Tenth-Graders' Perceptions towards the Use of Google Classroom for Writing Class

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ABSTRACT

The world of education today is closely related to the development of scientific and technological advances. Google Classroom is a useful platform to help the online learning process, especially in learning English. This study aims to determine students' perceptions of using Google Classroom as a learning medium in writing class. This study used a quantitative descriptive research design. The research subjects were all tenth-grade students in one of the senior high schools in Wates, Central Java, Indonesia. The population of the study consisted of 385 students, but the researchers took a sample of 30% of the total from all tenth-grade students. The researcher used a questionnaire and interview as a data collection method. The researcher analyzed the data statistically by calculating the percentage of students' answers using Microsoft Excel. This study finds that students have a positive perception of using Google Classroom in writing class. Moreover, it can be concluded that Google Classroom has a good influence in supporting learning for English Foreign Language students.

Keywords*: google classroom; online Learning; platform; students' perception; writing class*

INTRODUCTION

Nowadays, the world has entered a new era that we know as industry 4.0 which makes everyone apply digital technology. The development of science and technology has poisoned all human life. Everyone uses technology as a medium to carry out activities and makes technology increasingly exist in use in various circles. When the onslaught of the Covid-19 case hit, all sectors racked their brains to carry out activities online (Ahmadi & Hatim, 2022). This problem is not only disturbing the health sector, but has a major influence on other sectors such as economic, political, social, and education (Putri et al., 2021). In the field of education, technological developments are needed to support student credibility according to their interests and talents (Fitria, 2020). Especially in English learning and teaching, the use of technology has become a hot meal for teachers and students (Khrismaninda & Refnaldi, 2021). Teachers can find new references and develop a qualified learning system so as to hone students' intelligence to learn English and integrate it with technological developments. This is considered important because along with today's sophistication, technology in the learning process, especially teaching English has become something luxurious to use as an epic dish to support learning. There are several online learning applications that have been used in various schools, including Google Zoom, Google Meet, E-Learning, and Google Classroom (Fuady et al., 2021).

Google Classroom is a web-based learning media that has professional technology that is useful for teaching and learning processes (Andewi & Pujiastuti, 2021). Google Classroom makes it easy for teachers and students to learn that is packaged online but students can still be active in it (Subrata, 2022). Furthermore, the use of Google Classroom can create new habits and environments for students (Salam, 2020). Even though teachers and students cannot meet face-to-face, students are still active in discussions like in a real classroom (Beaumont, 2018). This application can be used flexibly anywhere and teachers can easily take attendance, check student assignments, and give assignments or comments (Okmawati, 2020). Google Classroom is also connected to Google Drive making it easier for students to access and collect assignments easily and flexibly (Heggart & Yoo, 2018). This application can support students in learning, especially in learning English (Khalil, 2018). During the learning process, it certainly leads students to have a perception of the use of Google Classroom in learning English (State, 2018). This perception can affect students' interest in their academic achievement (Qiong, 2017).

The study shows that Google Classroom is a full-featured application for improving teachers' and students' performance in the teaching and learning

process (Octaberlina & Muslimin, 2020). It really exists in the world of education, especially during the pandemic. The use of Google Classroom has a good impact on student learning development, especially in writing classes (Laili & Muflihah, 2020). Writing class is one of the English skills that must be understood by students. Good writing skills can allow students to gain a lot of knowledge. Writing classes using Google Classroom can help students improve fluency in their writing rules (Septiani et al., 2022). Google Classroom makes learning meaningful, increasing collaboration between teachers and students, and improving good communication in learning in the midst of a pandemic (Yunus & Syafii, 2020).

