Students' Perception on The Utilization of Google Classroom in Studying English Writing Skill

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Abstract

The purpose of the present research is to find out the real fact of the students' perception on the utilization of Google Classroom in the teaching of writing skill. This research is a qualitative design. The subject of the research was the Second Semester of Grade Eleventh students of Madani Senior High School that consisted of 33 participants. The participants were selected by purposive sampling. The data were collected using interview and analyzed using Likert Scale. The researcher found that there were four category of students' perceptions toward the dimension of Google Classroom in Teaching Writing Skill in which the students were mostly agree with; (1) the average students' response to the use of Google Classroom is 75, 8 % of the total number of students, (2) the average students' response to the use of Google Classroom in the teaching of writing skill is 75, 8% of the total number of students, (3) the average students response to the impact of the using of Google Classroom in teaching writing skill is 69, 7% of the total number of students, and (d) the average students' response related to their satisfactory toward the use of Google Classroom in the teaching Writing Skill is 69, 7% of the total number of students. It means that the students have positive response toward the use of Google Classroom platform in teaching and learning English. It implies that the use of the Google Classroom platform to teach Writing Skill is enable students to have good motivation in studying writing skill.

Keyword: Writing Skill, Perception, and Google Classroom.

Introduction

The teaching of English is always an interesting topic to discuss. It does not involve a teacher's individually performance in the classroom, but also involves the students as the main participants in the classroom (Choy & Cheung, 2022);(Andresta, 2022). Moreover, the teaching and learning process is not partially discussed as the main topic of discussion but it also involves the teaching and learning media important to deliver lesson in the classroom (Fadilah et al., 2020). Many kinds of learning platform significantly increase the quality of the teaching better (Kurniawati et al., 2019).

The precise teaching learning media the teacher uses in the classroom will provide significance change of teaching quality, students' enthusiasm, and even the teacher's teaching spirit itself (Dasniar et al., 2022). One of the most outstanding and well known teaching and learning media is Google Classroom platform (Pham, 2022). Google classroom has been a worldwide teaching and learning media at the beginning of this

second millennium. Almost all level of basic education has used Google classroom as the main media to provide distant lesson for the students (Pritchard, 2017);(Lekhu, 2023).

One of the platforms that used is Google Classroom from google.com. Google Classroom is a part of google suite for education and officially launched in 2014. As described in www.support.google.com, Google Classroom aims for more productive and meaningful teaching by efficiently managing assignments, increasing collaboration, and improving communication (Ong et al., 2023). Google classroom platform employed in the teaching and learning process becomes a demanding to support the classroom activity runs smoothly (Shen et al., 2023);(Purohman, 2018).

Madani Senior High school is one of the high schools in Palu – Central Sulawesi that has utilized Google Classroom platform as substitution learning media to replace the role of on ground learning becomes online learning. Google classroom has long been utilized by the teacher of Madani Senior High Schools since the establishment of the school. Moreover when it was pandemic – Covid-19, spread out to the whole parts of the world the made direct interaction between the students and teacher limited, Google Classroom platform has been the main media of choice for this distant learning. in other words the use of e-learning – Google Classroom becomes a strategic way as the solution of the problems whenever on ground learning cannot be conducted because of particular reasons; pandemic; civil war; natural disaster; and many other reasons. For instance, the spreading of Covid-19 has become the main reason to conduct e-learning; the teaching and learning process via Google Classroom along 2019 to 2021 as the substitution of on ground learning.

Google Classroom provides some kinds of rooms where the teacher and the students' can interact directly based on the need of learning. Those rooms are among others forum, classroom task, students' room, students' score, and meeting room. Forum is the room provides by Google Classroom for the teacher and students to gather delivering and receiving information. Classroom task room is the room where the teacher provides the students with classroom task where all students or classroom participants are able to notice kinds of the task the teacher provides them with.

