

**INTEGRATING GOOGLE CLASSROOM AND COLLABORATIVE
LEARNING TO IMPROVE STUDENTS WRITING SKILLS**

SKRIPSI

Submitted in Partial Fulfillment of the Requirement for the degree Sarjana

Pendidikan (S.Pd)

English Education Program

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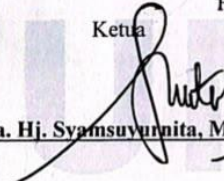
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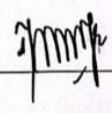
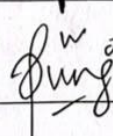

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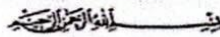
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
Tgl 30-3-2026	Revise the activity of google Classroom Describe group of discussion students	
Tgl 2-4-2026	Describe about strengths and weakness collaborative learning	
Tgl 6-4-2026	Elaborate students' writing scores in cycle I and cycle II	
Tgl 8-4-2026	Revise the improvement pre-test	
Tgl 9-4-2026	Describe more than student's motivation in writing	
Tgl 13-4-2026	Appendixes and Referencer	
Tgl 14-4-2026	Acc Green Table	

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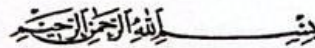
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Dengan ini saya menyatakan bahwa Skripsi saya yang berjudul **“Integrating Google Classroom and Collaborative Learning to Improve Student Writing Skills”** adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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ABSTRACT

Khairunnisa Ardhana. 2202050029. Integrating Google Classroom and Collaborative Learning to Improve Students' Writing Skills. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

The purpose of this study was to investigate the effectiveness of integrating Google Classroom and collaborative learning in improving students' writing skills. This study employed Classroom Action Research (CAR) design consisting of two cycles: planning, acting, observing, and reflecting. The participants of this study were 25 students of Grade XI at SMA Taman Siswa Sawit Seberang. The data were collected through writing tests (pre-test and post-test), observation checklists, questionnaires, and interviews. The results of the study showed that there was a significant improvement in students' writing skills. The mean score increased from 60 in the pre-test to 72 in Cycle I, 84 in Cycle II, and 88 in the post-test. The improvement was seen in all aspects of writing, including content, organization, vocabulary, grammar, and mechanics. In addition, the findings revealed that the integration of Google Classroom and collaborative learning enhanced students' motivation, engagement, and participation in writing activities. In conclusion, integrating Google Classroom and collaborative learning is an effective strategy to improve students' writing skills. It also creates a more interactive, student-centered, and technology-supported learning environment.

Keywords: Google Classroom, Collaborative Learning, Writing Skills, EFL, Classroom Action Research

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forward with determination, proving that every struggle can lead to growth and achievement.

Finally, the writer realizes that this thesis is far from perfect. Therefore, constructive suggestions and criticism are highly expected for the improvement of this thesis in the future. The writer hopes that this thesis will be useful for the readers and for the development of knowledge, particularly in the field of English education.

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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is an international language that plays an important role in global communication, education, technology, and culture. It is widely used by people from different countries to share ideas, access knowledge, and build connections across borders. Learning English helps individuals improve their academic opportunities, career prospects, and ability to interact confidently in an increasingly interconnected world. Moreover, English enables learners to understand diverse cultures, access scientific research, and participate actively in the global community, making it an essential skill in the modern era.

There are four skills in English, they are listening skill, speaking skill, reading skill and writing skill. Listening is a fundamental language skill that involves receiving, understanding, interpreting, and responding to spoken language. According to Rost (2011), listening is a complex process that requires learners to actively construct meaning from spoken input by using linguistic knowledge and contextual cues. Similarly, Brown (2004) states that listening is not a passive activity, but an active process in which listeners select, interpret, and evaluate auditory information. In language learning, listening plays a crucial role as it provides the primary input for acquiring vocabulary, pronunciation, and grammatical structures.

Speaking is the productive language skill used to express ideas, feelings, and thoughts orally in a communicative context. According to Harmer (2007), speaking involves the ability to use language accurately and fluently to convey meaning in real-time communication. Brown (2004) defines speaking as an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking skill requires not only linguistic competence but also communicative competence, such as pronunciation, intonation, and the appropriate use of language in social interactions.

Reading is a receptive language skill that involves understanding written texts by constructing meaning through interaction between the reader and the text. According to Grabe and Stoller (2011), reading is an active process in which readers combine textual information with prior knowledge to comprehend meaning. Snow (2002) explains that reading comprehension includes the ability to extract explicit information, infer implicit meanings, and critically evaluate texts. In language learning, reading plays an essential role in developing vocabulary, grammar awareness, and overall language proficiency.

Writing is one of the most challenging skills for students learning English as a foreign language. Unlike speaking or listening, writing requires students not only to express ideas but also to organize them logically, use appropriate grammar, and select the right vocabulary. Many students still find it difficult to develop coherent paragraphs, use correct sentence structures, and edit their work effectively. As a result, their writing products often lack clarity and accuracy.

In the digital era, various learning applications are widely used to support teaching and learning activities. Commonly used digital learning platforms include Google Classroom, Moodle, Schoology, Microsoft Teams, Edmodo, Canvas, Zoom, and WhatsApp. These applications provide features for content delivery, communication, collaboration, and assessment, which facilitate both synchronous and asynchronous learning (Al-Fraihat et al., 2020). The availability of these platforms enables teachers to integrate technology into classroom instruction and enhance students' learning experiences.

Google Classroom is chosen in this study because it is a widely accessible, user-friendly, and effective learning management system for supporting collaborative learning activities. According to Iftakhar (2016), Google Classroom simplifies classroom management by allowing teachers to distribute materials, assign tasks, provide feedback, and monitor students' progress efficiently. Its integration with other Google applications, such as Google Docs, Google Slides, and Google Drive, supports real-time collaboration and peer feedback, which are essential in developing students' writing skills.

Furthermore, Google Classroom supports collaborative learning by enabling students to work together on shared documents, exchange ideas through comment features, and revise their writing collaboratively (Heggart & Yoo, 2018). Compared to other platforms, Google Classroom requires minimal technical skills, is free of charge, and is compatible with various devices, making it suitable for students in different learning contexts. Therefore, Google Classroom is considered an appropriate platform for integrating collaborative learning to improve students'

writing skills in the digital era.

Although Google Classroom offers various advantages for collaborative learning, several previous studies have revealed that students still face difficulties in developing their writing skills effectively. Many students struggle with organizing ideas, using appropriate grammar, and expressing their thoughts clearly in written form. In addition, the lack of active interaction and meaningful feedback during the writing process often limits students' improvement. Some learners also tend to work individually rather than collaboratively, which reduces opportunities for peer learning and idea exchange. These problems indicate that the use of digital platforms alone is not sufficient without appropriate learning strategies that actively engage students in the writing process.

One strategy that supports active learning and meaningful interaction is collaborative learning. In collaborative writing, students work together to plan, draft, revise, and edit their texts. They share ideas, give peer feedback, and learn from one another's strengths. This process not only helps improve their writing skills but also builds communication, teamwork, and critical thinking abilities. When integrated with Google Classroom, collaborative learning can become more engaging and efficient because students can discuss and revise their writing online in real-time.

Integrating Google Classroom and collaborative learning can therefore create a supportive learning environment that encourages students to actively participate and improve their writing competence. Several studies have shown that students who learn collaboratively tend to produce better writing outcomes

compared to those who work individually. In addition, online platforms such as Google Classroom make it easier for teachers to monitor progress and provide timely feedback.

Based on these reasons, this study aims to explore how the integration of Google Classroom and collaborative learning can help improve students' writing skills in the English Education Study Program. It is expected that this approach will not only enhance students' writing performance but also promote their motivation and confidence in learning English.

1.2 Identification of the Problems

Based on the background above, several problems can be identified regarding students' writing skills and the teaching process.

- 1) The preliminary data obtained from students' writing tasks before the implementation of the treatment indicated that most students had low writing skills, especially in grammar, vocabulary, and text organization.
- 2) Writing instruction remains teacher-centered, with limited collaborative practice and underutilized Google Classroom.
- 3) The use of Google Classroom in writing instruction has not been maximized.
- 4) Collaborative learning strategies are not effectively integrated into writing activities, and students lack timely feedback on their writing performance.
- 5) Digital learning platforms are not fully utilized to support students' writing development.

1.3 Limitation of the Study

This study is limited to the integration of Google Classroom and collaborative learning strategies in improving students' writing skills. The participants of the study are students at a specific educational level and institution. The focus of writing skills is restricted to aspects such as content, organization, grammar, and vocabulary. The study is conducted within a particular time frame and instructional context, and therefore, the findings may not be generalized to other learning environments or student populations.

1.4 Formulation of the Problems

Based on the background and the problems identified earlier, this study focuses on formulating the following research questions:

- 1) Is there a significant improvement in students' writing skills in terms of grammar, vocabulary, and organization after the implementation of collaborative learning strategies through Google Classroom?
- 2) To what extent does the use of Google Classroom-based collaborative learning enhance students' motivation and engagement in writing activities?
- 3) How does the implementation of collaborative learning through digital learning platforms provide effective feedback and support students' writing development?

These questions are designed to guide the research in understanding both the process and the outcomes of integrating technology and collaboration in writing instruction. The answers to these questions are expected to provide

insights into effective strategies for enhancing students' writing performance through interactive and technology-supported learning environments.

1.5 Objectives of the Study

Based on the research problems formulated above, this study aims to achieve the following objectives:

- 1) To investigate the effectiveness of integrating collaborative learning strategies through Google Classroom in improving students' writing skills in terms of grammar, vocabulary, and organization.
- 2) To examine the impact of Google Classroom-based collaborative learning on students' motivation and engagement in writing activities.
- 3) To analyze how collaborative learning implemented through digital learning
- 4) platforms provides effective feedback and supports students' writing development.

Through these objectives, the study is expected to provide a deeper understanding of how technology-supported collaboration can enhance students' writing performance and engagement in English language learning. The findings may also serve as valuable input for teachers and educators in designing more interactive and effective writing instruction in the digital era.

1.6 Significance of the Study

This study is expected to provide both theoretical and practical

contributions to the field of English language teaching, especially in the area of writing instruction.

