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The Effect of Using Google Jamboard with Word Webbing In Teaching Writing Descriptive Text
[Pengaruh Penggunaan Google Jamboard Dengan Word Webbing Dalam Pengajaran Menulis Teks Deskriptif]

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Abstract. This study investigates the impact of using Google Jamboard with the Word Webbing technique on students' ability to write descriptive texts. Writing is a crucial skill in English learning, yet students often face challenges organizing and expressing ideas. To address these issues, this study employs a pre- experimental research design with a one-group pre-test and post-test approach involving seventh-grade students at SMPN 2 Sukodono. The results show a significant improvement in students' descriptive writing skills after implementing Google Jamboard and Word Webbing. Statistical analysis using a paired T-test reveals a t- value of 5.856, more substantial than the critical t-table value of 1.691 (t = 5.856 > 1.691), indicating a statistically significant difference between pre-test and post-test scores. Additionally, the mean score increased from 68.61 in the pre-test to 81.43 in the post-test, confirming the effectiveness of this method in enhancing students' writing performance. Combining Google Jamboard as an interactive digital whiteboard and Word Webbing as an idea-mapping technique enhances students' engagement, creativity, and writing organization. These findings suggest integrating technology and innovative teaching strategies can improve students' writing skills. Further research is recommended to explore long-term effects and other influencing factors on learning outcomes.
Keywords - Google Jamboard, Word Webbing, Writing, Descriptive Text

Abstrak. Penelitian ini menyelidiki dampak penggunaan Google Jamboard dengan teknik Word Webbing terhadap kemampuan siswa dalam menulis teks deskriptif. Menulis adalah keterampilan penting dalam pembelajaran bahasa Inggris, namun siswa sering menghadapi tantangan dalam mengatur dan mengekspresikan ide. Untuk mengatasi masalah ini, penelitian ini menggunakan desain penelitian pra-eksperimental dengan pendekatan pre-test dan post-test satu kelompok yang melibatkan siswa kelas tujuh di SMPN 2 Sukodono. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis deskriptif siswa setelah menerapkan Google Jamboard dan Word Webbing. Analisis statistik menggunakan uji-t berpasangan menunjukkan nilai t sebesar 5,856, lebih besar dari nilai t-tabel kritis 1,691 (t = 5,856 > 1,691), yang mengindikasikan adanya perbedaan yang signifikan secara statistik antara skor pre-test dan post-test. Selain itu, nilai rata-rata meningkat dari 68,61 pada pre-test menjadi 81,43 pada post-test, yang menegaskan keefektifan metode ini dalam meningkatkan kinerja menulis siswa. Menggabungkan Google Jamboard sebagai papan tulis digital interaktif dan Word Webbing sebagai teknik pemetaan ide dapat meningkatkan keterlibatan, kreativitas, dan pengaturan tulisan siswa. Temuan ini menunjukkan bahwa mengintegrasikan teknologi dan strategi pengajaran yang inovatif dapat meningkatkan kemampuan menulis siswa. Penelitian lebih lanjut disarankan untuk mengeksplorasi efek jangka panjang dan faktor-faktor lain yang mempengaruhi hasil pembelajaran.
Kata Kunci - Google Jamboard, Word Webbing, Menulis, Teks Deskripsi

I. Introduction

Mastering the English language requires mastery of four skills. They are speaking, writing, listening, and reading. One of the four English language skills is writing. Writing is an essential English language skill that students should learn. Writing is the mental process of coming up with ideas, figuring out how to convey them, and structuring them into sentences and paragraphs that the reader can understand [1]. Writing is an expressive activity meaning that the learners can express their ideas and knowledge by putting them into written form [2]. From the statements, writing is an activity that aims to create and express ideas, which will then be organized into a clear text for the readers.