Students' room is the room where the students are gathered together to discuss the core of the lesson provided by the teacher. The discussion the students conduct in the students' room is kinds of written discussion. Score room is the room where the teacher provides the students' achievement in form of score when they have completed particular classroom task or project from the teacher. And the last one is a meeting room. Meeting room is the room where the teacher and the students are gathered together mediated and the can interact directly to each other. Meeting room is the room for the teacher to deliver and describe lesson; online face to face discussing the content of the lesson. In short Google classroom provides many significances for the student and the teacher to interact.

In line with the explanation above, Hakim (2016) states that Google Classroom is the most recent component of the Google app for education that instructors and students may use to further their learning Hakim further states that the ability to create class groups and subgroups, assignments, quizzes, and assessments, as well as the automated storage

of materials and assignments, are all benefits of Google Classroom. It also offers a discussion forum for students. Google classroom has offered many easiness for the students and teacher to interact from distance. If it is not possible for the teacher to conduct online learning so Google classroom is one and the most strategic teaching and learning platform to use (Mohammed, 2018);(Tratnik et al., 2019).

In line with the above explanation, the researcher is interested to investigate the phenomena relates to the use of Google Classroom in the teaching and learning process. As it is mentioned previously, one of the senior high schools in Palu that has long been implementing the use of the Google Classroom. To make it clearer information for the researcher about the utilization of Google classroom in the teaching and learning area, the researcher decided to conduct the research in the school.

It is a public senior high school the local government establishes to support in increasing the quality of education in Central Sulawesi. As the model high school, Madani senior high school makes me curious to investigate things relates to the teaching and learning process in particular, the teaching English writing skill.

It is commonly known that the teaching of English involves the four language skills to study; listening skill, speaking skill, reading skill, and writing skill. The reasons for the researcher to choose investigating writing skill is because writing skill is one of the language skill that has more complicated skill to study. Moreover the thing that makes the research more curious to investigate is writing skill taught through Google Classroom learning platform has of course high challenging for the teacher to present.

On the other side, teaching writing skill through Google Classroom will have wide difference from teaching it on ground teaching. Even, it is not only the way teacher presents Google Classroom writing class that make the researcher really wants to know it in depth, but main thing also the students' perception.

The problem statement leads the researcher to determine the objective of the research, which serves as the target for identifying related data. The objectives of the research are as follows: to discover students' perceptions of the utilization of the Google Classroom platform in studying English writing skills and to evaluate teachers' teaching performance in using the Google Classroom platform for teaching writing skills at Madani Senior High School. The significance of the research includes both theoretical and practical benefits. Theoretically, this research serves as a reference for further studies on online English teaching and learning activities through Google Classroom. Practically, it benefits students by helping them understand Writing materials and motivating them to use the Google Classroom application anytime and anywhere. For the researcher, it provides insights into teaching writing skills and enhances knowledge of English writing instruction using the Google Classroom platform.

Method Research

The researcher used qualitative description in this research. Sugiyono (2013) claims that descriptive research using qualitative methods to gather information on empirical data is typically referred to as qualitative research. The researcher chooses this

method to find out the students' perceptions toward the utilizing Google Classroom affects on students Writing Skill. This research was conducted at Madani Senior High School Palu. It is located on Soekarno Hatta street, Tondo, South Palu, Central Sulawesi. This research was held on November 2023 until the research was completed.

The subject of this research was the second-semester of Grade Eleventh students. In this research, the researcher used a questionnaire and an interview; while the participants consist of 33 students of Madani Senior High School. The data was collected by using the following instruments and they were collected through the following steps: Questionnaire, Interview. In evaluating data, the researcher applied the theory of Miles, Huberman, and Saldana (2014), which states that data analysis consists of three components: data reduction, data display, and conclusion or verification.

Resulth and Discussion
Result of Questionnaire

Questionnaire used in this research was in the form of Likert Scale. In this questionnaire, there were 20 questions about an analysis students' perception toward the use of Google Classroom platform that affect on students Writing Skill. The researcher choose 33 students grade elventh of Madani Senior High School. The students were only required to answer in the available option provided in questionnaire which consists of several statements related to students' perception.

