

PROVIDING WEB BASED LEARNING MATERIALS (GOOGLE CLASSROOM) FOR TEACHING ESSAY WRITING COURSE

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Abstract: *The utilization of modern technologies in classrooms such as web based learning gives learners the opportunity to learn faster with better function and with more satisfaction from their class attendance.. The purpose of this research was to integrate the advance of technology (Google Classroom) that can be used in teaching and learning process for conveying the Essay writing materials to the students based on the syllabi of Essay Writing course to make the learners are able to write different types of essays correctly. Test, observation and documentation were analyzed qualitatively. The result of this research was to provide lecturers with interesting and effective teaching materials in enhancing the students' understanding the essay writing. The students were expected to master in writing different types of essay related to the course materials. This research also gave additional value to the effort of increasing the quality of teaching English particularly by using web based learning (Google Classroom) in Indonesia.*

Keywords: Web Based Learning, Google Classroom, Essay Writing course, English Education

INTRODUCTION

Writing is as an important skill in the EFL setting. It helps learners to acquire English language because the activity stimulates thinking and facilitates them to develop some language skills simultaneously. According to Bello (1997), writing, as a productive language skill, plays an essential role in promoting language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class.

Based on the students' point of view, writing is considered to be the most difficult skill to master by them. This is not quite surprising due to the fact that while everybody enjoys talking, not so many people consider writing as something enjoyable. White (1995, p. iv) believes that the great rise in interest in spoken communication, characteristic of the past 20 years, has challenged the status of writing. An ability to speak a foreign language has then become a more highly rated skill than an ability to write in it.

There are some considerations why this research is conducted. First, writing class seems to be boring and even threatening to most of the students and difficult to most of the teachers. Second, students will have a great chance in improving their English writing competence through university media such as website, monthly magazine, as well as wall magazines which provide English corner. In fact, they hardly ever make use of these three media optimally related to English. It is caused by the fact that they are not accustomed to or even not confident about writing their ideas or thoughts in English.

All of these facts brought about an assumption that the teaching of writing at English Education Department needs improvement. To be more specific, it was essential that teachers, including the researcher, need to get introduced to a *new* way in teaching writing and then apply it in the teaching and learning process. The word 'new' here does not necessarily mean that it is up to date or current. As long as the teachers never utilize the way, it could also be categorized as 'new.' The new way that at last comes into the researchers' mind is the use of Google Classroom in teaching Essay writing.

Although the efficacy of Google Classroom has been proved by some teachers and researchers as well, it still needs further investigation to find out the results when it is implemented to the fifth semester students of English Education Department UIN Antasari Banjarmasin which have different subject and setting. Therefore, this research entitled "PROVIDING WEB BASED LEARNING MATERIALS (GOOGLE CLASSROOM) FOR TEACHING ESSAY WRITING COURSE IN ENGLISH EDUCATION DEPARTMENT STUDENTS OF UIN ANTASARI BANJARMASIN" has been conducted.

Research Problem

Based on the previous explanation above, the research problems are formulated as follows:

1. How is the integration of Google Classroom that is used in teaching and learning process for conveying the Essay writing materials to the students?

2. How is the students' writing activity by using Google Classroom in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018?

Research Objective

Related to the research problem, the objectives of the research are:

1. To know the integration of Google Classroom that is used in teaching and learning process for conveying the Essay writing materials to the students.
2. To know the students' writing activity by using Google Classroom in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018.

Significance of the Research

The result of this research is expected to have both theoretical and practical contributions to consider alternative and effective technique to improve teaching and learning English.

Theoretically, the result of this research is expected to give some more additional theory related to the use of Google Classroom in teaching writing as viewed from the students' writing activity. It can also change students' perception that not all writing activity is boring or threatening, so that they can improve their writing ability.

On the other hand, practically, the result of this research is precious in practical contribution to the lecturers, teachers, students, and future researchers. It is expected to provide the lecturers and teachers with new interesting teaching technique in improving students' competence in teaching and learning process. The students are expected to improve their ability in writing competence. For future researcher, it is expected that this research can be a reference for those who want to conduct a research on the similar field but in different skills.

Definition of Key Terms

For the purposes of avoiding misunderstanding, the following important terms need to be operationally defined.