Based on preliminary observation research, it explains that students have a positive response to online learning using Google Classroom (Nuryati et al., 2021). This application makes students excited in the teaching and learning process. Students have a positive attitude towards using Google Classroom and are well perceived by students (Moonma, 2021). The use of Google Classroom, which is a new thing among high schools, is able to facilitate students' needs in the learning process even though it is carried out in a pandemic situation. Even though Google Classroom has contributed to the learning process, in writing classes students still feel confused about expressing their writing ideas (Kurniawan et al., 2022). They are confused about coming up with more creative writing ideas because reading literacy is still low, so they don't master vocabularies (Wati, 2021).

The novelty in this study is to find out whether students have good writing skills when taught with Google Classroom. Considering that students have a good perception of the application of Google Classroom in English classes, it turns out that previous research still requires a more detailed discussion regarding students' writing competence when learning on online platforms. Google Classroom is a simple and accessible application for students. Teachers can give assignments by instructing students with whatsapp media and learning can start in Google Classroom. Students can easily access Google Classroom anywhere and anytime, but sometimes they are still confused about writing classes using Google Classroom.

Based on these problems, this study aims to determine students' perceptions of their writing performance when taught using Google Classroom. Writing is one of the important and crucial skills in teaching EFL, so the teacher must have a good strategy to help and support the students to develop their writing skills. The research aims to open and increase student literacy through learning writing using Google Classroom. The researcher wants to know students' performance in writing class, whether they are more comfortable with offline or online classes·

METHOD

This research used descriptive quantitative research with a survey design. The population of this research is all tenth-grade students in the academic year 2020/2021. In this school, there are 12 classes in the tenth grade. There are 6 science classes, 5 social studies classes, and 1 language class. The total population is 385 students. Because the student population is more than 100, the researcher took the sample data from 30% of the tenth-grade student population. The researcher used descriptive analysis as a data analysis technique. The researcher explained the results of the questionnaire and interview using Microsoft Excel. The specification of the population could be seen on table 1.

Table 1 Population and Sample

No.	Class	Total of Students	Sample
1.	IPA 1	36	10
2.	IPA 2	36	10
3.	IPA 3	36	10
4.	IPA 4	36	10
5.	IPA 5	30	10
6.	IPA 6	30	10
7.	IPS 1	36	10
8.	IPS 2	30	10
9.	IPS 3	30	10
10.	IPS 4	30	10
11.	IPS 5	30	10
12.	BAHASA 1	25	6
	Total	**385**	**116**

The researchers used questionnaires as primary data and interviews as secondary data for data collection. The researchers used an online platform, namely Google form to distribute questionnaires. There are 20 statements of the questionnaire which the researcher chose. The researcher determined the ideal scale with the following formula: The researcher used five scales (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree). The researchers have adapted the questionnaire from the journal article from (Ridho et al., 2019). To find out whether the questionnaire given is valid and reliable to respondents, the researcher checked the validity and reliability of both. The researcher used Pearson Product Moment in SPSS 23 with r-table 0.195. Based on the results of the validity test, all items from the questionnaire are valid. To find out the reliability of the questionnaire, the researcher tested the reliability using Cronbach Alpha in SPSS 23. Based on the results of the reliability test, the reliable coefficient is 0.424. The results of the correlation mean that all questionnaire items are reliable. The data obtained were analyzed statistically by calculating the percentage of students' answers to the statements in the questionnaire.

Interviews were conducted to strengthen the result data from the questionnaire. The interview was carried out after the researcher distributed the questionnaire. There are 4 questions that

contain students' perceptions of the use of Google Classroom. The researcher has conducted interviews with ten students at SMAN 1 Wates. There are positive opinions and negative opinions from students regarding the use of Google Classroom. The researchers have appointed these students based on the direction of the supervising teacher. Researcher has interviewed because want to get in-depth information about the use of Google Classroom in writing class for tenth graders. Before conducting the interview, the researcher explained to the participants why an interview was held after working on the questionnaire questions. The researchers took ten samples for students who conducted interviews randomly in each class. They conducted the interviews offline.

