IMPROVING STUDENTS' WRITING ABILITY IN PERSONAL RECOUNT TEXT USING GOOGLE JAMBOARD

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Article Info	Abstract
	Writing is a vital ability for students to develop their communication skills. Nevertheless, some students believe that writing skills are challenging. Therefore, Google Jamboard can facilitate the learning of the writing process, as it provides opportunities for collaboratively enhancing learning experiences. The purpose of this study was to examine the efficacy of Google Jamboard in enhancing students' ability to compose personal recount texts. There was no control or comparison in the pre-experimental design. A private vocational high school in Surabaya served as the location. There were 34 pupils in the tenth grade from a Surabaya private vocational high school involved. The instruments were a pre-test and post-test along with a writing rubric. The data were obtained by administering a writing test before and after the implementation of Google Jamboard. Using SPSS version 22, a paired sample T-test was utilized to analyze the data. The results demonstrate a significant gain in the mean score between the pre-test and post-test, with an increase of 19.97 points. Additionally, the two-tailed significance value (Sig) is below 0.05, specifically 0.000. This statement implies that the alternative hypothesis (Ha) has been approved. To sum up, Google Jamboard can enhance students' personal recount writing skills. It is recommended that other researchers utilize Google Jamboard to teach additional English skills.

INTRODUCTION

The importance of writing skills persists in the digital era due to its foundational role in communication. By possessing proficient writing abilities, students are able to effectively communicate their thoughts in a concise and convincing manner using many mediums such as emails, papers, presentations, blog entries, and professional documents (Susanti et al., 2020).. They are capable of efficiently communicating their message to a worldwide audience. Consequently, effective written communication demonstrates a high level of professionalism and expertise, thereby enhancing one's reputation among peers, customers, and employers. According to Zaswita & Ihsan (2019), students who are enrolled in Vocational High School (SMK) are required to possess oral and writing communication skills at an intermediate level. These abilities are essential for effective communication in diverse contexts, including everyday life, professional settings, and the business realm. The primary aim of instructing writing proficiency for vocational objectives is to provide students with the essential competencies required to excel in their selected occupation, particularly in the context of industry-related communication skills. In order to effectively communicate accurate and dependable data and information, individuals are required to possess exceptional writing skills, as outlined in the job standards (Siregar et al., 2022). Hence, the acquisition of

proficient writing skills holds significant importance for vocational high school students as it equips them with the ability to effectively communicate and navigate the professional realm.

Nevertheless, despite its inherent significance, students encounter challenges when it comes to cultivating and attaining proficiency in the domain of writing. English as a Foreign Language (EFL) learners have various challenges when engaging in written communication in English as their non-native language (Durga & Rao, 2018). According to the findings of Siregar et al. (2022), a significant obstacle in the writing process for students is the difficulty in producing and improving ideas. Due to the instructors' continued reliance on uninteresting textbooks, students might lack engaging qualities to grasp the material. The reliance on students' worksheets as the primary source of English topic material was seen during a teaching practicum at a private vocational high school in Surabaya. This finding further supports the argument. The writing practices of the students are constrained as a result of their excessive dependence on reading materials and responding to questions presented in their assigned worksheets.

The students encountered challenges in comprehending the methodology for responding to the questions subsequent to finding the content. Sianipar & Gultom (2022) have also noted that another issue in teaching writing is the use of uninspiring media in the classroom, as teachers continue utilization of conventional instructional media that fail to captivate students' interest and involvement in the acquisition of writing abilities. Consequently, students possess a restricted lexicon and have difficulties in constructing coherent sentences. Fitriani et al. (2019) and Sartika et al., (2022) also confirmed that a student's difficulty in writing text is a result of their lack of vocabulary, grammar, and the ability to generate ideas. The majority of students composed sentences without considering the appropriate usage of grammar and language, resulting in an inability to effectively convey a coherent notion in their written assignment. Mustika et al. (2020) discovered that a lack of clarity regarding the appropriate usage of the verb "to be" and modal auxiliary verbs is among the factors that contribute to students' difficulties with composing texts. In the meantime, it is essential to provide students with instructional instruments that facilitate the development of ideas provided evidence that students have challenges in composing written texts, primarily stemming from deficiencies in vocabulary, grammar, and the capacity to produce ideas.

