



STUDENTS' PERCEPTION ON THE USE OF GOOGLE CLASSROOM IN WRITING ACTIVITIES

Suramto¹, Titania Gustiana²

¹Universitas Musi Rawas, Indonesia

²Universitas Islam Negeri Raden Fatah, Palembang, Indonesia

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CORRESPONDENCE

E-mail:

suramtosragen68@gmail.com

A B S T R A C T

Google Classroom as a learning media is widely used for distant learning during pandemic to help students' learning in English writing. This research is intended to find out students' perceptions on the use of Google Classroom in writing activities at Universitas Musi Rawas. The numbers of ten students of Public Administration study program are taken by using maximum variation sampling technique. The qualitative method was used in this research with case study as research design. The data obtained from interviews were analyzed by using thematic analysis. The results of the research showed that there are some advantages and disadvantage of Google Classroom in writing activities. The advantages were (1) Easy to use and accessible from mobile phone, (2) Effective communication and sharing, and (3) Speed up the assignment process. Meanwhile, the disadvantage were (1) Networking problem, and (2) Google Classroom did not encourage the learners to share their work with their peers.

INTRODUCTION

One of four skills in learning English is writing. It has elements that should be learned in order to the students are able to master it. According to Octaviana (2016), writing skill is sophisticated than the others skill to involved some students' abilities on language elements, such as structure, spelling, vocabulary, and words choice. Furthermore, Harmer (2007) argued that writing ability for language processing includes thinking about the language whether in study or activation. In addition, Nishanti (2018) pointed out that of learning English has become almost a necessity for people. English serves as also lingua franca which eventually can be widely spread to other countries as a foreign language.

English as one of requested courses is provided the Universitas Musi Rawas for the students of Public Administration study program and its course has two credits. It is aimed at training the students on vocabulary achievement, typically terms in the public administration field, for examples; amnesty, human resource management, census, constitution, and debt relief. This is due to students' occupational context in which they are aimed to manage their concerns with public document, such as: residence, identification, family card, government regulation, and taxes.



Nowadays, technology plays a very important role in the learning method. Dudeney and Hockly (2008) pointed out that technology engages students to do tasks with more spare time to access important information of knowledge through the learning process to access an authentic websites that provide stimulating and relevant language learning that are goals – oriented. According to Harmer (2007), the website has potential for students in learning English because the learners can access a website that provides information and there are also some sites designed specifically for students such as: exchanging emails, browsing around, and reading a different text or doing exercises.

One of the teaching and learning applications used is Google Classroom due to its benefits. Mafa (2018) proposed three benefits of utilizing Google Classroom for teaching and learning, such as teacher can post class materials, assignments, announcements; students can access any time using personal computers or post thoughts; and teachers and students can upload documents or assignments. Moreover, Chehayeb (2015) proposed that Google Classroom is a software that can ‘save times’ because some features are easier to access and flexible.

Previous research were carried out by Deiniatur (2020) revealed that the students had positive point of view on the use of Google Classroom, it also had made the class more interesting, and the students were able to watch their presentations. Furthermore, Astuti and Indriani (2020) revealed that Google Classroom provided some advantages for teachers and students that has positive impact in terms of utility, usability, and accessibility, especially in this pandemic. In addition, a study by Hasanah (2020) also claimed that Google Classroom is easy to operate and helpful platform to support mixed learning. However, the obstacles are poor internet connections and quite burdensome for students.

Perceptions are formed representing the views that acquire from the environment through the senses. According to Heriyanto (2014), students’ perceptions are sensing process which is accepted by individuals who can provide views and understand to influence experiences and learning process. In addition, Resmini (2019) argued that perception is a process of learning, the students gain information through experience part of facts. In other words, students can have a perception of something if they have experienced it. Furthermore, Nursalam and Syarifuddin (2015) stated that perception is the process of observing using the senses that are owned. Thus, the students are aware of everything in their environment. Moreover, Shandi (2020) asserted perception is a process of



processing information received by the senses from the environment and passed on to the brain, giving rise to interpretations from previous senses or experiences. Therefore, students' perceptions are the way the students accept and believe what they have learning process through their experiences on the use of Google Classroom in writing activities. It can be concluded that writing is producing words and sentences in the form of written language to share ideas, opinions, thoughts, and feelings to understand by the readers.

The advantages of Google Classroom is one platform that incorporates e-mail, documents, and storage. It was created in collaboration with teachers to help them save time, keep classes on track, and also make it easier for students and teachers to connect everywhere and every time. Lynch (2018) proposed benefits that include accessibility, paperless, time saver, communication, and feedback. Furthermore, Afrianti (2018), claimed that Google Classroom is a free productivity tool covering e-mails, documents, and storage. It is designed to make it easier for teachers to save time, manage classes, improve communication, and it is also connected inside and outside. In addition, Pratiwi (2020), there are six advantages of Google Classroom, simple to use and available on all devices, effective communication and sharing, speeds up the assignment process, a simple and user-friendly interface, and everyone can be able to access.

