expected to provide benefits, both theoretically and practically. The theoretical benefit is that through this research, it is hoped that it can contribute ideas about strategies for implementing learning to write procedural texts during a pandemic. While the practical benefits are; for students, it can help them learn to write procedural texts in virtual classrooms using Google Classroom, and for teachers, it can provide a new discourse for teachers about the ease of carrying out learning using google classroom.

The project-Based Learning Model is a learning model that can train students to be more active and independent in learning activities (Jalinus et al., 2017). During the Covid-19 Pandemic, training students to be more active is very necessary so that students don't feel bored studying at home for months. In distance learning activities, the learning design needs to be focused on students' independence in completing project assignments (Simamora et al., 2020). Giving project assignments to students can awaken students' thinking skills to determine what projects will be implemented, when will it be implemented, and how long it will take to complete (Steiner, 2016). From the stages of completing project assignments, it can foster a positive attitude in students in the form of a disciplined attitude towards the schedule that has been made and a diligent attitude in working on project assignments (Yuliana, 2020).

The Ministry of Education and Culture (dan Kebudayaan, 2014) more fully explains that project-based learning is complete, continuous learning and can make students active in seeking information to complete project assignments. Student activities to produce products by applying to research, analyzing, creating, and presenting skills are something that is emphasized in this Project Based Learning learning activity. The results of students working on project assignments can be in the form of designs, schemes, written works, works of art, technology/craftworks, and others. In normal situations, this approach introduces students to producing real products either

independently or in groups. Meanwhile, during the Covid-19 pandemic, students were directed to produce their products independently.

Furthermore, Shuhailo & Derkach, (2021) explains that the objectives of project-based learning are as follows: 1) Acquire new knowledge and skills in learning, 2) Improve students' ability to complete projects, 3) Make students more active in completing complex projects.

Google is an American multinational company engaged in internet services and products. In the education sector, Google launched the Google Classroom product which aims to develop paperless learning activities which include simplifying the creation, distribution, and collection of assignments (Nancy et al., 2020)

(Syafi'i, 2020) adds that Google Classroom is connected with Google Drive and Google Docs which allows teachers and students to get very fast access. With this service, teachers can easily create documents. Likewise, students can also collaborate in working on project assignments given by the teacher. This is certainly very beneficial for teachers and students.

Simplification in the process of sharing files between teachers and students is the main goal of creating Google Classroom. In addition, Google Classroom is also connected to Google Drive for the creation and distribution of assignments, Google Docs, Sheets and Slides for scriptwriting facilities, and the like, Gmail is used for communication, and Google Calendar for scheduling (Tinungki & Nurwahyu, 2020).

Methods

The learning activity of writing procedure text was carried out on October 22, 2022. The subjects were students of class IX -9 SMP Negeri 8 Pematangsiantar City. The process of learning activities is carried out using the Distance Learning (PJJ) model considering the government's recommendation which stipulates that learning activities at the elementary and secondary education levels for the 2020/2021 academic year are carried out online (Pendidikan & Indonesia, 2020).

Distance Learning or learning from home can be successful and meaningful if it is supported by four components, namely; 1) the ability of teachers to use technology, 2)

planned and effective learning, 3) uniting students' perception and concentration, 4) strengthening students' character (Rasmitadila et al., 2020). Strengthening character education developed in this subject matter is the growth of discipline, confidence, and responsibility in all students. With these three properties, it is hoped that they can become students' leverage in completing project assignments as planned.

The stages of learning to write procedural texts begin with the teacher making a one-sheet Learning Implementation Plan (RPP) which contains four components, namely; learning objectives, media, learning tools/materials, and learning resources, learning steps, and assessment of learning outcomes. The purpose of this learning is that students can; write the title correctly, make a plan to write the procedure text, write the necessary materials, write the steps that must be carried out, and present the procedure text correctly and attractively.

During the Covid-19 Pandemic, teachers tried to adjust the conditions in the presentation and collection of student project assignments while still paying attention to health protocols and students staying at home. At the beginning of the lesson, the teacher started with greetings, prayers, and checking attendance, the teacher delivered material on procedural texts which included the definition of procedural texts, social functions, text structures, and linguistic elements.

According to Watcharapunyawong & Usaha, (2013) procedure text is clearly defined as follows: "Procedure is a type of text that gives (explanations) to us (about) instructions to do something. The purpose of a procedure text is to explain how something can be done".