Web based learning is often called online learning or e-learning because it includes online course content. Discussion forums via email, videoconferencing, and live lectures (video streaming) are all possible through the web. Web based courses may also provide static pages such as printed course materials. One of the values of using the web to access course materials is that web pages may contain hyperlinks to other parts of the web, thus enabling access to a vast amount of web based information.

Google Classroom is a blended learning platform developed by Google for schools and universities that aims to simplify creating and grading assignments in a paperless way. It combines Google Drive for assignment creation and distribution, Google Docs, Sheets and

Slides for writing, Gmail for communication, and Google Calendar for scheduling. Students are invited to Essay Writing class through a private code and the student can submit work to be a graded by a teacher. Teachers can monitor the progress for each student, and after being graded, teachers can return work, with comments, for the student to revise and improve the assignment. Teachers can post announcements to a class stream, where students can comment.

THEORETICAL REVIEW

Definition of Writing

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing improves language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to strengthen the grammar and vocabulary they are learning in class. Writing is not only a means of communication where students can share their views and thoughts; it is actually a requirement to master other language skills.

There are some definitions of writing stated by experts. According to Nunan (2003: 88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads. This process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow (in Brown 2001: 337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message.

Teaching writing to students of English as foreign language includes some reasons such as reinforcement, language development, learning style, and most important one is writing as a skill in its own right.

Reinforcement means the students acquire languages greatly in language written down. Language Development means the real process of writing helps the students to learn as they go along; it is part of the ongoing learning experience. Learning Style means writing can be a quite reflective activity instead of the rush and bother of interpersonal face to face communication. The last is writing as a skill means writing is a basic language skill which is just as important as speaking, listening and reading (Harmer, 2001:79).

Definition of Essay Writing Course

Writing is taught in a courses series beginning with Basic Writing Skill, Paragraph Writing, Essay Writing, and Academic Writing at the English Education Department of Faculty of Tarbiyah and Teachers Training in UIN Antasari Banjarmasin. Essay Writing focuses on designing to equip the students with the skill to be able to write different types of short essays correctly. This course also introduces the students to the three elements of essays; introductory paragraph, body, and concluding paragraph. The course also acquaints students to unity, coherence, and some pre-writing techniques especially outlining.

This research focuses on Essay Writing course for the fifth semester students, in this course, the lecturer teaches the students some materials related to the essay by comparing paragraph and essay first because in the previous semester, the students have already taken paragraph writing course.

In essay writing course, students also learn about unity and Coherence in the Essay, Essay Outlining, Pre-Writing Techniques, Brainstorming, Listing, and Free-Writing. Then, the lecturer asks the students to write various short essays such as descriptive essays, narrative essays, process essay, cause effect essay, Comparative / Contrast Essays, and Argumentative / Expository / Persuasive essays. It is very important to prepare the students to be able to write various essays from the materials that they have learned independently use their own skills in writing.

METHOD

This research is a descriptive qualitative research. Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. This research tries to explore the use of Google Classroom in teaching writing as viewed from the students' writing activity in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018.

The population of this research is the fifth semester of English Education Department Students academic year 2015 who took Essay Writing Course which consists of five classes. The numbers of population are 162 students.

Considering the large number of students, the researcher applied simple random sampling to be involved in this study. The researcher took 27 students from Class E 2015 who involved in this research.

Research Instrument

In conducting this research, there are three instruments to be used as follows:

1. Writing test by asking the students to write the short essay, in this research, the lecturer asked the students to write various essays based on the syllabi.
2. Observation, by observing the students and the lecturer in using Google Classroom and notebooks are used during the teaching and learning process of writing.
3. Documentation of the students' writing assignments when the lecturer asked them to write their own writing and posted it in Google Classroom.

Data Analysis

All the collected and processed data are analyzed descriptively and qualitatively. Data analysis is a process by which data is simplified into a form that can be interpreted and read easily.

FINDINGS AND DISCUSSIONS

This part deals with the result of the research based on some facts found in the data. It covers the use of Google Classroom in teaching writing as viewed from the students' writing activity in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018.

1. The integration of Google Classroom that is used in teaching and learning process for conveying the Essay writing materials to the students.