To overcome the difficulty of teaching and learning writing, instructors must be innovative and creative in developing teaching strategies that create a more engaging writing classroom environment. Teachers can use technology to solve this issue, given its increasing sophistication and widespread application around the globe (Zou, 2019). Internet allows teachers and students to surmount obstacles in learning and teaching writing. With the advancement of technology, its benefits should be incorporated into the learning-teaching process in order for students and instructors to collaborate effectively to maximize its use (Susanti & Nuria Putri, 2022).

Google Jamboard is one of solution to motivate students in actively participate in learning writing recount text. According to Draucker (2021), Google Jamboard is an online utility that provides a collection of digital whiteboards, also known as "Jams," that can be accessed by anyone with the proper link and editing permissions, allowing for collaborative contributions. Google Jamboard can be used as basis for a prewriting exercise in order to facilitate the development of students' ideas in writing recount text. Saori & Sugianto (2023) have mentioned that the primary purpose of a recount text is to provide knowledge and entertainment by conveying information or narrating past events in chronological order.

Prior research has demonstrated that the utilization of Google Jamboard as a pedagogical tool in the context of English language instruction has the potential to effectively improve students' proficiency in personal narrative writing (Carlos, 2022). Google Jamboard as an interactive tool highlighted the effectiveness in enhancing students' narrative writing

skills. Ramadhani (2022) did a study to investigate the efficacy of Google Jamboard as a tool for enhancing students' writing proficiency. The findings demonstrated that Google Jamboard had a significant impact on students' reading abilities and fostered greater engagement in the learning process. Moreover, according to Irmayani (2022), there was a notable rise in the quantity of students who engaged in the practice of composing personal letters both prior to and subsequent to the implementation of Google Jamboard.

Based on the aforementioned explanation, prior research has not incorporated personal recount text in their investigations. In order to address the existing research gap, the primary objective of this study was to investigate the efficacy of utilizing Google Jamboard as a pedagogical tool for instructing and acquiring skills in producing personal recount texts. The research participants in this study consisted of students enrolled in private vocational high schools. The researcher posits that Google Jamboard holds promise in augmenting pupils' writing proficiency. This study offers a deeper understanding of the advantages of utilizing Google Jamboard as a tool for enhancing the writing skills of English as a Foreign Language (EFL) students, specifically in the context of personal recount texts. The research question for this study pertains is "Does Google Jamboard improve students' writing skills in personal recount text of tenth-grade students attending a private vocational high school in Surabaya during the academic year of 2022/2023?"

Literature Review
Writing

Writing is an ability that involves the production of language and is categorized as a productive skill (Fadli et al., 2022; Fatiani et al., 2021). Duguma (2017) states that the act of writing can be considered a process of developmental progression that is capable of being observed and stimulated. There are specific phases of development that must be passed before students can achieve proficiency, from scribbling to correct spelling. In addition, Utami & Juhansar (2018) stated that writing is also a recursive process involving a sequence of stages aimed at generating an excellent and accurate written product. Writing enables students to construct words into a proper sentence pattern. In order to effectively communicate a message, it is crucial that the vocabulary utilized in a sentence is both significant and comprehensible to the targeted recipients.

Indeed, the act of writing is fundamentally a linguistic enterprise, one that operates as a dynamic vehicle for the articulation of thoughts, emotions, metacognition, and perceptions (Kazemian et al., 2021; Haerazi & Kazemian, 2021). This intricate process demands writers to engage in a cognitive and creative endeavor, where they must not only conceptualize and generate ideas but also effectively communicate their intended message in the ultimate written form. Within this framework, it is essential for writers to methodically organize and grasp the content they intend to convey. Harmer (2007) contributes to this discourse by delineating a four-stage model that encapsulates the key components of the writing process. These stages encompass planning, where ideas are structured and organized; drafting, which involves the initial composition of the text; editing, wherein revisions and refinements are made; and ultimately, producing the final version, which represents the culmination of the writer's endeavor. This systematic breakdown elucidates the complexity and rigor inherent in the act of writing and serves as a valuable framework for understanding and guiding the writing process.