A text is the original words and form of a written or printed work." In other words, it consists of spoken or written words that have the purpose of conveying message". It means that by putting the words together to communicate a meaning or to send a message, so a piece of text is created [3]. Descriptive text is a text that describe every particular thing, place, picture, person, and anything. Students who learn English must understand the descriptive writing genre [4]. Descriptive text is a functional text that is quite difficult for students to learn. Descriptive text is a text that has the purpose of describing something, such as an object, plant, person, building, place, or other. The descriptive text has two parts, namely the introduction and the description. An introduction part is a part that has the aim of introducing the object to be described. On the other hand, a description part is a part that has the purpose of describing the object. In writing descriptive text, students can use simple present tense and adjective clauses. Students often have difficulty when writing descriptive text. We can easily find that students find it hard to get an idea to describe the object.

Digital technology use has already become necessary as a result of the globalization of education. There were online platforms for managing the daily operations of academic institutions, conducting classes, exchanging resources, and conducting assessments. The utilization of these platforms was proactive, though. In order to maintain the educational system, the COVID-19 pandemic has compelled institutions to switch to online instruction [5]. The use of digital technology has become essential due to the globalization of education. Online platforms were already being used for academic management, teaching, resource sharing, and assessments in a proactive manner. However, the COVID-19 pandemic accelerated this shift, forcing institutions to adopt online learning to sustain the education system.

The researcher did the pre-observation in at the school to know about the problem in the teaching and learning process in SMPN 2 Sukodono. In the pre-observation, the writer found that students have some difficulties writing something related to the topic. After that, the writer interviewed the English teacher in SMPN 2 Sukodono to get valid information about the students' problems.

From the problems above, teachers, as educational staff, are always required to solve learning problems found in the classroom. In addition, teachers are also required to be able to make innovations or find media and methods that can be used in distance learning activities due to the pandemic. In the adjustment, teachers are used to using e-conferencing applications such as Zoom meetings or Google Meet. However, it is felt that there are still walls that hinder this distance learning activity. The lack of direct discussion sometimes makes students bored with the material being taught.

To solve this, in addition to using google meet, Google also provides a digital whiteboard application that can be directly connected to Google Meet called Google Jamboard. Jamboard is a digital whiteboard from Google that has been integrated with various cloud services [6]. Jamboard is a user-friendly platform for educators and their students to learn through. It is a digital whiteboard tool for synchronous and asynchronous collaborative learning experiences, accessed from either a dedicated Jamboard device, a PC, a laptop, or a mobile device via an app [7]. Jamboard is a cloud-based digital whiteboard that is connected via the internet. This application is real-time, so what we write or put on this application can be immediately seen by all students who attend Google Meet and access the Google Jamboard application simultaneously. Like a blackboard in the classroom. Google Jamboard is not only for writing. Google Jamboard has a feature to be able to insert images, shapes, and also a sticky note that can be accessed easily. So we can teach students more attractive.

Besides using Google Jamboard, the author also uses word webbing for the method of teaching. Word webbing is often used to organize such ideas and information on a topic [8]. Word webbing is certain of technique in cooperative learning. In this case, the students have to work either in pair or group to make the students respect each other's opinion [9]. Word webbing is a strategy that builds on prior knowledge about a word and explores related words. Partners will choose a content-area word and fill out the web with related words.Word webbing is a technique of teaching can make student more creative and improve development and idea. In the concept, the student can learn the descriptive text from time to time to develop their ideas. In the practice,

teacher guide the student to make a mapping of their idea. Then make several sub topic related to their idea. After that the students developing the idea until they make a descriptive paragraph.

Word webbing is a technique that encourages students to critically consider the relationships between ideas by exploring related words and building on their existing knowledge of a word. Partners can use this technique to select a content-area word and fill the web with associated words, phrases, or concepts. Students' vocabulary expands by connecting abstract concepts to familiar terms to reinforce their understanding of the material. Students can investigate synonyms, antonyms, and contextual word usage to improve their language skills.