1. Theoretical Significance

The results of this study are expected to enrich the understanding of how technology and collaborative learning can be effectively integrated in teaching English writing. It may also contribute to existing literature by offering insights into the relationship between digital learning platforms and collaborative learning strategies in enhancing students' writing performance. Moreover, the findings can serve as a reference for future research exploring similar approaches in other language skills or educational settings.

2. Practical Significance

- a) **For teachers**, this study can serve as a guideline for designing and implementing writing activities that are more interactive, student-centered, and technology-supported. It shows how Google Classroom can be utilized not only as a submission tool but also as a space for collaboration, discussion, and feedback.
- b) **For students**, the study provides an opportunity to experience a more engaging and cooperative learning environment. Through collaboration and peer feedback, students are expected to develop better writing skills, improve their motivation, and gain more confidence in expressing their ideas in English.
- c) **For institutions and curriculum developers**, the findings can be a valuable reference in integrating technology-based collaborative learning into English

language courses, especially in the teaching of writing.

In short, this study aims to promote a more dynamic and effective approach to teaching writing by combining the strengths of digital platforms and collaborative learning principles.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing Skills in EFL Context

Writing is one of the most complex and demanding skills in English as a Foreign Language (EFL) learning. Unlike speaking, listening, or reading, writing requires learners to generate ideas, organize them logically, and express them using correct grammar, appropriate vocabulary, and coherent structures. According to Harmer (2004), writing is not just about producing words and sentences, but about creating a coherent text that effectively communicates meaning to the reader. This means that writing involves both linguistic accuracy and communicative clarity.

In the context of EFL, developing writing skills is often challenging because students must think in one language while producing text in another. Richards and Renandya (2002) state that many EFL learners struggle with writing because it demands control over multiple language components grammar, vocabulary, organization, and mechanics while also requiring creativity and critical thinking. Consequently, writing tends to be the least preferred skill among language learners, yet it remains essential for academic success.

Moreover, writing in an EFL setting is not merely an individual process but also a cognitive and social activity. As Hyland (2003) explains, writing is shaped by social interaction, feedback, and collaboration. Learners improve their writing not only by practicing individually but also through meaningful exchanges

with peers and teachers. This perspective aligns with Vygotsky's (2008) theory of social constructivism, which emphasizes that learning occurs through social interaction and collaboration within a supportive community.

In the classroom, effective writing instruction should therefore combine process-oriented approaches such as planning, drafting, revising, and editing with opportunities for collaboration and feedback. Tribble (2006) suggests that teaching writing as a process helps students focus on the stages of composition rather than only the final product, allowing them to reflect and refine their work through multiple revisions.

In the modern digital era, technology can serve as a powerful support for writing development. Platforms like Google Classroom provide students with spaces to share drafts, receive feedback, and engage in collaborative writing activities. This integration allows learners to develop writing skills not only through individual effort but also through interactive, peer-assisted learning. Such approaches align with constructivist learning theories, where students build knowledge actively by engaging with others and using digital tools that facilitate authentic communication.

Therefore, in an EFL context, writing should be viewed as a skill that develops through continuous practice, collaboration, and reflection supported by both human interaction and technological tools. Integrating Google Classroom with collaborative learning can thus offer an ideal environment where students can practice writing more effectively, receive constructive feedback, and gradually become more confident and competent writers.

2.2 Collaborative Learning

Collaborative learning is an instructional approach in which students work together in small groups to achieve shared learning goals. According to Dillenbourg (2013), collaborative learning emphasizes knowledge construction through social interaction, negotiation of meaning, and shared responsibility among learners. This approach views learning as a social process where students actively engage with peers to solve problems, exchange ideas, and develop deeper understanding.

Johnson, Johnson, and Smith (2014) explain that collaborative learning is grounded in social interdependence theory, which suggests that learning outcomes are maximized when students perceive that they can achieve their goals only if other group members also succeed. Key elements of effective collaborative learning include positive interdependence, individual accountability, promotive interaction, social skills, and group processing. These elements encourage students to actively participate and contribute to group tasks.

In the context of language learning, collaborative learning plays a significant role in improving students' writing skills. According to Storch (2013), collaboration in writing activities allows learners to generate ideas, provide feedback, and revise texts collectively, which leads to better writing quality and increased language awareness. Through peer interaction, students become more aware of grammatical accuracy, vocabulary use, and text organization.

Recent studies also highlight the effectiveness of collaborative learning in digital environments. Gillies (2016) states that collaborative learning supported by

technology enhances students' engagement and communication by providing flexible opportunities for interaction and feedback. When integrated with online platforms such as Google Classroom, collaborative learning enables students to collaborate asynchronously and synchronously, share documents, and receive continuous feedback, which supports the development of writing skills in an online or blended learning setting.

Therefore, collaborative learning is considered an effective instructional strategy that promotes active participation, critical thinking, and meaningful learning. Its integration with digital platforms not only facilitates collaboration but also creates a supportive learning environment that enhances students' writing performance.

2.3 Google Classroom as a Learning Platform

In the era of digital education, technology has become an essential part of the teaching and learning process. One of the most widely used digital tools in higher education is Google Classroom, a free online learning management system (LMS) developed by Google. It is designed to help teachers create, distribute, and manage assignments in a paperless and efficient way. According to Iftakhar (2016), Google Classroom provides a simple, user-friendly platform that supports both teachers and students in organizing classroom activities, submitting assignments, and sharing learning materials effectively.

Google Classroom integrates several Google applications such as Google Docs, Google Drive, Google Meet, and Google Forms, allowing students and

teachers to collaborate in real time. Al-Marroof and Al-Emran (2018) explain that the platform encourages interaction, feedback, and engagement, which are essential for building active learning environments. Through its features, students can submit written assignments, receive comments, and revise their work easily making the learning process more dynamic and continuous.

In addition, Azhar and Iqbal (2018) emphasize that Google Classroom supports both synchronous and asynchronous learning. Students can access materials anytime and anywhere, which increases flexibility and autonomy in learning. This accessibility is particularly beneficial in an EFL context, where students often need more time to reflect, revise, and process language-related tasks such as writing.

From a pedagogical perspective, Google Classroom aligns with the principles of constructivist and collaborative learning. Basher and Pusey (2015) argue that technology-enhanced environments like Google Classroom allow students to construct knowledge actively by interacting with peers and instructors in meaningful ways. Teachers can facilitate discussions, assign group projects, and monitor progress all within one integrated digital space.

In writing instruction, Google Classroom offers significant advantages. Students can draft, edit, and receive peer or teacher feedback directly within the platform. According to Baharuddin and Dalle (2019), the comment and suggestion features in Google Docs, integrated with Classroom, make it easier for students to engage in the process of writing collaboratively. This not only improves the quality of their writing but also encourages reflection and self-assessment.

Moreover, teachers can track students' progress over time and provide targeted support based on individual needs.

Furthermore, the integration of Google Classroom promotes digital literacy a crucial skill for 21st-century learners. Alim et al. (2019) note that students who use digital platforms in learning develop better technological competence, communication skills, and independent learning habits. These skills are vital for academic success and professional development in today's globalized world.

In conclusion, Google Classroom serves as an effective learning platform that enhances interaction, collaboration, and engagement in the EFL classroom. Its integration with collaborative learning strategies can create an environment where students actively participate, exchange ideas, and continuously improve their writing skills through guided digital collaboration.

2.4 Integration of Google Classroom and Collaborative Learning

The integration of Google Classroom and collaborative learning represents a powerful combination that supports active, student-centered, and technology-enhanced learning environments. Both approaches share the same educational philosophy that learning is most effective when students are actively engaged, interact meaningfully with others, and construct knowledge through collaboration and reflection.

According to Dooly (2008), collaborative learning in digital environments allows learners to work together beyond the physical classroom by using

technology to communicate, share, and co-construct knowledge. Google Classroom provides the ideal platform for this integration because it enables students to collaborate asynchronously and synchronously through tools such as Google Docs, Google Meet, and comment features. These tools make it possible for students to write, edit, and give feedback in real time, thus fostering interaction and shared responsibility in learning.

Garrison, Anderson, and Archer (2000) introduce the concept of the *Community of Inquiry (CoI)* framework, which explains that effective online learning occurs when three elements social presence, cognitive presence, and teaching presence interact. Integrating Google Classroom with collaborative learning fulfills these components:

1. *Social presence* emerges through peer discussion, teamwork, and shared writing activities.
2. *Cognitive presence* develops as students exchange ideas, construct meaning, and refine their writing together.
3. *Teaching presence* is maintained as instructors guide, monitor, and facilitate learning through digital tools.

Moreover, Vygotsky's (1978) sociocultural theory provides a strong foundation for this integration, emphasizing that learning occurs through social interaction and collaboration. Google Classroom facilitates this process by creating a digital space where learners can interact, exchange feedback, and co-construct written texts. Students engage in what Vygotsky calls *scaffolding* supporting one another to reach higher levels of writing performance that they

could not achieve alone.

Research evidence also supports the effectiveness of this integration. Yuliani and Wulandari (2021) found that combining Google Classroom with collaborative learning activities significantly improved students' writing performance and engagement. Similarly, Albashtawi and Al Bataineh (2020) reported that students became more motivated and confident in writing when they collaborated through online platforms. The integration encourages peer learning, critical thinking, and continuous reflection all of which are essential in developing writing competence in EFL contexts.

From a practical point of view, this integration transforms the writing classroom into a community of digital writers, where students participate actively in planning, drafting, reviewing, and revising texts together. Teachers can also provide instant feedback, track participation, and evaluate both individual and group progress through the platform's features. As Al-Marroof and Al-Emran (2018) note, technology-enhanced collaboration helps bridge the gap between traditional instruction and modern digital literacy demands.

In short, integrating Google Classroom with collaborative learning offers a pedagogically sound and technologically feasible approach to improving students' writing skills. It promotes communication, creativity, and critical thinking while creating an interactive and supportive environment where students learn from one another. This synergy not only enhances writing performance but also prepares students for the realities of 21st-century digital communication and teamwork.