RESULTS AND DISCUSSION

In this section, the data is presented in quantitative description. The survey was carried out through a questionnaire and interview. The questionnaire data are presented in tabular form so that they can be described. There are 20 questionnaire questions and 4 interview questions that have been distributed. There are a total of 20 items in this questionnaire. Items 1-6 find out students' perceptions about personalization when using Google Classroom. Items number 7-10 find out students' perceptions about the features of Google Classroom. Item numbers 11-15 find out students' perception when operating Google Classroom. Item

numbers 16-20 find out students' perceptions about students' interactions when using Google Classroom. The data results from each of these aspects are described in figure 1 and 2.
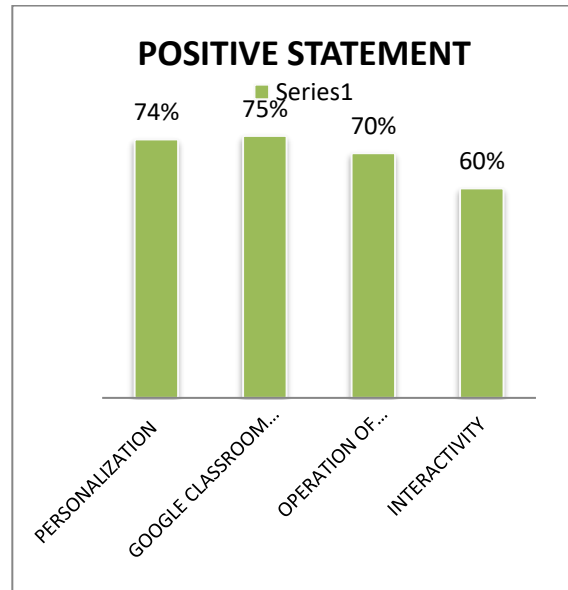

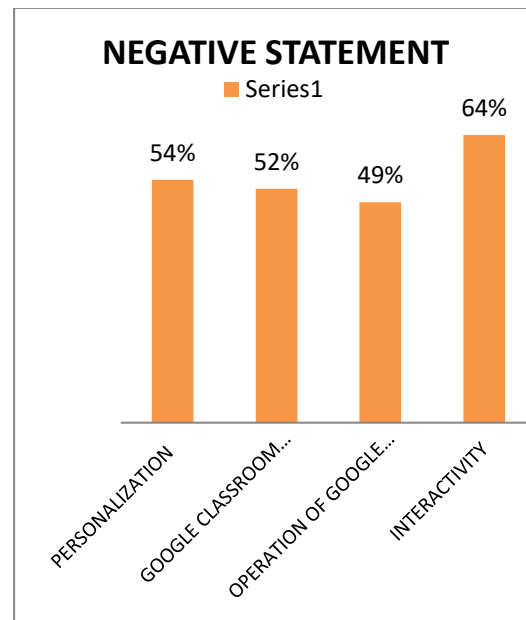**Figure 1. Positive Statement**

Figure 2. Negative Statement

There are four aspects in the questionnaire, namely personalization, Google Classroom features, operation of Google Classroom, and interactivity. The conclusion from the results of the questionnaire on the personalization aspect is that out of 116 students, 74% of students had positive perceptions of positive statements and 54% of students had neutral perceptions for negative perceptions. Based on the result, the students have a positive statement in the personalization aspect. In the aspect of Google Classroom features, 75% of students had positive perceptions of positive statements and 52% of students had neutral perceptions of negative statements. It can be concluded that students have positive perception of Google Classroom features. In the aspect of operation of Google Classroom, 70% of students had positive perceptions of positive statements and 49% of students had neutral perceptions of negative statements. It can be concluded that the students have positive perceptions in the operation of Google Classroom. On the aspect of interactivity, 60% of students had positive perceptions of positive statements and 64% of students had negative perceptions of negative statements. It can be concluded that the students have a negative perception of interactivity. Students have negative perceptions because of the lack of communication between students and teachers to ask questions about the material being taught.