Recount Text

One of the texts taught in class is Recount. This text generally expresses experiences that have been passed by someone. The writers can write their experiences or other's experiences. Recount writing is typically composed as a series of events arranged

chronologically. The sequence of events is presented in an ordered way, organized by time dimension and location setting, and utilizing various conjunctions and markers to indicate order and progression. The primary aim of a recount text is to narrate or reveal events from the past. The text provides details about the incident, its time and location context, and the individuals involved in the event. There exist three different kinds of recount text (Sukma, 2015), those are personal, factual, and imaginative recount. The present study employed the personal recount type, which is one of the previously mentioned kinds of recount text. The concept of a personal experience was selected by the researcher, and the students were obligated to produce recount texts based on their experiences.

Google Jamboard

In this study, Google Jamboard is chosen to be a medium for teaching writing in the classroom. According to Sweeney et al. (2021), Jamboard is a digital tool that functions as an online whiteboard and is introduced in 2017 as a combination of hardware and software. Draucker (2021) explained that Jamboard is essentially helpful. It is understandable to use Google Jamboard. It helps to promote the variety of involvement for the students in the classroom. Jamboard provides fun exercises that can be causal and collaborative for the students.

Teachers can utilize Google Jamboard to supervise the progress of students in their writing skills since Google Jamboard has a lot of features that can be used during the teaching process. Google Jamboard offers a variety of tools that can be utilized by all participants, including lasers, sticky notes, a pen, text boxes, select, eraser, circles, and add images. Google Jamboard can be accessed through a computer, tablet, or phone. Also, according to Sweeney et al. (2021), Google Jamboard has many advantages for teaching writing, such as it is available at no cost, multiple participants can simultaneously modify either the same or different slides, the anonymity of Google Jamboard editors may facilitate participation among shy individuals, and Jamboard automatically stores all modifications to Google Drive.
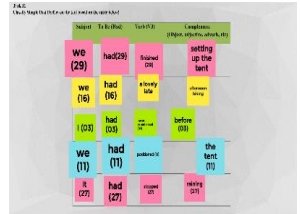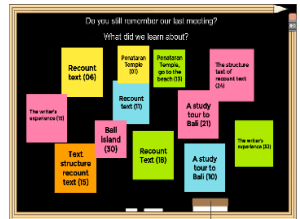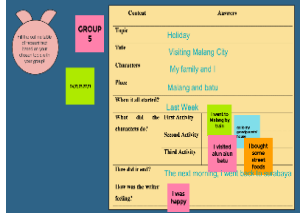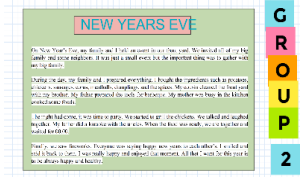
RESEARCH METHOD
Research Design

This research applied a quantitative approach with a pre-experimental design since the aim of the study was to investigate whether Google jamboard improve students' writing skills in personal recount text. Thus, a pretest-posttest design involving a single group was conducted without having any control or comparison group (Dubey & Kothari, 2022). The data were collected using pretest and posttest. There were two variables, namely the independent variable and the dependent variable. The independent variable was Google Jamboard and the dependent variable was students' proficiency in composing personal recount texts. These variables have the power to be measured, typically using instruments, so that categorized data can be examined using statistical procedure (Creswell & David Creswell, 2018).

Before the research was conducted, the researcher prepared the instrument and the learning material. While prepared the learning material, the researcher made a lesson plan and started to arrange the material for 4 meeting in Google Jamboard. After that, the researcher was getting permission from the head master and English teacher of the aimed school. To collect the data, there were several steps conducted by the researcher. The data collection technique can be seen in the table 1.

