
STUDENTS' PERCEPTIONS ON THE USE OF GOOGLE CLASSROOM IN WRITING ACTIVITIES: A CASE STUDY

ADELIYA LESTARI

Universitas Islam Negeri Raden Fatah Palembang

MANALULAILI

Universitas Islam Negeri Raden Fatah Palembang

WINNY AGUSTRIA RIZNANDA

Universitas Islam Negeri Raden Fatah Palembang

Abstract

Google classroom is an application for online learning and teaching. The objective of this study was to find out the students' perceptions on the use of google classroom in writing activities at SMAN 3 Lubuklinggau. The qualitative research method with a case study research design was used in this study. The participants of this study were six students who were obtained by using a maximum variation sampling based on teacher's recommendation. The study used interview and thematic analysis was selected as analyzing the data in developing categories and sub-categories of the data. The findings showed that there were positive and negative perceptions on the use of Google Classroom in writing activities. They were (1) being easy to acces, (2) saving time, (3) getting feedback, (4) being easy to post writing assignments, (5) having lack of interaction, and (6) increasing problem in writing. The results showed that google classroom used in online learning had advantages and disadvantages for students in learning writing.

Keywords: google classroom, students' perception, writing

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Introduction

English is an international and global language. Nishanti (2018) states that English is the most commonly used language universally where its importance cannot be denied or ignored. Besides, English as lingua franca means that English is used among speakers of different first language (Barancicova & Zerzova, 2015). In the field of education, English as a lingua franca has been widely implemented in various school, especially Indonesia. In short, English is very essential to use in various fields like education.

One of the most important language skills to be mastered is writing. Through the mastery of writing skills, student can communicate ideas, thought, feeling, and emotions into written form

(Sakkir et al., 2016). Moreover, writing is a process of the most important skill of human which usually consists of text and numerical data (Hyland, 2004). Durga and Rao (2018) who state that writing is important that communication is transmitted more through writing than other types of media. It is supported by Muflihini (2015) states that writing is an effective way to communicate and express our thoughts, feelings and opinions to others. In addition, Klimova (2013) claims that in language teaching, writing has a unique position because it involves practice and knowledge. Therefore, writing is a way to express ideas or opinions through paper.

Despite its importance, writing requires a complex process. Richards and Renandya (2002) state that writing is the most complex and difficult skill for students to master. Writing is considered a difficult skill for students to master because in producing good sentences that need to be mastered by students. In addition, Babalola (2012) states as it is well known that writing is considered a difficult language skill that students must learn to convey their ideas. Students must be able to express ideas effectively in order to obtain good writing skills. Therefore, writing is very important to be taught to students in order to produce an effective and interesting composition.

There are various problems that occur in the writing class. Hyland (2006) reveals that the main problem in second language is the low knowledge of vocabulary. Furthermore, Ghabool (2012) states that every individual at the time of writing may experience difficulties in one aspect of skills such as: use of grammar, conventions, punctuation, capitalization, spelling, and some basic aspects and prefixes are written correctly. In addition, Al-Badi (2015) in his research concluded that the main problems in writing is grammatical errors, improper vocabulary selection, irregular verbs, and incorrect punctuation and spelling. In short, students experienced problems in the writing process. Student of Indonesia who learn English as a foreign language encountered problems in learning writing. English foreign language students must also work hard in transferring meaning from the Indonesian context to English so that the results of their writing can be understood and make sense when read by the public, especially native speakers (Ariyanti, 2016). According to Leki (1992), English foreign language is difficult to master because students have difficulty understanding the implications and meaning of words. In addition, Astrid et al., (2019) Writing in a foreign language (FL) is even more difficult as it demands a certain amount of knowledge on the language background. Many EFL students still have difficulty mastering these skills because there are some differences between Language and English such as structural terms and grammar and style. Meanwhile, the average student has a problem where a lack of English language skills is the main cause of many difficulties faced by ESL students in writing assignments. Yaqin (2015) further states that the weakness in academic writing for Indonesian students is their inadequate English language skills.