Word webbing is a teaching method that promotes innovation and the growth of concepts. By visualizing their ideas, it assists students in coming up with new ones, which can result in writing that is more structured and cohesive. Students who participate in word webbing gain confidence in generating and developing ideas. In descriptive writing, for example, word webbing allows students to explore the various aspects of a subject they wish to describe-such as sensory details, emotions, and associations-which ultimately helps them craft richer and more vivid descriptive texts.

In actuality, the researchers helps the students map out their thoughts. Students may start with a central idea or theme and then develop several subtopics connected to it. These sub-topics develop into examples, supporting information, or descriptive language that the students can use in their writing.

The step of using word webbing. First, students put an interesting topic in the center of the web. After that, brainstorm the students by asking what they know about the keyword. How to connect it may be vary. Students may make it in square or circle and connect the given word to other related words by using the line. Students draw the line or branches form the topic and every word that is related to the topic. Each line consists of the word that is still related to the topic. This fun and enjoyable way of teaching will ease them to enhance their vocabulary ability [10]. The step of using word webbing in this research is similar to previous research. However, researchers use images in Google Jamboard to catch the students' interest and make it easier for students to describe the object that will be described.

Figure 1. Dashboard Page from Google Jamboard App [1]

Figure 2. Example of using Word Webbing Technique in Google Jamboard [2]

Previously, there were studies conducted by Marwah [6] who analyzed Google Jamboard as a media to teach writing skills. Ramadhan et al. [10], who analyzed word webbing as a technique to analyze **the effect of word webbing technique on the students' vocabulary mastery.** Wahyuni et al. [8] also use word webbing to compose descriptive text. In this study, Google Jamboard is used as a medium to catch the students' interest in the lessons to be delivered by researchers, particularly on the topic of writing descriptive text by combining word webbing as a technique. Word webbing not only assists students in organizing and generating ideas, but it also assists their brains in focusing on the structure and arrangement of those ideas into cohesive and coherent paragraphs. Word webbing is a method of organizing and arranging words.

While previous studies have examined the use of either Google Jamboard as a digital learning tool or Word Webbing as a cognitive strategy in isolation, few have explored the synergistic potential of combining both in the context of teaching writing. This study introduces a novel instructional approach by integrating Google Jamboard and Word Webbing to teach descriptive text writing among junior high school students. Unlike earlier research, which tends to focus either on media or method alone, this study aims to bridge that gap by utilizing Jamboard's interactive features alongside the structured idea-mapping benefits of Word Webbing. This integration is expected to enhance both students' engagement and their ability to generate, organize, and express ideas effectively in written form.

Based on the identified challenges and the potential benefits of integrating digital tools and idea-mapping strategies, this study proposes a blended instructional approach combining Google Jamboard and the Word Webbing technique to support students in writing descriptive texts. While previous studies have explored these tools independently, limited research has examined their combined application in junior high school writing instruction. This study aims to measure the effectiveness of this integration in enhancing students' writing performance.

Therefore, the research question addressed in this study is:

"Is the integration of Google Jamboard and Word Webbing significantly improve junior high school students' descriptive writing skills?"

II. **Method** The **research** method employed in **this study is quantitative research** with a pre- experimental **approach.** When a researcher uses the positivist epistemological approach, they typically gather quantitative data that can be examined scientifically. Numbers will be used in this study, and they will be analyzed in light of the findings.

Research instruments are used for data collection, quantitative statistics are used for data analysis, and sampling techniques are typically random. These methods are based on the positivist philosophy and are used to examine particular populations or samples. [11].

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. Observations were made twice in this design, once before and once after the experiment. The test performed prior to the experiment is referred to as the pre-test, and the test performed following the experiment is referred to as the post-test [12]. The one-shot case study design, according to Arikunto, this design researcher only conducted one-time treatment, which was thought to have had an effect, then a post-test was held [12].

The one-group pretest-posttest design is characterized as follows by [12] :

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.