Table 1
Data collection technique

Meeting	Activities	Figure
1	The pretest was conducted on 9th March 2023. Students were asked to write a recount text on several topics. They were instructed to create an outline and check the assessment rubric before writing.	
2	Students identified and implemented the text structure and the social function of recount text using mind maping provided in Google Jamboard.	
3	Students answered the worksheets provided in Google Jamboard to strengthen their language features of personal recount text. The teacher explanation of personal recount text was delivered to the students to encourage writing personal recount text.	
4	Students chose several topics, filled the outline, and start to write their draft of personal recount text in Google Jamboard with their groups.	
5	Students gave their classmates peer feedback and revised their personal recount text. After that, they published their final personal recount text in Google Jamboard.	
6	After the pretest and treatment, the researcher conducted a posttest on 13th April 2023	

Following the collection of data, a rigorous evaluation of students' performance was undertaken by the researcher, employing a well-structured writing rubric score. It's worth noting that this rubric was adapted from the framework originally proposed by Oshima et al.

in 2007. The meticulous application of this rubric allowed for a comprehensive assessment of students' writing abilities, both before and after the intervention or treatment, thus offering valuable insights into the effectiveness of the educational approach. To facilitate a deeper understanding of the data and to derive meaningful statistical conclusions, Statistical Package for the Social Sciences (SPSS) version 22 was the chosen analytical tool. In accordance with established research methodology, a suite of statistical tests was conducted, including the reliability test to ascertain the internal consistency of the data, the normality test to assess the distributional properties of the variables, the mean score test to gauge the central tendencies within the dataset, and the paired sample t-test to explore potential differences between the pre-test and post-test scores. These statistical procedures collectively served to robustly analyze and interpret the research findings, contributing to the overall rigor and validity of the study's conclusions.

Population and Sample
　　The research under scrutiny was conducted within the purview of a specific population, namely, the 258 tenth-grade students enrolled in a private vocational high school located in Surabaya during the academic year 2022/2023. In the pursuit of methodological rigor, the researcher exercised due diligence in selecting an appropriate sample from this overarching population. To this end, the simple random sampling technique, as elucidated by Creswell (2012:143), was judiciously employed. This method was chosen due to its inherent advantages, including ease of implementation and the capacity to maintain manageability within the research framework. By adopting this approach, every individual within the population was endowed with an equal and unbiased opportunity to be selected as a constituent of the sample. Consequently, the final sample size for this study was represented by a single class, denoted as X OTKP 2, comprising a total of 34 students. This rigorous sampling strategy ensured that the chosen sample was both representative and reflective of the broader population, enhancing the generalizability and validity of the research findings.

Instruments
　　Pretest and posttest writing exams were used to assess the student's writing proficiency. Some topic suggestions were provided to assist students in developing the content of their writing examination, followed by drafting and revising. Also attached was a writing assessment rubric. The writing assessment rubric consists of five components: content, organization, vocabulary, grammar, and mechanics (Oshima et al., 2007). In this study, however, the researcher utilized the same test for the pre- and post-tests in order to obtain statistically significant results of students' improvement before and after treatment. To ensure the validity of the instrument, content validity was utilized, and its validity was confirmed. The instrument was then utilized to determine its reliability. Calculated using Alpha Cronbach in SPSS 22, the result was 0.620 that indicated that the instrument was reliable. It indicates that the value of value of *Cornbach's Alpha (a.)* is more than *(>)* 0.60.

Data Analysis
　　 The data would be analyzed using the paired sample t-test in SPSS Statistics 22 because the researchers only sampled one class group. The purpose of the paired sample t-test was to determine whether or not students' personal recount writing scores differed before and after receiving Google Jamboard treatment. Before conducting a paired sample t-test SPSS version 22, it would be conducted a normality test. Shapiro-Wilk was used to examine the normality of its data because the sample size was less than 50. Due to the fact that the significant value of the pre-test was 0.388 and the Sig value of the Post-Test was 0.111, the data revealed a normal distribution. Both data results were in excess of 0.05. After that, the

parametric paired sample t-test could be conducted. If the t-value was less than 0.05, it would be possible to adopt the alternative hypothesis.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
        The finding indicates that the use of Google Jamboard resulted to a significant enhancement in students' writing competence in personal recount text. The mean score of the pretest and posttest may be observed in Table 2. The result showed that there was an increase in the mean value of learning outcomes in the posttest compared to the pretest. It can be inferred that there is a descriptive distinction between the mean pretest learning outcomes and posttest learning outcomes.