2.5 Conceptual Framework

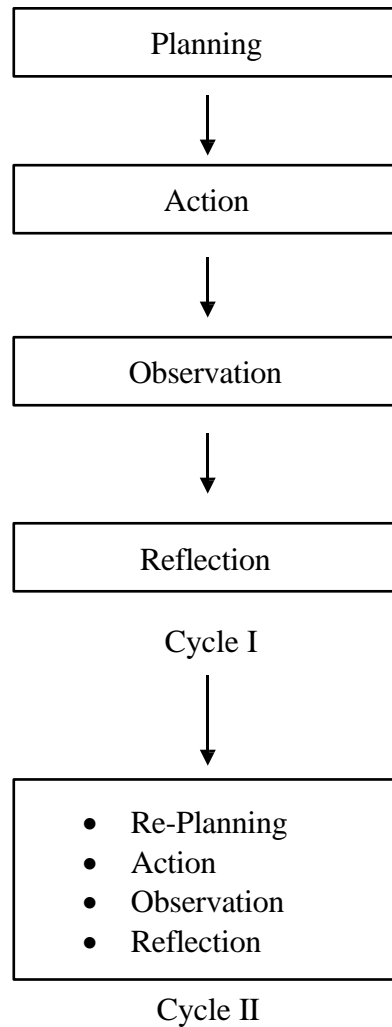
Writing in an EFL context is a complex skill that requires students to master language components such as grammar and vocabulary, apply appropriate organization, and express ideas clearly and coherently. However, many EFL students still experience difficulties in writing due to limited vocabulary, weak grammatical control, low confidence, and limited opportunities to practice writing using digital learning platforms. These challenges often lead to low writing performance and reduced student engagement.

To address these problems, this study focuses on the use of **Google Classroom** as a digital learning platform to support the development of students' writing skills. Google Classroom provides an online learning environment that enables teachers to organize writing instruction, distribute learning materials, assign writing tasks, and manage students' submissions efficiently. Through this platform, students are able to access learning resources, submit their writing assignments, revise drafts, and receive structured and timely feedback.

Furthermore, Google Classroom facilitates collaborative writing activities by allowing students to interact with peers and teachers through comments, shared tasks, and online discussions. These features encourage students to participate actively in the writing process, exchange ideas, and improve their writing in terms of grammar, vocabulary, and organization. By integrating Google Classroom into writing instruction, this study aims to create an interactive and supportive learning environment that enhances students' writing performance and motivation in EFL classrooms.

The integration process can be illustrated as follows:

Classroom Action Research Design



1. Planning

Planning is the initial stage in which the researcher prepares everything needed before implementing the action.

In this stage, the researcher:

- a) Identifies the problems faced by students in learning writing.
- b) Prepares a **lesson plan** that integrates **Google Classroom** and **collaborative learning strategies**.
- c) Prepares teaching materials related to writing skills.
- d) Develops research instruments, such as:
 - o observation sheets
 - o writing tests
 - o writing assessment rubrics
- e) Prepares learning media to be used through **Google Classroom**.
- f) Determines the collaborative learning activities, such as **group discussions and peer feedback**.

The purpose of the planning stage is to design appropriate learning activities that can improve students' writing ability.

2. Acting

Acting is the stage where the researcher implements the plan that has been prepared in the planning stage.

During this stage, the researcher:

- a) Conducts the teaching and learning process using **Google Classroom**.
- b) Divides students into several groups for **collaborative learning activities**.
- c) Gives writing assignments through Google Classroom.
- d) Encourages students to work together and discuss their writing tasks.
- e) Allows students to provide **peer feedback** on their classmates' writing.

- f) Guides and facilitates the learning process.

The purpose of this stage is to apply the planned learning strategy to improve students' writing ability.

3. Observing

Observing is the stage where the researcher observes and records the learning process during the implementation of the action.

In this stage, the researcher:

- a) Observes students' participation in the classroom.
- b) Observes how students interact during collaborative learning activities.
- c) Monitors how students use **Google Classroom** in completing their tasks.
- d) Collects research data such as:
 - o students' writing test results
 - o observation sheets
 - o field notes

The purpose of this stage is to collect data about the effectiveness of the teaching strategy applied in the classroom.

4. Reflecting

Reflecting is the stage where the researcher evaluates the results of the implemented action.

In this stage, the researcher:

- a) Analyzes the students' writing test results.

- b) Evaluates the teaching and learning process.
- c) Identifies the strengths and weaknesses of the implemented strategy.
- d) Determines whether the action successfully improves students' writing ability.

If the results are not satisfactory, improvements will be made in the next cycle.

Research Cycle

The research is conducted in cycles.

Cycle I

Planning → Acting → Observing → Reflecting

If the results are not satisfactory, the research continues to:

Cycle II

Planning → Acting → Observing → Reflecting

This process continues until the research objectives are achieved.

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Reading is a fundamental language skill that plays a crucial role in English language learning, particularly for students learning English as a foreign language. Reading is not merely the process of recognizing written symbols, but an active cognitive activity in which readers construct meaning by interacting with the text. According to Snow (2002), reading comprehension involves the process of extracting and constructing meaning through interaction with written language. Similarly, Grabe (2009) explains that reading is a purposeful and interactive process that requires readers to combine textual information with their background knowledge in order to understand the message of a text. These perspectives indicate that reading ability involves more than decoding words; it requires comprehension skills that enable students to identify key information, such as the main idea, to achieve meaningful understanding of texts.

This research design is appropriate because the purpose of the study is not only to observe students' writing performance but also to implement an instructional strategy aimed at improving it. The integration of Google Classroom and collaborative learning facilitates active student participation, provides opportunities for peer collaboration, and enables timely feedback, all of which contribute to the improvement of students' writing skills.

3.2 Research Procedure

The research follows the four stages of Classroom Action Research (CAR):

1) Planning

In this stage, the researcher prepares:

- a) Lesson plans integrating Google Classroom and collaborative learning activities.
- b) Writing materials and tasks suitable for the students' proficiency level.
- c) Assessment rubrics for writing (covering content, organization, vocabulary, grammar, and mechanics).
- d) Observation sheets and reflection forms.

2) Acting

The researcher implements the designed learning activities in the classroom. Students are divided into small groups, and writing activities are conducted through Google Classroom. Students draft, revise, and share their writing collaboratively. The teacher provides continuous feedback through comments and discussions on the platform.

3) Observing

During the implementation, both teacher and collaborator observe the learning process and students' engagement. Data are collected through classroom observation, students' writing results, and questionnaires about students' responses to the learning process.

4) Reflecting

After the cycle, the researcher analyzes the data to identify strengths and weaknesses of the implementation. Reflection is used to plan improvements for the next cycle until significant progress in students' writing skills is achieved.

3.3 Expected Outcome

Through the repeated cycles of planning, acting, observing, and reflecting, students are expected to show:

- 1) Improved ability in writing English texts (content, organization, grammar, vocabulary, and mechanics).
- 2) Increased motivation and participation in writing activities.
- 3) Better collaboration and peer feedback skills.

3.4 Setting and Participants

This study will be conducted at SMA Taman Siswa Sawit Seberang during the academic year 2025/2026.

No	School	Grade/Class	Number of Students
1	SMA Taman Siswa Sawit Seberang	XI	25

The research will employ a pre-test and post-test design to measure students' writing skills before and after the implementation of Google Classroom integrated with collaborative learning. The pre-test will be administered to

identify students' initial writing ability, while the post-test will be conducted after the treatment to examine the improvement in students' writing skills. All participants will take part in both the pre-test and post-test, and the data collected will be used to analyze the effectiveness of the instructional approach.

3.5 Instruments of Data Collection

To collect the data needed in this study, several instruments are used to ensure the validity and reliability of the findings. The instruments included:

1) Writing Tests (Pre-test and Post-test)

The writing tests are administered before and after the implementation of Google Classroom and collaborative learning activities.

- 2) The **pre-test** aimed to measure students' initial writing ability.
- 3) The **post-test** aimed to evaluate the improvement of students' writing skills after the treatment.

Both tests required students to write a short essay (about 200–250 words) based on a given topic. The students' writings are scored based on five criteria: *content*, *organization*, *vocabulary*, *grammar*, and *mechanics*, adapted from the Jacobs et al. (1981) ESL Composition Profile.

3.6 Observation Checklist

An observation checklist will be used to record students' participation, collaboration, and engagement during the learning process. This instrument helped the researcher identify how effectively students interacted and worked together

through Google Classroom.

The checklist included indicators such as:

- 1) Students' activeness in group discussion
- 2) Frequency of giving and receiving peer feedback
- 3) Use of Google Classroom tools (comments, file sharing, edits)

3.7 Questionnaire

A questionnaire will be distributed at the end of the study to gather students' perceptions and attitudes toward the use of Google Classroom and collaborative learning in improving their writing skills.

The questionnaire consisted of 15 statements using a Likert scale (1 = strongly disagree to 5 = strongly agree), covering aspects such as ease of use, motivation, collaboration, and writing improvement.

3.8 Interview

Semi-structured interviews will be conducted with selected students to gain deeper insights into their experiences. The interviews focused on students' opinions about the effectiveness of collaborative learning and the role of Google Classroom in supporting their writing development.

3.9 Procedures of the Research

This study employed a quasi-experimental design with a pre-test and post-test.

The research procedures are carried out in several stages as follows:

1) Preparation Stage

In this stage, the researcher prepared all the necessary materials and instruments for the study.

Activities included:

- a) Designing the lesson plans that integrated Google Classroom and collaborative learning.
- b) Preparing the writing tests (pre-test and post-test).
- c) Developing the observation checklist, questionnaire, and interview guide.
- d) Coordinating with the English teacher to schedule the implementation of the research.
- e) Ensuring all students had access to Google Classroom and basic knowledge of how to use it.

2) Pre-Test Stage

Before the treatment, a pre-test is given to the students to measure their initial writing ability. Students are asked to write a short essay (200–250 words) on a given topic within a set time limit. The results of the pre-test served as the baseline for comparison with the post-test scores.

3) Treatment Stage

The treatment will be conducted over six weeks, with two meetings per week (90 minutes each). During this stage, Google Classroom and collaborative

learning techniques are implemented in the experimental class. The procedures included:

- a. Students are divided into small groups of 4–5 members.
- b. Each group is assigned writing tasks that required discussion, planning, and collaborative drafting.
- c. Students used Google Classroom to submit their drafts, comment on peers' writing, and revise based on feedback.
- d. The teacher (researcher) acted as a facilitator, guiding students through the stages of brainstorming, drafting, peer review, and revision.
- e. The learning process focused on encouraging peer interaction, mutual feedback, and shared responsibility for group writing tasks.

