

# The Effect of Using Google Jamboard with Word Webbing In Teaching Writing Descriptive Text

Oleh:

Sultan Muhammad,

Wahyu Taufiq

Department of English Language Education

Universitas Muhammadiyah Sidoarjo

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# Introduction

Mastering the English language requires proficiency in four key skills: speaking, writing, listening, and reading. Writing, in particular, is an essential skill that allows students to express their ideas and organize them into coherent text. Descriptive writing, which involves detailing objects, places, or people, is a crucial genre students must understand. However, many students struggle with descriptive writing due to difficulties in generating ideas and structuring their text properly. The use of digital tools and interactive teaching methods can help address these challenges.

The shift to digital technology in education has been accelerated by globalization and the COVID-19 pandemic, compelling institutions to adopt online learning platforms. Teachers have had to adapt by incorporating digital tools such as Google Meet and Zoom for remote learning. However, traditional online teaching methods often lack engagement, making it difficult for students to stay motivated. To address this, Google Jamboard, a cloud-based digital whiteboard, offers an interactive way for teachers and students to collaborate in real time. This tool enhances the learning experience by allowing students to engage with text, images, and notes dynamically.

In addition to digital tools, word webbing is an effective teaching strategy for helping students develop their writing skills. This technique encourages students to visually map out ideas, improving their ability to organize thoughts and expand their vocabulary. By connecting related words and concepts, students gain a deeper understanding of descriptive writing. When combined with Google Jamboard, word webbing becomes even more interactive, allowing students to explore ideas with the aid of images and collaborative brainstorming. This approach fosters creativity, engagement, and confidence in writing, ultimately improving students' descriptive text skills.

# Research Question

What is the effect of using Google Jamboard and Word Webbing in learning to write descriptive text?

# Method

The research method employed in this study is quantitative research with a pre-experimental approach.

This research uses a pre-experimental design with one group pre-test post-test design. The test used only one group with no comparison group in this study

Pre-test	Treatment	Post-test
O1	X	O2

Description:

O1 = Pre-test (initial test before treatment)

X = Treatment

O2 = Post-test (final test after being given treatment)

In research to find out the improvement of learning competence students in the cognitive domain, one group pretest-posttest design carried out two times the treatment and two times the posttest. In this research design, the groups were tested before and after being given media-assisted learning treatment.

The writer selects the 7th grade of SMPN 2 Sukodono class which is consists of 36 students in the 2023-2024 academic year as the subjects of the study. This school was chosen as the field of the study because the writer has teaching learning experience during observation at the school, so the writer knows the condition of this school and the writer can identify the problem in teaching writing more easily.

# Result

**Table 3. Paired Samples Statistic**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	68.6071	35	15.31463	2.58864
	Posttest	81.4286	35	15.82633	2.67514

Table 3 shows that the average difference in pre-test scores before treatment was 68.6071, while the average post-test scores after treatment were 81.4286. The amount of data in both samples is 35. The standard deviation of the pre-test and post-test scores before treatment was 15.31463, while the standard deviation after treatment was 15.82633. The standard error of the average pre-test and post-test scores before treatment was 2.58864, while the standard error of the average pre-test and post-test scores after treatment was 2.67514. So, there is an improvement in students' mean pre-test and post-test results using Google Jamboard with the Word Webbing Technique for their writing skills.

# Result

**Table 4.** Paired Samples Correlations

## Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	35	.654	.000

A paired sample correlation table is a table that shows the correlation or relationship between two paired samples. The table 2, shows that the correlation between pre-test and post-test scores is 0.654, which indicates a fairly strong positive relationship. The significance value of the correlation is 0.000. A significance value lower smaller than 0.05 indicates that the correlation is statistically significant. The amount data in both samples is 35.