Brisk, (2014) adds, procedure text is a text that explains how to do or make something. The social function of procedure text is to describe how something is solved through a series of actions. Or in other words, the social function of procedure text is to explain how to make something or operate something (Tausczik & Pennebaker, 2010)

Dewi & Primayana, (2019) explained that the structure of the procedure text consists of 3 parts, namely; title, list of required materials, and a series of steps to be carried out. The title

section contains an introduction to the purpose of writing procedure text. For example; How to Make Jelly. While the list of materials needed contains the ingredients needed in the manufacturing process. And the series of stages contains an explanation of the stages that must be carried out sequentially.

The media used in this learning activity are Google Meet, What's App Class Group, and Google Classroom. Google Meet is used in preliminary activities, namely to greet students with greetings, invite students to pray to start lessons, convey learning objectives, and deliver lesson material. What's App Class Group is used to inform students about what time learning activities will be carried out and is used to send a Google Meet link.

In addition, What's App Class Group is also used for communication between students and teachers if there are students who want to ask questions or ask for explanations. As for Google Classroom as the main media in this learning activity, it functions to convey material descriptions in the material feature, deliver student project assignments in the assignment feature, and send student attendance links.

Results and Discussion

Implementation of Learning In carrying out learning activities the teacher is based on the

Education Unit Level Curriculum (KTSP) Simplifying the Achievement of Competency Indicators. In the regulation, it is stated that the study of procedural text material during the Covid 19 Pandemic Period, the time allocation is 8 meetings (Pendidikan & Indonesia, 2020).

The syntax of the Project-Based Learning learning model has six stages, namely; 1) determination basic questions (start with essential questions), 2) designing project implementation (design a plan for the project), 3) compiling a schedule (create a schedule), 4) monitoring students and project progress (monitor the students and the progress of the project), 5) examine the results (assess the outcome), and 6) evaluate the experience (evaluate the experience) (Amplayo et al., 2018)

In the implementation of learning, the syntax of one to three is learned at the first meeting. While the syntax of four to six is learned at the next meeting. Before carrying out learning activities, the teacher prepares a Learning Implementation Plan (RPP) referring to a one-sheet Learning Implementation Plan (RPP) and uses six syntaxes (RI, 2013) The Learning Implementation Plan (RPP) is described in table 1 and table 2 below.

Table 1. RPP Design Writing Procedure Text for the First Meeting

Syntax	Core activities (50 minutes)
1. Fundamental Questions	The teacher allows students to ask questions related to what is a procedural text, what is its social function, what is the structure of the text, and what are the linguistic elements.
2. Design product plans	The teacher guides students to think about what the product design plan for the procedure text will be like, will write about how to make what kind of food, how to frame it, and so on.
3. Schedule	Students make a schedule for writing procedure texts for the next week which include: Goals, Ingredients, and Steps on attractive sheets of paper.
Closing Activities (15 minutes)	
1.	Opening learning activities by greeting, praying, and checking student attendance as a form of discipline.
2.	Linking the learning material to be carried out with students' experiences with previous material and asking questions to remember and connect with the next material.
3.	Conveying motivation about goals and benefits by studying the material: Procedure Text.

4. Explain the things to be learned, the competencies to be achieved, and the learning methods to be taken
5. Students make a summary/conclusion of the lesson about the important points that emerged in the new learning activity.
6. The teacher reminded the students that at the next meeting the students were ready to write the procedure text correctly.

Table 2. Design of lesson plans for writing procedure text for the second meeting

Syntax	Core Activity (50 minutes)
1. Monitor project activity and progress	The teacher asks students to show the results of the project work on making procedure text in Google Classroom on the assignment feature. Furthermore, the teacher provides comments, directions, and guidance in the project of making procedure texts that have been made by students.
2. Test results	Students improve the results of projects that have been made after receiving comments, direction, and guidance from the teacher.
3. Evaluation of learning experience	Students re-upload the results of the improvement of the project assignment writing procedure text to be assessed by the teacher. Students write their learning experiences in the chat column and fill out a questionnaire given by the teacher.
Closing Activities (15 minutes)	
Preliminary activities (15 minutes)	
1. Opening learning activities by greeting, praying, and checking student attendance as a form of discipline. Linking the learning material to be carried out with students' experiences with previous material and asking questions to remember and connect with the next material.	
2. Conveying motivation about goals and benefits by studying the material: Procedure Text	
3. Explain the things that will be taken. learned, the competencies to be achieved, as well as learning methods	
4. Students make a summary/conclusion of the lesson about the important points that emerged in the new learning activity.	
5. The teacher reminded the students that at the next meeting the students were ready to write the procedure text correctly.	