4) Post-Test Stage

After completing the treatment, a post-test is administered to both control and experimental groups using the same writing prompt and scoring rubric as the pre-test. The post-test aimed to determine whether there is a significant improvement in students' writing skills after the intervention.

3.10 Data Collection and Analysis Stage

All data from the instruments writing tests, observation checklist, questionnaire, and interviews are collected and analyzed.

- a) The quantitative data (from pre- and post-tests, questionnaires) are analyzed using descriptive and inferential statistics to measure improvement and students' perceptions.
- b) The qualitative data (from observation and interviews) are analyzed thematically to describe students' experiences and engagement during the implementation.

Research Schedule and Timeline

This research will be conducted over a period of approximately three months, from March to May 2026, including the stages of preparation, implementation, data collection, and analysis. The detailed schedule of activities is presented in the table below:

Table 3.1 Research Activity Schedule

No	Activity	Month/Week (2026)											
		Maret				April				Mei			
		1	2	3	4	1	2	3	4	1	2	3	4
1	Preparation Stage												
2	Instrument Validation												

3	Pre-Test Administration												
4	Treatment Implementation												
5	Observation and Monitoring												
6	Post-Test Administration												
7	Questionnaire and Interview												
8	Data Analysis												
9	Reporting Stage												

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Findings

4.1.1 Description of Research Implementation

This study was conducted to investigate the effectiveness of integrating Google Classroom with collaborative learning in improving students' writing skills. The research was carried out using a Classroom Action Research (CAR) design, which consisted of a cyclical process involving planning, acting, observing, and reflecting. The implementation of this research aimed not only to observe the students' writing performance but also to improve it through systematic instructional intervention.

The research took place at SMA Taman Siswa Sawit Seberang during the 2025/2026 academic year. It was conducted over a period of approximately three months, from March to May 2026. The participants of this study were Grade XI students, consisting of 25 students. The research activities included a pre-test, treatment, post-test, observation, questionnaire distribution, and interviews.

This study was conducted in two cycles, namely Cycle I and Cycle II. Each cycle consisted of four stages: planning, acting, observing, and reflecting. In Cycle I, the researcher implemented the initial strategy of integrating Google Classroom with collaborative learning activities. However, based on the reflection, several weaknesses were identified, such as limited student participation and difficulties in grammar and organization. Therefore,

improvements were made and implemented in Cycle II to achieve better learning outcomes.

In the implementation process, Google Classroom was used as the main learning platform. It functioned as a medium for distributing learning materials, assigning writing tasks, submitting students' work, and providing feedback. The students accessed the platform to read the instructions, complete assignments, and interact with both the teacher and their peers. The integration of Google Docs within Google Classroom enabled the students to write, edit, and revise their work collaboratively in real time, which enhances interaction and learning flexibility (Dwita & Ramadhan, 2025).

Collaborative learning was implemented by dividing the students into small groups consisting of four to five members. In these groups, the students worked together to complete writing tasks through several stages, including brainstorming, drafting, peer-reviewing, and revising. They shared ideas, provided feedback to one another, and discussed how to improve their writing. This collaborative process helped the students develop their writing skills more effectively, as it promotes peer interaction and knowledge construction (Sari et al., 2025).

During the learning process, the students were actively engaged in various activities. They participated in group discussions, exchanged ideas, and provided comments on their peers' writing through Google Classroom. The students also revised their drafts based on feedback from both their peers and the teacher. The use of digital tools made the learning process more interactive, flexible, and

student-centered. As a result, the students became more motivated and confident in expressing their ideas in written form (Albeshar, 2024).

Overall, the implementation of Google Classroom integrated with collaborative learning created a supportive learning environment that encouraged active participation, improved interaction, and enhanced the students' writing performance (Khatimah et al., 2024).

4.1.2 Results of Pre-Test

The pre-test was conducted prior to the implementation of the treatment to measure the students' initial writing ability. The purpose of the pre-test was to identify the students' baseline performance in writing, particularly in terms of content, organization, vocabulary, grammar, and mechanics. In this test, the students were asked to write a short essay consisting of 200–250 words based on a given topic.

The results of the pre-test indicated that most students still experienced difficulties in writing. Based on the scoring using the ESL Composition Profile, the overall mean score of the students was categorized as low to average. Many students were unable to develop their ideas clearly, and their writing lacked coherence and organization. In addition, grammatical errors and limited vocabulary were commonly found in their writing, which are typical challenges in EFL writing contexts (Khatimah et al., 2024).

In terms of content, most students demonstrated a limited ability to elaborate their ideas. Their essays tended to be short and lacked supporting

details. Regarding organization, many students experienced difficulties in arranging their ideas logically, and transitions between sentences and paragraphs were often unclear. These findings are consistent with previous studies showing that students often struggle with coherence and idea development in writing (Sari et al., 2025).

With regard to vocabulary, the students tended to use simple and repetitive words, indicating a limited range of vocabulary. In terms of grammar, frequent errors were identified in sentence structure, verb tense, and subject–verb agreement. These errors often made their writing difficult to understand. Meanwhile, in terms of mechanics, such as punctuation, spelling, and capitalization, several students still made noticeable mistakes. Such issues are commonly found in students' early writing performance and require systematic instructional support (Albeshar, 2024).

The distribution of the pre-test scores indicated that only a few students achieved a satisfactory level, while the majority were still below the expected standard. This result confirms that the students' writing skills needed improvement and that an effective instructional strategy was required.

Overall, the findings of the pre-test revealed that the students' writing ability was still relatively low. Therefore, it was necessary to implement an appropriate teaching strategy, namely the integration of Google Classroom and collaborative learning, to improve the students' writing skills in the subsequent stages of the research (Dwita & Ramadhan, 2025).

Table 4.1 Pre-Test Scores of Students

No	Indicator	Mean Score	Category
1	Content	18	Fair
2	Organization	12	Fair
3	Vocabulary	13	Fair
4	Grammar	14	Fair
5	Mechanics	3	Fair
	Total Mean	60	Fair

Based on Table 4.1, the total mean score of the students in the pre-test was **60**, which is categorized as **fair**. This indicates that students' writing ability was still below the expected level.

In terms of content, the students obtained a mean score of 18, indicating that they had a limited ability to develop ideas. Their writing lacked depth and supporting details. In terms of organization, the mean score was 12, indicating that the students experienced difficulties in arranging their ideas logically and coherently.

Regarding vocabulary, the mean score was 13, reflecting limited word choice and the frequent repetition of simple words. In terms of grammar, the students achieved a mean score of 14, indicating that many grammatical errors were still present, particularly in sentence structure and verb usage. Meanwhile, in

terms of mechanics, the mean score was 3, indicating that errors in punctuation, spelling, and capitalization were still commonly found. These findings are consistent with previous studies indicating that EFL students often face challenges in grammar, vocabulary, and writing organization (Khatimah et al., 2024).

Overall, the findings of the pre-test revealed that the students' writing skills were still relatively low. Most students had not yet achieved the expected standard in writing. Therefore, it was necessary to implement an effective instructional strategy, namely the integration of Google Classroom and collaborative learning, to improve the students' writing skills in the subsequent stages of the research (Dwita & Ramadhan, 2025).

4.1.3 Results of Cycle I

Cycle I was conducted as the initial implementation of the teaching strategy by integrating Google Classroom with collaborative learning. This cycle consisted of four stages: planning, acting, observing, and reflecting.

a. Planning

In this stage, the researcher prepared the lesson plans by integrating Google Classroom with collaborative learning strategies. The writing materials and tasks were designed according to the students' level. The researcher also prepared learning media, assessment rubrics, and observation sheets. The students were divided into small groups consisting of four to five members.

b. Acting

In this stage, the researcher implemented the planned teaching activities using Google Classroom as the main learning platform. All learning materials, instructions, and assignments were distributed through Google Classroom.

The students accessed the platform to read the instructions, download materials, and submit their writing tasks. The teacher guided the students step by step in completing the writing activities.

During the learning process, the students worked collaboratively in their groups. They used Google Classroom and Google Docs to write, edit, and revise their texts. The activities included brainstorming ideas, drafting, peer-reviewing, and revising. This process reflects collaborative writing practices that promote interaction and knowledge construction among learners (Sari et al., 2025).

The teacher also provided feedback directly through Google Classroom, allowing the students to improve their writing based on suggestions and corrections. This process made the learning more interactive, flexible, and student-centered, which is supported by recent studies on technology-enhanced learning environments (Albeshar, 2024).

c. Observing (Revised – Five Groups with the Same Task)

During the implementation, the researcher observed the students' participation and interaction throughout the learning process. The students were divided into five groups, and all groups were assigned the same writing task. This

uniform task allowed the researcher to compare the performance and level of collaboration among the groups more objectively and consistently.

The observation results indicated that most groups were actively engaged in completing the task. The students discussed ideas, shared opinions, and assisted one another in writing and revising their texts.

However, some differences among the groups were still evident. Certain groups demonstrated strong collaboration and active participation, while others were less active and tended to rely on particular members.

In addition, several students still experienced difficulties in terms of grammar and organization. Nevertheless, the use of Google Classroom helped the students remain focused on the task and facilitated better interaction among group members.

Overall, the observation revealed that implementing collaborative learning in five groups with the same task provided a clear and comprehensive picture of the students' participation, cooperation, and development in writing skills.

d. Reflecting (Revised – Final Version)

Based on the observation results in Cycle I, several strengths and weaknesses were identified as follows:

Strengths:

- a) The students began to participate more actively in collaborative learning activities.
- b) The students showed a positive interest in using Google Classroom as a learning platform.

- c) There was an initial improvement in the students' writing ability, particularly in generating ideas.

Weaknesses:

- a) Some students were still passive during group discussions.
- b) The students had limited vocabulary, which affected their ability to express ideas clearly.
- c) The students' grammar and sentence structure were still weak.
- d) Collaboration among group members was not yet optimal.

Based on these findings, several improvements were required for the next cycle. These included providing clearer instructions, encouraging more active student participation, and placing greater emphasis on feedback and the revision process to enhance students' writing skills.

Table 4.2 Students' Writing Scores in Cycle I (Revised)

No	Indicator	Mean Score
1	Content	22
2	Organization	15
3	Vocabulary	15
4	Grammar	16
5	Mechanics	4
	Total Mean	72

Explanation of Table 4.2

Based on Table 4.2, the total mean score of students in Cycle I was **72**, indicating an improvement compared to the pre-test score (60).