Table 1. Easiness to access the data from respondents answer related to the easiness to access

N0	Questionnaire Statement	Alternative Answer	F	Percentage
1	It's easy for me to access into Google Classroom	Strongly Agree	12	36,4%
		Agree	17	51,5%
		Disagree	4	12,1%
		Strongly Disagree	0	0%
2	I can easily access Writing Subject in Google Classroom with easy	Strongly Agree	11	33,3%
		Agree	21	63,6%
		Disagree	1	3%
		Strongly Disagree	0	0%
3	It's really easy for me to save and to send tasks in Writing Subject into the Google Classroom	Strongly Agree	11	33,3%
		Agree	21	63,6%
		Disagree	1	3%
		Strongly Disagree	0	0%
4	I easily understand Google Classroom application system better than another one.	Strongly Agree	12	36,4%
		Agree	17	51,5%
		Disagree	4	12,1%
		Strongly Disagree	0	0%

The first statement, "It's easy for me to access into Google Classroom," 36.4% of respondents strongly agreed, 51.5% strongly agreed, 12.1% disagreed, and 0% strongly disagreed. The statement indicates that most of the students have positive response on the easy to access into Google Classroom. In addition, Google Classroom learning platform mediates the students to helpful learning platform to study writing skill. For the second

statement, "I can easily access Writing Subject in Google Classroom with easy", 33.3% of respondents strongly agreed, 63.6% agreed, 3% disagreed, and 0% strongly disagreed.

For the third question, "It's really easy for me to save and to send tasks in Writing Subject into the Google Classroom," 33.3% of respondents strongly agreed, 63.6% agreed, 3% disagreed, and 0% strongly disagreed. The fourth question "I easily understand Google Classroom application system better than another one", 36.4% of respondents strongly agreed, 51.5% strongly agreed, 12.1% disagreed, and 0% strongly disagreed. The majority of respondents found it easy to understand the Google Classroom application and access written material in it.

Most respondents also found it is easy to send and receive writing course assignments on Google Classroom. The percentage of respondents who strongly agree or agree is much higher than respondents who disagree or strongly disagree with all questions. Overall, the table provides insight into respondents' opinions and experiences with the Google Classroom application. The results show that the majority of respondents have a positive perception of the usability and functionality of the application.

Table 2. The data from respondent answer related to the use of Google Classroom

No	Questionnaire Statement	Alternative Answer	F	Percentage
5	The quality teaching and learning Writing Subject is categorized Very good.	Strongly Agree	4	12,1%
		Agree	22	66,7%
		Disagree	6	18,2%
		Strongly Disagree	1	3%
6	Google Classroom is a very applied media for social interaction (teacher and students) as it's shown through this learning activities.	Strongly Agree	3	9,1%
		Agree	21	63,6%
		Disagree	8	24,2%
		Strongly Disagree	1	3%
7	Teaching and Learning activities using Google Classroom can help me to notice the Learning Problem, to evaluate new ideas, and to implement what I have learnt.	Strongly Agree	2	6,1%
		Agree	25	75,8%
		Disagree	6	12,2%
		Strongly Disagree	0	0%
8	Teacher's flash back is a valuable input.	Strongly Agree	1	3%
		Agree	27	81,8%
		Disagree	5	15,2%
		Strongly Disagree	0	0%
9	Google Classroom explanation system is helpful to control my learning performance and to understand the topic previously discussed.	Strongly Agree	4	12,1%
		Agree	22	66,7%
		Disagree	7	21,2%
		Strongly Disagree	0	0%

In response to question number 5, regarding the quality of writing skills, the majority of participants (66.7%) felt that the course was of high quality. The majority of respondents (63.6%) think that Google Classroom is a good tool for social interaction in question 6. The majority of respondents (75.8%) in question 7, namely regarding the effectiveness of learning activities using Google Classroom, agree. that it helps them examine problems, assess new concepts, and apply what they have learned into practice.