Currently, almost parts of the world are hit by the Covid-19 outbreak or better known as the corona virus pandemic. As a result, various countries have to implement a lockdown system to prevent the spread of the virus, one of which has an impact on the education sector, therefore the ministry of education in Indonesia is implementing a remote learning system (online). Supported by the circular letter of the Ministry of Education and Culture of the Republic of Indonesia number 4 (2020) which states that the teaching and learning process is carried out at home through online learning. According to Ernst and Young (2012) as cited Syaiful et al., (2019), have a prediction that even though the digital revolution will not eliminate campus base universities, it will revolutionize how the stakeholders deliver and support the process of education and the way the institutions produce value and system.

One of the online learning media used at schools are Google Classroom, which is a program for teachers and students to create, evaluate, and assess paper assignments (Mersand, 2014). Shaharane et al. (2016) suggest that Google Classroom facilitates teachers to create and organize assignments quickly, provide input efficiently, and communicate with the class easily. The advantages of Google Classroom are very easy to use and can even be accessed. Google Classroom's design deliberately simplifies the instructional interface and the options used to deliver and track assignments; Communication with all courses or individuals is also simplified through announcements, e-mails, also simplifies the distance learning process, saves time, collects paperwork, and can write anytime without time limits. Supported by Iftakhar (2016), Google Classroom is a learning platform intended for all spheres of education which is intended to find a way out of difficulties in making paperless assignments. According to Beal (2017), Google Classroom is a tool that facilitates student and teacher collaboration. In conclusion, Google Classroom really help teachers manage the creation and collection of paperless assignments, which are very suitable to support today's learning media.

Google Classroom is beneficial for writing class using Google Classroom, the teacher can guide students to reflect on themselves using their own words without feeling anxious when writing. Jannah and Yuniarti (2019) state that Google Classroom is widely accessed by teachers, one of which is for the teaching and learning process, especially in learning to write. Furthermore, Fitrieningtyas et al. (2019) claim there are features that support learning to write; one of them is when writing students easily upload tasks that have been needed as files, various features are also available such as, single view for student assignments menu, class management, decimal assessment, transfer of calendar ownership. In short, using Google Classroom in learning to write really helps teachers and students to be equipped with advanced supporting features.

A preliminary study was conducted by interviewing one of the teachers of English at SMAN 3 Lubuklinggau. It was revealed that Google Classroom is used for the English teaching and learning in writing activities. According to the teachers who teach at SMAN 3, Google Classroom is really used to support the English learning process especially eleventh grade. Then, all eleventh grade used Google Classroom to support the learning proses, because learning that used Google Classroom in only eleventh grade. While the tenth and twelfth grades use zoom, whatsapp and Google meet to carry out the online learning process. Besides, being easy it also has a positive impact on the low economy for students as Google Classroom saves quota so that it helps children with limited internet quotas, and is effective for learning writing because it can send attached data so that participants can write and share data (D, informal communication, 16 October 2020).

Furthermore, informal interviews are also conducted to three students of SMA N 3 Lubuklinggau. The students said that learning using the Google Classroom application was easy to understand, before students sent assignments in the form of videos or files that had a large capacity, it had to be minimized first (F. Informal communication, 16 October 2020). In addition, according to them online learning is easy, even though it was difficult because the signal was not supportive plus the internet quota they have is limited (A and Y, informal communication, 16 October 2020). In short, the interview was conducted that online learning was very effective to do, and helped the teaching and learning process even though there were still things to be done above.

Previous studies showed that Google Classroom had positive impact in teaching learning on writing. Study conducted by Shaharane et al. (2016) revealed that Google Classroom provides student enthusiasm so that it shows it is effective as an active learning tool. Study conducted by Mai (2019) revealed virtual classes using Google Classroom are superior to ordinary classes. The results

of student involvement in writing will be higher than students in the control group who only learn in ordinary classes. Kathleen (2016) indicated that Google Classroom can be positive results student learning outcomes in vocabulary, their understanding of content knowledge has limited improvement. According to the description above, an investigation of students' perceptions about the use of Google Classrooms in writing learning will be carried out at SMAN 3 Lubuklinggau. Therefore, we wanted to conduct this research to find out students' perceptions about the use of Google Classroom in writing activities at SMAN 3 Lubuk Linggau.