The researchers validated their findings by gathering pre-test data from the observed sample and then giving an intervention. The post-test data is then collected using the same way as the pre-test to verify consistency. The data is then analyzed to determine any changes or differences between the pre-

test and post-test scores. This may include statistical studies like the T-test. This study's data analysis technique is the T-test. The data were analyzed using paired T-tests. Researchers used SPSS version 25. The results were examined to see if the treatment could improve kids' learning and listening skills.

For the assessment to obtain the score from the pre-test and post-test, the researchers adapted the writing assessment **from Brown** 2007 [13].

Aspect **Score Performance Descriptive Content (C) 30 % topic detail 4 The** details relate to the topic, which is clear and comprehensive.

3 Although the topic is clear and comprehensive, the details hardly relate to it.

2 Although the topic is clear and comprehensive, the details don't relate to it.

1 The details don't relate to the topic, and the topic itself is unclear.

Organization (O) 20 % - identification - description 4 The descriptions are organized using the appropriate connectives, and the identification is complete.

3 The descriptions are organized with nearly appropriate connectives, and the identification is nearly complete.

2 The descriptions are organized with minimal connective misuse, and the identification is incomplete.

1 The descriptions are organized with improper use of connectives, and the identification is incomplete.

Grammar (G) 20 % 4 Very few errors in grammar **or agreement**

3 Few errors in grammar or **agreement** that don't affect the meaning

2 Several errors in grammar or agreement

1 Frequently occurring errors in grammar or agreement

Vocabulary (V) 15 % 4 Good word choice and word structure

3 Restricted vocabulary of unclear words and word forms

2 Limited range confusing words and word forms

1 Extremely inadequate vocabulary, word forms, and comprehension

Mechanics (M) 15 % Spelling Punctuation Capitalization 4 It makes use of proper capitalization, punctuation, and spelling.

3 There are sporadic spelling, punctuation, and capitalization mistakes.

2 It frequently contains capitalization, punctuation, and spelling mistakes.

1 Spelling, punctuation, and capitalization mistakes predominate.

Scoring Rubric of Descriptive Text

Score = 3C+2O+2G+ 1,5 V+1,5M X 100

40

Each unit is scored from 1 to 4 on the analytic **scoring rubric for writing** and **weighted based** on **the** importance of **the descriptive text. The content is** weighted at **30%** because it may **be more** valuable than the **other** aspects. **Organization and** grammar **are** weighted at **20%** each because they **are** more important **than vocabulary** and mechanics. Because there **is** some concern about the last two aspects, vocabulary and mechanics, a small weight is assigned to them. They are each given a 15% weighting.

III. Result And Discussion

1. Result

This study involved seventh-grade students, and it was carried out in three stages: pre-test, treatment, and post-test. A learning material from Google Jamboard with Word Webbing Technique is being used to assess how utilizing Google Jamboard with Word Webbing Technique has affected students' writing skills. To compare the effects of before and after giving treatment, the pre-test and post-test assessments' results are computed.

Table 1. Paired Samples Statistic

Table 1 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.

Table 2. Paired Samples Correlations

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.

Table 3. Paired Samples Test

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 (H0)** and accept the **alternative hypothesis** (H1), 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.

2. Discussion

The findings of this study reveal a significant improvement in students' ability to write descriptive texts after the implementation of Google Jamboard integrated with the Word Webbing technique. The average post-test score (81.43) was substantially higher than the pre-test score (68.61), and the paired samples t-test confirmed the statistical significance of this difference ($t = 5.856$, $p < 0.05$). These results indicate that the applied digital tools and instructional strategies were effective in enhancing students' writing skills.