Evaluation Result

The application of the Project-Based Learning Learning Model at the SMA/SMK education level is considered quite successful as research conducted by (Lydiati, 2019) reports that Project Based Learning can increase students' creativity in studying Statistics. Research conducted by Ermavianti, (2020) states that the Model Project Based Learning is suitable to be applied in the Covid 19 Pandemic Period. By giving project assignments it allows students to optimize their visual and kinesthetic potential to work on project assignments given by the teacher.

Skehan & Luo, (2020) with the results of the two studies, the author tries to apply it at the

junior high school level. The step taken is that the author designs a project assignment assessment to write procedure text on the task feature in Google classroom. Technically, the author creates project assignments and then sends the project assignments to students via a link. Students open the link, learn and work on it. When students have finished working, students are asked to send project assignments that have been completed. The project task is sent to the task tool and clicks submit. After students submit assignments the project in Google Classroom later the teacher will comment on and assess the results of student project assignments (Skehan & Luo, 2020).

In practice some students make it within one day to complete, some are completed in two or three days. But there are also things that the teacher has to re-tell. This is because, of course, the task that students do is not only one lesson but many lessons. If students prioritize English lessons, then within one day the task will be completed. However, if students prioritize other subjects or have difficulty working on project assignments, the project task of writing procedure texts can take two or three days to complete.

The advantage of this method is that the assessment can be done paperless or paperless. The positive value of paperless assessment is that it is more practical, students do not need to come to school to collect project assignments, and more importantly, do not cause crowds.

The problem is that some students send assignments via Google Classroom who take two-page photos of their assignments in one shot. This makes it difficult for the teacher to read and correct the text made. Besides that, some

students do not collect via Google Classroom but answer via WA. As a solution, the teacher suggested to students to ask their friends to send them via Google Classroom.

Some students have not collected until the specified time limit. The results of the information from their homeroom teacher in other lessons were also less active.

The solution to this problem is that the teacher sends a list of students who have submitted project assignments in the WA group Class IX -9. In the WA, the teacher also asked students who had not collected to collect immediately. The teacher gives a policy by giving an additional deadline for submitting project assignments.

Teachers assess student project assignments through the assignments feature in Google Classroom. The teacher comments on the results of student assignments in the chat-box column. The criteria used to assess the results of student project assignments are described in table 3 below.

Table 3. Assessment Score Writing Procedure Text

Number	Indicator	Score
1.	Write the title correctly	1-20
2.	Write ingredients or composition correctly	1-20
3.	Write the steps correctly	1-20
4.	Design writing well and attractive	1-20

The teacher evaluates the results of student project assignments based on the order in which they are sent. After all, students collect assignments and do an assessment. The results

of the distribution of scores for all students related to the project assignment of writing procedure text can be seen in Table 4 below.

Table 4. Assessment results related to writing procedure text

Range	Percentage	Value	Amount	Criteria	Student
90-100	1	3,22%	Very	Good	
80-89	18	58,06%	Good		
70-79	12	38,70%	Enough		

From table 4 above, it can be explained that there is 3.22% scores between 91-100 with very good criteria, and 58.06% scored between 80-89 with good criteria, and 38.70% get a score between 70-79 with sufficient criteria. The average score obtained by students is 80.84.

In this assessment activity, all students have collected assignments. Although two students have problems with cellphones that cannot send via Google Classroom. Thus, it means that the use of Google Classroom as a learning medium can be seen as quite effective in imple-

menting distance learning activities. This is because most students can use the Google Classroom application well and easily.

Conclusion

This article concludes that the Project-Based Learning model through Google Classroom can be applied in Distance Learning (PJJ) activities in Class IX-9 of SMP Negeri Pematangsiantar.

The suggestion is that in the Covid-19 Pandemic Period, teachers can apply the Project-Based Learning learning model through Google Classroom in its learning activities. It is even better if you document it in the form of best practice as evidence that as a teacher you have implemented Professional Development Sustainable Sub-element Scientific Publication.

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