Literature Review

Writing and components

There are several ideas about the definition of writing in general. Nunan (2003) states that writing is mental work to find ideas, think about how to express them, and organize them into statements and paragraphs that will be clear to readers. It means that students can communicate thoughts, feelings, and emotions to others in writing. Supported by (Marzulina & Saputra, 2016), writing is the more complicated and appears to be the most difficult of the skills, even for native speakers of a language, because it entails not just a graphic representation of speech, but also the development and presentation of thoughts in an organized way. Generally, people who are good at writing in English and have a good written language, they also have good English competence. In short writing is not easy because the writer must pay attention to the main purpose or writing and also must pay attention to aspects in his writing. Referring to the expert opinion above, we can conclude that writing is complex activity to change spoken to written language according to grammatical accuracy to convey the message or the author's intent and that can not be separated from the main purpose to convey or disclose ideas, thoughts and feelings.

The stock of vocabulary, grammar and how to make a correct sentence must be considered to make a good writing. The students' writing score will be evaluated by the scoring system. Hossain (2015) proposed the aspect of writing as follows:

1. Form (organization), the organization of the text is fluent in expressing, reveal clearly ideas, good organization, logic sequence, and cohesive.
2. The content, refers to the topic and its explanation, discussion, evaluation, and conclusion. It should be clear, specific, and relevant.
3. Grammar, the employment of grammatical form and syntactic patterns. It means that sentence is another aspect that should be considered.
4. Vocabulary, the student could choose the correct words as it is function and master informing words.
5. Mechanics, mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another.

In writing skill, we need to know and master the writing components. They must be mastered by the students before they write down what they want to express. It is supported by Haris (1969) as cited in Basonggo et al. (2016) states that In order to make a good writing, we need to recognize the component of writing skill such as content, forms, grammar, vocabulary, and mechanics (punctuation and capitalization).

Distance learning

Distance education is the kind of education in which students may not always be physically present at a school. According to Okmawati (2020) Online learning is the use of telecommunications technology to convey information for education and training. In using online learning, several alternative media or applications can be used to support the learning process. Modern students are inseparable of digital life. They need internet, texting, social media, and multimedia is a natural activity of daily life for them, and they expect use technology in their academic life.

Benefits of distance learning

Distance learning may not be the best choice for every student but with the current situation it is the best solution to do to support the distance learning process. Sadeghi (2019) provides the benefits of distance learning as follows:

1. Learn from anywhere, anytime, the best thing about distance education is that you can learn from anywhere and anytime..
2. Saving significant amounts of money, you do not have to live in the same city or country to attend the learning institution of your choice. You can study anywhere you have access to a computer and an internet connection.
3. Flexibility to choose, even if they are outside the touch form learning process, distance learning programs offer them the flexibility to choose their learning program.
4. Saving time, in a distance learning program, your classroom is right in your bedroom – study material at your desk or in electronic material on your computer.

Limitations of distance learning

Although online learning allows more people to acquire higher education, it does not come without its own perks and benefits. Sadeghi (2019) provides the limitation of distance learning as follows:

1. High chances of distraction, it implies there will be no face-to-face interaction with the teacher and no peers to help with reminders of ongoing assignments, which will most likely result in missed deadlines.
2. Complicated technology, one of the biggest disadvantages of online learning is its reliance on technology. The class session will be halted if there is a software or hardware malfunction, so be prepared.
3. No social interaction, lack of physical interaction in the educational process can cause many problems. Online learning only limits students to online-based classes and learning materials.
4. Difficulty staying in contact with instructors, students will have more difficulty connecting with their instructors.