This section describes the results of the interviews. There are 2 aspects in this interview question, namely students' perception, and problems when using Google Classroom. There are positive opinions and negative opinions from students regarding the use of Google Classroom. The researchers have appointed these students based on the direction of the supervising teacher.

The first question is "What do you know about Google Classroom?". The results of the first question show several answers from students, namely:

"I think the Google Classroom application can help to learn with an online system. This application is also easy to reach and easy to use. Google Classroom is used for all my online subjects, especially English." (Respondent 2)

"Google Classroom is very good during a pandemic so students don't miss lessons. When using Google Classroom, online learning is still fun because the features in this application really help me do my assignments in writing class." (Respondent 4)

"This application is quite easy for students to operate because its features are easy to understand, especially for students who are new to using it. The use of Google Classroom during a pandemic like today can help students and teachers carry out learning smoothly and conductively. As far as I know, this application has been used in my school since the Covid - 19 pandemic, and all subjects are taught

online using Google Classroom." (Respondent 5)

Based on these answers, respondents have almost the same perception regarding the use of Google Classroom. They have a positive perception when using Google Classroom. It can be concluded that Google Classroom is suitable for online learning. Google Classroom has complete features to support the student learning process. Students can still do learning like in an offline class.

The second question is "What is your perception of the problems you face when using Google Classroom". The results of the second question show several answers from students, namely:

"Usually when I submit an assignment to Google Classroom, I have to include a link from Google Drive and I can't directly insert a photo, so it has to be sent to Google Drive first to be used as a link. So for example, when there is an assignment like a writing assignment that needs to be typed, I type it first in Microsoft Word, then put it on Google Drive and I send the link on Google Classroom." (Respondent 1)

"There are no problems when using Google Classroom. I feel comfortable when using Google Classroom as an online learning medium used during this pandemic. I can access Google Classroom anytime and anywhere. By using this application, the learning process runs smoothly. When I submit assignments, I can get direct or personal feedback from

the teacher. With this feedback, I feel I can communicate smoothly with the teacher to discuss lessons. Especially when I take English classes, I feel helped by this application." (Respondent 8)*

"The problems I'm having when using Google Classroom are poor connection, no notifications when class starts, and assignments that are hard to submit. When I use this application, sometimes I find it difficult to enter online classes. Because of this signal problem, I have to go to a place where there is Wi-Fi access, but because of the pandemic I can't go out of the house, so I continue to study at home even with a bad signal. Sometimes I'm also late for online classes because I'm late getting notifications from teachers sent directly to my email. " (Respondent 9)

Based on the answer to question number two, it states that students have a perception that Google Classroom is sometimes difficult to apply because of internet signal problems. Students with difficult signal locations, then miss the lesson. They didn't know that class had started because there was no notification on their cell phone. Of course, this problem is caused by the difficulty of the internet signal. However, some students feel they have no problem using Google Classroom. This application can be used casually and flexibly in the sense that it can be accessed anywhere and anytime.

The third question is "How are the assignment system, daily tests, mid-tests,

and final tests in the writing class given in Google Classroom". The results of the third question show several answers from students, namely:

> *"Assignments are given through Google Classroom which is connected to Google Form. Teachers give assignments online in Google Classroom. Usually, when the teacher gives me an assignment, they will be given a collection deadline, and usually, the day before the assignment is collected, I will get an email from the teacher containing a warning that tomorrow's assignment will be collected at the appointed hour. Assignments given for writing classes are usually in the form of files in Google Forms. Students can answer questions directly and usually in doing assignments are given a duration of time by the teacher. After finishing work, students can immediately click the send button and the student work will be recorded directly on Google Drive so that the teacher can immediately provide feedback to students." (Respondent 2)*