Table 2
Mean score analysis of pretest and posttest result

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	60.68	34	12.603	2.161
	PostTest	80.65	34	9.371	1.607

        A paired sample T-test was undertaken to determine the extent of improvement in students' writing recount skills before and after they received a treatment including the use of Google Jamboard. The outcomes of the paired sample t-test analysis are presented in the subsequent table 3.

Table 3
Paired Sample t-test Analysis

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-19.971	8.685	1.489	-23.001	-16.940	-13.408	33	.000

        Based on the comprehensive statistical analysis presented in Table 3, it becomes evident that there exists a statistically significant disparity ($p < 0.05$) between the pre-test and post-test scores. This distinction is underscored by the notably low p-value of .000, which falls well below the predetermined threshold of significance set at 0.05. This statistical outcome provides compelling evidence to support the contention that students' proficiency in crafting personal recount texts experienced a substantial improvement subsequent to the implementation of Google Jamboard as an instructional tool. In essence, the utilization of Google Jamboard elicited a discernible positive impact on students' writing capabilities, thereby substantiating the acceptance of the alternative hypothesis posited in the study. Furthermore, it is worth noting that this research extends beyond a mere examination of overall progress in students' writing skills between the pre-test and post-test assessments. In addition to this overarching analysis, the study adopts a comprehensive approach, delving into the intricate facets of writing proficiency. This multifaceted examination aims to foster a

nuanced understanding of the dynamics at play in the enhancement of students' writing abilities.

Table 4
Achievement of writing proficiency aspects in pretest and posttest

No	Aspects of Writing Proficiency	Percentage	
		Pretest	**Posttest**
1.	Content	14.7%	67.6%
2.	Organization	58.8%	94.1%
3.	Vocabulary	88.2%	94.1%
4.	Grammar	17.6%	73.5%
5.	Mechanics	82.3%	97%

The outcomes of the evaluation pertaining to students' proficiency in crafting personal recount texts are succinctly showcased in Table 4. An analysis of the pretest scores underscores specific areas that warrant focused attention in terms of instructional support. Notably, it becomes evident that a significant proportion of students require substantial assistance, particularly in two crucial facets of recount text composition: content and grammar. The data reveals that a mere 14.7% of students managed to attain a passing grade in the content section, signaling a notable deficiency in the narrative substance of their written compositions. Similarly, the results indicate that only 17.6% of students achieved a passing score in the grammar section, pointing to challenges in the application of grammatical conventions in their writing.

After the integration of Google Jamboard, students' writing skills outcomes demonstrate a remarkable accomplishment. Within the organizational structure and vocabulary, 94.1% of students passed. The mechanics part received the greatest grade, with 97% of students achieving good or exceptional levels of mastery. Conversely, the content aspect had the lowest result, with just 67.6% of students achieving proficiency. The findings also indicated that a majority of students, specifically 73.5%, demonstrated proficiency in the grammar components. It can be inferred that some students had challenges when composing personal recount texts, particularly in the area of content, such as developing and generating ideas.

Discussion

This study demonstrates that the utilisation of Google Jamboard resulted in enhanced writing skill among students in the genre of personal recount text. This improvement can be attributed to the students' ability to generate visual outlines or graphic organisers to aid students in their writing tasks. The utilisation of visual graphic organisers in the educational setting assists students in organising their thoughts, recognising essential elements, and constructing a logical framework for their written work (Trisusana & Susanti, 2020). Additionally, Jamboard' features has the potential to assist students in generating ideas for their topic and fostering their motivation to engage in pre-writing activities. It offers a visual depiction of crucial elements and concepts that aid students in the organisation of information and ideas. Students have ability to integrate visual aids such as photographs, diagrams, and illustrations straight onto the Jamboard platform (Carlos (2022). This practise improves the aesthetic attractiveness and comprehensibility of their written work. According to Egan, a graphic organiser is a visual depiction of knowledge that serves as a means of organising and structuring information. It also facilitates the arrangement of key elements pertaining to an idea or topic by employing labels inside a pattern. Furthermore,

The utilisation of Google Jamboard also serves as a means to encourage students to engage in collaborative efforts with their peers. Jamboard facilitates real-time collaboration among students for the purpose of brainstorming and developing ideas for writing tasks. Students have the ability to visually express their thoughts, ideas, and concepts through the use of sticky notes, drawings, and photographs. This procedure facilitates the organisation of student's thoughts prior to commencing the writing process Carlos (2022). In addition, the collaborative functionalities of Jamboard facilitate the collective engagement of students in the collaborative creation and editing of a shared document Sweeney et al. (2021). This feature proves to be quite advantageous in the context of group projects, peer editing, and collaborative writing tasks, as it enables students to offer feedback, recommendations, and corrections right on the board.