The screenshot displays the Google Classroom interface for an 'essay writing class E 2015'. The top navigation bar includes 'Home', 'Products', 'Training', and 'Resources', with 'Higher Ed' and 'IT Guides' also visible. The main content area features a large banner with the text 'Every Class is on a Mission' and a 'SIGN IN' button. Below the banner, a list of topics is shown, including 'TOPIK', 'MEETING 1 INTRODUCTION', 'MEETING 10 Expository e...', 'MEETING 11 Process Ess...', 'MEETING 12 Classificatio...', 'MEETING 13 Cause Effects', 'MEETING 14 Comparison', 'MEETING 15 CONTRAST', 'MEETING 16 FINAL TEST', 'MEETING 2 Comparison b...', and 'MEETING 3 Unity and Coh...'. The bottom of the page shows a purple navigation bar with 'essay writing class E 2015', 'ALIRAN', 'SISWA', and 'TENTANG' options, along with a search icon and a user profile icon.

Hidayah Nor
6 Sep

MEETING 1 INTRODUCTION

this is our course silabus of essay writing

 **silabus short essay writing terbaru 2017.doc**
Word

16 komentar kelas ✕

Hidayah Nor 6 Sep
Getting to know each other
Write a short introduction about yourself. Make sure that you include the following:
a) One (1) interesting thing about your name (you can explain what it means in your language, tell us who you were named after, etc.);
b) Two (2) of your favorite activities;

Hidayah Nor 6 Sep
Hello,
Let me introduce myself, my name is Hidayah Nor which means in English the Light that will guide you into

 **essayWritingVisualGuide.pdf**
PDF

 **helpful-guide-to-essay-writing.pdf**
PDF

 **LanganEW_SP_Ch05.pdf**
PDF

MEETING 15 CONTRAST

contrast essay

 **COMPARE AND CONTRAST ESSAY.pdf**
PDF

 **Compare_Contrast_Intro.pdf**
PDF

 **CompareandContrast.pdf**
PDF

 **compare-and-contrast-apples-to-oranges.pdf**
PDF

From those pictures above, it can be seen that the researcher firstly made the course outline on the Google classroom and uploaded some materials related to the course as the students can read in advanced the materials before entering the classroom. This way is effective because the students will learn the materials first and if they have some questions about the materials, the students and the lecturer can discuss it together in face to face meeting.

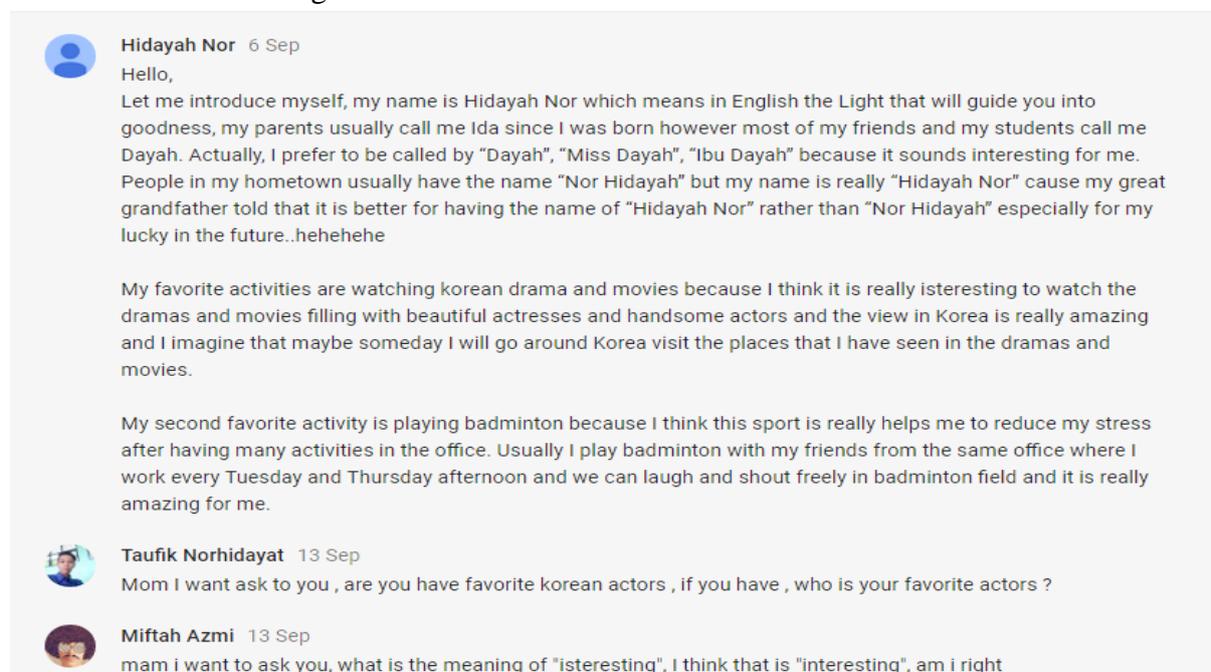
The features of Google classroom is also make the students easier to choose the materials button based on the meeting that they really want to learn individually first in their home, for example in meeting 2 has already written the differences between paragraph and essay and the lecturer provided some pdf materials on it and the students can download the materials and they can also link those materials with their previous knowledge about the paragraph writing and refresh their background knowledge about the information and after that we can discuss the matters and did some exercises related to the materials.