This improvement occurred as a result of the implementation of Google Classroom integrated with collaborative learning, which provided the students with more opportunities to practice writing and receive feedback. Such technology-enhanced collaborative environments have been shown to support writing development and student engagement (Dwita & Ramadhan, 2025).

In terms of content, the mean score increased to 22, indicating that the students were able to generate and develop their ideas more effectively through group discussions and brainstorming activities. The collaborative process enabled the students to share ideas and support one another in completing the task, which aligns with findings on collaborative writing practices (Sari et al., 2025).

Regarding organization, the mean score reached 15, indicating that the students began to arrange their ideas more logically, although some inconsistencies were still found. This improvement occurred because the students were guided through structured writing stages, such as drafting and revising, which are essential in developing coherent texts (Albeshar, 2024).

In terms of vocabulary, the mean score was 15, showing slight improvement. However, the students still had a limited range of vocabulary, which affected their ability to express ideas clearly. This limitation suggests that more practice and exposure to varied vocabulary are still required (Khatimah et al., 2024).

In grammar, the mean score increased to 16. This improvement was influenced by teacher feedback and peer correction during the collaborative writing process. However, grammatical errors were still identified in sentence structure and verb usage, indicating that continuous practice is necessary.

Meanwhile, in terms of mechanics, the score reached 4, indicating that the students began to pay more attention to punctuation, spelling, and capitalization, although minor errors were still found.

Overall, the increase in scores was influenced by several factors:

- a) the use of Google Classroom as a learning platform,
- b) collaborative learning activities, and
- c) continuous feedback from both the teacher and peers.

However, the improvement was not yet optimal, as some students still experienced difficulties in vocabulary, grammar, and active participation.

4.1.4 Results of Cycle II (Revised – Final Version)

Cycle II was conducted as a continuation and improvement of Cycle I. This cycle aimed to overcome the weaknesses identified in the previous cycle, particularly in terms of students' participation, grammar accuracy, and the effectiveness of collaboration.

a. Planning

In this stage, the researcher revised the lesson plan based on the reflection from Cycle I. Greater emphasis was placed on providing clear instructions, enhancing students' participation, and improving feedback strategies.

Additional efforts included:

1. The teacher prepared detailed instructions and guided questions to help the students develop their ideas during the writing process.
2. The teacher designed interactive activities and ensured that all materials were accessible through Google Classroom before the lesson began.
3. Providing more explicit guidance on writing structure.
4. Providing examples of well-written texts.
5. Encouraging equal participation in group work.
6. Maximizing the use of feedback features in Google Classroom.

b. Acting

During Cycle II, the improved teaching strategies were implemented. The students worked more actively in their groups and demonstrated better engagement in collaborative writing activities.

They used Google Classroom more effectively to:

1. Share ideas,
2. Write and edit drafts, and
3. Give and receive peer feedback.

The teacher also provided more intensive guidance and feedback, particularly in grammar and organization.

c. Observing

The observation results indicated a significant improvement compared to Cycle I. Most students actively participated in group discussions and writing activities.

The students became more confident in expressing their ideas and were more willing to provide feedback to their peers. Their understanding of how to use Google Classroom also improved.

In addition, the students' writing demonstrated better organization, more developed content, improved vocabulary, and fewer grammatical errors.

d. Reflecting

Based on the results of Cycle II, it was found that the implementation of Google Classroom integrated with collaborative learning was successful in improving the students' writing skills.

Strengths:

1. The students were more active and engaged in the learning process.
2. Collaborative learning worked effectively among group members.
3. The students' writing skills improved significantly.
4. The students became more confident in expressing their ideas.
5. The students demonstrated better understanding and use of digital learning tools, particularly Google Classroom.

Weaknesses:

1. Minor grammatical errors were still identified in some students' writing.
2. Some students still required additional guidance and support.

However, overall, the results of Cycle II were considered satisfactory, and the research objectives were successfully achieved. Therefore, no further cycle was required.

Table 4.3 Students' Writing Scores in Cycle II

No	Indicator	Mean Score	Category
1	Content	26	Good
2	Organization	18	Good
3	Vocabulary	17	Good
4	Grammar	19	Good
5	Mechanics	4	Good
	Total Mean	84	Good

Explanation Table 4.3, Based on Table 4.3, the total mean score of students in Cycle II increased to **84**, which shows a significant improvement compared to Cycle I (72).

This improvement occurred because the teaching strategy in Cycle II had been revised and optimized based on the weaknesses identified in Cycle I. Such refinement in instructional strategies is essential in improving learning outcomes, particularly in writing skills (Sari et al., 2025).

In terms of content, the mean score increased to 26, indicating that the students were able to develop their ideas more clearly and in greater detail. This

improvement was influenced by clearer instructions and more structured guidance provided by the teacher, which are crucial in facilitating idea development in writing (Albesher, 2024).

Regarding organization, the mean score reached 18, indicating that the students were better able to arrange their ideas logically. The use of structured writing stages, such as drafting and revising, helped the students produce more coherent texts. This finding is consistent with studies highlighting the importance of process-based writing instruction (Khatimah et al., 2024).

In terms of vocabulary, the mean score increased to 17, indicating that the students began to use more varied and appropriate words. This improvement was supported by peer discussion and exposure to diverse ideas during collaborative activities, which enhance vocabulary development (Sari et al., 2025).

In grammar, the mean score improved to 19. This improvement was attributed to more intensive feedback from the teacher and peer correction, which helped the students reduce grammatical errors and improve sentence structure. Feedback plays a significant role in improving students' grammatical accuracy (Albesher, 2024).

Meanwhile, in terms of mechanics, the score remained stable at 4, indicating that the students were able to maintain accuracy in punctuation, spelling, and capitalization.

Overall, the improvement in Cycle II was influenced by several factors:

- a) clearer instructions from the teacher,
- b) more active student participation,

- c) effective collaborative learning,
- d) a more intensive feedback and revision process, and
- e) increased student engagement during the learning process (Dwita & Ramadhan, 2025).

Therefore, the results of Cycle II indicate that the implementation of Google Classroom integrated with collaborative learning became more effective after refinement and successfully improved the students' writing skills.

4.1.5 Results of Post-Test

The post-test was conducted after the implementation of Cycle II to measure the students' final writing ability. The purpose of the post-test was to determine whether there was a significant improvement in the students' writing skills after the integration of Google Classroom with collaborative learning.

In this test, the students were asked to write a short essay consisting of 200–250 words, similar to the pre-test. The students' writing was assessed using the same scoring rubric, covering content, organization, vocabulary, grammar, and mechanics. The use of consistent assessment criteria ensured the reliability of the measurement (Khatimah et al., 2024).

The results of the post-test indicated a significant improvement in the students' writing performance. Most students were able to develop their ideas more clearly, organize their writing more logically, and use more appropriate and varied vocabulary. In addition, grammatical errors were reduced, and the overall quality of writing improved. These findings are consistent with previous studies showing that the integration of technology and collaborative learning can

significantly enhance students' writing skills (Dwita & Ramadhan, 2025; Sari et al., 2025).

Table 4.4 Students' Writing Scores in Post-Test

No	Indicator	Mean Score	Category
1	Content	27	Very Good
2	Organization	19	Good
3	Vocabulary	18	Good
4	Grammar	20	Good
5	Mechanics	4	Good
	Total Mean	88	Good-Very Good

Based on Table 4.4, several key strategies contributed to the improvement of students' writing skills. First, the use of Google Classroom facilitated structured and flexible learning, enabling students to access materials and receive feedback efficiently (Dwita & Ramadhan, 2025; Heggart & Yoo, 2018).

Second, collaborative learning encouraged active participation through idea-sharing and peer feedback, which enhanced students' writing quality (Dillenbourg, 2013; Gillies, 2016). Third, the implementation of a process-based

writing approach (brainstorming, drafting, revising, and editing) helped students develop their writing systematically (Hyland, 2003; Graham & Perin, 2007).

In addition, continuous feedback from teachers and peers improved students' accuracy in grammar and vocabulary (Albesher, 2024). Finally, the integration of technology and collaboration increased students' motivation and engagement in learning (Al-Fraihat et al., 2020).

Overall, these strategies effectively supported the improvement of students' writing skills, as reflected in the post-test results.

4.1.6 Improvement of Students' Writing Skills

To clearly see the improvement of students' writing skills, the comparison of mean scores from the pre-test, Cycle I, Cycle II, and post-test is presented in the table below.

Table 4.5 Comparison of Students' Writing Scores

Test Stage	Mean score	Category
Pre test	60	Fair
Cycle I	72	Fair-good
Cycle II	84	Good
Post test	88	Good-very good

Based on Table 4.5, it can be seen that students' writing scores improved continuously in each stage. The mean score increased from 60 (pre-test) to 72 (Cycle I), then to 84 (Cycle II), and finally to 88 (post-test).

This gradual improvement indicates that the instructional strategy implemented in this study was effective in enhancing students' writing skills. The increase from the pre-test to Cycle I reflects the initial impact of integrating Google Classroom and collaborative learning, which began to engage students more actively in the writing process. Furthermore, the more significant improvement observed in Cycle II suggests that the revisions made after reflection such as clearer instructions, more intensive feedback, and better group collaboration successfully addressed the weaknesses identified in Cycle I.

The highest improvement in the post-test demonstrates that students were able to internalize the writing process, including idea development, organization, vocabulary usage, and grammatical accuracy. This consistent increase across all stages confirms that the combination of technology-based learning and collaborative strategies provides a positive and sustained impact on students' writing performance. Moreover, it indicates that continuous practice, feedback, and interaction are essential factors in developing students' writing skills effectively.

Percentage of Minimum Formula

$$P = X/X_{\min} \times 100\%$$

Description:

- a) **P** = Percentage of Minimum (%)
- b) **X** = Obtained score (mean score or students' score)
- c) **X_{min}** = Minimum standard score (e.g., passing grade / KKM)

Example:

If:

- a) Mean score in Cycle I = **72**
- b) Minimum standard score (KKM) = **60**

Then:

$$P = 72/60 \times 100\% = 120\%$$

Interpretation:

- a) **P > 100%** → The score exceeds the minimum standard
- b) **P = 100%** → The score meets the minimum standard
- c) **P < 100%** → The score is below the minimum standard

The result shows that there was an improvement of **46.7%** in students' writing scores. This indicates a significant enhancement in students' writing ability after the implementation of Google Classroom integrated with collaborative learning.