> *"The teacher provides a link on Google Classroom which is directly connected to Google Form. Usually, for writing classes, the teacher gives questions in Google Classroom connected to Google Form. Sometimes in English class, the teacher gives a topic about descriptive text, for example, students are asked to identify language structures, and students can write directly on the page box provided by the teacher. Usually, students write their names and attendance numbers, then start answering the questions. It can also*

> *be seen at what time students send their assignments." (Respondent 6)*

> *"Usually, the materials and assignments are given in the task column. For Daily Exams, Midterm Exams, and Final Semester Exams, sent via announcements in Google Classroom which is connected to Google Forms. During the exam, the teacher will provide a link to students via Google Classroom and students can work on the questions right away. For material provided by the teacher, students can also access it on Google Classroom. So even though learning is carried out online, the teacher still provides material that can be learned by students." (Respondent 8)*

Based on the respondents' answers, it can be concluded that the assignments given by the teacher are sent through Google Classroom which is directly connected to Google Forms. This is one of the features in Google Classroom that can support the student learning process. When assignments are directly linked on Google Forms, students can easily answer questions from the teacher. Teachers also find it easier to correct students' answers. With Google Classroom, teachers can still monitor and control student assignments.

The fourth question is "In your opinion, can Google Classroom completely replace the function of the teacher in front of the class when teaching?". The results of the fourth question show several answers from students, namely:

"No, because Google Classroom is only used during a pandemic. Google Classroom is only a learning medium that is used to assist students in conducting online learning. And the role of the teacher cannot be replaced by online applications. Because I feel that the material explained by the teacher is easier for me to accept than just the material delivered by the teacher through Google Classroom. Because when the teacher explains the material to me, I can immediately ask questions easily and the material presented will be easily recorded by me." (Respondent 4)

"No, because if the teacher's role is replaced by Google Classroom, students will have difficulty understanding the material. In my opinion, the role of the teacher will never be replaced by anything. In my opinion, when the teacher explains directly in class, there is a separate energy given by the teacher when delivering material so that students are more comfortable when the material is explained offline." (Respondent 9)

"No, because students find it difficult to understand the material provided by the teacher through Google Classroom. It's different if the teacher explains offline, it will be easier for me to understand the material. Because in my opinion English is a difficult subject, so if the teacher explains it online, I will find it difficult to understand the material. If the teacher explains offline, it will be easier for me to ask questions when I have difficulty understanding the material. Because

sometimes, when I use Google Classroom, the internet signal is difficult and I cannot access the material provided by the teacher." (Respondent 10)

Based on the results of the respondents' perceptions above, they explained that they did not agree that the use of Google Classroom could replace the full role of the teacher in the classroom. Google Classroom is only an online learning medium to help students learn, especially during this Covid-19 pandemic. The material will be easier to understand when there is direct communication between the teacher and students in the classroom. When learning is done online, students do not have the space to communicate or discuss with teachers or friends.

The assignments given by the teacher are sent through Google Classroom which is directly connected to Google Forms. This is one of the features in Google Classroom that can support the student learning process, especially for writing class (Febiyanti et al., 2021). In writing class activities, students find it easy to use the application because there is a place for them to write and express their ideas. Students can see examples of stories or material delivered directly by teachers on Google Classroom, and they can access them anywhere. When writing assignments are submitted via Google Classroom and connected directly to Google Form, students will be able to write directly there. Students can edit answers easily. In

addition, students also respond in the comments column easily when responding to the material provided by the teacher. When assignments are directly linked on Google Forms, students can easily answer questions from the teacher. Teachers also find it easier to correct students' answers. With Google Classroom, teachers can still monitor and control student assignments. The students did not agree that the use of Google Classroom could replace the full role of the teacher in the classroom. Google Classroom is only an online learning medium to help students learn, especially during this Covid-19 pandemic (Wahyuni et al., 2022). The material will be easier to understand when there is direct communication between the teacher and students in the classroom (Parmawan et al., 2022). When learning is done online, students do not have the space to communicate or discuss with teachers or friends.