The steps for the students if they want to join this online course in Google classroom is also very easy because they just have to own Google mail account and the lecturer can invite directly to students' mails or the other way is the lecturer can give the class code on Google classroom to the students and then they opened their Google classroom account and joined the class and after that they can post everything they want about the questions, comments, some pictures, some videos related to the topic.

However, there is weakness of Google classroom itself in term of post something that related to the questions or tasks that have already given by the lecturer, the students cannot reply the lecturer's posting if they want to use the attachment mode.

2. The students' writing activity by using Google Classroom in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018.

The second research problem for this research is to know the students' writing activities by using Google Classroom in essay writing course, and this is the samples of students' works in Google Classroom.



The screenshot shows a chat interface with three messages. The first message is from Hidayah Nor, dated 6 Sep, containing a self-introduction and details about her hobbies. The second message is from Taufik Norhidayat, dated 13 Sep, asking about favorite Korean actors. The third message is from Miftah Azmi, dated 13 Sep, asking about the meaning of 'interesting'.

Hidayah Nor 6 Sep
Hello,
Let me introduce myself, my name is Hidayah Nor which means in English the Light that will guide you into goodness, my parents usually call me Ida since I was born however most of my friends and my students call me Dayah. Actually, I prefer to be called by "Dayah", "Miss Dayah", "Ibu Dayah" because it sounds interesting for me. People in my hometown usually have the name "Nor Hidayah" but my name is really "Hidayah Nor" cause my great grandfather told that it is better for having the name of "Hidayah Nor" rather than "Nor Hidayah" especially for my lucky in the future..hehehehe

My favorite activities are watching korean drama and movies because I think it is really isteresting to watch the dramas and movies filling with beautiful actresses and handsome actors and the view in Korea is really amazing and I imagine that maybe someday I will go around Korea visit the places that I have seen in the dramas and movies.

My second favorite activity is playing badminton because I think this sport is really helps me to reduce my stress after having many activities in the office. Usually I play badminton with my friends from the same office where I work every Tuesday and Thursday afternoon and we can laugh and shout freely in badminton field and it is really amazing for me.

Taufik Norhidayat 13 Sep
Mom I want ask to you , are you have favorite korean actors , if you have , who is your favorite actors ?

Miftah Azmi 13 Sep
mam i want to ask you, what is the meaning of "isteresting", I think that is "interesting", am i right



Natsir Rifani 13 Sep

mam I want to ask you, I know you like korean movie,....but what you like taekwondo??because this martial art from korean



Mawaddah Hasan 13 Sep

Hello Mam , I'm very happy when I know you like korean drama because I like too. By the way, I want to know which is korean drama your very favorite Mam ??



Ratna sari 14 Sep

Hi ma'am .. I like playing badminton too. I used to be in a badminton club years ago. It was fun, but I'm not really much into sports.



Raudatul Jannah 14 Sep

Hi ma'am, we have the same favority activity, watching movies. What is your favorite movies?



Zanifah Hakim 14 Sep

I think, almost of the students or teacher in english department like korean drama. especially women. and for man, they like japanese / anime. it's so unique. Ma'am, we have same favourite activities. I think we can play together. Maybe it can be funny.