RESEARCH METHOD

A qualitative research method was used to investigate a phenomenon to answer research question. The research is included in a case study method. Creswell (2012) mentioned that a case study is a problem that has to be investigated. Which will reveal in – depth understanding of a case or bounded system, involving understanding an event, activity, process, one or more individuals. Therefore, the purpose of this research was to find out the students' perception on the use of Google Classroom in writing activities that applied by using case study method.

A purposive sampling technique is used to recruit the participants who can provided and detailed information about the phenomenon under investigation. According to Creswell (2012) purposeful sampling is to determine the sample of study that does require certain criteria that the samples can be taken based on the research objectives. This sampling technique is used to solve problems in this study, this technique can describe the problems more clearly to use this technique to achieve more specific goals.



Collecting data was carried out through open-ended interview for finding out students' perceptions on writing activities. Creswell (2012) mentioned that interview occurs when the researcher ask one or more participants general, open – ended questions and record their answers. The interview consisted of nineteen questions. Stewart et al. (2008) stated that interview are study phenomenon or where detailed in sights are required from individual participants and the researcher was used interview to get deeper information of the participants. Interview was implemented to ten students.

Findings and interpretation must be accurate to ensure the collected data and analyzed process. The accuracy of finding was implemented through participants' transcripts. It was done to ensure the credibility. According to Creswell (2012), validated findings are those in which the researchers determine the accuracy or credibility of the findings using a strategy like member checking. The terms of credibility, dependability, conform-ability, transfer-ability, authenticity and audit trails are used for qualitative research.

RESULTS AND DISCUSSION

The research finding was presented through depth interviews in *Bahasa Indonesia* because the participants are not English learners. The participants are initialized as M, DK, SI, SA, B, K, O, EO, BI, and AW. It is described to know the perceptions of writing activities. The students' perceptions on the use Google Classroom in writing activities are; Google Classroom is easy to use and accessible from mobile phone; Google Classroom is effective for communication and sharing; Google Classroom speed up the assignment process.

The interview of easy to use and accessible from mobile phone, the students perceived that using Google Classroom in writing activities, students felt that accessing Google Classroom by using mobile phone was simpler than a computer, using a mobile phone was faster to access without waiting for network activation, and it was also more efficient because the mobile phone could be carried everywhere. As stated by the student SA *"It is easier to use a mobile phone. After all, it looks different because it is simpler"*. In addition, student M said that: *"Of course, Google Classroom can be used for any people with each purpose and basically it is also easier to access"*. Moreover, student O claimed that: *"Of course. The first one, easy to use if I want to collect simpler task, it does not take a long time. Second, it does not take up a lot of space in my mobile phone"*.



(Personal Communication, December, 15th 2021) to conclude, students felt that they could easily access Google Classroom from their phone.

The interview was conducted to create an effective communicating and sharing. the student is easier to get more information in terms of personal communication and receive information during online learning, The information was normally organized by the instructor and the instructor shared information that could be communicated to students in order for them to understand about learning activities. As stated by student M: *“I think it is easy. In terms of personal communication and also in the group are easier to understand because I can get the information there easily. But, sometimes it seems a bit lacking”*. Moreover, student O mentioned that: *“So far, Google Classroom makes it easier for people to communicate. Even if only by typing in forum discussions it can be done quicker to receive information from application”*. In addition, student AW said that: *“In communication, sometimes lecturer asks questions through comments to deliver some information, the deadline of collecting assignments in learning activities and everything it is easier to receive it all”*. (Personal Communication, December 15th 2021). To conclude, students claimed that they could easily receive and share some information through Google Classroom.

In regard with the interview of speed up the assignment process, the students perceived that by using Google Classroom in writing activities, collecting their assignments could be done faster through Google Classroom because students did not need confirmation from the lecturer to approve them, and as long as the network support it there was no obstacle to collect it . A student M gave respond *“Yes, it is. As long as there is a good network connection, I can upload the task quickly”*. Moreover, student SA said that: *“Yes, because we can directly send it through Google Classroom. Since there are students who are living far from the campus, so the online submission is easier to do”*. In addition, student O mentioned that: *“It is easier, if I want to collect assignments. I can just click submit, it will automatically submit and usually in the form of pdf or photos”*. (Personal Communication, December 17th 2021). To conclude, students said that Google Classroom help them to upload their assignments as long as the network supported it.