Additionally, the findings indicate that Google Jamboard can effectively augment students' levels of engagement and enthusiasm in the context of educational process. Students arranged their white, unadorned slides into an attractive slide with readable text to create a personal recount. Irmayani (2022) has supported that Google Jamboard enhances students' proficiency in composing personal letters and improves the readability of their compositions. In the context of personal recount writing, teacher possess the ability to provide guidance to students by means of interactive storytelling exercises that enables them to employ various mediums, such as textual content, illustrations, and multimedia components, to construct and construct their personal recount texts on the Jamboard platform. Ramadhani (2022) argues that Google Jamboard can enhance students' engagement in learning activities by providing them with opportunities to engage in collaborative writing projects. Within these instructional activities, teachers have the opportunity to introduce writing prompts on the Jamboard platform, so enabling students to engage in written expression by writing concise stories or reflective directly on the digital board (Sianipar & Gultom, 2022). In conclusion, this study has determined that the Google Jamboard as a digital medium has the potential to be integrated into writing instruction, thereby transforming the overall pedagogical approach to enhance student engagement.

Harmer (2007) posits that writing process encompasses four primary aspects. The four steps in the writing process facilitated students in achieving ther writing skills competence. Administering a range of writing assignments or activities through Google Jamboard allows students to respond either in individual or in collaborative groups. It also facilitates students' engagement in and completion of the four stages of the writing process, thereby contributing to the enhancement of their writing proficiency. Draucker (2021) says that Google Jamboard can enhance the quality of educational experience and reduce stress levels. It can be concluded that Google Jamboard can improve students' writing proficiency among tenth-grade students at a private vocational high school in Surabaya. Students have the capacity to acquire writing skills with relative ease and enjoyment. The content of personal recount texts can be comprehended and effectively utilised in educational workbooks. Hence, the enhancement of writing proficiency can be achieved through the utilisation of Google Jamboard.

The study additionally demonstrates that Google Jamboard has the potential to develop students' vocabulary acquisition, as it enables teacher to design and implement interactive activities. The instructor has the ability to display vocabulary terms or phrases on Jamboard, and learners are able to construct sentences using those words to enhance their language proficiency. The utilisation of visual aids has been recognised as a beneficial strategy for enhancing students' ability to generate written content or conceptualise a word or phrase Siregar et al. (2022). However, this study also indicates that students' language proficiency is below average. The difficulty in writing entire sentences and structuring paragraphs among students can be attributed to certain factors. Digital technologies such as Jamboard are

frequently employed in collaborative settings for the purpose of engaging in brainstorming sessions, generating ideas, and facilitating visual communication. Nonetheless, Jamboard may not offer extensive opportunity for targeted grammatical education. In addition, students tend to prioritise the generation of ideas, content, and visual features in their recount compositions, rather than placing much emphasis on grammar.

CONCLUSION

This study presents findings that students' writing proficiency can improve by utilising Google Jamboard. The visual representation of essential aspects and concepts provided by this tool facilitates the structuring of information and ideas, hence enhancing students' writing skills. Students possess the capacity to visually articulate their thoughts, ideas, and concepts by means of employing sticky notes, drawings, and photographs. Additionally, it fosters a culture of collaboration among students, wherein they actively participate in joint endeavours to generate and refine ideas for writing assignments. It also promotes students' active involvement in and successful completion of the four phases of the writing process, thereby positively impacting the development of their writing skills. Nevertheless, this study also suggests that students' language ability falls below the average level due to the limited scope of targeted grammatical instruction provided by Jamboard. The present study is constrained by a small-scale sample, hence it is advisable for future researchers to undertake a study with a larger sample size. Conducting research on grammar instruction can also be facilitated through the utilisation of Google Jamboard.

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