Hidayah Nor 17 Sep

dear students,

wow, actually I am really surprised and happy when I read your comments on my post and it is really good comments. I am so sorry because I do not have time to reply your comments immediately because I went to semarang for joining Elite International conference and this is my chance to answer all of your questions as best as I can.

@taufiknorhidayat97@gmail.com my favorite korean actor is Park yoo chun, he is the member of JYJ and I really like him because he is so manly, cool, smart, and good looking.

@miftah_azmig@gmail.com : thank you so much for correcting me, it was actually mistyping and the right one is interesting.

@natsir rifani: hi natsir, your question is very interesting and actually I have tried for joining taekwondo club in our university when I was in my first semester but then I gave up because I did not have any abilities to do it and I think it was very hard for me to do the movements of taekwondo..hehehe but actually I really love that sport, too.



Fatimatul Rizkiah

14 Sep



Hi guys!

Let me introduce my self. My name is Fatimatul Rizkiah, call me Kiki, and my family call me "Diyang/iyang". I was born in Amuntai, February 23,1997. I am from Amuntai and I am the last child of two children. My address now Aspol Bina Brata Manunggal 2 gang 6.

My favorite activity is watching Bollywood (Indian Movies) because Indian movies is very romantic. Actors and actress is very beautiful and handsome. I like their eyes, because their eyes beautiful. The second favorite activity is watching YouTube about tutorial make up, fashion, and edit photo.

My hobby is listening english and Indian music. I really like hunting some picture because it can make happy. I also like Hanging out with my friend make enjoy and happy.

2 komentar kelas



Fatimatul Rizkiah 17 Sep

Hello miss dayah 🤗

My favorite actors or actress is Shah Rukh Khan, Kajol, Karena Kapoor, Deepika Padukone, and Katrina Kaif. I like their because acting are the best and their are Kajol, Karena Kapoor, Deepika Padukone, and Katrina Kaif is very beautiful 🤗.

hidayat, susi susanti, and others because I think they are all great players.

@zanifahaja@gmail.com : that is very good idea, we can do it together in our course time...



Azhar Ar Ridho 17 Sep

Hii Mom.. Where your hometown?? Wow you like korean drama ... Are u like all about drama mom?? Or only korean drama mom??and mom, You also like badminton right?? Did u ever serve in badminton competition mom? 🤗

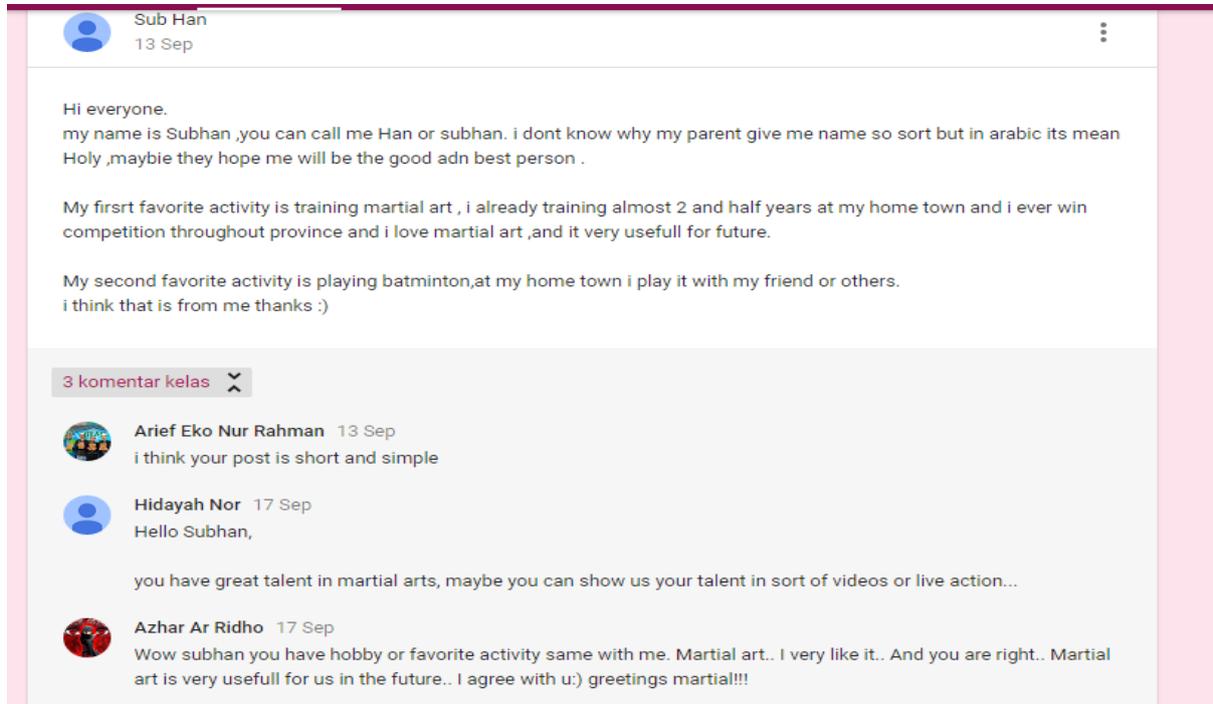
(sorry mom I'm a new comment had you because I had forgotten yesterday)