In the results of the questionnaire seen from the aspect of interactivity, students have a greater negative perception than positive perceptions. This is because students feel that using Google Classroom makes it less easy for them to communicate with teachers and friends. Students lack space to ask questions to the teacher and discuss with friends if there is a material that is not understood. Similar to the results of the interviews, students felt that Google Classroom helped the online learning process. However, students also find it

difficult to operate this application. Some students find it difficult to submit assignments in Google Classroom. Students are less able to be active in online classes due to limited internet signals. Similar research came from (Agung et al., 2020) that students have negative perceptions of using Google Classroom in online learning due to a lack of internet connection. Students also do not understand the material presented by the teacher because it is only in the form of videos and PowerPoint. Students assume that the role of the teacher can never be replaced in teaching students in real classes. Because when they see the teacher explaining visually, it will be easier for them to understand and ask questions about the material presented.

The next is the conclusion from the interview results. Respondents have almost the same perception about using Google Classroom. They have a positive perception when using Google Classroom. Google Classroom is suitable for online learning. Similar research came from (Negara, 2018) that students have positive perceptions of using Google Classroom in online learning. The results of this study are in line with (Laili & Muflihah, 2020) that Google Classroom has complete features to support the student learning process. Students can still do learning like in offline classes. This application can be used casually and flexibly in the sense that it can be accessed anywhere and anytime. On the

other hand, students have the perception that Google Classroom is sometimes difficult to implement due to internet signal problems. Students whose signal location is difficult, then miss the lesson. They don't know that class has started because there is no notification on their smartphone.

In the aspect of perception, students feel helped by the existence of Google Classroom as long as it becomes an online learning medium. Students get lessons from the teacher easily and flexibly. This study result was in line with (Pratika & Kuswardani, 2022) that students feel that the features in Google Classroom can support their learning process. However, some students have negative perceptions of Google Classroom, that they do not understand the material presented by the teacher while teaching in this application. Based on the research from (Ayu & Sari, 2021), teachers must be able to implement several effective strategies for using Google Classroom so that students are able to participate in activities in a conducive manner, namely providing light material, giving students a punishment or reward, and being able to coordinate classes well.

The next is the problem students experience when using Google Classroom. The system used by teachers sometimes makes it difficult for students to submit assignments. This is the same as research conducted by (Makarim & Sari, 2021) that assignments must first be sent via Google Drive, then sent to Google Classroom and

when learning takes place, students find it difficult to ask the teacher. This happened because there were obstacles between teachers and students in conducting online learning during the Covid-19 pandemic. In addition, the difficulty of internet signals makes it difficult for students to take part in Google Classroom online classes. Students must look for areas with easy signals to be able to carry out online learning at home. Seeing conditions like this based on research conducted by (Astuti and Indriani, 2020) teachers can provide a little tolerance for students so that learning continues to run smoothly. The weakness of this research is that the respondent is only devoted to tenth grade students because it is the first-time using Google Classroom to learn English during the pandemic.

CONCLUSION

Based on the results and discussion above, it can be concluded that Google Classroom has significant value in improving and supporting tenth-grade students' writing skills. Based on the results of the questionnaire, students personally have a high response to the advanced features in Google Classroom. Regarding the interview results, students had positive statements regarding the use of Google Classroom as a learning support application. However, in terms of interactivity, students have difficulty accessing Google Classroom smoothly because of the poor signal. Reflecting on

this finding, the teacher must have the right learning strategy so that the teaching and learning process runs smoothly. The teacher must actively control student assignments so that they can evaluate learning. This is very important to do because online learning is still not very familiar to students. Students should be able to take online learning more seriously. Students should be more active in online classes. Students can ask for feedback from the teacher related to the assignments given. For further research, more discussion is needed on how the teacher's strategy is in dealing with students who have difficulty signaling when using Google Classroom.

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