Interpretation of Improvement

The improvement occurred in all aspects of writing:

- 1) **Content:** Students were able to develop ideas more clearly and in detail
- 2) **Organization:** Writing became more structured and coherent
- 3) **Vocabulary:** Students used more varied and appropriate words
- 4) **Grammar:** Errors decreased significantly
- 5) **Mechanics:** Writing became more accurate

Overall, the data indicate that the integration of Google Classroom and collaborative learning was effective in improving students' writing skills. The

consistent increase in scores across all stages proves that the teaching strategy successfully enhanced students' performance.

4.1.7 Results of Questionnaire

The questionnaire was distributed to the students at the end of the research to identify their perceptions toward the use of Google Classroom integrated with collaborative learning in improving their writing skills. The questionnaire consisted of 15 statements using a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The analysis of students' responses focused on three main aspects: ease of using Google Classroom, students' motivation, and collaboration. The results are presented in percentages to show the distribution of students' responses.

Table 4.6 Students' Responses to the Questionnaire

No	Aspect	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Ease of use	52%	32%	10%	6%	0%
2	Motivation	48%	36%	12%	4%	0%
3	Collaboration	56%	30%	10%	4%	0%

Based on Table 4.6, the majority of students gave **positive responses** toward the use of Google Classroom integrated with collaborative learning in improving their writing skills.

In terms of **ease of use**, 52% of students strongly agreed and 32% agreed that Google Classroom was easy to use. This indicates that most students did not

face significant difficulties in accessing materials, submitting assignments, and participating in learning activities through the platform.

Regarding **motivation**, 48% of students strongly agreed and 36% agreed that the use of Google Classroom and collaborative learning increased their motivation in writing. This shows that the integration of technology and group work created a more engaging and enjoyable learning environment.

In the aspect of **collaboration**, 56% of students strongly agreed and 30% agreed that collaborative learning helped them improve their writing skills. This means that working in groups allowed students to share ideas, give feedback, and learn from each other effectively.

Only a small percentage of students gave neutral or negative responses, indicating that the overall perception of students toward the implementation was highly positive.

Overall, the questionnaire results confirm that the use of Google Classroom and collaborative learning not only improved students' writing skills but also increased their motivation and participation in the learning process.

Interpretation

Overall, the questionnaire results show that:

- 1) Students found Google Classroom easy to use
- 2) Students were more motivated in learning writing
- 3) Collaborative learning improved interaction and writing skills

These findings support the effectiveness of integrating Google Classroom and collaborative learning in the teaching of writing.

4.1.8 Results of Interview (Revised – Academic Version)

The interviews were conducted with several selected students to gain deeper insights into their experiences during the implementation of Google Classroom integrated with collaborative learning. The interviews were conducted using a semi-structured format, allowing the students to freely express their opinions, feelings, and experiences.

Based on the interview results, most students gave positive responses toward the learning process. The findings are summarized into several key themes as follows:

1. Students' Perception of Google Classroom

Most students stated that Google Classroom was easy to use and helped them manage their assignments effectively. They mentioned that the platform allowed them to access learning materials at any time and submit their work more efficiently.

1. *“Google Classroom makes it easier for me to submit assignments and see my teacher’s feedback directly.”*
2. *“I can access the materials anytime,so I don’t Miss the lesson”*
3. *“Google classroom is simple to use and helps me stay organized”*
4. *“I like using Google classroom because everything is in one place “*
5. *“It helps me manage my assignments better and submit them on time”*

This finding indicates that Google Classroom provides a practical and flexible learning environment, which supports students’ learning autonomy (Dwita & Ramadhan, 2025).

2. Students' Motivation in Writing

The majority of students reported that their motivation in writing increased during the learning process. They felt more interested and enthusiastic because the learning activities differed from traditional methods.

1. *"I feel more motivated because we can work together and use technology in learning."*
2. *"I enjoy writing more because the activities are different and interesting"*
3. *"I feel excited when using Google classroom in learning"*
4. *"Working in groups makes me more enthusiastic in writing "*
5. *"I'm more motivated because the learning is not boring"*

This finding shows that the integration of technology and collaborative learning creates a more engaging and motivating learning experience (Albesher, 2024).

3. The Role of Collaborative Learning

The students expressed that working in groups helped them generate ideas and improve their writing. They were able to share opinions, discuss errors, and provide feedback to one another.

1. *"When I work with my friends, I can get more ideas and correct my mistakes."*
2. *"My friends helps me understand how to write better "*
3. *"we share ideas and improve our writing together "*
4. *"I can learn from my friends when we discuss the task"*
5. *"group work helps me find mistakes and fix them"*

This finding indicates that collaborative learning contributes positively to students' writing development through peer interaction and knowledge sharing (Sari et al., 2025).

4. Improvement in Writing Skills

Most students reported that their writing skills improved after the implementation of the teaching strategy. They became more confident in writing and were better able to organize their ideas.

1. *“Now I can write better because I learn from my friends and teacher’s feedback.”*
2. *“my writing is better now because I practice more”*
3. *“ I understand how to organize my ideas clearly “*
4. *“I make fewer grammar mistakes than before “*
5. *“I feel more confident when writing now”*

This finding suggests that feedback and collaboration play an important role in improving students' writing ability (Khatimah et al., 2024).

5. Challenges Faced by Students

Although most responses were positive, some students mentioned several challenges, such as:

- a) difficulties in grammar,

- b) limited vocabulary, and
- c) dependence on group members.

However, these challenges gradually decreased as the students became more familiar with the learning process and the use of Google Classroom.

Interpretation

Overall, the interview results revealed that:

1. the students had positive perceptions of Google Classroom,
2. the students were more motivated in writing,
3. collaborative learning helped improve the students' writing skills,
4. the students became more confident and active in the learning process, and
5. the integration of technology supported more effective and interactive learning environments.

These findings support the quantitative data obtained from the questionnaire and test results, confirming that the integration of Google Classroom with collaborative learning was effective in improving the students' writing skills (Dwita & Ramadhan, 2025; Sari et al., 2025).

4.2 Discussion (Revised – Academic + Recent References)

4.2.1 Improvement of Students' Writing Skills

Based on the findings, it was evident that the students' writing skills improved significantly after the implementation of Google Classroom integrated with collaborative learning. This improvement can be observed from the increase

in the mean scores from the pre-test (60) to Cycle I (72), Cycle II (84), and post-test (88).

This improvement indicates that the teaching strategy was effective in enhancing the students' writing ability in all aspects, including content, organization, vocabulary, grammar, and mechanics. These findings are consistent with recent studies suggesting that writing is a process that involves planning, drafting, revising, and editing, which can be effectively facilitated through collaborative and technology-supported learning environments (Sari et al., 2025).

Furthermore, the use of peer feedback enabled the students to identify and correct their mistakes, which contributed to better writing performance. This supports the idea that writing skills can be improved through continuous practice and feedback (Albeshar, 2024).

4.2.2 The Role of Google Classroom

Google Classroom played an important role as a learning platform in this study. It facilitated the teaching and learning process by providing a space where the students could access materials, submit assignments, and receive feedback.

The platform also enabled real-time collaboration through tools such as Google Docs, allowing the students to write and edit their work collaboratively. This finding is consistent with recent research indicating that Google Classroom enhances interaction, collaboration, and classroom management in digital learning environments (Dwita & Ramadhan, 2025).

Moreover, the use of Google Classroom made the learning process more flexible and accessible. The students were able to work on their assignments

anytime and anywhere, which increased their engagement and responsibility in learning.

4.2.3 The Effect of Collaborative Learning

Collaborative learning had a significant impact on the students' writing development. By working in groups, the students were able to share ideas, discuss their writing, and provide feedback to one another.

This process helped the students improve their understanding of writing components, such as grammar, vocabulary, and organization. It also encouraged active participation and critical thinking.

These findings are supported by recent studies indicating that collaborative learning promotes knowledge construction, peer interaction, and improved writing quality among students (Khatimah et al., 2024; Sari et al., 2025). Through collaboration, the students became more aware of their mistakes and learned how to revise their work more effectively.

4.2.4 Students' Motivation and Engagement

Another important finding of this study was the increase in the students' motivation and engagement. The use of technology and collaborative activities created a more interactive and enjoyable learning environment.

The students were more enthusiastic in participating in group discussions and completing writing tasks. They also demonstrated greater confidence in expressing their ideas in written form.

This finding is supported by recent research showing that technology-integrated collaborative learning can enhance students' motivation, engagement,

and communication skills (Albesher, 2024; Dwita & Ramadhan, 2025). The integration of Google Classroom made the learning process more student-centered, which contributed to higher motivation.

4.2.5 Comparison with Previous Studies

The findings of this study are consistent with previous research on the use of Google Classroom and collaborative learning in improving students' writing skills.

Recent studies have found that the integration of Google Classroom and collaborative learning significantly improves students' writing performance, engagement, and participation (Khatimah et al., 2024; Dwita & Ramadhan, 2025).

Similar to those studies, the present research also found that the students demonstrated better writing ability and increased participation after the implementation of the teaching strategy. This consistency strengthens the validity of the findings and confirms that the integration of technology and collaborative learning is an effective approach in teaching writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussion of the research, several conclusions can be drawn.

First, there was a significant improvement in students' writing skills after the implementation of Google Classroom integrated with collaborative learning. This improvement can be seen from the increase in the mean scores from the pre-test (60) to Cycle I (72), Cycle II (84), and post-test (88). It indicates that students were able to improve their ability in developing content, organizing ideas, using appropriate vocabulary, applying correct grammar, and writing with better mechanics.

Second, the use of Google Classroom enhanced students' motivation and engagement in writing activities. The platform provided a flexible and interactive learning environment where students could access materials, submit assignments,

and receive feedback easily. As a result, students became more active and responsible in their learning process.

Third, collaborative learning played an important role in improving students' writing skills. Through group work and peer feedback, students were able to share ideas, identify errors, and revise their writing effectively. This process helped students become more confident and improved the overall quality of their writing.

In conclusion, the integration of Google Classroom and collaborative learning is an effective strategy to improve students' writing skills in the EFL context. This approach not only enhances students' academic performance but also promotes active participation and meaningful learning.