Google classroom for learning writing

Google Classroom is very simple to create and to use. Here all available features are integrated. Fitriningtyas et al. (2019) provide the feature of Google Classroom as follows:

1. Single view for student assignments, classrooms have pages for each student that show all student assignments in the class. With this view, teachers and students can see teachers and students can see the status of each task, and can use filters to see each assignment, assignments lost, or tasks that have been assessed and returned.
2. Class arrangement, through Classroom, teachers can arrange and organize classes based on the criteria of the class they have. For example arranging based on daily schedules, priority workload.
3. Decimal grading, through Classroom, teachers will be able to easily use assessments that require high accuracy, for example, the use of decimals in their assessment.
4. Transfer of class ownership, with this feature, the admin and teacher can transfer ownership of the google classroom class to other teachers, without the need to create a new class. Automatically, new class owners can get complete access to student work through Google Drive.
5. New class integration, this feature offers easy integration between teachers and various other applications they like.
6. Code display class, with this feature, teachers can now display their class code on the screen in full so students can quickly join a new class.
7. Import the Google form quiz score to class, using quizzes through Google Forms allows teachers to conduct real-time assessments of student understanding of a topic. then, the teacher will be able to import the value from the quiz made earlier directly to Google Classroom.
8. Add a profile picture on the cellphone, with this feature, both teachers and students can easily change profile pictures through their cellphones.

The researcher from Setiadi (2020) proposed some features of Google Classroom as follow:

- a. Posting and sharing, teachers are able to post links to important class website, post files for students, post teaching material, and another things. This is very efficiency way to distribute class material to students and one of Google Classroom most beneficial features.
- b. Assignment, teachers and students are able to creating, distributing, collecting assignment into a quick and simple process.
- c. Grading, teachers are able to assign any poin value to the assignment and add private feedback comments to student assignment.
- d. Question, teachers are able to assign any poin value to the assignment and add private feedback comments to student assignment.
- e. Calendar, google classroom automatically creates an assignment calendar for students and teachers to remind about assignment deadline.

Benefits of writing activities through google classroom

Google Classroom provides many opportunities for both students and teachers as a free online learning site. Korman (2020) provide the benefit of writing activities as follows:

1. Accessibility, google classroom can be accessed via google chrome from an machine, or from any mobile device, regardless of platform. All files shared by teachers and students shall be stored in a classroom folder on google drive. Users can access the classroom anywhere.

2. Exposure, google classroom exposure can help students turn to other learning management systems used in higher education.
3. Paperless, teachers and students won't have to shuffle excessive quantities of paper since the Classroom is entirely paperless. Students may access lost work due to absences and find other likely required services.
4. Time Saver, the classroom is a perfect time-saver. With all money being saved in one location and being able to access the classroom anytime, teachers would have more free time to complete other tasks.
5. Communication, teachers and students can submit emails, post into the web, submit private comments on assignments, and provide input on work.
6. Collaborate, the classroom gives the students many ways to work together.
7. Engagement, the classroom offers many ways to make learning collaborative and interactive. It allows teachers to separate tasks, to incorporate videos and web pages into lessons, and to create group tasks for collaboration.
8. Feedback, a valuable part of all learning is to provide meaningful feedback to the students. Inside the classroom's grading tool, teachers can send feedback on assignments to each student.

Some researchers proposed some advantages of google classroom as follows:

- a. Easy to use, it is very easy to use. google classroom's design purposefully simplifies the instructional interface and options used for delivering and tracking assignments; communication with the entire course or individuals is also simplified through announcements, email, and push notifications (Ifkhair, 2016).
- b. Saves time, google classroom is designed to save time. it integrates and automates the use of other google apps, including docs, slides, and spreadsheets, the process of administering document distribution, grading, formative assessment, and feedback is simplified and streamlined. Harjanto and Sumarni (2019) who found that google classroom save their time much and the teacher needn't spend time on copying materials and transferring to student by via google classroom.
- c. Cloud-based, google classroom brings more professional and authentic technology to use in a learning environment because google apps represent "the vast majority of cloud-based enterprise communication tools used across the professional workforce.
- d. Flexible, the app is easily accessible and can be used by instructors and students in face-to-face learning and fully online environments. This allows the educator to explore and influence "reverse instructional methods more easily as well as automate and organize the distribution and collection of tasks and communication in a variety of instructional environments." (Mary, 2014 ac cited in Ifkhair, 2016).
- e. Free, google classes themselves are not necessarily available to students without access to educational institutions. But anyone can access all other applications, like drive, docs, sheets, slides, etc. simply sign up for a google account and also, googles classroom can acces anywhere, anytime.
- f. Mobile friendly, google classroom is designed to be responsive. Easy to use on any mobile device. "Mobile access to engaging and easy-to-interact learning materials is essential in today's web-connected learning environment (Ifkhair, 2016).

Methodology

Research design and participants

In this study, we used qualitative research with a design of a case study. This qualitative case study is an approach that facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter & Jack, 2010). Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomenon through the subjective experiences of the participants (Palmer & Bolderston, 2006). Furthermore, Creswell (2012) states that one of major characteristic in qualitative research is exploring a problem and developing a detail understanding of central phenomenon. In this qualitative study, case study was used as the research design to find out the students' perception toward using Google Classroom in learning writing. According to Creswell (2010), a case study is problem that will be explored in depth of a bounded system which involves understanding an activity, event, process, or individual.

The eleventh grade students of SMAN 3 Lubuklinggau were chosen as the participants in this study by using a purposeful sampling technique. In addition, purposeful sampling is generally used in qualitative research to obtain information that require field access to help identify cases with special purposes (Suri, 2011). Maximal variation sampling was used as one of purposeful sampling strategies to choose the participant. Creswell (2010) states that maximal variation sampling is a purposeful sampling strategy in which the researcher sample cases or individuals that differ on some characteristic or trait. Based on our preliminary study, there are 5 classes that used Google Classroom in learning writing. We selected 6 students as the participants based on their score in learning writing through maximal variation sampling. They were two students who had highest score in writing, two students who had medium score in writing, and two students who had lower score in writing. It was decided based on the information from the teacher. In addition, students were also be selected based on their gender.

Data collection and analysis

The interview was used to collect the data to determine students' perceptions on the use of Google Classroom in writing activities at SMAN 3 Lubuklinggau. We had a telephone interview to collect data by using mobile phone and WhatsApp. There were six students as participant. Four participants were interviewed by mobile phones and two participants were interviewed by using WhatsApp. The interview for each participants lasted about 8-15 minutes. Semi-structured interview was used. Al-Balushi (2016) indicates that semi-structured interview is considered as a great medium for research interpretatively because they can help the researcher obtain data of participants' perception deeply and make their experience depend on the reality. Jamshed (2004) claims that in-depth interview where subject has to answer predetermined open-ended questions is semi-structured interview. Semi-structured interview is an appropriate medium for interpretive research because it can help the researcher obtain data of participants' perception in depth and make their experiences and life stories depends on the fact (Al-Balushi, 2016). There were 25 items in the form questions related to students' perceptions on the use of Google Classroom. One-on-one interview was used in

this study. In the interview process, we introduced ourselves first and explained the purpose of the interview and the use of audio recording to the students and the students also introduced her/himself so they could get to know each other. The interviewers and interviewee used Indonesia language during interview proses. All of the interview was recorded and later transcribed into English. The interview was done as supporting data to know how the students' perception on the use of Google Classroom in writing activities.

In analyzing data, we applied thematic analysis following steps from Creswell (2012). First, we collected the detailed data from interview (e.g., transcriptions or typed notes). Then, we put the data into computer files after transcribing the raw data into text. Next, we started to code all of the data. In this process, we read all transcriptions and started to code the data that were related to the research question of this study. The last, we made a personal interpretation as the final summary of this research.