The use of Google Jamboard as an interactive digital whiteboard allowed students to engage visually with learning content and collaborate more actively during writing activities. Digital whiteboards like Jamboard promote learner engagement and improve communication, especially in remote or blended learning contexts. The real-time collaboration feature of Jamboard supports active learning and allows for immediate feedback, which contributes to students' confidence and performance in writing tasks. [7]

In addition, the Word Webbing technique provided essential cognitive scaffolding that helped students generate and organize their ideas systematically. Word Webbing is a proven technique for activating prior knowledge and enhancing vocabulary through visual mapping [8]. In this study, it enabled students to brainstorm descriptive elements more effectively by associating the main topic with supporting details, sensory information, and relevant vocabulary. This process directly contributed to improved coherence and richness in their descriptive writing.

These results are consistent with prior research. Using Google Jamboard in writing classes increased student engagement and writing productivity [6]. Likewise, Ramadhan et al. demonstrated that Word Webbing significantly improves vocabulary mastery and idea development [10]. By combining both tools, this study succeeded in addressing students' difficulties in organizing their thoughts, expanding their vocabulary, and composing more structured paragraphs.

The improvement in students' writing can also be interpreted through the lens of constructivist learning theory, which emphasizes the importance of active participation, social interaction, and learner autonomy. Through collaborative tools like Jamboard and strategies like Word Webbing, students were not merely passive recipients of knowledge but actively involved in constructing meaning and developing writing competence.

Furthermore, the digital approach resonates with the increasing role of technology in education, especially post-COVID-19. Haleem et al. argue that the integration of educational technology is no longer optional but necessary for supporting diverse learning environments and sustaining student motivation. In this context, the use of Google Jamboard represents a step toward more innovative and effective pedagogy in EFL writing instruction [5].

In sum, the integration of Google Jamboard and Word Webbing proved to be an effective instructional approach for improving students' descriptive writing skills. It not only helped students organize and expand their ideas but also enhanced engagement and collaboration in the learning process. Future research may consider exploring the use of these tools in other writing genres, such as narrative or expository texts, and investigate their long-term impact on writing development.

Despite the encouraging results, this study is not without limitations. The use of a one-group pre-test post-test design without a control group restricts the ability to establish causal relationships. The sample was also limited to a single class of junior high school students, which may affect the generalizability of the findings. Additionally, this research only focused on descriptive writing, and the short implementation period did not allow for assessment of long-term effects. Future studies should consider using a controlled experimental design, broader sample populations, and different text genres to validate and extend the findings.

IV. Conclusion

This study has shown that the integration of Google Jamboard and the Word Webbing technique can make a meaningful difference in helping students improve their descriptive writing skills. The improvement in students' post-test scores reflected not only better understanding of the material but also a significant boost in confidence and engagement with the writing process. It became clear throughout the implementation that the visual and collaborative features of Jamboard allowed students to think more creatively, structure their thoughts more clearly, and enjoy the process of writing far more than traditional methods had allowed.

Subjectively, as a researcher and observer in the classroom, it was rewarding to witness students who initially struggled with writing become more expressive and independent in their ability to describe, connect ideas, and develop coherent paragraphs. The Word Webbing technique provided the structure, and Google Jamboard brought the flexibility and interactivity that encouraged student participation-even among those who were previously hesitant to engage. The process felt dynamic, student-centered, and empowering.

However, it is important to acknowledge a practical limitation regarding the sustainability of this instructional approach. Google officially discontinued the Jamboard service in December 2024, which may pose challenges for educators and researchers intending to adopt or replicate this method in the future. To address this, it is recommended that similar digital whiteboard platforms with interactive and collaborative features be considered as alternative tools. Maintaining adaptability to evolving technology will ensure that the instructional benefits demonstrated in this study can continue to be realized in diverse educational contexts.

In conclusion, while this study affirms the potential of digital tools like Jamboard in enhancing student writing, it also highlights the importance of adaptability in educational technology. Tools may change, but the core strategies-encouraging visual thinking, structured planning, and collaborative learning-remain timeless and can be adapted to suit new platforms moving forward.

References