The majority of respondents (81.8%) in question number 8 who asked about the benefits of the material provided by lecturers via Google Classroom stated that it was very useful. For question 9 which asked about the usefulness of the assessment system in Google Classroom, the majority of respondents (66.7%) agreed that this system helped in monitoring their performance and understanding the topics explained by the teacher.

Important Conclusion: Writing courses are generally considered good by respondents. Google Classroom is seen as a useful platform for social interactions and learning activities. The material provided by lecturers via Google Classroom is considered useful. The grading system in Google Classroom is seen as useful in monitoring performance and understanding topics. Note: The percentages given in the table are given in decimal form, but can be converted into percentages by multiplying them by 100.

Table 3. The data from respondent answer related to the communication and interaction

No	Questionnaire Statement	Alternative Answer	F	Percentage
10	I feel comfortable to small interaction through Google Classroom.	Strongly Agree	3	9,1%
		Agree	18	54,5%
		Disagree	12	36,4%
		Strongly Disagree	0	0%
11	The teacher helps the students to make them able to participate in learning activities in a productive discussion.	Strongly Agree	5	15,2%
		Agree	23	69,7%
		Disagree	4	12,1%
		Strongly Disagree	1	3%
12	I feel comfortable to interact with other class participants in studying Writing Subject through Google Classroom.	Strongly Agree	1	3%
		Agree	19	57,6%
		Disagree	13	39,4%
		Strongly Disagree	0	0%
13	My point of view and argument is accepted by other class participant during learning period.	Strongly Agree	1	3%
		Agree	16	48,5%
		Disagree	15	45,5%
		Strongly Disagree	1	3%
14	The teacher is enthusiastic to teach and to explain Writing Subject through Google Classroom.	Strongly Agree	0	0%
		Agree	20	60,6%
		Disagree	12	36,4%
		Strongly Disagree	1	3%

For question 10, 9.1% of participants strongly agreed that they felt comfortable talking via Google Classroom for writing activities, while 54.5% agreed and 36.4% disagreed. For question 11, 15.2% of participants strongly agreed that teacher help students stay engaged and participate in productive discussions, while 69.7% agreed and 12.1% disagreed. For question number 12, 3% of participants strongly agreed that they felt comfortable interacting with other participants in writing activities using Google Classroom, while 57.6% agreed and 39.4% disagreed.

For question number 13, 3% of participants strongly agreed that their views or opinions should be acknowledged by other participants via Google Classroom, while 48.5%

agreed and 45.5% disagreed. For question 14, 60.6% of participants agreed that teacher was enthusiastic in teaching and explaining writing lessons via Google Classroom, while 36.4% said they disagreed and 3% said they strongly disagreed.

Important Conclusion: The majority of participants agreed or strongly agreed that they felt comfortable using Google Classroom for writing activities. The teacher's role in facilitating engagement and productive discussion was generally received positively by participants. Although most participants agreed that they felt comfortable interacting with other participants, there was also a percentage who disagreed. Recognition of views and opinions via Google Classroom received mixed responses, with a relatively even distribution of agreement and disagreement. Teacher's enthusiasm in teaching and explaining writing lessons via Google Classroom is generally perceived positively, although a small number strongly disagree.