Hidayah Nor 17 Sep

my hometown is in banjarmasin, but my parents are originally from Hulu sungai..my father is from barabai and my mother is from kandangan. I just like korean drama the one and only because I think other dramas are not interesting for me and it is just the matter of taste I guess.hehehe.

I have never joined the badminton competition because I am really new in this activity and my skills in badminton is just on the average.



The first activity of Essay Writing course that should be done by the students is introduce themselves and wrote about the meaning of their names and their hobbies and uploaded in the Google classroom, there are some interesting results of this activity and the lecturer can be more familiar with the students by knowing their identity.

This table below described the students' name and the meaning of their names.

NO	NAMES	MEANINGS
1	Mentari	Sun
2	Mustaqimah	Straight path
3	Zanifah	fast
4	RaudatulJannah	Paradise Garden
5	Noor Laily	Light in the night
6	IstianaPurnama Sari	A hope for help in a good way
7	LikaHanifah	Straight right
8	Subhan	Holy
9	MiftahAzmi	The key to fulfills the promise
10	Nor Hafizah	Loved Light
11	Mawaddah	Affection
12	M.FikriFadhilKhairy	A blessed man
13	Fahrizal	The best man with positive mind

The students' first essays that have been uploaded to Google classroom covered these topics: Facebook, Gambling, Smartphone, cellphone, Sleep Habits, Study Habits, Music, Celebration, and Job Interview.

These are the topic for descriptive essay that have been written by the students: The first time you meet a friend, friend, Family member's house, A peaceful place that you've visited every day, Describe your favorite store, my family, Smartphone effect for everyone, Favorite place, Aspects of someone that you like, person, The time I spend with my girlfriend, Someone whom you miss, Favorite teacher's classroom English language, Special object, Famous person you would like to meet, your pet, JunjungBuih Park, Outdoor place, My perfect fantasy vacation destination, My ideal bedroom, The development of smartphone, my favorite toys, and Best summer vacation.

The lecturer also asked the students to retype their middle test writing assignment based on the lecturers' comments and suggestion and uploaded to Google classroom. The students focused on the descriptive essay writing and the topics that have been chosen by the students are Describe the first time you meet one of your friend (My First time In Campus), describe saddest memories, describe one of your favorite place in your hometown (TanjungPangga Beach), Describe The Most Embarrassing Moment (Was A Recited Surah Al-Qur'an Not Regular), Describe about concert Big Bang, My favorite outfit, My favorite place, Happiest Memories, Describe a time that you felt excited, The evolution of smartphone, My Most Memorable First Day School, Childhood is the happiest moment, Memorable trip to Saudi Arabia (Describe memorable trip, The Black Soup, Describe one of your most embarrassing moments, Several special time with my family, Describe a time you met someone famous and Whitney Houston.

The narrative essay topics that have been made by the students: Don't Judge by the cover, The first love at senior high school, Misunderstanding with my friend, An experience that only happened to me, The beginning of a friendship/relationship, Travelling with my family, Never find me again, Am I not your daughter?, Getting lost for the first time, Interesting experience when role play in a movie, The friend mask, The wisdom behind the holiday, Got lost in highway, The beginning of a friendship, A time when you experienced a historic event, Surprise, A time when you rebelled against your parents or your teachers, A mysterious angel, My true friend, First time in my boarding school, Funny evening in my backyard, First time I found relationship with her, and A time when you judge someone wrong.