5.2 Suggestions

Based on the conclusions above, several suggestions are proposed for teachers, students, institutions, and future researchers.

5.2.1 For Teachers

Teachers are recommended to utilize Google Classroom as an effective digital learning platform in teaching writing, as it facilitates the distribution of materials, assignment management, and timely feedback in a structured and flexible manner. The use of such technology has been shown to enhance students' engagement and support more efficient learning processes (Heggart & Yoo, 2018; Dwita & Ramadhan, 2025).

In addition, teachers are encouraged to implement collaborative learning strategies to promote students' active participation and interaction. Through collaborative activities, students can exchange ideas, provide peer feedback, and develop their writing skills more effectively. This approach aligns with previous studies highlighting that collaborative learning fosters critical thinking, communication, and deeper understanding (Dillenbourg, 2013; Gillies, 2016).

Furthermore, teachers need to provide clear instructions and continuous feedback throughout the writing process. Clear guidance helps students understand the task requirements, while feedback plays a crucial role in improving students' accuracy in grammar, vocabulary, and organization. Effective feedback has been identified as a key factor in enhancing students' writing performance (Albeshar, 2024).

Therefore, by integrating digital platforms, collaborative strategies, and continuous feedback, teachers can create a more interactive, student-centered, and effective learning environment that supports the development of students' writing skills.

5.2.2 For Students

Students are encouraged to actively participate in collaborative learning activities, as such engagement enables them to share ideas, exchange feedback, and improve their writing through social interaction. Active involvement in group work has been shown to enhance students' understanding and promote the development of writing skills through peer learning (Dillenbourg, 2013; Gillies, 2016).

Furthermore, students are advised to make effective use of peer feedback as part of the writing process. Feedback from peers can help students identify errors, refine their ideas, and improve the overall quality of their writing. This is supported by research indicating that feedback plays a crucial role in developing students' writing accuracy and critical thinking skills (Albeshar, 2024).

In addition, students should practice writing regularly in order to strengthen their ability in organizing ideas, using appropriate vocabulary, and applying correct grammar. Writing is a skill that develops through continuous practice and revision (Hyland, 2003; Graham & Perin, 2007).

Finally, students are encouraged to take advantage of digital learning platforms such as Google Classroom to support their learning. The use of technology allows students to access materials, submit assignments, and receive feedback more efficiently, which can enhance their learning autonomy and motivation (Heggart & Yoo, 2018; Dwita & Ramadhan, 2025).

By actively engaging in collaborative activities, utilizing feedback, practicing consistently, and leveraging digital tools, students can significantly improve their writing skills and become more independent learners.

5.2.3 For Institutions

Educational institutions are expected to support the implementation of technology-based learning by providing adequate facilities, infrastructure, and training for both teachers and students. Such support is essential to ensure the effective integration of digital platforms, such as Google Classroom, into the teaching and learning process. Previous studies have shown that institutional

support plays a significant role in the successful adoption of educational technology (Al-Fraihat et al., 2020).

In addition, institutions should organize continuous professional development programs to enhance teachers' digital competence and pedagogical skills. Training programs enable teachers to effectively design and implement technology-integrated and collaborative learning activities, which are crucial in improving students' learning outcomes (Bates, 2021).

Furthermore, institutions need to provide reliable internet access and digital resources to ensure that all students can participate in online learning without barriers. Accessibility and technological readiness are key factors in creating an inclusive and effective learning environment (Al-Marroof & Al-Emran, 2018).

Therefore, by providing comprehensive support in terms of infrastructure, training, and accessibility, educational institutions can foster a modern, innovative, and student-centered learning environment that enhances both teaching effectiveness and student achievement.

5.2.4 For Future Researchers

Future researchers are recommended to conduct similar studies by incorporating different variables, larger sample sizes, or more diverse research designs in order to obtain more comprehensive and generalizable findings. Expanding the scope of research can provide deeper insights into the effectiveness of technology-integrated and collaborative learning in various educational contexts (Al-Fraihat et al., 2020).

In addition, future studies may explore the use of other digital platforms or learning management systems to compare their effectiveness with Google Classroom in enhancing students' learning outcomes. Comparative studies are important to identify the most suitable platforms for different learning environments (Bates, 2021).

Furthermore, researchers are encouraged to apply this approach to other language skills, such as speaking, reading, or listening, to examine whether similar improvements can be achieved across different aspects of language learning. Previous research suggests that technology-enhanced collaborative learning has the potential to improve various language skills, not only writing (Heggart & Yoo, 2018).

Finally, future researchers may also consider integrating additional pedagogical approaches, such as project-based learning or problem-based learning, to further enrich the learning process and maximize student engagement. By exploring these possibilities, future studies can contribute to the development of more innovative and effective teaching strategies in language education.

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APPENDIXES

Appendix 1. Writing Test (Pre-Test and Post-Test)

Instruction:

Write a short essay (200–250 words) based on the given topic below. You have 60 minutes to complete your writing. Pay attention to content, organization, vocabulary, grammar, and mechanics.

Topic (Pre-test): The Importance of Technology in Education

Topic (Post-test): How Online Collaboration Helps Me Become a Better Writer

Component	Score Range	Description
Content	13–30	Relevance, ideas, and development of topic
Organization	7–20	Logical sequencing, cohesion, and structure
Vocabulary	7–20	Choice of words, range, appropriateness
Language Use	5–25	Grammar, sentence structure, accuracy
Mechanics	2–5	Punctuation, spelling, capitalization
Total Score	100	

Appendix 2. Observation Checklist

Purpose:

To observe students' engagement and collaboration during the writing activities using Google Classroom.

Appendix 3. Questionnaire

Students' Perceptions toward Google Classroom and Collaborative Learning

Instruction:

Please rate each statement based on your experience during the writing activities.

(1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree)

Appendix 4. Writing Scoring Rubric (Based on Jacobs et al., 1981)

The students' writing performance in this research is assessed using the **ESL Composition Profile developed by Jacobs et al. (1981)**. This rubric evaluates five important aspects of writing ability: **Content, Organization, Vocabulary, Language Use, and Mechanics**.

The maximum score for the writing test is **100 points**.

Writing Assessment Rubric

1. Content (30 Points)

Score Range	Criteria
27 – 30	Excellent to Very Good: Knowledgeable, substantive, thorough development of ideas, and relevant to the assigned topic.
22 – 26	Good to Average: Some knowledge of the subject, adequate range of ideas, but development is limited.
17 – 21	Fair to Poor: Limited knowledge of the subject, little substance, and inadequate development of ideas.
13 – 16	Very Poor: Does not show knowledge of the subject and lacks substantive content.

2. Organization (20 Points)

Score Range	Criteria
18 – 20	Excellent to Very Good: Fluent expression, ideas clearly stated, well-organized, and logical sequencing.
14 – 17	Good to Average: Somewhat organized but lacks clear support and transitions.
10 – 13	Fair to Poor: Loosely organized with ideas that are not clearly connected.
7 – 9	Very Poor: No clear organization and difficult to understand.

3. Vocabulary (20 Points)

Score Range	Criteria
18 – 20	Excellent to Very Good: Sophisticated range of vocabulary and effective word choice.
14 – 17	Good to Average: Adequate vocabulary range with occasional word choice errors.
10 – 13	Fair to Poor: Limited vocabulary and frequent errors in word choice.
7 – 9	Very Poor: Very limited vocabulary and inappropriate word usage.

4. Language Use (25 Points)

Score Range	Criteria
22 – 25	Excellent to Very Good: Effective use of complex sentence constructions with few grammatical errors.
18 – 21	Good to Average: Simple sentence constructions with some grammatical errors.
11 – 17	Fair to Poor: Major problems in sentence construction and frequent grammatical errors.
5 – 10	Very Poor: Dominated by grammatical errors and difficult to understand.

5. Mechanics (5 Points)

Score	Criteria
5	Excellent: Very few errors in spelling, punctuation, and capitalization.
4	Good: Occasional errors in mechanics.
3	Fair: Several errors in spelling and punctuation.
2	Poor: Frequent errors in spelling, punctuation, and capitalization.

Scoring Procedure

The final writing score is obtained by adding the scores of the five components.

Formula:

Final Score=Content+Organization+Vocabulary+Language Use+Mechanics
Final Score = Content + Organization + Vocabulary + Language Use + Mechanics

The maximum possible score is **100 points**.

Example of Scoring

Component	Score
------------------	--------------

Content	25
---------	----

Organization	16
--------------	----

Vocabulary	15
------------	----

Language Use	20
--------------	----

Mechanics	4
-----------	---

Final Score = 25 + 16 + 15 + 20 + 4 = 80
Final Score = 25 + 16 + 15 + 20 + 4 = 80

Thus, the student's final writing score is **80**.

Appendix 5. Question

A. PRE-TEST

Instruction:

Write a text of 200 words.

Recount Text

Write about your most memorable holiday experience. Tell:

- When and where it happened
- What you did
- How you felt

B. POST-TEST

Short Essay Writing (Main Test). Write an essay (200 words).

Choose ONE topic:

- A. Why learning English is important for students
- B. The advantages and disadvantages of social media
- C. An unforgettable experience in your life

Structure:

- Introduction
- Body paragraph(s)
- Conclusion

Appendix 6. Pre test

Nama	Content 30	Organization 20	Vocabulary 20	Language Use 25	Mechanics 5	Total
AH	19	12	13	15	3	62
AI	19	13	14	15	3	64
AS	19	13	14	15	3	64
CT	19	13	14	15	3	64
EA	17	11	12	14	4	58
HE	17	11	12	13	3	56
KD	16	11	12	13	3	55
KY	17	11	12	14	4	58
KA	19	13	14	15	3	64
LA	16	11	12	13	3	55
LQ	19	13	14	15	3	64
MD	19	13	14	15	3	64
MP	19	13	14	15	3	64
NS	17	11	12	13	3	56
NA	17	11	12	13	3	56
NH	17	11	12	14	3	57
QA	17	11	12	13	3	56
SD	18	12	13	14	3	60
SA	17	11	12	14	3	57
SR	17	11	12	13	3	56

Appendix 7. Post test

Nama	Content 30	Organization 20	Vocabulary 20	Language Use 25	Mechanics 5	Total
AH	26	17	17	22	4	86
AI	27	18	18	21	4	88
AS	26	17	17	21	4	85
CT	28	18	18	22	4	90
EA	28	18	18	22	4	90
HE	25	17	17	21	4	84
KD	26	18	17	22	4	87
KY	27	18	18	22	4	89
KA	26	17	17	22	4	86
LA	28	19	18	22	4	91
LQ	27	18	18	21	4	88
MD	26	17	17	21	4	85
MP	28	18	18	22	4	90
NS	26	18	17	22	4	87
NA	27	18	18	22	4	89
NH	26	17	17	22	4	86
QA	27	18	18	21	4	88
SD	29	19	18	22	4	92
SA	26	17	17	21	4	85
SR	26	18	17	22	4	87

CAMBRIDGE MY CAMPUS

No.:

Date:

A PRE - TEST

My unforgettable Trip to Pangandaran Beach

Two years ago, during the school holiday, my family and I went to Pangandaran Beach in West Java. We departed from our house in Bandung early in the morning by car. It took about seven hours to reach the beach, but I did not feel tired because of the beautiful scenery along the road.