Table 4. The data from respondent answer related to the Student's Satisfaction

No	Questionnaire Statement	Alternative answer	F	Percentage
15	I am really satisfied studying Writing Subject through Google Classroom.	Strongly Agree	0	0%
		Agree	28	84,8%
		Disagree	5	15,2%
		Strongly Disagree	0	0%
16	I'll recommend this learning media to be applied in teaching another relevant subject.	Strongly Agree	6	18,2%
		Agree	23	69,7%
		Disagree	3	9,1%
		Strongly Disagree	1	3%
17	Google Classroom becomes my primary choice in active learning compared to other media.	Strongly Agree	3	9,1%
		Agree	15	45,5%
		Disagree	15	45,5%
		Strongly Disagree	0	0%
18	I like Google Classroom as a learning initiative and motivated.	Strongly Agree	3	9,1%
		Agree	21	63,6%
		Disagree	9	27,3%
		Strongly Disagree	0	0%
19	I do understand Writing subject teaching when using Google Classroom.	Strongly Agree	0	0%
		Agree	18	54,5%
		Disagree	14	42,4%
		Strongly Disagree	1	3%
20	I am really excited gaining good score after using Google Classroom.	Strongly Agree	0	0%
		Agree	19	57,6%
		Disagree	13	39,4%
		Strongly Disagree	1	3%

For the question "I am really satisfied studying Writing Subject through Google Classroom." 84.8% of respondents agreed, while 15.2% disagreed. For the question "I'll recommend this learning media to be applied in teaching another relevant subject." 69.7% of respondents agreed, while 9.1% disagreed. For the question "Google Classroom becomes my primary choice in active learning compared to other media", 45.5% of

respondents agreed, while 45.5% disagreed. For the question "I like Google Classroom as a learning initiative and motivation", 63.6% of respondents agreed, while 27.3% disagreed. For the question "I do understand Writing subject teaching when using Google Classroom", 54.5% of respondents agreed, while 42.4% disagreed. For the question "I am really excited gaining good score after using Google Classroom", 57.6% of respondents agreed, while 39.4% disagreed.

Important Conclusions: The majority of respondents were satisfied with using Google Classroom for writing learning and would recommend it to others. There was a mixed response regarding whether Google Classroom was the preferred choice for active learning compared to other media. Respondents generally liked Google Classroom as an initiative for learning and motivation. There was a divide in opinions regarding whether Google Classroom helped in understanding writing material and enhancing grades in the writing course.

Result of Interview

After conducting a questionnaire, the researcher also uses a direct interview approach or one of the online media application features if needed. Likewise the interview, the researcher used the Whatsapp application (Voice Note, Call, or Video Call) to facilitate the interview process if necessary. Due to distance and time, which is quite challenging to meet at once.

In this interview, there were 12 questions about students' perception on the utilization of using Google Classroom platform, that effect on students Writing Skill. The researcher choose 7 students from 33 students grade Eleventh of Madani Senior High School. Based on the interview data from the seven students listed above, it can be determined that Google Classroom is frequently used as an online learning medium. Google Classroom serves as a media link between teachers and students, allowing them to assign and upload grades for all aspects of English study. Writing skills are taught not only in Google Classroom, but also in other programs, including the Meet Room. Google Meet is a support tool that allows teachers and students to communicate directly online. The teacher will verify attendance first, followed by an explanation of the objectives and assignments. If students do not understand tasks or English learning materials, the teacher will clarify them using Google Meet.

Conclusion

In reference to the findings and discussion, four key conclusions can be drawn regarding the use of Google Classroom in teaching writing skills. First, students' responses highlight the accessibility and functionality of the platform, with 51.5% finding it easy to access Google Classroom, 63.6% agreeing it facilitates writing class access and task submission, and 51.5% stating they understand its application system better than others. Second, the platform's teaching effectiveness is emphasized, as 66.7% rated teaching quality as very good, 75.8% noted its utility in addressing learning problems and implementing ideas, and 81.8% valued teacher feedback during lessons.

Third, regarding communication and interaction, 54.5% felt comfortable with small interactions, 69.7% acknowledged productive discussions fostered by teachers, and 60.6% appreciated teacher enthusiasm in explaining writing lessons. Lastly, student satisfaction is evident, with 84.8% expressing high satisfaction, 69.7% recommending its use for other subjects, and 63.6% appreciating it as a motivational learning initiative. These findings collectively demonstrate the significant role of Google Classroom in enhancing students' engagement, understanding, and overall satisfaction in studying writing skills.

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