To analyze students' perception using Google Classroom in writing activities, the recorded interview data were prepared after interviewing the chosen participants. Then, we transformed the recorded data from the interview into a transcription. Afterward, we interpreted the result from the interview about what was found.

Establishment of trustworthiness

In the process of collecting and analyzing data, the accuracy of findings and interpretation was ensured. The validation of findings is related to how the researchers decides the accurate findings by using ways such as member checking or triangulation (Creswell, 2012). In this study, the trustworthiness was used to check the accuracy of the data using member checking. According to Carlson (2010), member checking is an opportunity for participants to agree on data from existing interpretations. We checked the accuracy of the interview results by asking the interviewers to recheck the transcripts of interview as conformity about information which had been given by them in the interview. If they thought it was not right, then we asked them the part that was not correct until they were correct and accurate result.

Findings

Students' Perceptions on the use of Google Classroom In Writing Activites

Based on the data gained from interview, we found that there were positive and negative perceptions on the use of Google Classroom in writing activities. It was found that various information about students' perceptions on the use of Google Classroom in writing activities. It was divided into five; being easy to access, saving time, getting feedback, being easy to post the writing assignment, having lack of interaction, and increasing problem in writing. Belows are the explanation:

Easy to access

The result of interview showed that most of the students felt that Google Classroom was easy to access in subbmiting assigment when in writing activities. The student with initial TA said "*Yes, I think it is easy to use to receive material because there are no problems in Google Classroom when accessing it*"

(Personal communication, April 07, 2021). The students initial EL added that *“Yes, it is very easy for me to accept writing material because when it is easier to access there are no problems, especially when the material is neatly arranged”* (Personal communication, April 07, 2021).

Saving time

Most of the students said that Google Classroom was saving more time than learning face-to-face based on the result of the interview. The student with initial DA said *“Yes, because it can make me focused on doing tasks quickly so it can save my time”* (Personal communication, April 07, 2021). The student initial AL *“Yes, it saves more time than learning face to face because the teacher does not explain the material and there is no direct question and answer”* (Personal communication, April 07, 2021). Moreover, the student with initial TA added that *“Yes, because we can access the material directly and without being explained by the teacher”* (Personal communication, April 07, 2021).

Getting Feedback

Based on the data obtained from interview, it indicated that most of the students felt that the teacher always commented on the writing assignment. As confessed by the student initially DA *“Yes, when I submit assignments, the teacher usually immediately comments on what is unclear in my assignment”* (Personal communication, April 07, 2021). The student initial AA *“Yes, but it took a very long time, like during the final assessment feedback to our writing assignment”* (Personal communication, April 07, 2021). In addition, the students agreed that teacher could provide feedback when they submitted assignments. As confessed by the student initially EL claimed that *“Yes, I think comment and suggestions from teachers are very important so the teacher can improve my writing”* (Personal communication, April 07, 2021). Moreover, the student with initial TA added that *“Yes, because with comments from the teacher, she/ he can tell us where the mistakes are in writing, so we can improve our writing”* (Personal communication, April 07, 2021).

Easy to post the writing assignment

The data obtained from interview indicated that most of the students claimed the Google Classroom feature was very easy to use when submitting assignments in Google Classroom. The students with initial AY *“No, because it's very easy to post assignments unless there is a signal problem”* (Personal communication, April 07, 2021). The student with initial AL *“No, because there is a column for collecting assignments and it is supported by a strong signal, making it easier for me to carry out the task collection process”* (Personal communication, April 07, 2021). Moreover, the student with initial DA added that *“No, because the Google Classroom feature is very easy to use when submitting assignments in Google Classroom”* (Personal communication, April 07, 2021).

Lack in interaction

Most of the students felt that Google Classroom could decrease the interaction between teacher and student based on the interview result. As confessed by the student initially DA *“Yes, there is very little interaction between teachers and students. I don't think that's enough.”* (Personal communication, April 07, 2021). The student with initial AL *“Yes, because we feel that there is a lack of interaction between*

teachers and students, and that is not enough for students, especially since we learn through online learning” (Personal communication, April 07, 2021). Moreover, the student with initial AY added that *“Yes, because interacting using chat is difficult; it's easier to connect directly”* (Personal communication, April 07, 2021).