There are also some interesting topics of process essay from the students' writing such as Ice cream made, How to look fashionable on a limited budget, Safe ways to wear contact lenses, How to deal with insomnia, How to use Google Maps, How to start a small business, How to bathe a cat, How to create website, Steps in training an athlete, How to take care your pet, How to prepare for a vacation, How to bake a chocolate cake, How to make

bread, Succeed in a job interview, How people choose mate, How to pass in soccer, How to learn foreign language, How to play video games to win, How to get good photo, How to choose a major at college, and How to make the perfect brownies.

The argumentative essay topics covered Should school start later in the morning, Students allowed to have cellphones in elementary and high schools, Silent prayer time in public schools, Should students have to wear uniforms, Should Abortions be legal?, Should the girls be allowed to play on boys sport team, Should people who downloaded music and movies illegally be punished, Teens and violent video games, Listen to MP3 players on headphones during study hall, Cellphone is recommended for teacher, Should boys and girls be in separate classes, Bike sharing program, Should cities offer free Wi-Fi, and Safety first.

The students' topics for cause effect essay are Homeschooling, Social media on young people, The changes of ocean, Impact on drug use on human body, Stress impact on health, The Children's Obesity, World war II, School bullying, Pollution, Tsunami, racism, Alcohol and nervous system, heart problems, Domestic violence, Holy Qur'an in life, Travelling affect people personality and life, relationship, music, online dating, Choosing your major and college, effect of telling lies and Popularity of fast food restaurant.

The last essay that the students have to write is comparison contrast essay and the topics that have been chosen by the students book vs. movie, working in office or being a freelancer, saltwater fish vs. freshwater fish, public transportation vs. private transportation, fruits vs. vegetables, start wars vs. star trek, American idol vs. the voice, cash vs. credit cards, dating on young age, biology vs. chemistry, young vs. old, family vs. friend, fiction vs. non-fiction, comic vs. magazines, online dating vs. real-life relations, plane and ship travel, motorcycle vs. bicycle, KFC and McDonald's, American government vs. Indonesian government, reptiles and mammals, and marriage vs. divorce.

There are some reasons and considerations of the common uses academics for making the web learning, in case for this research using Google classroom includes:

1. Enriching access to course materials
2. Documenting course discussions
3. Posting student writing, art, projects, etc. for critique,
4. Providing tutorials, simulations, and drills,
5. Facilitating group work,
6. Providing remedial support and/or enrichment, and
7. Enabling reflection and metacognition.

Many effective webs based learning environments will be complemented with more traditional media such as print materials and videotapes rather than trying to force these other media onto the Web. In short, different technologies should be employed for different

purposes. For example, the Web is an excellent vehicle for facilitating group work, but it is a lousy vehicle for academic reading. Although this may seem like stating the obvious, new technologies are all too often used to deliver content that should have been left in traditional forms.

CONCLUSION

1. The integration of Google Classroom that is used in teaching and learning process for conveying the Essay writing materials to the students consist of: Definition of Essay, Comparison between Paragraph and Essay, Unity and Coherence in Essay Writing, Pre-Writing Techniques (Brainstorming, Listing, and Free-Writing/Drafting), Essay Outline: Topic and Sentence, The three parts or components of Essay (Introduction, Body, Conclusion), Introductory Paragraph, Thesis Statement (in Introduction), The body of an essay paragraph Topic Sentence and Supporting details in paragraph of an essay, Transitional words as paragraph hooks, and Conclusion. Types of Essay writing: Descriptive Essay, Narrative Essay, Expository essay (Argumentative essay), Essay Development or Process (Examples, Definition, Classification, and telling a process), Cause Effects, Comparison, and Contrast essays.
2. The students' writing activity by using Google Classroom in essay writing course for the fifth semester students of English Education Department at UIN Antasari Banjarmasin academic year 2017/2018 are very active and they were really enthusiastic in writing the essay and they did not hesitate to show their ideas, opinions, thoughts, and sharing with their classmates and gave their best responses toward their writing assignments.

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