An interview was carried out the networking problem, the students perceived that by using Google Classroom in writing activities, internet connection was one of problems when they want to find the latest information or notification through mobile phone that did not appear. As stated by student K confirmed that: *“If I want to find the latest information when the connection unstable, I*



need to refresh it all because it is not automatically updated". Moreover, student SA said that: *"It all depends on the internet connection when the notification did not come out, I should refresh it"*. In addition, student M mentioned that: *"In my opinion, every time I see the notification it always refreshes as long as the internet connection support it"*. (Personal Communication, 24th 2021). To conclude, students claimed that the notification of Google Classroom did not come out if the internet connection had problem that it made them need to refresh to get the information.

The interview was obtained that the students perceived the using Google Classroom in writing activities, students could not see or share assignments with their peers because Google Classroom did not provide the feature to do so. Student AW responded *"I don't think so. It is more private if I use Google Classroom. No one else or my classmates can share the results of my assignments"*. Moreover, student O said that: *"So far, there is no feature that supports documents sharing between students"*. In addition, student SA mentioned that: *"Based on my experience in using Google Classroom, there are no features that support documents sharing with peers. Maybe my friends didn't know about it either"*. (Personal Communication, December 24th 2021). To conclude, students felt that Google Classroom did not provide document sharing feature to help them see their peers' assignments.

Data was analyzed thematically to find the students' perception on the use of Google Classroom in writing. Firstly, students found positive impact and it was simpler and easier in accessing course topics. Students felt that accessing Google Classroom using mobile phone was simpler than using a computer. Students felt that using mobile phones was easier when they wanted to access the materials they wanted to learn on Google Classroom. Students also relied on mobile phone for any need because it is faster and simpler. In line with this, a study conducted by Lynch (2018) Google Classroom can be accessed from any computer through Google Classroom or any mobile device regardless of platform. Pratiwi (2020) also revealed that Google Classroom can access easier from chrome or browser through computers, mobile phones, and tablets.

Secondly, the students felt that using Google Classroom was easier for them to get information in terms of personal communication and receive information. The students explained that Google Classroom was easy for them to communicate, it allowed them to ask questions, assignments, and class attendance in the comments column. They communicated effectively and received information announced from the lecturer, such as class schedules and other activities related to their studies. It is



line to the statement by Lynch (2018) who mentioned that communication between students and teachers using Google Classroom is easy to do such as send posts, comments on assignments, and provide feedback. Thus, Pratiwi (2020) claimed that Google Classroom is a platform to save online documents and share announcements or assignments that students can access immediately through Google Docs and Google Drive as long as the teacher has shared it with the students.

The third, students mentioned that collecting the assignments are faster using Google Classroom. The students explained that the assignment needs to be changed beforehand in the form of a document such as a pdf or a photo. Then, the result of their assignments can be sent via Google Classroom and speed up the submission process automatically supported by a good internet network. A study conducted by Pratiwi (2020) The assignments process is more effective if it is done by Google Classroom as it helps the students to submit their assignments and feedback immediately.

In addition, students claimed that internet connection should be support them to get more information through feeds on notification. However, the unstable connection made the notification did not appear on their mobile phone. The students explained that they sometimes missed the announcement through notification, when the internet connection was unstable. According to Pappas (2015), feeds on Google Classroom automatically update, the learners need to refresh feed regularly in order not to miss important announcements and must often reload in order not to miss essential announcements such as their homework.

Finally, students mentioned that they could not see or share assignments with their peers because Google Classroom did not have the feature for it. The students explained that Google Classroom did not allow sharing with peers and did not have the necessary facilities to allow peers to view each other's assignments. Pratiwi (2020) stated that learners were discourage to share unless the owner must approve sharing option.

In short, the researcher concludes that the use of Google Classroom for media in teaching and learning, specifically in writing activities. Google Classroom in writing activities could give benefit to the students and believed that using Google Classroom during this pandemic situation was useful to their distant learning. It was easy to use for access for all devices especially mobile phone. By using Google Classroom was effective communication and sharing to discuss their learning English writing, Google Classroom also speed up the assignment for submitted their tasks. Meanwhile, there



were negative impact on Google Classroom such as networking problem with the internet connection when access Google Classroom. Hence, students could not see or share assignments that did not have provide the feature to do so.

CONCLUSION

The researcher found some perceptions discussed, there were some perceptions on the use of Google Classroom discussion in writing activities. It is easy to use and accessible from mobile phone. It is effective communication and sharing. Students are able to hand task faster. Students are discourage to share assignments to others. In conclusion, it provided features to encourage students in learning English writing. Students were easy to accessed Google Classroom to receive and share information, and submitting their assignments was faster through mobile phone. However, the problem using Google Classroom were the internet connection which sometimes made them difficult to receive information through notification and Google Classroom did not allow student to see others or share their assignments.

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