Increasing problem in writing

The data obtained from interview showed most of the students said that the Google Classroom did not help them in choosing the right diction. The students with initial TA *“No, I think Google Classroom is just an applications to accept assignments and submit assignments”*(Personal communication, April 07, 2021). The student with initial DA added that *“No, choosing the right diction depends on each individual's knowledge”* (Personal communication, April 07, 2021). Moreover, the students also felt that Google Classroom could not help them to arrange the idea. As confessed by the student initially AL claimed that *“No, because at the time of writing we had to use English, so we indirectly improved the ideas and grammar used”* (Personal communication, April 07, 2021). The student with initial EL *“Of course not, because Google Classroom does not provide this feature”*. (Personal communication, April 07, 2021).

Discussion

Students' perceptions on using Google Classroom in writing activities at SMA N 3 Lubuklinggau found in this study consisted of (1) being easy to access, (2) saving time, (3) getting feedback, (4) being easy to post the writing assignment, (5) having lack of interaction, and (6) increasing problem in writing. An explanation the factors were described as following in order to know further much information about them.

The first perception from students was that Google Classroom was being easy to acces. Almost all students felt that Google Classroom was very easy to use. It indicated that students agreed and got good response about that. Students could access faster material, assignment and important announcement from Google Classroom that could be accessed via website or smartphone by students. It was related to research conducted by Shaharane et al. (2016) which stated that Google Classroom made the process of submitting assignment easier. Furthermore, students felt that operating Google Classroom for the learning process was easy to use. It was supported by Harjanto and Sumarni (2019) who found that to operate Google Classroom was also quite easy for students in their study. In additon, the student agreed that Google Classroom was easy to access material anywhere. It was in line with research done by Setiadi (2019) who said that Google Classroom was easy for students to use because students could access materials, assignments, and they could access Google Classroom anywhere.

The second perception from students was that use of Google Classroom was saving time. Students agreed that learning to use Google Classroom can save time and then the students claimed that used Google Classroom saved their time because the teacher did not need to spend time explaining the material and distributing it to students. The students did not need to listen to the teacher's explanation. They easily accessed the material. It was in line with the research conducted by Harjanto and Sumarni (2019) who said that Google Classroom saved their time much and teachers did not need spend time on copying materials and distributed them to students. In addition, learning writing in Google Classroom saved more time than learning face to face because the teacher did not explain the material and there was no direct question and answer. As research conducted by

Fitriningtyas (2019) which found that Google Classroom could save time in assigning assignments to students.

The third was that use Google Classroom was getting feedback. Student felt that by the comments from the teacher could show them the mistakes in writing. It was in line with Shaharane et al. (2016) who found in term of usefulness of the Google Classroom, the feedback provided by the teacher was very useful. The students stated that the teacher always commented on the writing assignment. It was supported by Iftkhar (2016) who found that the students commented that teachers had to use it regularly and gave positive feedback about students' participation in Google Classroom. Student claimed that the teacher always provided feedback for his assignment in Google Classroom. It was supported by Alim (2019) who found that the teacher gave feedback on all assignments to students and graded it using Google Classroom. Additionally, Sukmawati and Nensia (2019) revealed that when students submitted assignments, a lecturer gave grades and students could see directly from Google Classroom. Furthermore, the students agreed that by teachers' comment could improve their writing. It was supported by Sheelavant (2020) who said that the students felt that instant feedback by the teacher helped them improved in writing activities.

The fourth perception was the use of Google Classroom was made the students easy to post their writing assignment. The students could post their assignments quickly and also they could share material easily and could be accessed anytime via handphone. It was supported by Sukmawati and Nensia (2019) who found that students easily submit assignment anywhere by handphone. Setiadi (2019) discovered that students was easy to get information or announcement, do and submit their task or assignment. Sheelavant (2020) also supported that the students could use the application anytime and anywhere. Additionally, Mustaniroh (2015) stated that Google Classroom as a media of learning could repeat the learning material and the material could be opened anytime.