# Result

**Table 5. Paired Samples Test**

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest-Posttest	-12.82143	12.95262	2.18939	-17.27081	-8.37205	-5.856	34	.000

The mean pre-test value is 68.6071, and the mean post-test value is 81.4286, according to the paired sample statistics table. The paired t-test table gives a statistical value of 5.856 for the t-test. The t-table with df 34 shows that it is 1.691. As a result, the t-value exceeds the t-table value ( $5.856 > 1.691$ ). The pre-test and post-test t-test findings reveal a substantial rise. From Table 3 above, we can see that the significance value (2-tailed) is 0.000, which this result is smaller than alpha 0.05. Therefore, we can reject null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_1$ ), which shows that the students' English writing abilities significantly differ between their pre-test and post-test scores. So, there is a significant difference in the writing skills of students in writing descriptive text in class VII-B at SMPN 2 Sukodono before and after treatment using the Google Jamboard with Word Webbing.



# Discussion

The research results clearly show that using Google Jamboard as a learning tool and Word Webbing as a teaching technique has significantly impacted students' writing skills, especially in writing descriptive texts. The data from the pre-test and post-test showed a strong correlation, with a p-value of 0.000, which is well below the 0.05 threshold, indicating that the changes in students' writing abilities were not due to chance. The improvement between the pre-test and post-test results is meaningful and demonstrates that these tools helped students develop their writing skills. In addition, the two-tailed test results further support this by showing that the difference in students' performance before and after using Google Jamboard and Word Webbing is statistically significant. This confirms that the treatment made a noticeable difference in students' ability to write descriptive texts.

This means that the combination of Google Jamboard and Word Webbing really affected the students' writing. The results suggest that these tools are effective in helping students improve their ability to write detailed and organized descriptions. With Jamboard and Word Webbing, students are guided through a structured approach to writing. They start by identifying the object they want to describe and selecting a "supporting word" or key detail that they can use to build their sentences. These supporting words build blocks for crafting more descriptive and focused sentences.

Once students have their supporting words, they begin forming sentences. Over time, these sentences combine to create a more complete and detailed description of the object they're writing about. This approach allows students to break down the complex writing task into smaller, manageable steps, making the process less intimidating and more achievable. It also helps them think critically about expressing their ideas clearly and vividly. By the end of the lesson, students can write a cohesive paragraph that effectively describes the object while also gaining a deeper understanding of how to organize and develop their thoughts in writing.



# Discussion

The interactive nature of Google Jamboard further enhances this process. Since students can work on Jamboard in real-time, individually or in groups, they can engage with the material more directly. The fact that they can access the Jamboard via a simple link from the researcher makes it super convenient, and the collaborative features of Jamboard allow them to interact with their peers. This creates a sense of teamwork and shared learning that helps keep students motivated and engaged. Whether students work together on the same board or reflect on their own, the tool's flexibility encourages them to take ownership of their learning.

The beauty of using Google Jamboard with Word Webbing is that it's about improving writing skills and making the learning process more interactive and enjoyable. Students see how their ideas evolve in real time, making the learning experience more immediate and engaging. Plus, Jamboard's flexibility allows students to learn in a way that fits their needs. Some prefer to work independently, while others might enjoy the collaboration of working in a group. Combining digital tools and collaborative techniques means students can tailor the learning experience to what works best.

In the end, the findings of this study suggest that Google Jamboard and Word Webbing are effective in helping students improve their descriptive writing skills. Still, they also make the writing process more engaging and less overwhelming. Students gain confidence and a clearer understanding of creating organized and detailed descriptive texts by breaking down the writing task into smaller, more manageable steps. As we've seen, using these tools together can be a game-changer for students, making them more excited and confident about writing and more willing to experiment with their ideas. This research suggests that digital tools like Google Jamboard, combined with creative learning techniques like Word Webbing, offer a powerful way to enhance students' writing abilities.

# Research Benefits

- Improving Descriptive Writing Skills - This study provides solutions for students who have difficulty in writing descriptive texts by applying word webbing techniques and utilizing Google Jamboard. With this method, students can more easily develop ideas and compose a more structured text.
- Utilizing Digital Technology in Learning - The use of Google Jamboard as a tool in distance learning increases student interaction and engagement. This technology allows for more engaging and collaborative learning than conventional online methods.
- Enhancing Creativity and Collaboration - The word webbing technique helps students connect various concepts in their writing, thus encouraging critical thinking and more creative expression of ideas. In addition, the application of this method in digital-based learning allows students to work together in developing their understanding of the material.

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