Upon arrival, I felt amazed by the vast blue sea and the white sand. The weather was very hot, but the sea breeze made it feel refreshing. My brother and I immediately ran to the water to swim. We also built a huge sandcastle near the shoreline. After swimming, we rented a small boat to go to the white sand area for snorkeling. The underwater scenery was stunning, with colorful coral reefs and small fish swimming around us. In the afternoon, we sat on the beach to watch the sunset, which was incredibly beautiful.

I felt so happy and relaxed during that trip. It was the most memorable holiday experience for me, and I hope to go there again someday.

CS Dipindai dengan CamScanner



A PRE - TEST.

Instruction:

Write a text of 200 words.

Recount text.

Write about your most memorable holiday experience, ²⁰

- When and where it happened.

- What you did.

- How you felt.

PRE - TEST.

My memorable Holiday in Bali

Last year, during the long school holiday in July, I went to Bali with my family, it was my first visit to the island of Gods, and it was the most amazing experience I have ever had. We stayed in a comfortable hotel in Kuta for four days.

On the first day, we arrived in the morning and immediately went to Sanur Beach to see the beautiful sunrise, the view was absolutely breathtaking, with cerulean waters sparkling under the sun. After that, we checked into our hotel to rest, in the evening, we visited Tanah Lot temple to enjoy the sunset, which was a very crowded but magical experience.

On the second day, we went to Tanjung Benoa to try some water sports. I tried the banana boat, which was very thrilling and fun. After that, we visited a nearby turtle island to see various unique sea animals. In the afternoon, we went to Kuta Beach for a leisurely walk.



Appendix 8. Documentation



Appendix 9. Lembar Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Khairunnisa Ardhana
NPM : 2202050029
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills	Acc 4/11-2025 <i>[Signature]</i>

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Ambar Wulan Sari, S.Pd., M.Pd.

Medan, November 2025
Hormat Pemohon,

Khairunnisa Ardhana

Appendix 10. Form K-1



MAJELIS PENDIDIKAN TINGGI
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

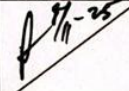

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris
 Program Studi Pendidikan Bahasa Inggris
 FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khairunnisa Ardhana
 NPM : 2202050029
 Prog. Studi : Pendidikan Bahasa Inggris
 Kredit Kumulatif : 119 SKS
 IPK= 3,59

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills	
	Enhancing Students Understanding of Recount Text Through the Integration of Google Class and Collaborative Learning	
	Collaborative Clicks: Improving Students Writing Skills in the Google Classroom Environment	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, November 2025
 Hormat Pemohon,



Khairunnisa Ardhana

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas
 - Untuk Ketua/Sekretaris Program Studi
 - Untuk Mahasiswa yang bersangkutan

Appendix 11. Form K-2



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Khairunnisa Ardhana
NPM : 2202050029
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**Integrating Google Classroom and Collaborative Learning to Improve Students
Writing Skills**

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Ambar Wulan Sari, S.Pd., M.Pd.

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 20 Januari 2026
Hormat Pemohon,

Khairunnisa Ardhana

Keterangan

Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 12. Form K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 211/II.3-AU//UMSU-02/ F/2026
Lamp : ---
Hal : **Pengesahan Proyek Proposal
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : **Khairunnisa Ardhana**
N P M : 2202050029
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills**

Pembimbing : **Ambar Wulan Sari, S.Pd., M.Pd.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **20 Januari 2027**

Medan, 01 Sya'ban 1447 H
20 Januari 2026 M

Wassalam


Dra. Hj. Samsia Sunita, M.Pd.
NIDN: 0004066701



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR



Appendix 13. Berita acara bimbingan proposal



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Mahasiswa : Khairunnisa Ardhana
NPM : 2202050029
Prog. Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
Tgl 17/12 2025	- basic ground of the study - identification of the problems - formulation of the problems		
Tgl 30/12 2025	- the integration process can be - illustrated - conceptual Frameworks		
Tgl 7/1, 2026	- Research method - Participants - Research Design		
Tgl 17/1, 2026	References		
Tgl 19/1, 2026	Appendixes, procedures of the Research.		
Tgl 20/1, 2026	Acc Empro		

Diketahui oleh:
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 20 Januari 2026

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

Appendix 14. Berita acara seminar proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
 Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 30 Bulan Februari Tahun 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Khairunnisa Ardhana
 N.P.M : 2202050029
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills

No	Masukan dan Saran
Judul	
Bab I	State the exact problem of the study
Bab II	Revise the conceptual framework
Bab III	Revise the design, data collection and data analysis, test
Lainnya	Enclose the lesson plan
Kesimpulan	[] Disetujui [] Ditolak <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembahas

(Dr. Hj. Dewi Kesuma Nst, M.Hum.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

Appendix 15. Lembar pengesahan proposal



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id



LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Khairunnisa Ardhana
N.P.M : 2202050029
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills

Pada hari Jum'at tanggal 30, bulan Januari tahun 2026 sudah layak menjadi proposal skripsi.

Medan, Februari 2026

Disetujui oleh:

Dosen Pembimbing

(Ambar Wulan Sari, S.Pd., M.Pd.)

Dosen Pembahas

(Dr. Hj. Dewi Kesuma Nst, M.Hum .)

Diketahui oleh
Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Appendix 16. Berita acara bimbingan skripsi



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
 Website: <http://www.fkip.umsu.ac.id> E-mail: :



BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
 Fakultas : Keguruan dan Ilmu Pendidikan
 Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
 Nama Lengkap : Khairunnisa Ardhana
 NPM : 2202050029
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Integrating Google Classroom And Collaborative Learning To Improve Student Writing Skills

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
Tgl 30-3-2026	Revise the activity of google Classroom Describe group of discussion students	
Tgl 2-4-2026	Describe about strength and weakness collaborative learning	
Tgl 6-4-2026	Elaborate students' writing scores in cycle I and cycle II	
Tgl 8-4-2026	Revise the improvement pre-test	
Tgl 9-4-2026	Describe more than student's motivation in writing	
Tgl 13-4-2026	Appendixes and References	
Tgl 14-4-2026	Acc Green Table	

Diketahui oleh:
Ketua Prodi

Dr. Pirman Ginting S.Pd., M.Hum.

Medan, 14 April 2026
Dosen Pembimbing

Ambar Wulan Sari, S.Pd., M.Pd.

Appendix 17. Surat permohonan izin riset

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH**
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/IAK.KP/PT/XI/2022
Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003
<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](#) [umsumedan](#) [umsumedan](#) [umsumedan](#)

Unggul | Cerdas | Terpercaya
Bila menjawab surat ini harap dijawabkan nomor dan tanggal

Nomor : 562/IL.3-AU/UMSU-02/F/2026
Lamp : ---
Hal : Permohonan Izin Riset

Medan, 06 Ramadhan 1447 H
23 Februari 2026 M


Kepada Yth, Bapak/Ibu Kepala Sekolah
SMA Swasta Taman Siswa Sawit Seberang
di
Tempat


Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Khairunnisa Ardhana**
N P M : 2202050029
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum



Dekan

Dra. Hj. Swarnasurnita, M.Pd.
NIDN:0004066701

****Pertinggal****

Appendix 18. Surat Keterangan riset

	<p>YAYASAN PERSATUAN PERGURUAN TAMANSISWA BERPUSAT DI YOGYAKARTA PERGURUAN TAMANSISWA CABANG SAWITSEBERANG Bagian Taman Madya (SMA) Alamat : Jl. Tamansiswa Sawitseberang Kecamatan Sawitseberang Kabupaten Langkat 20852</p>		
NSS : 304 07 02 05 043	NDS : 300 703 0024	NIS : 300 390	NPSN : 10259989
<p>SURAT KETERANGAN Nomor : 25/SMA-TS/SWS/RH/IV/2026</p>			
Yang bertanda tangan di bawah ini :			
Nama	: Nyi. ROHANA, S.Pd		
NBM	: -		
Jabatan	: Kepala SMA Tamansiswa Sawit Seberang		
Dengan ini menerangkan kepada :			
Nama	: KHAIRUNNISA ARDHANA		
NPM	: 2202050029		
Program Studi	: Pendidikan Bahasa Inggris		
<p>Berdasarkan Surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Nomor : 562/IL.3-AU/UMSU-02/F/2026 tanggal 06 Ramadhan 1447 H / 23 Februari 2026 M perihal mohon izin Riset, maka dengan ini benar nama tersebut diatas telah melaksanakan Riset di SMA Swasta Tamansiswa Sawit Seberang dengan judul " Integrating Google Classroom and Collaborative Learning to Improve Students Writing Skills"</p>			
Demikianlah Surat Keterangan ini dibuat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.			
<p>Sawit Seberang, 15 April 2026 Kepala Sekolah,  Nyi. ROHANA, S.Pd</p> 			

Appendix 19. Curriculum Vitae



KHAIRUNNISA ARDHANA

0822 7633 4885 | ardhanakhairunnisa07@gmail.com

Education

Universitas Muhammadiyah Sumatera Utara

Bachelor Of English Education, 3,65/4.00

- Teaching practice (PLP)
- PLP 1 (SMK PAB 2 helvetia)
- PLP II & III (SMK PAB 2 helvetia)

Skills

Hard skills

- Microsoft word
- SPSS data processing

Soft skills

- Communication & Social Skills