The fifth perception was having lack of interaction. Students claimed that Google Classroom could decrease the interaction between teacher and student. This result was in line with Sheelavant (2020) who found that the students felt online classes was not as effective as traditional classes due to lack of student-teacher interaction. However, the lack of interaction in online classes between teachers and students had to be resolved, so that teachers and students could communicate online like face-to-face. It was supported by Muthudprasad (2021) who discovered that the lack of traditional, face-to-face interactions in online classes was also a major concern. Additionally, a study conducted by Mustaniroh (2015) also showed that the students agreed that Google Classroom made students difficult to communicate with teacher.

The last perception from students was that the use of Google Classroom increased problem in writing. Most of student claimed that the Google Classroom did not help them in the learning process of writing. It indicated that the students agreed that the use of Google Classroom did not help in choosing the right diction. It was supported by Janah and Yuniarti (2019) who discovered that the students' writing was dominated by errors on mechanics (punctuation, paragraphing, and capitalization), and language use (structure and grammar), but overall the content of their text was enough to be evaluated. Then, the students felt that Google Classroom could not help students to arrange the idea. It was in line with the research of Laili and Muflihah (2020) which indicated that the several students experienced an obstacle in the writing. It indicated that the student felt difficulties to construct sentences into paragraphs. It was caused by the lack of concepts or ideas. Furthermore, Klimova (2013) found that the student confessed that they had difficulties using the formal language which was related, such as limited knowledge of grammar (e.g. articles, word order and tenses), It revealed that the language use was different from the native language. In

addition, Janah and yuniarti (2019) stated that students by using Google Classroom in learning writing for language use still made errors on tense. Therefore, the use Google Classroom in writing activities had advantages and disadvantages for students to learn in writing activities. Students felt that Google Classroom was easy to access, provided getting feedback, saved the time, and was easy to post in writing assignment. However, the use of Google Classroom in learning writing activities could lead to a lack of interaction, and could increase problems in writing.

Conclusions

Based on the result of the study, we found that there were positive and negative perceptions on the use of Google Classroom in writing activities. The positive perceptions were as follows: (a) the students felt that Google Classroom was easy to access received the materials in writing, (b) the student felt that Google Classroom could save more time than learning face-to-face, (c) the students stated that the teacher always commented on the writing assignment, (d) the student felt that by the comments from the teacher could tell them the error in writing, (e) the students claimed the Google Classroom feature was very easy to use when submitting assignments in Google Classroom. However, there were negative perception on use of Google Classroom in writing activities. They were as follow: (a) the students felt that Google Classroom could decrease the interaction between teacher and student; (b) the students claimed that the Google Classroom did not help students in choosing the right diction, (c) the students felt that Google Classroom could not help students to arrange the idea.

This research only focused on finding out the students' perceptions toward the use of Google Classroom in writing activities. We suggested that next research can conduct more in-depth research and get new perceptions of this topic on the use of Google Classroom in writing activities. Then, it is suggested that next research can develop this research so that it does not only focus on writing skills but also includes other skills such as reading, speaking and listening.

Furthermore, we suggested to students, especially students of SMAN 3 Lubuklinggau, to maintain the advantages of Google Classroom in writing activities such as students easily access material in Google Classroom, students feel more time-saving in learning, and students feel feedback by being able to find errors in writing. Next, we suggested to the teacher to optimize more how to teach writing through Google Classroom. Then, we also hope that using Google Classroom for writing activities can provide new experiences for teachers and students. By knowing the results of the perception of using Google Classroom in writing activities, we suggested that students can further develop the use of Google Classroom to improve English language skills in writing. Finally, all students, especially SMAN 3 Lubuklinggau, can learn to write well through Google Classroom.

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